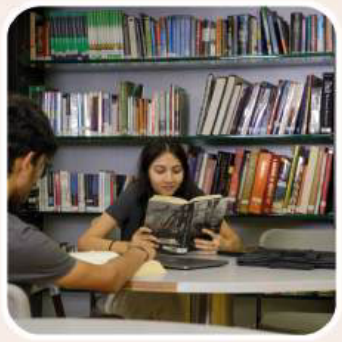
B.D. SOMANI
INTERNATIONAL SCHOOL

IBDP SUBJECT INFORMATION BOOKLET 2026



CAMBRIDGE International Education
Cambridge International School

Diploma Programme


B.D. SOMANI
INTERNATIONAL SCHOOL

Contents

B.D. SOMANI
INTERNATIONAL SCHOOL

MISSION STATEMENT

B.D. Somani International School offers its students an internationally recognized curriculum in an Indian setting. The school focuses on social as well as intellectual development of the students to equip them to take their place in the global community of the 21st century. In an atmosphere that values academic excellence, the school seeks to encourage respect for individuality and self- awareness. At B. D. Somani, we aim to nurture and develop the potential of each of our students and to prepare them to become dynamic, caring and productive members of a democratic and interdependent society.

VISION STATEMENT

B.D. Somani International School will be a beacon of meaningful, authentic learning that empowers students with the skills, attitudes and flexibility necessary to tackle the challenges and opportunities of our ever-changing world.

THE IB DIPLOMA PROGRAM

B.D. Somani International School has a long-standing and productive collaboration with the International Baccalaureate Organization. This has been possible because the school and the IBO share a common philosophy of encouraging students to be active, compassionate and lifelong learners.

THE 3Cs AND THE IB LEARNER PROFILE AT B.D. SOMANI INTERNATIONAL SCHOOL

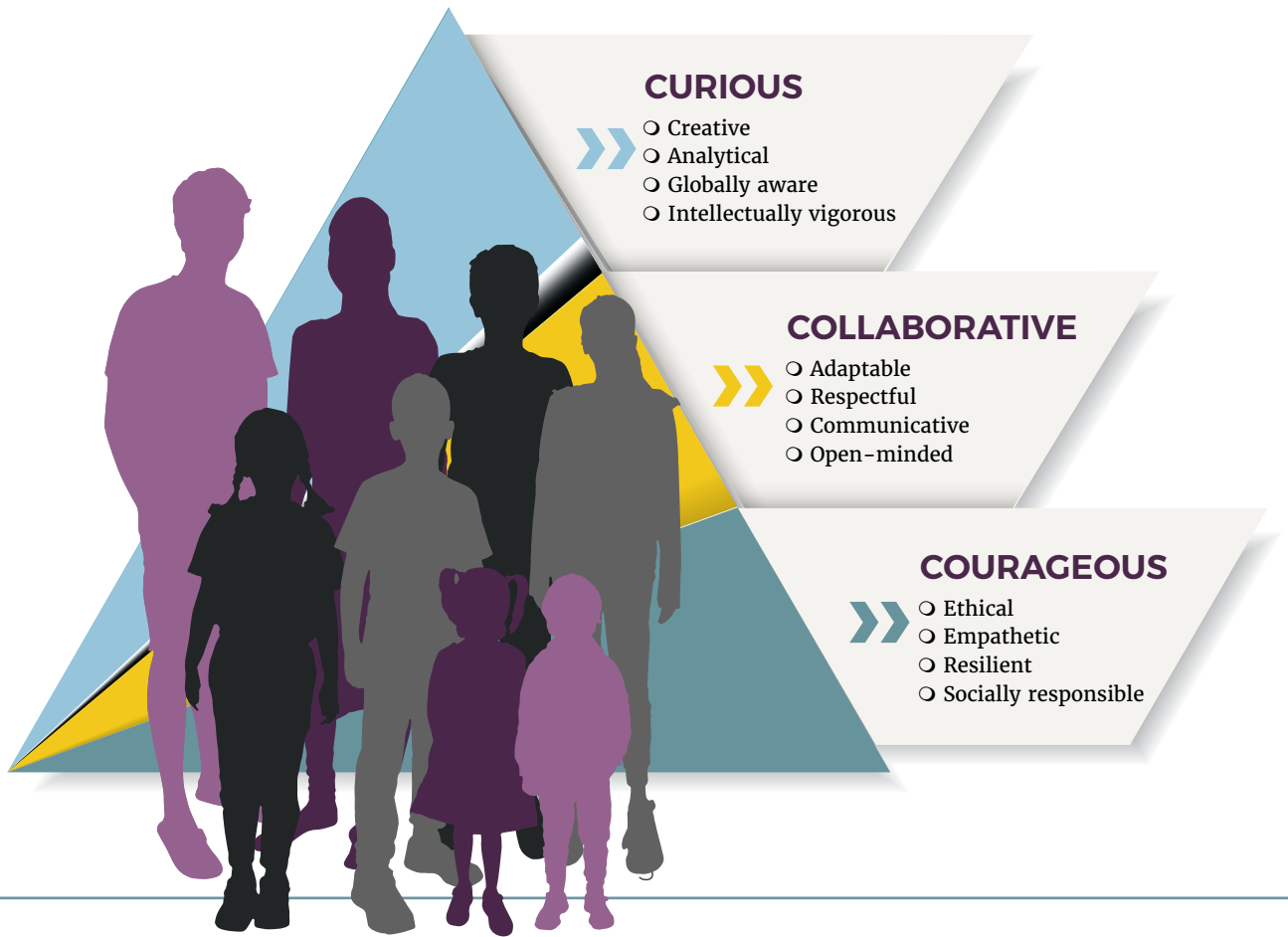
The profile of a BDSIS Graduate is reimagined as 'The 3Cs (see visual below). Imbued with these core values our graduates would embody a spirit of Curiosity, Collaboration and Courage. Our particular values would create a special synergy with the qualities of the IB Learner Profile.

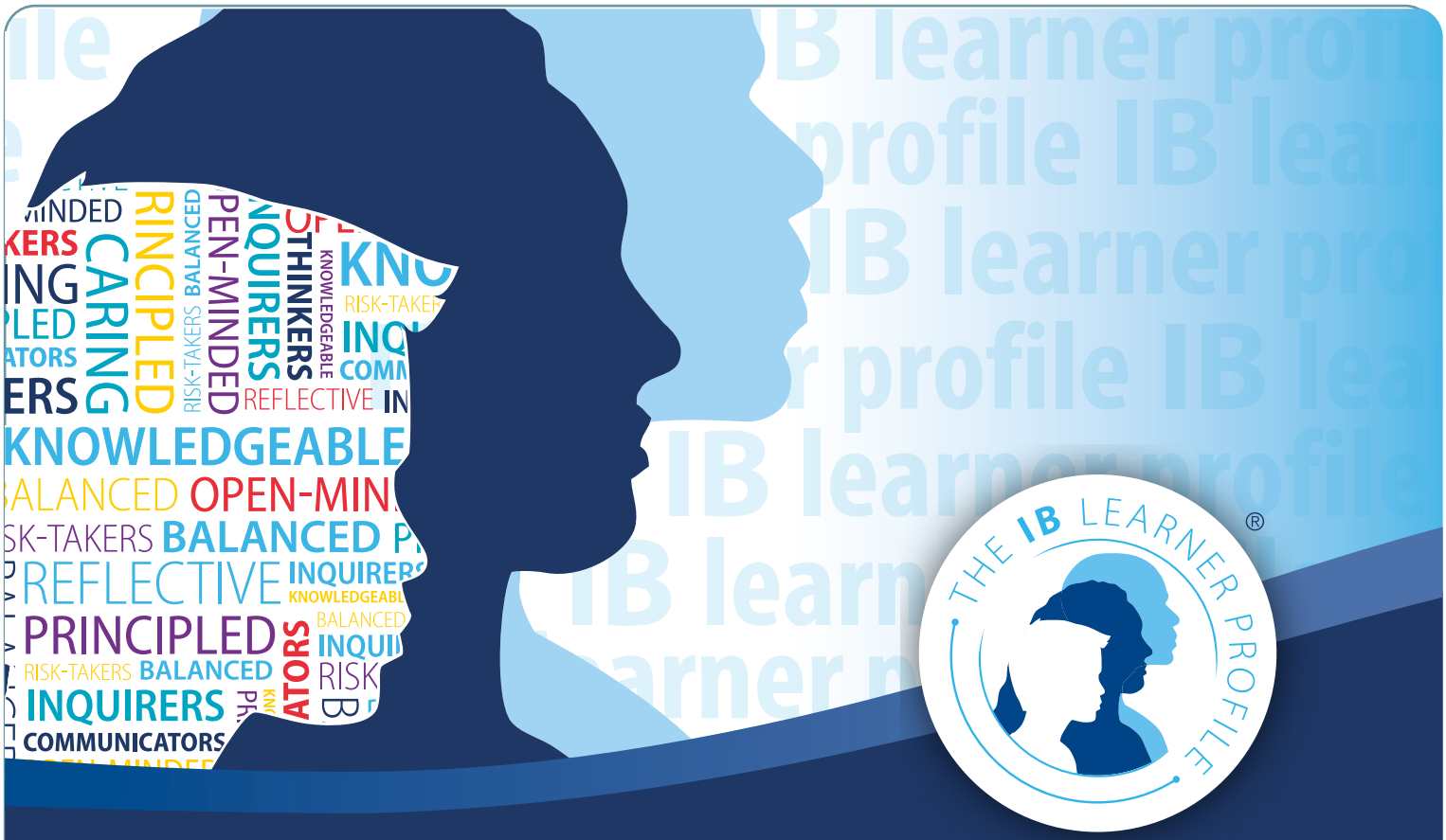
CURIOUS: Our B.D. value of Curiosity is aligned with the intellectual curiosity of the first three traits of the IBDLP.

COLLABORATIVE: Collaboration is founded on principled and balanced communication. It constantly cares for and respects the opinions of partners in our community of learners.

COURAGEOUS: The ability to challenge oneself intellectually is to be a risk-taker. This is the quality of moral courage which ensures that we pursue knowledge ethically.

We honor parents as the first educators of our student community. We seek through the values of the IBDLP and the 3Cs to provide an ethical framework for the vision of life-long learning. We believe education works best for the learner when each individual student is empowered within a triangle of family support, caring and talented faculty - with the learner empowered in their own journey.





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.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

IB DIPLOMA PROGRAM - CURRICULUM

The International Baccalaureate® (IB) Diploma Program (DP) curriculum sets out the requirements for study of the DP. The curriculum is made up of the DP core and six subject groups.

The six subject groups are:

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts

The three core elements are:

- THE EXTENDED ESSAY, which is an independent, self-directed piece of research, finishing with a 4,000 words paper.
- THEORY OF KNOWLEDGE, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- CREATIVITY, ACTIVITY, SERVICE, in which students complete a project related to those three concepts.

B.D. Somani International School offers a vast range of subjects in each subject group. However, a listed subject may not be offered if there are fewer than 5 students who sign up for a particular subject/level.

SUBJECT GROUP	SUBJECT OPTIONS	LEVELS
Studies in Language and Literature	English Language and Literature	HL and SL
Language Acquisition	French, Spanish and Hindi	Ab initio, HL and SL
Individual and Societies	History, Business Studies, Economics, Psychology and ESS*	HL and SL
Sciences	Biology, Chemistry, Physics, Computer Science and ESS*	HL and SL
Mathematics	Analysis & Approaches Applications and Interpretation	HL and SL
The Arts	Visual Arts, and Theatre	HL and SL
*Environmental systems and societies [ESS] is an interdisciplinary subject that meets Group 3 and Group 4 requirements.		
Ab initio SL language is for students with no prior experience in the language. B.D. Somani International School offers French and Spanish ab initio SL. Hindi SL is offered as a one-year course and students complete the Hindi SL IB examination in May of Grade 11. Hindi HL is offered as a two-year course.		

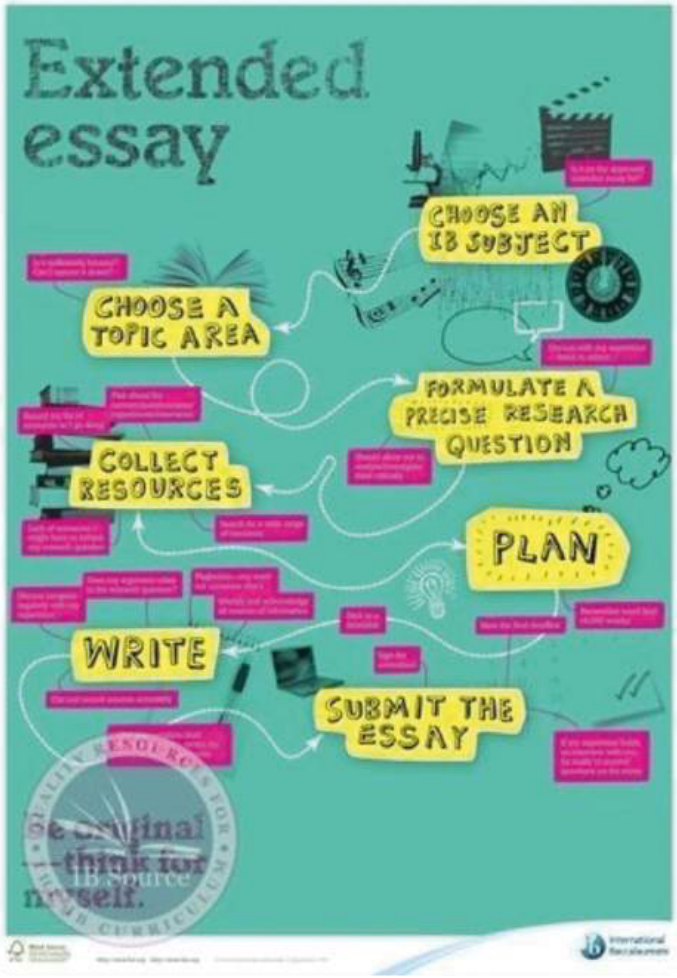
EXTENDED ESSAY

The Extended Essay (EE) is a formally presented, independent, self-directed research of 4000 words, that offers IBDP students an opportunity to select any focused topic of their interest from any one of the six Diploma Program subjects or take the inter-disciplinary approach of a World Studies extended essay.

With advice and support from the allocated supervisor, the process of extended essay provides practical preparation to IB students for undergraduate research, allowing a free communication of ideas and findings through reasoned and coherent arguments, promoting intellectual discovery and creativity and high-level writing skills.

Students develop important transferable skills such as the thinking skills which play a key role in extended essays as students delve into deeper understanding of the subject area picked for research.

Critical thinking and reflection skills also have central roles allowing students to engage in the analysis and evaluation of information from different sources, while it is also a mandatory requirement for the engagement assessment criterion to reflect on the research process, highlighting the intellectual and personal challenges and achievements as a learner.



While research skills are necessary for successful completion, other ATL skills and LP attributes are implicit, providing experience and helping students to evaluate decisions and be internationally minded.

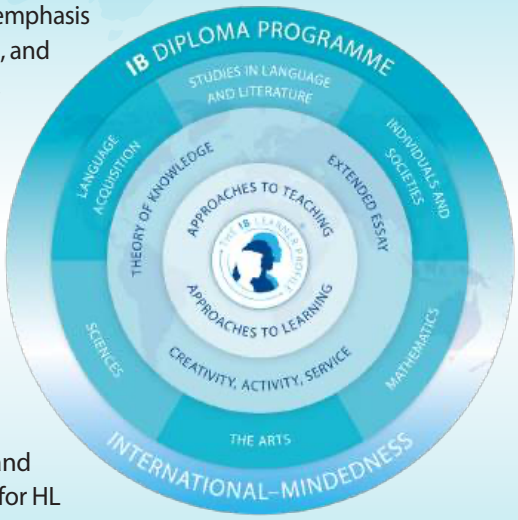
Excerpts from Extended Essay guide 2018
'The extended essay is a challenging and rewarding experience, which prepares students for different pathways beyond the Diploma Program by developing skills valued by both tertiary education and employers. The extended essay embodies the essence of an IB education in developing inquiring, critical, lifelong learners.'

International Baccalaureate
Diploma Programme Subject Brief

Extended essay

First assessment 2027

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

The extended essay, a component of the DP core, is a compulsory, externally assessed piece of independent research, presented as a formal piece of academic writing. It is an in-depth study of a focused topic, undertaken either through a subject-focused approach, or an interdisciplinary approach combining two DP subjects.

Students choose from the list of available Diploma Programme subjects for the examination session in question. For those taking the diploma this is normally one of the student's six selected subjects, or two in the case of the interdisciplinary pathway. Students can also choose a topic in which they have some background knowledge.

The EE is intended to promote academic research and writing skills. It gives students the opportunity to engage in personal research on their own choice of topic, under the guidance of a supervisor (an appropriately qualified member of staff within the school). Students produce a significant piece of appropriately presented and structured writing, in which their ideas and findings are communicated in a coherent, reasoned manner that is suitable for the chosen subject(s).

The extended essay aims are to enable students to:

- experience the excitement of intellectual exploration
- engage in student-led academic research on a topic of personal interest
- develop skills in research, thinking, self-management, and communication
- reflect on the learning experience of producing an extended essay.

II. Overview of the extended essay process

The research process

The research process involves the following steps, though the order may unfold differently for different students.

- Choose a broad topic then refine and focus it.
- Decide the appropriate pathway: interdisciplinary or subject-focused.
- Choose the approved DP subject(s).
- Undertake some preparatory reading.
- Form a well-focused research question.
- Plan the research and writing process.
- Plan a structure for the essay. This may change as the research develops.
- Carry out the research.

Writing and formal presentation

The required elements of the final submission 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

Reflection is the process by which students recapture their experience and think about its impact on them as learners. This includes how they envisage applying what they have learned to other circumstances, including future studies, career, or life in general. To assist students with this, there are three mandatory, formal reflection sessions with the supervisor.

The reflection sessions also give students the opportunity to:

- reflect on their engagement with the research process
- consider the effectiveness of their choices
- re-examine their ideas and decide whether changes are needed.

The final reflection session is the viva voce, a short interview (10–15 minutes) between the student and the supervisor. The viva voce serves to check academic integrity, reflect on successes and difficulties, and think about what has been learned.

Reflective thinking is recorded as a 500-word reflective statement. The student writes the statement at the end of the extended essay process and includes it on the Reflection and progress form (RPF). The form also notes the student's attendance at each reflection session.

III. Assessment model

The extended essay, whether subject-focused or interdisciplinary, is assessed against common criteria.

In working on the extended essay, students are expected to achieve the following assessment objectives.

Assessment objectives	
Know and understand	• To demonstrate knowledge and understanding of the topic chosen and the research question posed. • To demonstrate knowledge and understanding of terminology and concepts. • To demonstrate knowledge and understanding of relevant research methods.
Apply and analyse	• To apply relevant research methods to respond to the research question. • To analyse the research to determine appropriate findings.
Synthesize and evaluate	• To discuss in a balanced way the significance of the research findings. • To develop a clear line of argument that links the research question, research findings, and conclusions. • To evaluate the effectiveness of the essay. • To evaluate the extended essay learning experience and reflect on the growth of the learner.
Communicate research	• To communicate research according to appropriate structural conventions. • To understand and demonstrate academic integrity.

Assessment at a glance

Assessment criteria	Guiding question
Framework for the essay	Do the research question, research methods, and structural conventions followed provide an effective framework for the essay?
Knowledge and understanding	Does the student demonstrate knowledge and understanding of the subject matter being used in their research?
Analysis and line of argument	Does the student analyse the information presented in the essay and produce a line of argument?
Discussion and evaluation	Does the student discuss the findings and evaluate the essay?
Reflection	Does the student evaluate the effect of the extended essay learning experience on them as a learner?

The extended essay contributes to the student's overall score for the diploma through points awarded 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.

Example extended essay topics

Research question	Approach
Language A: How effectively does Oscar Wilde both present and critique social expectations in The Importance of Being Earnest?	Various social expectations are identified, such as marriage, manners, religion, duty and gender. How effectively Wilde presents and critiques them is investigated through a close reading of the play and attention to language. Some background research into Victorian society provides social context, but the focus is on the play.
Economics: Does current economic research into minimum wage invalidate the neoclassical argument that increasing the minimum wage will lead to increased levels of unemployment?	The neoclassical argument is researched and presented. The counterarguments are researched and evaluated in terms of the nature of the evidence and studies that have been carried out.
Psychology: Is mindfulness or cognitive behaviour therapy (CBT) the more effective means of coping with stress?	Research that directly compares the two treatments is analysed, leading to a well evidenced conclusion.
Chemistry: What is the effect of manganese oxide versus copper (II) oxide in the catalysation of hydrogen peroxide at 21˚C?	Background information is sought regarding the decomposition of hydrogen peroxide and different catalytic pathways and mechanisms. This is followed by practical research using carefully selected variables.
Visual arts: To what extent do the skull series of compositions by the artist Joni Brenner embody the cyclical nature of life and death?	The socio-historical context of Apartheid and the art produced in the post-Apartheid era is researched. This is followed by an analysis of the artistic and symbolic aspects of Brenner's skull compositions.

About the IB: For over 50 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 are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: **https://ibo.org/en/dp**.

Complete subject guides can be accessed through the Programme Resource Centre or purchased through the IB store: **https://www.ibo.org/new-store**.

For more on how the DP prepares students for success at university, visit: **https://ibo.org/en/university-admission**.

THEORY OF KNOWLEDGE

TOK is a practical course centered on the question 'How do we know?' and examined in various contexts. This course is more about critical thinking, rather than learning a specific body of knowledge. Students complete approximately 100 hours of class time over the two-year course. TOK and the Diploma Program subjects support each other in the sense that they reference each other and share some common goals. In this way, the learning that takes place in one subject is reinforced in another.

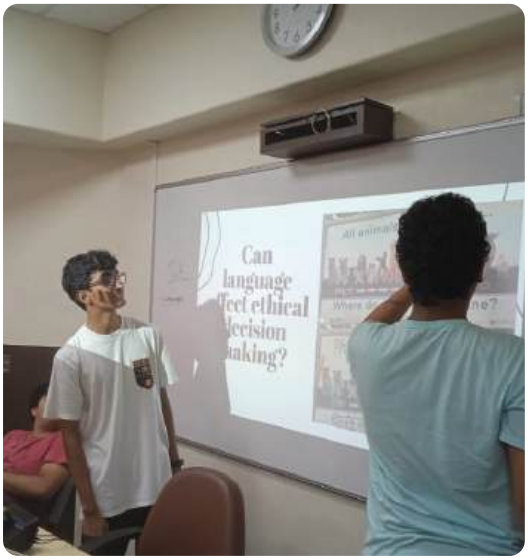
AIMS OF TOK

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. Students are encouraged to have effective conversations that arise from their academic subjects, but also from their lives outside the classroom. They are urged to develop their critical thinking and intercultural understanding and demonstrate open-mindedness.

The course centers on exploring knowledge questions, which are a key tool for both teachers and students. Knowledge questions might be about (1) How knowledge is produced, acquired, and shared? (2) What knowledge is and is not? (3) Who has knowledge and who doesn't? (4) Who decides the answers to these questions?

The TOK curriculum consists of three deeply interconnected parts:

- THE CORE THEME - KNOWLEDGE AND THE KNOWER: This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.
- OPTIONAL THEMES: Students are required to study two optional themes from the following five options.
- Knowledge and Technology/ Language/ Politics/ Religion/ Indigenous Societies
- AREAS OF KNOWLEDGE: Students are required to study the following five areas of knowledge.
- Mathematics; Natural Sciences; Human Sciences; History; Arts



Parents and students will be delighted to know that membership of our IB community gives you membership of https://theoryofknowledge.net/about/about-theoryofknowledge-net/

International Baccalaureate
Diploma Programme Subject Brief

Diploma Programme core: Theory of knowledge

First assessment 2022

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

The aims of the TOK course are:

- to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop inter-cultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

II. Curriculum model overview

Course elements	Minimum teaching hours
Core theme: Knowledge and the knower This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.	32
Optional themes Students are required to study **two** optional themes from the following five options. • Knowledge and technology • Knowledge and language • Knowledge and politics • Knowledge and religion • Knowledge and indigenous societies	
Areas of knowledge Students are required to study the following **five** areas of knowledge. • History • The human sciences • The natural sciences • The arts • Mathematics	50

III. Assessment model

Students are required to complete **two** assessment tasks for TOK.

- Theory of knowledge exhibition
- Theory of knowledge essay on a prescribed title

Assessment objectives

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.

Assessment details

Type of assessment	Format of assessment	Hours	Weighting
External	Theory of knowledge essay	10	2/3 or 67%
Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.			
Internal	Theory of knowledge exhibition	8	1/3 or 33%
Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.			

IV. Sample questions

Specimen essay titles

- How important are the opinions of experts in the search for knowledge? Answer with reference to the arts and one other area of knowledge.
- Is the division of the natural sciences and mathematics into separate areas of knowledge artificial?
- When historians and natural scientists say that they have explained something, are they using the word "explain" in the same way?
- Are there fewer ethical constraints on the pursuit of knowledge in the arts than in the human sciences?
- How do our expectations impact our interpretations? Discuss with reference to history and one other area of knowledge.
- To what extent do you agree with the claim that "knowledge is of no value unless you put it into practice" (Anton Chekhov)? Answer with reference to two areas of knowledge.

Sample exhibition prompts

- What counts as knowledge?
- On what grounds might we doubt a claim?
- Are some types of knowledge less open to interpretation than others?
- Is bias inevitable in the production of knowledge?
- Should some knowledge not be sought on ethical grounds?
- What role do experts play in influencing our consumption or acquisition of knowledge?
- How can we distinguish between knowledge, belief and opinion?

CAS - CREATIVITY, ACTIVITY, SERVICE - OUR COMMITMENT, OUR COMMUNITY

CAS showed me how much you can learn when you step outside your own world. From creative projects to active challenges and service initiatives, I learned to step outside my comfort zone and take responsibility. Teaching kids who don't have the same rights or opportunities made me understand how unfair things can be, but also how much difference small efforts can make. It made me more aware, more patient, and more grateful. CAS helped me grow in ways that actually feel real.

- Samiskha Singhania

CAS at BD Somani has been one of the most meaningful and eye-opening parts of my IB experience. It pushes you to step outside your comfort zone (physically and mentally) and explore new interests. Through CAS, you learn how to work collaboratively, take time out to reflect on experiences and interact with people you never thought you would before. Some of my most memorable experiences for CAS have been the long hike in Della, mural painting at a school in Pondicherry and tutoring for the Yasham buddy program. CAS helps you understand and reflect on yourself while making a positive impact on others and although it requires commitment and consistency, it is one of the most rewarding and engaging aspects of the IB.

- Veda Shah

CAS at BD Somani has been incredibly fulfilling and enriching. We worked with different demographics and carried out activities to work towards a range of goals, be it environmental, ethical, or holistic. My favourite experience was working in the buddy programme with a child from the Yasham Foundation. It felt rewarding to contribute to a child's education. Overall, the CAS experience was full of heartwarming moments and revelations.

- Tara McConkey

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 chooseto 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.

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.

About the IB: For nearly 50 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 are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: ***www.ibo.org/en/programmes/diploma-programme/****.*

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: ***http://store.ibo.org****.*

For more on how the DP prepares students for success at university, visit: ***www.ibo.org/en/university-admission*** *or email:* ***recognition@ibo.org****.*

ENGLISH A – LANGUAGE & LITERATURE SL/HL

The IB has revamped its Language and Literature curricula from the 2021 exams onwards and have now trained the aims and expectations of both courses on global issues. As such, the candidate in Language and Literature, will be required to contextualize almost all the works studied under the general umbrella of global issues, which the IB insists must be of a transnational nature to qualify as such. The two curricula also dovetail on the IB exam with Paper 2, on which the candidates will be required to critique two works they have studied during the course. As opposed to its usual critical rigor and emphasis on the techniques involved in the generation of literary meaning, the current sample questions indicate a movement toward themes and issues and an engagement with more manageable literary concepts.

Through the Language and Literature course, the students will explore the foregoing literary concepts. They will also explore the use of language in various forms and media and grapple with the sociolinguistic nexus between language and its intended audience through essays, newspaper articles, speeches, satire, and other non-literary linguistic constructs as they occur in the contemporary world and as they have occurred throughout history.

The curricula requires that the works studied be selected according to three components the IB has classified as—(i) Readers, Writers, and Texts— through which students will study "the contexts and complexities of [textual] production and reception" in the case of both literary and non- literary texts; (ii) Time and Space—through which students will understand "the contexts of language use and the variety of ways literary and non- literary texts might both reflect and shape society at large"; and (iii) Intertextuality— through which students will study "intertextual relationships" and discover "possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course." (Language A: Language and Literature Guide 2021).

The IBDP English Language and Literature class has been an incredibly enriching journey so far. The curriculum's approach not only involves analysis of traditional literary works but also encourages us to analyze diverse mediums like photographs, cartoons, songs and much more. Our study of novels like Between the World and Me and songs like Ethiopia by Joni Mitchell has exposed me to numerous international perspectives, enhancing my understanding of the subject as well as expanding my worldview.

- Preetha Krishnan

Learning English Language & Literature has been fantastic. I enjoyed the intertextual reading assignments the most because I enjoy making connections between literary works and I find it fascinating to discover similarities between seemingly divergent topics.

- Malvika Mehta

We also explore non-literary works in terms of movies as we did with Breadwinner. The spectrum of themes that we read about from the Gwanju uprising in South Korea from Human Acts to the breaking of gender stereotypes in Henrik Ibsen's A Doll's House gives us a lens and knowledge about the history and ongoing events in the world making English more than just an academic subject.

- Kaashvi Mehta

International Baccalaureate Diploma Programme Subject Brief

Language A: language and literature

First assessments for SL and HL—2021

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

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.

This IB DP subject brief has three key components:
I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

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.

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.

II. Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Readers, writers and texts	50	80
Time and space	50	80
Intertextuality: connecting texts	50	80
Total teaching hours	**150**	**240**

III. Assessment model

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

1. Know, understand and interpret:
   - a range of texts, works and/or performances, and their meanings and implications
   - contexts in which texts are written and/or received
   - elements of literary, stylistic, rhetorical, visual and/or performance craft
   - features of particular text types and literary forms.
2. Analyse and evaluate:
   - ways in which the use of language creates meaning
   - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
   - relationships among different texts
   - ways in which texts may offer perspectives on human concerns.
3. Communicate:
   - ideas in clear, logical and persuasive ways
   - in a range of styles, registers and for a variety of purposes and situations
   - (for literature and performance only) ideas, emotion, character and atmosphere through performance.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided textual analysis	Guided analysis of unseen non-literary 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 or a non-literary body of work studied.				20
Internal					
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

HINDI B SL/HL

Hindi in IB was more than just a traditional language learning experience; it became a gateway to understanding the depth and richness of Indian culture. Each component of the course offered a unique perspective into Hindi, whether it was performing full-fledged plays in Hindi or immersing ourselves in the spiritual atmosphere of Varanasi. These experiences were designed not only to strengthen our understanding of the language but also to develop an appreciation for its cultural and historical significance. The subject didn't just teach us a language; it allowed us to truly understand and respect our roots..

- *Amartya Awasthi*

Completing Hindi as part of the one-year IB Diploma Programme was a rewarding experience that strengthened both my language skills and cultural understanding. The course built on my existing knowledge through engaging classroom discussions, presentations, and cultural exploration, which helped me use the language with greater confidence and fluency. Moreover, the trip to Varanasi was a highlight, as it allowed me to apply classroom learning in real-life contexts. Interacting with locals and experiencing traditions such as the Ganga Aarti transformed Hindi from a subject taught within the four walls of our classroom into a lived experience, making the journey truly immersive, meaningful, and unforgettable.

- Mishti Lulla

Hindi is an enjoyable and engaging subject that introduces us to a wide range of relatable topics connected to our personal lives. Through Hindi, I have gained a deeper understanding of the diverse religions, cultures, traditions, and festivals of our country, which has helped me stay connected to my roots. Hindi oral assessments have played an important role in improving my speaking skills, confidence, and overall communication. The subject also encourages creativity through stories, poems, and meaningful class discussions. This year, the Hindi Diwas celebration with middle school students was a memorable experience that further strengthened my interest in the language. Being part of activities such as quizzes, comic making, and crossword puzzles helped me realise that learning a language goes beyond textbooks. These interactive activities made Hindi learning fun and engaging while improving my vocabulary, comprehension, creativity, and teamwork.

- Hridhan Shah

FRENCH AB INITIO

French ab initio is offered at the SL level and will enable students to:

- Develop their receptive, productive and interactive skills through authentic audio and video materials used in class.
- Learn from their peers.
- Speak fluently in a new foreign language.
- Develop an appreciation of the cultural riches of French speaking communities.
- Greatly expand their possibilities for work, entertainment and travel. This is indeed an enriching experience over the span of 2 years. Students not only benefit from but also enjoy a lot through various activities such as field trips, exchange programs and celebrations such as International Day at school.
- The themes studied are Human Ingenuity, Identities, Sharing the Planet, Experiences and Social Organisation.

French AB Initio is a fun and immersive subject that has allowed me to explore the French culture. It's a nice change from content heavy subjects and would work well for someone with a difficult and time-consuming subject selection. As long as you keep practicing regularly, you'll be fluent in French while enjoying the subject! The teacher allows us to be free in choosing how to revise content like tenses and this helps me enjoy the subject rather than just mug up everything. My advice is to enjoy French AB to the fullest!

- Avika Saraf

When I first chose French Ab, I expected it to be overwhelming. Coming from Spanish, I always thought French was intimidating, with silent letters, complex tenses and irregular forms. Although once the course began, I realised it's far more approachable than people make it sound. The lessons are interactive, the pace is manageable, and the learning environment is genuinely supportive. What I enjoy most is how often French appears in everyday life, on labels, in songs, in media and how the course highlights not only the language but also the culture. I would definitely recommend it, as it's a great choice if you want a practical subject that's also fun and different from your usual classes.

- Ananya Sharma

At the surface, French AB seems overwhelming: new vocabulary, unfamiliar grammar, and a completely new way of expressing ideas. It feels, and is, foreign. Over time, however, I found that was the point. French AB challenges you to think in a completely foreign framework and is extremely rewarding if you put in the work. Nothing beats the satisfaction of hearing something in French and actually understanding it. Furthermore, French AB is interesting not only because of the language itself, but because it opens a window into French-speaking cultures around the world. Class isn't just spent understanding grammar rules and tenses. It's spent understanding a completely different way of life, starting from the language they speak

- Reza Merchant

FRENCH B SL/HL

By taking part in regular debates and individual and group projects based on knowledge acquired whilst studying the different themes of the IB, students of SL and HL French develop language skills in a meaningful way. The themes are as follows: Human Ingenuity, Identities, Sharing the Planet, Experiences and Social Organisation. Students are encouraged to use the French language inside and outside the classroom and take part in language exchanges in order to develop fluency in the language and experience French life and culture. Reading and analyzing online news items on French politics and current affairs is an important part of the course. Students are exposed to audio and video materials on a regular basis and reflect on the differences and similarities between the French and Francophone cultures and their own. The study of literary texts (at HL level mainly) does not only give students a deep insight into French society but it also helps them build critical thinking and communicating skills. Theory of Knowledge is an integral part of the course and students are constantly encouraged to make connections with other subjects and reflect on how they acquire language.

French B SL has ended up being one of the subjects that actually helps me better understand the international community. While we do improve our vocabulary and grammar, it also acts as a lens to let us look at global issues through another language and the different perspectives that entails. My favorite cultural connection of Côte d'Ivoire, for example, made me connect things I'd picked up in other subjects, history, economics, and politics, in a new way. Our trip to Tours pushed this even further: speaking with locals, trying the food, browsing neighbourhood shops, and visiting Le Musée de Balzac actualized the cultural side of the course. The class is definitely rigorous, but that's part of why it works; my speaking improved because I had to engage, and themes of war and peace, social organisations, human innovation and identities, forcing me to bring in knowledge from everywhere else. For me, it's been a course that expands not just how I speak, but how I think.

- Anaya Singhi

Studying French HL has been such an inspiring journey that has really opened my horizons. The course has helped me improve my language skills and think more creatively while connecting with new perspectives. Exploring French literature, in particular, has been amazing and gave me a deeper understanding of culture and human emotions. Every lesson and project has made me appreciate communication and culture even more and filled me with a sense of joie de vivre. I would definitely recommend French HL to anyone who wants a challenging and rewarding experience.

- Nyska Mirpuri

SPANISH AB INITIO

Spanish ab initio is offered at the SL level. The course focuses on giving the students basic knowledge of both the language in everyday use and the culture of the places where it is spoken. The different themes and topics studied provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. As they become more and more confident in the language, students are encouraged to read extensively on the culture and history of the different Spanish speaking countries and perform skits, role plays, speeches and creative writing tasks based on the knowledge they have acquired. From 2020, the IB program includes a new listening component, apart from speaking, reading and writing. All four components are focused on 5 main areas, common for both subjects, Spanish Ab Initio and Spanish B.

IDENTITY	EXPERIENCES	HUMAN INGENUITY
identidad	experiencias	ingenio humano

SOCIAL ORGANIZATION	SHARING THE PLANET
organización social	cómo compartimos el planeta

Students are exposed to authentic materials and they are immersed, as much as it is possible, into real life situations where they have to use Spanish. They get to contact Spanish students via email, they have the opportunity to visit Spain during grade 11, and they take part in activities which allow them to better understand the content of the subject, such as the mangrove clean-up. In this way, learning Spanish becomes not only meaningful but also enjoyable.

Spanish Ab Initio is my most fun class. I like learning about the culture of Spain, Mexico, and Argentina. Our teacher teaches us the grammar in a way that makes it very easy. In my opinion, everyone should try this subject because we not only learn about the language but also get to know other cultures.

- Aminah

In my opinion, the Spanish Ab Initio course is very interesting and fun at the same time. We learn a wide variety of topics such as celebrations, gastronomy, customs, and cities of the Hispanic world, as well as grammar and vocabulary. This course not only strengthens our language skills but also helps us expand our minds toward different ways of seeing and understanding life. By exploring diverse cultural perspectives, we become more open-minded and aware of the richness of the Spanish-speaking world.

- Ishaan Ruia

SPANISH B SL/HL

The Spanish language B course allows students to deepen their knowledge of the second most spoken language in the world, Español. The IB seeks the development of accuracy and fluency in language as well as the culture awareness regarding Spanish speaking areas and varieties in the world. Theory of Knowledge is an integral part of language learning and students are continuously encouraged to reflect on their learning and make connections with other subjects and their own language.

Studying Spanish HL has exposed me to nuanced aspects of the language and culture that build meaningfully on the course work we previously completed in previous levels. The course encourages deeper interpretation, greater cultural awareness, and a more sophisticated engagement with the material. This heightened level of analysis has made the subject feel far more immersive and intellectually stimulating. It has also strengthened my appreciation for the complexities and richness of the Spanish-speaking world.

- Chhavi Jain

I have been enjoying studying Spanish for quite some time, and although many people told me that the subject becomes more challenging in the IB, my experience has been very positive. The classes are engaging and interactive, which makes the learning process genuinely enjoyable. I appreciate the clear way in which the concepts are taught and the consistent practice we do in class, as it creates a calm and supportive learning environment. Overall, Spanish has become a fun and dynamic subject for me, and I look forward to the lessons each week.

- Daiwil Shah

International Baccalaureate Diploma Programme Subject Brief

Language ab initio

First assessment 2020

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

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.

This IB DP subject brief has four key components:

I. Course description and aims II. Curriculum model overview III. Assessment model IV. Content outline

I. Course description and aims

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

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

Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

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

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

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

II. Curriculum model overview

The curriculum is organized around five prescribed themes and 20 prescribed topics with which the students engage though written, audio, visual and audio-visual texts.

Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation.

Communication is evidenced through receptive, productive and interactive skills.

III. Assessment model

The language acquisition assessment objectives are common to both language ab initio and language B.

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

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%**

For the individual oral internal assessment, the stimulus at language ab initio SL is a visual image that is clearly relevant to one (or more) of the themes of the course.

IV. Content outline

Theme	Guiding principle	Prescribed topics	Possible questions
Identities	Explore the nature of the self and how we express who we are.	• Personal attributes • Personal relationships • Eating and drinking • Physical well-being	• How do I present myself to others? • How do I express my identity? • How do I achieve a balanced and healthy lifestyle?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Daily routine • Leisure • Holidays • Festivals and celebrations	• How does travel broaden our horizons? • How would my life be different if I lived in another culture? • What are the challenges of being a teenager? • How are customs and traditions similar or different across cultures?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Transport • Entertainment • Media • Technology	• How do science and technology affect my life? • How do I use media in my daily life? • What can I learn about a culture through entertainment?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Neighbourhood • Education • The workplace • Social issues	• What purpose do rules and regulations have in society? • What is my role in society? • What options do I have in the world of work?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• Climate • Physical geography • The environment • Global issues	• What can I do to help the environment? • How do my surroundings affect the way I live? • What can I do to make the world a better place?

International Baccalaureate Diploma Programme Subject Brief

Language B

First assessment 2020

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

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.

This IB DP subject brief has four key components:

I. Course description and aims II. Curriculum model overview III. Assessment model IV. Content outline

I. Course description and aims

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

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

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

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

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

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

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

- 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.

II. Curriculum model overview

The curriculum is organized around five prescribed themes with which the students engage though written, audio, visual and audio-visual texts.

Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation.

Communication is evidenced through receptive, productive and interactive skills.

III. Assessment model

The language acquisition assessment objectives are common to both language ab initio and language B.

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment at a glance

Language B SL and HL assessment outline		Weighting
External 75%	**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%**
Internal 25%	**Individual oral assessment** 30 marks	**25%**

The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs and this is what distinguishes SL assessments from those of HL.

For language B HL paper 1, the tasks set will require more complex language and structures and demand higher-order thinking skills. Additionally for HL, a higher word range has been provided in order to accommodate the more complex responses required.

For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course. The stimulus at language B HL is an excerpt from one of the two literary works studied.

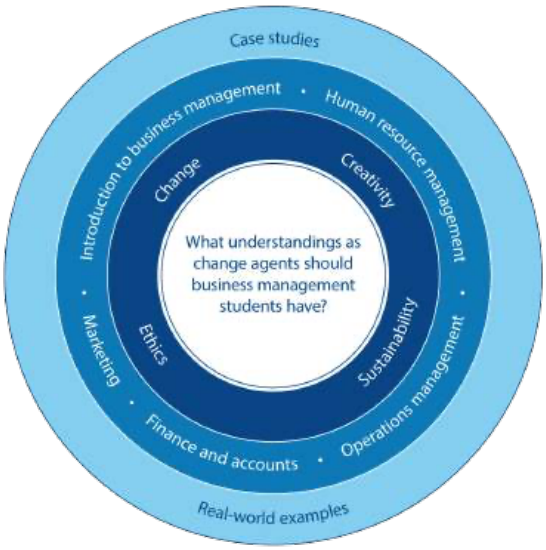
IV. Content outline

Theme	Guiding principle	Optional recommended topics		Possible questions
Identities	Explore the nature of the self and what it is to be human.	• Lifestyles • Health and well-being • Beliefs and values	• Subcultures • Language and identity	• What constitutes an identity? • How do language and culture contribute to form our identity?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Leisure activities • Holidays and travel • Life stories	• Rites of passage • Customs and traditions • Migration	• How does our past shape our present and our future? • How and why do different cultures mark important moments in life?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Entertainment • Artistic expressions • Communication and media	• Technology • Scientific innovation	• What can we learn about a culture through its artistic expression? • How do the media change the way we relate to each other?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Social relationships • Community • Social engagement	• Education • The working world • Law and order	• What is the individual's role in the community? • What role do rules and regulations play in the formation of a society?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• The environment • Human rights • Peace and conflict • Equality	• Globalization • Ethics • Urban and rural environment	• What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What challenges and benefits does globalization bring?

BUSINESS MANAGEMENT SL/HL

The Business Management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts— creativity, change, ethics and sustainability— this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.



Sneak peek into projects done by our students:

- Marketing pitch to the Board of Directors of a diamond manufacturer
- Branding the unbranded
- Dragon's Den
- Industrial visits
- Restaurant reviews

Studying Business Management HL in the IB Diploma Program has been an extremely holistic experience. Engaging in discussions, real-world case studies, and dynamic projects enhanced my ability to apply theoretical knowledge to practical scenarios. The subject provides us with invaluable skills such as analyzing financial accounts, learning how different companies implement various marketing strategies and altogether the subject is super engaging. Overall, this experience has not only deepened my passion for business but also empowered me with vital skills for future success.

- Ahaana Lakhotia

Learning Business Management in the IB has been an enriching experience for me. Coming into grade 11 I thought that BM would be similar to IGCSE but there is so much more to explore in the subject at this level. The addition of new toolkits used by businesses in their daily running, strategic strategies that go behind planning or operating an enterprise and similar interesting aspects make the subject extremely engaging and encourage you to apply these concepts in real-life. The learning process is smooth as everything is taught from scratch and your contributions to classroom discussions for this subject make it even more intriguing.

- Akanksha Pandey

For a student studying business for the first time, the IB Business and Management course is extremely interesting. The best aspect of the subject is how it extends the learning to beyond the classroom. It helped me gain new perspectives of human psychology in the context of marketing. BM has changed my outlook completely – now when I see a picture of Santa Claus, all I can relate it to is a genius marketing strategy.

- Vrinda Shorewala

International Baccalaureate
Diploma Programme Subject Brief

Individuals and societies: Business management—standard level

First assessments 2024—last assessments 2031

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as **change agents** for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: **creativity, change, ethics** and **sustainability**, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

The aims of the DP **business management course** are to enable students to:

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

II. Curriculum model overview

Component	Recommended teaching hours
Unit 1: Introduction to business management 1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies (MNCs)	**20**
Unit 2: Human resource management 2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation 2.5 Organizational (corporate) culture (HL only) 2.6 Communication 2.7 Industrial/employee relations (HL only)	**20**
Unit 3: Finance and accounts 3.1 Introduction to finance 3.2 Sources of finance 3.3 Costs and revenues 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Debt/equity ratio analysis (HL only) 3.7 Cash flow 3.8. Investment appraisal 3.9 Budgets (HL only)	**30**
Unit 4: Marketing 4.1 Introduction to marketing 4.2 Marketing planning 4.3 Sales forecasting (HL only) 4.4 Market research 4.5 The seven Ps of the marketing mix 4.6 International marketing (HL only)	**30**

Unit 5: Operations management 5.1 Introduction to operations management 5.2 Operations methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Break-even analysis 5.6 Production planning (HL only) 5.7 Crisis management and contingency planning (HL only) 5.8 Research and development (HL only) 5.9 Management information systems (HL only)	**15**
Business management toolkit	**10**
Research time allocated for the pre-released statement in paper 1	**5**
Internal assessment	**20**

III. Assessment model

By the end of the business management course, students are expected to achieve the following assessment objectives.

AO1: Knowledge and understanding
Demonstrate knowledge and understanding of:
- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- HL extension topics (HL only).

AO2: Application and analysis
Apply and analyse:
- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- business decisions and issues through the selection and use of appropriate data
- HL extension topics (HL only).

AO3: Synthesis and evaluation
Synthesize and evaluate:
- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- stakeholder interests to reach informed business decisions
- recommendations for competing future strategic options (HL only)
- HL extension topics (HL only).

AO4: Use and application of appropriate skills
- Select and apply relevant business management tools, theories and concepts to support research into a business issue or problem.
- Select, interpret and analyse business materials from a range of primary and secondary sources.
- Create well-structured materials using business management terminology.

- Communicate analysis, evaluation and conclusions of research effectively.

Assessment at a glance

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		3 hours	70
Paper 1	Based on a pre-released statement that specifies the *context* and *background* for the unseen case study	1 hour 30 minutes	35
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour 30 minutes	35
Internal			
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 hours	30

IV. Sample questions

Paper 1

- Explain **one** advantage and **one** disadvantage for *MT* of being a small business. [4]
- Discuss whether Jackie should accept or reject KC's offer to buy *MT*. [10]

Paper 2

- Using the information in the stimulus, evaluate WM's decision to shift from mass production to mass customization. [10]

International Baccalaureate
Diploma Programme Subject Brief

Individuals and societies: Business management—higher level

First assessments 2024

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as **change agents** for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: **creativity, change, ethics** and **sustainability**, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

The aims of the DP **business management course** are to enable students to:

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

II. Curriculum model overview

Component	Recommended teaching hours
Unit 1: Introduction to business management 1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies (MNCs)	**20**
Unit 2: Human resource management 2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation 2.5 Organizational (corporate) culture (HL only) 2.6 Communication 2.7 Industrial/employee relations (HL only)	**35**
Unit 3: Finance and accounts 3.1 Introduction to finance 3.2 Sources of finance 3.3 Costs and revenues 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Debt/equity ratio analysis (HL only) 3.7 Cash flow 3.8. Investment appraisal 3.9 Budgets (HL only)	**45**
Unit 4: Marketing 4.1 Introduction to marketing 4.2 Marketing planning 4.3 Sales forecasting (HL only) 4.4 Market research 4.5 The seven Ps of the marketing mix 4.6 International marketing (HL only)	**35**

Unit 5: Operations management 5.1 Introduction to operations management 5.2 Operations methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Break-even analysis 5.6 Production planning (HL only) 5.7 Crisis management and contingency planning (HL only) 5.8 Research and development (HL only) 5.9 Management information systems (HL only)	**45**
Business management toolkit	**35**
Research time allocated for the pre-released statement in paper 1	**5**
Internal assessment	**20**

III. Assessment model

By the end of the business management course, students are expected to achieve the following assessment objectives.

AO1: Knowledge and understanding
Demonstrate knowledge and understanding of:
- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- HL extension topics (HL only).

AO2: Application and analysis
Apply and analyse:
- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- business decisions and issues through the selection and use of appropriate data
- HL extension topics (HL only).

AO3: Synthesis and evaluation
Synthesize and evaluate:
- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- stakeholder interests to reach informed business decisions
- recommendations for competing future strategic options (HL only)
- HL extension topics (HL only).

AO4: Use and application of appropriate skills
- Select and apply relevant business management tools, theories and concepts to support research into a business issue or problem.
- Select, interpret and analyse business materials from a range of primary and secondary sources.
- Create well-structured materials using business management terminology.

- Communicate analysis, evaluation and conclusions of research effectively.

Assessment at a glance

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 30 minutes	80
Paper 1	Based on a pre-released statement that specifies the *context* and *background* for the unseen case study	1 hour 30 minutes	25
Paper 2	Based on unseen stimulus material with a quantitative focus	1 hour 45 minutes	30
Paper 3	Based on unseen stimulus material about a social enterprise	1 hour 15 minutes	25
Internal			
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 hours	20

IV. Sample questions

Paper 1

- Explain **one** advantage and **one** disadvantage for *MT* of being a small business. [4]
- Discuss whether Jackie should accept or reject KC's offer to buy *MT*. [10]

Paper 2

- Using the data provided in **Table 7**, other information in the stimulus, and a Boston Consulting Group (BCG) matrix, recommend to QS which e-scooter model should be removed from QS's portfolio in order for the company to remain profitable. [10]

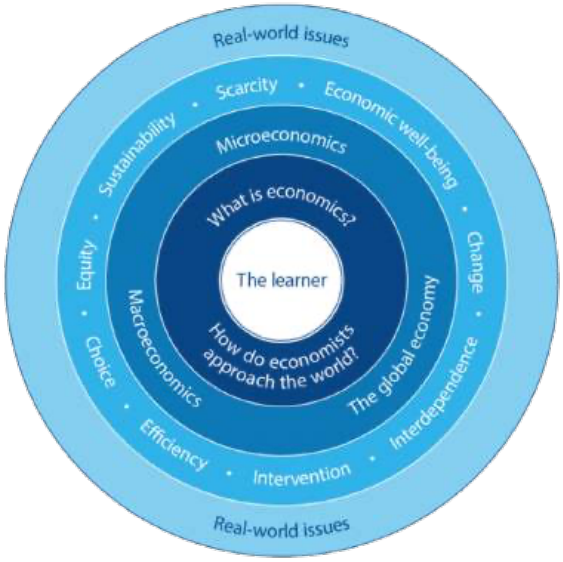
Paper 3

- Using all the resources provided and your knowledge of business management, recommend a possible plan of action to ensure the sustainability of *SML* for the next five years. [17]

ECONOMICS SL/HL

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives—and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economy and how effective are their policies?
- Who are the winners and losers of the integration of the world's economies?
- Why is economic development uneven?

The central questions in Economics revolve around how can we best organize our society to meet our needs and wants. By focusing on these above stated six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention) students who study the IB Economics curriculum will develop the knowledge, skills, values and attitudes that will enable them to act as responsible global citizens. Because of the 'big picture' nature of this subject, at B.D. Somani International School teachers facilitate the students understanding of these questions. We use real life examples throughout our syllabus and keep an eye on current events for opportunities to apply what we have learnt. You will be then encouraged to discuss, analyze and present your ideas clearly through a variety of class activities. There are two streams that students at B.D. Somani International School may study Economics: SL and HL.



While the core theme, big questions and quantitative techniques is common, the HL students will need to further develop these as appropriate, in analyzing and evaluating economic relationships in order to provide informed policy advice. If you are looking to learn how markets function, how governments meet their economic goals and objectives then this is a great subject for you. But Economics classes are much more than that.

If you want to understand what is happening in the world around you, if you want to make sense of the latest news headlines, if you want to improve your analytical and critical thinking skills, if you want to be able to participate in the discussions that relate to some of the biggest issues facing humanity today, then please sign up!

I was unknown to the world of economics until I reached the IB here at B.D. Somani International School. Tax calculations, elasticity curves all seemed daunting at first, but through the creative methods of teachings employed at B.D. everything seemed to fit logically in my head. As a subject it develops my mind holistically, and can be integrated into any aspect of everyday life. Economics in the IB is truly a useful subject.

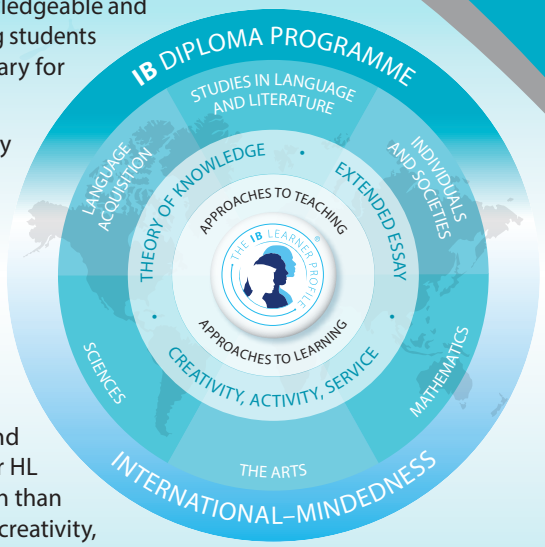
- Raghav Ruia

International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: Economics—standard level

First assessments 2022—last assessments 2029

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The aims of the DP **economics** course are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

II. Curriculum model overview

Component	Recommended teaching hours
Unit 1: Introduction to economics 1.1 What is economics? 1.2 How do economists approach the world?	**10**
Unit 2: Microeconomics 2.1 Demand 2.2 Supply 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers 2.5 Elasticity of demand 2.6 Elasticity of supply 2.7 Role of government in microeconomics 2.8 Market failure—externalities and common pool or common access resources 2.9 Market failure—public goods	**35**
Unit 3: Macroeconomics 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity—aggregate demand and aggregate supply 3.3 Macroeconomic objectives 3.4 Economics of inequality and poverty 3.5 Demand management (demand-side policies)—monetary policy 3.6 Demand management—fiscal policy 3.7 Supply-side policies	**40**

Unit 4: The global economy 4.1 Benefits of international trade 4.2 Types of trade protection 4.3 Arguments for and against trade control/ protection 4.4 Economic integration 4.5 Exchange rates 4.6 Balance of payments 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	**45**
Internal assessment Portfolio of three commentaries	**20**

III. Assessment model

There are four assessment objectives for the DP economics course. Having followed the course at SL, students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding
- Demonstrate knowledge and understanding of specified content
- Demonstrate knowledge and understanding of the common SL/HL syllabus
- Demonstrate knowledge and understanding of current economic issues and data

Assessment objective 2: Application and analysis
- Apply economic concepts and theories to real-world situations
- Identify and interpret economic data
- Analyse how economic information is used effectively in particular contexts
- In the internal assessment task: Explain the link between key economic concepts and economic commentaries

Assessment objective 3: Synthesis and evaluation
- Examine economic concepts and theories
- Use economic concepts and examples to construct and present an argument
- Discuss and evaluate economic information and theories

Assessment objective 4: Use and application of appropriate skills
- Produce well-structured written material, using appropriate economic theory, concepts and terminology
- Produce and use diagrams to help explain economic theory, concepts and real-world issues
- Select, interpret and analyse appropriate extracts from the news media
- Interpret appropriate data sets
- Use quantitative techniques to identify, explain and analyse economic relationships

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		3 hours	70
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	30
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	40
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	30

IV. Sample questions

Paper 1
- Explain two reasons why a government might set a price ceiling (maximum price) on a good.
- Using real-world examples, discuss the consequences of a price ceiling on stakeholders.

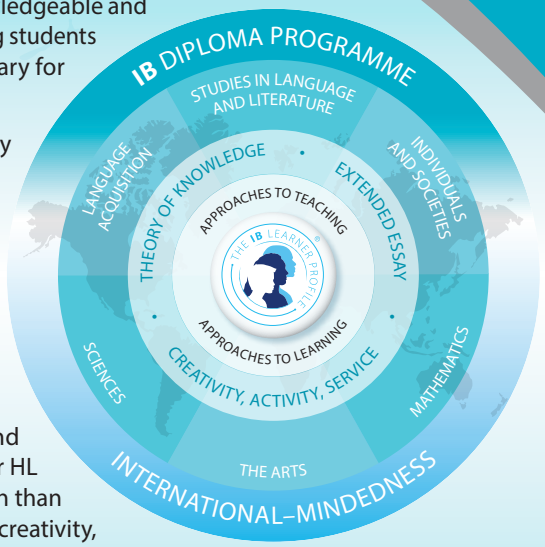
Paper 2
- Using a poverty cycle diagram, explain how the net increase in foreign direct investment (FDI) in Mexico between 2010 and 2015 might lead to an improvement in economic development.

International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: Economics—higher level

First assessments 2022—last assessments 2029

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The aims of the DP **economics** course are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

II. Curriculum model overview

Component	Recommended teaching hours
Unit 1: Introduction to economics 1.1 What is economics? 1.2 How do economists approach the world?	**10**
Unit 2: Microeconomics 2.1 Demand 2.2 Supply 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers 2.5 Elasticity of demand 2.6 Elasticity of supply 2.7 Role of government in microeconomics 2.8 Market failure—externalities and common pool or common access resources 2.9 Market failure—public goods 2.10 Market failure—asymmetric information 2.11 Market failure—market power 2.12 The market's inability to achieve equity	**70**
Unit 3: Macroeconomics 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity—aggregate demand and aggregate supply 3.3 Macroeconomic objectives 3.4 Economics of inequality and poverty 3.5 Demand management (demand-side policies)—monetary policy 3.6 Demand management—fiscal policy 3.7 Supply-side policies	**75**

Unit 4: The global economy 4.1 Benefits of international trade 4.2 Types of trade protection 4.3 Arguments for and against trade control/ protection 4.4 Economic integration 4.5 Exchange rates 4.6 Balance of payments 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	**65**
Internal assessment Portfolio of three commentaries	**20**

III. Assessment model

There are four assessment objectives for the DP economics course. Having followed the course at HL, students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding
- Demonstrate knowledge and understanding of specified content
- Demonstrate knowledge and understanding of the common SL/HL syllabus
- Demonstrate knowledge and understanding of current economic issues and data
- Demonstrate knowledge and understanding of the HL extension topics

Assessment objective 2: Application and analysis
- Apply economic concepts and theories to real-world situations
- Identify and interpret economic data
- Analyse how economic information is used effectively in particular contexts
- In the internal assessment task: Explain the link between key economic concepts and economic commentaries
- Demonstrate application and analysis of the HL extension topics

Assessment objective 3: Synthesis and evaluation
- Examine economic concepts and theories
- Use economic concepts and examples to construct and present an argument
- Discuss and evaluate economic information and theories
- Demonstrate economic synthesis and evaluation of the HL extension topics
- Select and use economic data using economic theory to make policy recommendations

Assessment objective 4: Use and application of appropriate skills
- Produce well-structured written material, using appropriate economic theory, concepts and terminology
- Produce and use diagrams to help explain economic theory, concepts and real-world issues
- Select, interpret and analyse appropriate extracts from the news media
- Interpret appropriate data sets
- Use quantitative techniques to identify, explain and analyse economic relationships

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 45 mins	80
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	20
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	30
Paper 3	Policy paper based on all units of the syllabus	1 hour 45 mins	30
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	20

IV. Sample questions

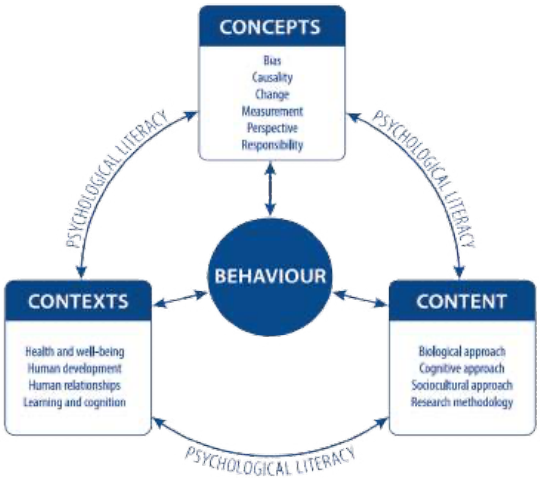
Paper 1
- Explain two tools open to a central bank to conduct expansionary monetary policy.
- Using real-world examples, evaluate the effectiveness of monetary policy to achieve low unemployment.

Paper 2
- Using an exchange rate diagram, explain how the increase in the interest rate by the Nigerian central bank might prevent the continued fall in the value of the naira.

Paper 3
- Using the data provided, and your knowledge of economics, recommend a policy that could be introduced by the government of Country X in response to the expected fall in the world price of coffee.

PSYCHOLOGY SL/HL

Psychology is the scientific study of the human mind and behavior. It is scientific because it's systematic, evidence and research based. It has elements of biological sciences, cognitive sciences and social sciences to explain mental processes and experiences. It is one of the subjects which has a career in its own and is also associated with other careers. For example, a computer science student designs software for humans as per their needs. If a student has knowledge of psychology, it will help him/her to develop the software's functions and design it efficiently so it can be intuitive to use to the clients.



Few universities ask students to study psychology for a semester if you are planning to pursue game designing, application development or software development. Doctors also study psychology as research shows that many physical diseases have roots in psychological aspects or how/why an individual thinks and feels. Psychiatrists as well as neurologists study psychology in depth to understand how the mind and brain are interconnected. International relations, Marketing, Business, Economics, Designing etc. can be understood better with Psychology. Other careers based on Psychology are Clinical psychology, Military psychology, Forensic psychology, Sports psychology, Psychotherapy etc. In IB, you are not expected to have any prior knowledge of psychology.

Studying Psychology as an HL allowed me to delve into a subject that we have previously not explored in school. Learning about Biological, Cognitive and Social approaches to human behaviour enabled me to better understand myself and my surroundings. It has given me the necessary foundation for various career paths and has boosted my confidence as I tackle the IB. We learned about the four foundational units - Human Relationships, Health, Abnormal and Developmental Psychology. My favourite part of the course was studying the additional units, which expanded upon these even further.

- Tia Gupta

Choosing psychology in the IB program is an exciting way for students to understand human behavior and more. The course explores different theories, research methods, and real-world applications, helping students think critically. They learn about relationships, how we think, and abnormal behavior, gaining a well-rounded view of psychology. The subject also connects with other areas like biology and business. Psychology in the IB offers a fascinating new journey and deeper understanding of our mind and answers a lot of unanswered questions. Intriguing studies and class discussions are a part of what makes studying Psychology a great learning experience.

- Asmita Malhotra

The depth of analysis in psychology has improved my research skills, which I know will be a big help in university. Though it may seem challenging initially, once you start, there is no turning back. The subject is captivating, and hands-on learning makes it all the more exciting. I highly recommend IBDP Psychology—it is a journey of discovery that is both enriching and rewarding.

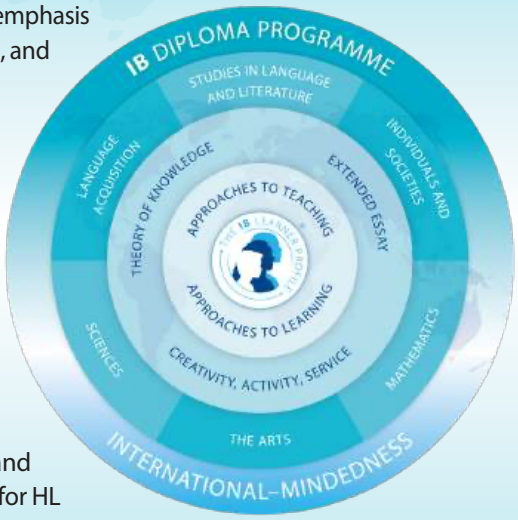
- Aditi Chhajjed

International Baccalaureate
Diploma Programme Subject Brief

Individuals and Societies: Psychology

First assessment 2027

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

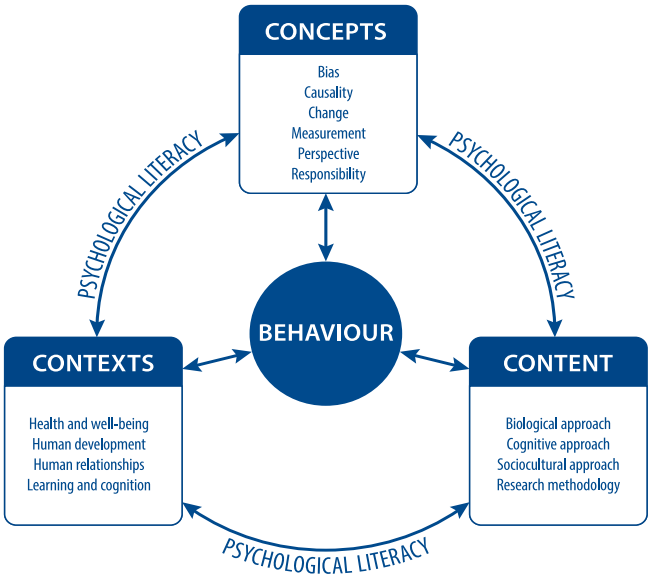
The Diploma Programme (DP) psychology course aims to develop students' knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They will acquire the ability to seek new information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

The aims of the psychology course are for students to:

- develop knowledge and understanding of psychological concepts, content and contexts including models and theories
- think critically and creatively about behaviour and cognitive processes
- engage with problems facing individuals, groups and societies using psychological understanding and skills.

II. Curriculum model overview

The DP psychology course focus is on conceptual understanding and the ability to apply concepts across a variety of contexts as opposed to simple memorization of theories supporting studies. Framing the psychology course through concepts, content and context allows for the development and application of psychological knowledge when studying the contexts.



Concepts, content and contexts are meant to be integrated when investigating human behaviour. The content provides the psychological terminology and theories needed to understand how the biological, cognitive and sociocultural approaches assist in understanding behaviour in different contexts while using a variety of research methodology. Concepts provide a framework through which specific content is considered and contexts provide the real-world setting in which concepts and content are applied.

Standard level (SL) and higher level (HL) students will investigate four contexts using psychological content and concepts relevant to that area of study. The internal assessment will require SL and HL students to create a research proposal to investigate a topic with a population of interest. Reading empirical research and everyday claims in the media are opportunities to identify concepts and further the knowledge of psychological content applied within a context. Students will be required to think critically about data analysis and interpretation in psychological research and everyday claims (for example, in social media). HL students will have the opportunity to study four extensions: the role of culture, motivation and technology in shaping human behaviour, and data analysis and interpretation.

Syllabus component	Teaching hours	
	SL	HL
Concepts, content and contexts	100	100
Integrating concepts and content in the understanding of contexts		
Class practicals (minimum 4)	30	30
Extensions (HL only)		
The role of culture, motivation and technology in shaping human behaviour	n/a	45
Data analysis and interpretation		45
Internal assessment	20	20
Psychology research proposal to investigate a topic in relation to a specified population of interest.		
Total teaching hours	150	240

III. Assessment model

By the end of the psychology course at SL or at HL, students will be expected to demonstrate the following.

Knowledge and understanding (AO1)

- A range of psychological concepts, contexts, theories, models and examples
- Biological, cognitive and sociocultural approaches to understanding human behaviour
- Research methodology for understanding human behaviour

Application and analysis (AO2)

- Explain and formulate arguments in response to a specific question or prompt using relevant/appropriate concepts and psychological research
- Apply and analyse a range of psychological theories and models
- Apply and analyse knowledge relevant to psychology in a variety of contexts

HL

- Interpret data to draw conclusions for experimental and non-experimental research

Synthesis and evaluation (AO3)

- Evaluate psychological theories and research
- Draw conclusions from different types of evidence
- Justify a position and critique claims
- Discuss how psychological concepts interact
- Design a study to investigate a research question

HL

- Draw conclusions about the influence of culture, motivation and technology on human behaviour

Assessment objective	Paper 1—SL and HL			Paper 2—SL and HL		Paper 3 (HL only)	Internal assessment
	Section A	Section B	Section C	Section A	Section B		
AOI – knowledge and under-standing	√		√	√	√		
AO2 – application and analysis	√	√		√		√	
AO3 – synthesis and evaluation			√	√	√	√	√

Assessment at a glance

Assessment outline—SL

Assessment component	Weighting
External assessment (3 hours)	70%
Paper 1 (1.5 hours) Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory short-answer questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: two concept-based extended response questions, each from a different context	35%
Paper 2 (1.5 hours) Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	35%
Internal assessment (20 hours)	30%
Research proposal (24 marks) Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%

Assessment outline—HL

Assessment component	Weighting
External assessment (4.75 hours)	80%
Paper 1 (1.5 hours) Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: two concept-based extended response questions, each from a different context	25%
Paper 2 (1.5 hours) Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	25%
Paper 3 (1.75 hours) Data analysis and interpretation of research data (30 marks) Four source-based questions with quantitative and qualitative findings. The focus of the questions will be from one of the HL extensions.	30%
Internal assessment (20 hours)	20%
Research proposal (24 marks) Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	

IV. Sample questions

Paper 1: Concepts, contexts and content

Section A: Two short-answer questions designed to assess knowledge and content from two of the three content areas (biological, cognitive, sociocultural).

Biological approach to understanding human behaviour

1. Describe how **one** chemical messenger plays a role in **one** human behaviour. (4 marks)

Cognitive approach to understanding human behaviour

2. Explain anchoring bias with reference to **one** example of human behaviour. (4 marks)

Section B: Two compulsory short answer questions that are designed to assess the student's ability to apply knowledge to a new situation or in a new scenario.

3. With reference to this study, explain the role of models in the study of cognitive processes. (6 marks
4. Explain how social learning theory could be used to achieve this goal. (6 marks)

Section C: Two concept-based extended response questions, each from a different context. Students will choose one of the two questions to answer.

5. In the context of human development, evaluate **one or more** strategies used by developmental psychologists to measure theory of mind.

6. One claim in health and well-being psychology is that one perspective is not enough to explain mental health. Discuss this claim with reference to **one** biological explanation of one or more disorders.

Paper 2: Research methodology

Section A: Four compulsory questions that focus on the class practicals.

1a. Describe how you used an interview or focus group in your class practical. (4 marks)

1b. Explain the concept of bias in relation to your interview or focus group class practical. (4 marks)

1c. Compare and contrast the use of an interview or focus group used in your class practical with an experiment. (6 marks)

1d. Design an observation to investigate the same topic as you investigated in your class practical. (6 marks)

Section B: An experiment or non-experimental study from one of the contexts is provided as stimulus material for which students discuss applying two or more concepts.

2. Discuss the following study with reference to two or more of the following concepts: bias, causality, measurement, and/or responsibility. (15 marks)

Paper 3 (HL only): Source-based questions

Students will be presented with 4–6 sources with research from one of the HL extension topics. Questions will be on the interpretation of graphs, data analysis, research considerations and a synthesis of the sources.

1. Explain one issue that limits the interpretation of the data in source 1. (3 marks)
2. Analyse the findings from source 2 and state a conclusion linked to the claim that use of technology in education may have a negative effect on the mental health of students. (6 marks)
3. Discuss how the researcher could improve the credibility of the findings in source 3. (6 marks)
4. To what extent can we conclude that the use of technology in education may have a negative effect on the mental health of students? (15 marks)

HISTORY SL/HL

History as a discipline is at the heart of becoming an inquirer. It is an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. A rigorous intellectual discipline, it is focused around key historical concepts such as change, continuity, causation consequences and significance.

We develop conceptual understanding and skills of critical thinking, through approaches such as:

- HARKNESS SESSIONS AND DEBATES: What is the role of individuals in history? Do we learn from history? Does morality and ethics play a role in warfare? The syllabus content in class-room discussions becomes a contested area, as learners use history to make claims and counter claims.
- INQUIRY-BASED LEARNING: Who decides which events are historically significant? Is it possible to describe historical events in an unbiased way? Students analyze primary and secondary sources to establish truth and satisfy their curiosity. This approach helps them to understand challenges faced and methods used by a historian.
- INTER-DISCIPLINARY ACTIVITIES: We apply economic theories, to understand the causation and consequences of the Great Depression. The power of language is analyzed while learning about the significance of propaganda in wars and revolutions; Visual Arts to understand the impact of Civil Wars and Physics to understand the power of ballistic missiles. The aim is to develop in the students skills to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.
- Students learning IB History develop as confident and internationally minded people, resourceful and resilient in the face of challenges and change.

Studying how and why real world events panned out with decision-makers making specific choices that have influenced in shaping the world has been an eye-opening experience. I can apply these learnings anywhere. Importantly, studying History has also vastly improved my communication, strengthening my ability to analyse information, deliver ideas clearly, and construct well-reasoned arguments.

- Vedant Choudhury

I find History as one of the most intellectually rigorous yet rewarding subjects. The course related discussions expose me to diverse perspectives and support me on how to critically evaluate and engage with historical claims. Studying History has ultimately inspired me to envision myself as a future historian too.

- Muskan Jhaveri

Over the past two years, History has been an exciting class and a great way for me to improve my analytical skills. I am a STEM student, and I can say with confidence that History has provided me with skills that will be invaluable in the field I would like to pursue. Apart from being a lot of fun, class harkness discussions and debates have allowed me to gain confidence when speaking and given me practice for thinking on my feet. Writing history essays has also made me a more articulate person. IB History is a unique experience and I would strongly recommend it to all students.

- Aryan Thacker

Engaging with History as a subject constantly challenges the way you think and encourages one to look at events from multiple perspectives. Through History, I have developed strong analytical, writing, and research skills, and it has helped me become more confident in forming and expressing my own arguments.

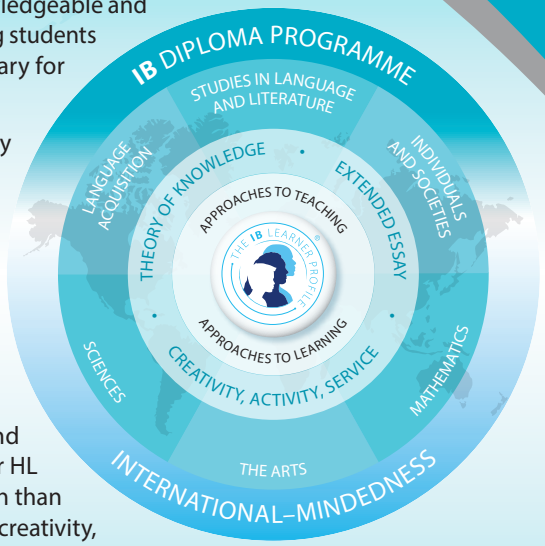
- Gauri Khanna

International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: History—standard level

First assessments 2017

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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 va-riety 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 think-ing, and on developing an understanding of multiple interpre-tations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and re-search 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, sig-nificance 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 contempo-rary society by encouraging reflection on the past.

II. Curriculum model overview

Component	Recommended teaching hours
Prescribed subjects ***One of the following, using two case studies, each taken from a different region of the world:*** 1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention	40

World history topics ***Two of the following, using topic examples from more than one region of the world:*** 1. Society and economy (750–1400) 2. Causes and effects of 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. Emergence 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
Internal assessment Historical investigation	20

III. Assessment model

There are four assessment objectives for the DP history course. Having followed the course at standard level (SL), 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.

Assessment objective 4: Use and application of appropriate skills
- 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.

Assessment at a glance

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

IV. Sample questions

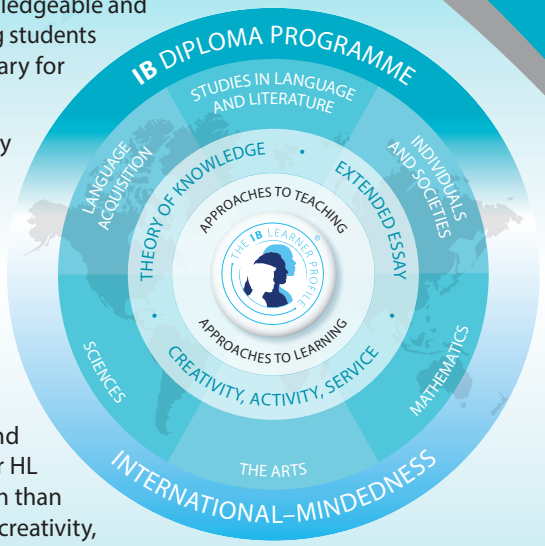
Paper 2 (HL and SL)
- Examine the impact of industrialization on standards of living and working conditions in one country.
- Compare and contrast the impact on women of the policies of two authoritarian states, each chosen from a different region.
- Compare and contrast the role of technology in determining the outcome of two 20th-century wars.
- Examine the impact of the US policy of containment on superpower relations between 1947 and 1964.

International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: History—higher level

First assessments 2017

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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 va-riety 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 think-ing, and on developing an understanding of multiple interpre-tations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and re-search 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, sig-nificance 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 contempo-rary society by encouraging reflection on the past.

II. Curriculum model overview

Component	Recommended teaching hours
Prescribed subjects ***One of the following, using two case studies, each taken from a different region of the world:*** 1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention	40

World history topics ***Two of the following, using topic examples from more than one region of the world:*** 1. Society and economy (750–1400) 2. Causes and effects of 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. Emergence 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 ***One of the following:*** 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

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.

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

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.

BIOLOGY SL/HL

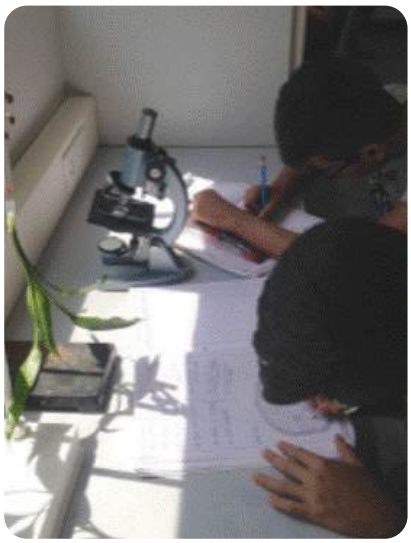
The Biology course offered by the International Baccalaureate Diploma Programe combines scientific investigation with a global viewpoint to provide a thorough examination of the living world. Designed for students with a strong curiosity for learning, this program explores the complexities of life at the molecular, cellular, and organismal levels. IBDP Biology pushes students to study intricate biological ideas and develops a thorough understanding of human physiology, biochemistry, genetics, ecology, and biodiversity by emphasizing critical thinking and inquiry-based learning. The curriculum is enhanced with practical research and hands-on experiments, which motivate students to apply theoretical knowledge to real-world situations.

IBDP Biology fosters a lifetime appreciation for the wonders of the natural world in addition to preparing pupils for academic achievement. Using the IBDP Biology curriculum and content as a foundation for hands-on activities, students are challenged with designing their own 3D DNA molecule, creating a platform for accessing adaptations of animals, debating the pros and cons of the very timely CRISPR technology and a plethora of other activities.

Students are tasked with the comprehensive exploration of key topics within the realm of genetics, delving into the intricate world of paternity testing, DNA sequencing, and the efficiency of DNA as a storage molecule. In addition, students are immersed in hands-on laboratory experiences to bridge the gap between theory and practical application.

Biology is a subject that has challenged every one of us with the curriculum being both theoretical and practical, but through this journey, we have had a lot of engaging discussions, and difficult tests have strengthened our critical thinking skills and have also made us better researchers.

- Anusha Malpani



The last semester has been wonderful. I truly enjoyed the biology classes that we had last semester. We did a lot of in-class activities which helped better our understanding of a lot of topics: a PPT on DNA, a model of DNA, and a heated debate about gene expression. Not to forget, I enjoyed learning topics such as water and protein synthesis which were rife with diagrams and information, making it interesting to understand.

- Rohan Saraf

Biology HL is one of the most interesting subjects IB has to offer as it delves deeply into various topics within the subject. More than just learning theory, IB Biology focuses more on understanding the practical applications of the concepts we are taught Personally, one of the highlights of the curriculum was the 'Internal Assessment' which gave the creativity and freedom to independently research further into any one aspect of the subject.

- Kashvi Ganesh

I highly recommend taking IB Biology for its engaging and practical approach to understanding life sciences. The course not only provides a solid foundation of biological concepts but also encourages critical thinking through hands-on experiments. Additionally, the emphasis on real-world applications and the interconnectedness of life makes learning enjoyable and relevant. IB. Overall, it's a rewarding experience that prepares individuals for academic success and a deeper appreciation of the natural world.

- Diaa Mittle

International Baccalaureate
Diploma Programme Subject Brief

Sciences: Biology

First assessment 2025

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

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

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

II. Curriculum model overview

The DP biology course promotes concept-based teaching and learning to foster critical thinking.

The DP biology course is built on:

- approaches to learning
- nature of science
- skills in the study of biology.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of biology.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**110**	**180**
Unity and diversity • Water • Nucleic acids • Origins of cells * • Cell structure • Viruses * • Diversity of organisms • Classification and cladistics * • Evolution and speciation • Conservation of biodiversity	**19**	**33**

Syllabus component	Recommended teaching hours	
	SL	HL
Form and function • Carbohydrates and lipids • Proteins • Membranes and membrane transport • Organelles and compartmentalization • Cell specialization • Gas exchange • Transport • Muscle and motility * • Adaptation to environment • Ecological niches	**26**	**39**
Interaction and interdependance • Enzymes and metabolism • Cell respiration • Photosynthesis • Chemical signalling * • Neural signalling • Integration of body systems • Defence against disease • Populations and communities • Transfer of energy and matter	**31**	**48**
Continuity and change • DNA replication • Protein synthesis • Mutations and gene editing • Cell and nuclear division • Gene expression * • Water potential • Reproduction • Inheritance • Homeostasis • Natural selection • Sustainability and change • Climate change	**34**	**60**
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

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

Skills in the study of biology

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the biology course.

Tools

- Experimental techniques
- Technology
- Mathematics

Inquiry process

- Exploring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered.

III. Assessment model

There are four assessment objectives for the DP biology course. Having followed the biology course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.

Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of 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
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

About the IB: For over 50 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 are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: **www.ibo.org/en/dp.**

Complete subject guides can be accessed through the programme resource centre or purchased through the IB store: **https://www.follettibstore.com.**

For more on how the DP prepares students for success at university, visit: **www.ibo.org/en/university-admission.**

CHEMISTRY SL/HL

The IB Chemistry course at B.D. Somani International School provides an unparalleled opportunity for comprehensive learning of Chemistry. Apart from covering the core concepts of the subject through a detailed interaction in the class room, there is a strong emphasis and focus on applying the concepts of the subject. This is achieved through rigorous laboratory experiments which are done independently by students, Group 4 project and Extended Essays. The main focus of the course is to develop critical thinking and the ability to apply the theoretical concepts in real life situations. While going through the course, students develop and enhance key skills such as independent thinking, scientific inquiry, research, working collaboratively, analyzing the ethical and implications of chemical activities.

Advanced and Innovative Teaching techniques are employed to teach the subject. For e.g. 3d molecular modelling is used to teach Organic Chemistry with the goal that the students get a clear idea about the structure, shape and bond angles of the molecule instead of 2D representation on paper. Topics such as chemical bonding and oxidization reduction are taught using animations and videos which gives students a refreshingly different perspective to aid in understanding the changes occurring at atomic and molecular level. Chemistry at B.D. Somani International School complements all the theoretical studies with a diverse array of experiments ranging from titrations to preparations of organic compounds. ICT practicals allow students to develop interpersonal and information technology skills, which are critical skills to possess in today's digital age. Teachers provide students with opportunities and personally guide them to develop practical skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

While studying Chemistry IB SL, I found the experience to be more interesting than I had expected, and worthwhile at the same time. Performing lab experiments has been extremely beneficial as they allowed me to apply use of theory in practice, as well as giving me practical skills to use in the real world. Chem IB SL also helped to increase my ability to solve problems, analyze data, and manage my time. Overall, my study experience within Chemistry IB SL has given me more confidence and interest in the area of science for my future academic goals.

- Anay Bhartiya

Chemistry HL is one of my most challenging yet rewarding subjects. The subject requires you to think critically and carefully apply theoretical concepts in practical settings and when answering questions. The workload is intense at times, especially with IAs; however, the depth of understanding and transferable skills you gain from taking chemistry at a higher level are incredibly valuable. You learn how to solve problems logically, manage your time effectively, and approach complex ideas from different perspectives. Although it can be demanding (both in the lab and content-wise), the scientific mindset and confidence you develop are unparalleled, making the subject's workload enriching and fulfilling.

- Veda Shah

International Baccalaureate
Diploma Programme Subject Brief

Sciences: Chemistry

First assessment 2025

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

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

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

II. Curriculum model overview

The DP chemistry course promotes concept-based teaching and learning to foster critical thinking.

The DP chemistry course is built on:

- approaches to learning
- nature of science
- skills in the study of chemistry.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of chemistry.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**110**	**180**
Structure 1. Models of the particulate nature of matter Structure 1.1—Introduction to the particulate nature of matter Structure 1.2—The nuclear atom Structure 1.3—Electron configurations Structure 1.4—Counting particles by mass: The mole Structure 1.5—Ideal gases	17	21
Structure 2. Models of bonding and structure Structure 2.1—The ionic model Structure 2.2—The covalent model Structure 2.3—The metallic model Structure 2.4—From models to materials	20	30
Structure 3. Classification of matter Structure 3.1—The periodic table: Classification of elements Structure 3.2—Functional groups: Classification of organic compounds	16	31
Reactivity 1. What drives chemical reactions? Reactivity 1.1—Measuring enthalpy change Reactivity 1.2—Energy cycles in reactions Reactivity 1.3—Energy from fuels Reactivity 1.4—Entropy and spontaneity (Additional higher level)	12	22
Reactivity 2. How much, how fast and how far? Reactivity 2.1—How much? The amount of chemical change Reactivity 2.2—How fast? The rate of chemical change Reactivity 2.3—How far? The extent of chemical change	21	31

Reactivity 3. What are the mechanisms of chemical change? Reactivity 3.1—Proton transfer reactions Reactivity 3.2—Electron transfer reactions Reactivity 3.3—Electron sharing reactions Reactivity 3.4—Electron-pair sharing reactions	24	45
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

Skills in the study of chemistry

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the chemistry course.

Tools

- Experimental techniques
- Technology
- Mathematics

Inquiry process

- Exploring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered.

III. Assessment model

There are four assessment objectives for the DP chemistry course. Having followed the chemistry course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.

Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of 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
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36
Paper 2	Short answer and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

ENVIRONMENTAL SYSTEMS & SOCIETIES SL/HL

The Environmental Systems and Societies (ESS) course is an interdisciplinary program offered at both Standard Level (SL) and Higher Level (HL), integrating elements from both the sciences and individuals and societies. Designed to address 21st-century environmental challenges, the course requires students to develop a broad set of skills, knowledge, and understanding from diverse disciplines. ESS explores environmental systems through a scientific approach, examining sustainability issues within social, cultural, economic, political, and ethical contexts. The course emphasizes the synthesis of understanding from various topics and encourages students to engage in research, investigations, and philosophical discussions.

The goal is to empower students to:

- Develop an understanding of their own environmental impact within the broader context of humanity's impact on earth and its biosphere.
- Acquire knowledge of diverse perspectives to address sustainability issues.
- Engage and evaluate tensions surrounding environmental challenges using critical thinking.
- Develop a systems approach that provides a holistic lens for exploring environmental issues.
- Inspire students to actively participate in environmental issues at both local and global levels.

Students at SL and HL share the following:

- the study of a concept-based syllabus,
- a course which promotes holistic thinking about environmental issues and their solutions,
- a foundations unit that introduces and explores the three concepts: perspectives, systems, sustainability,
- one piece of internally assessed work, the internal assessment (IA), and
- the collaborative sciences project.

This testimonial reflects my transformative experiences in environmental activities during my ESS class. Engaging in projects like mangrove clean-up and tree plantation deepened my understanding of environmental issues and fostered a sense of responsibility. Hands-on experiences highlighted the importance of community involvement in preserving ecosystems. Additionally, laboratory experiments on water quality and soil health provided valuable insights, emphasizing the interconnectedness of environmental factors. Overall, this ess class has broadened my knowledge and instilled a commitment to environmentally conscious choices, contributing to the betterment of our planet.

- Rivaan Gandhi

Environmental Systems and Societies is an intersection between the environment and our role in society as humans. ESS creates this link between scientific facts and real-world issues, enabling us to visualize and comprehend the complexities of our ecosystem. Having the interdisciplinary group 4 Science project allowed me to connect my knowledge of the environment with other sciences and delve deeper into agriculture. In this way, I got the opportunity to apply my skills to a real-life project. In class, we are always engaged in projects like presentations, class discussions, and analyzing real-life case studies to relate the theories to the world. Laboratory experiments and participation in environmental campaigns such as the mangrove cleanup have given us practical insights into the complexities of environmental management, and let us take action toward the concepts we have been learning. These experiences are invaluable in preparing us for university studies and future careers in environmental sciences. ESS also equips us to analyze environmental issues critically and ethically, fostering a deeper appreciation of the balance needed between human development and environmental conservation.

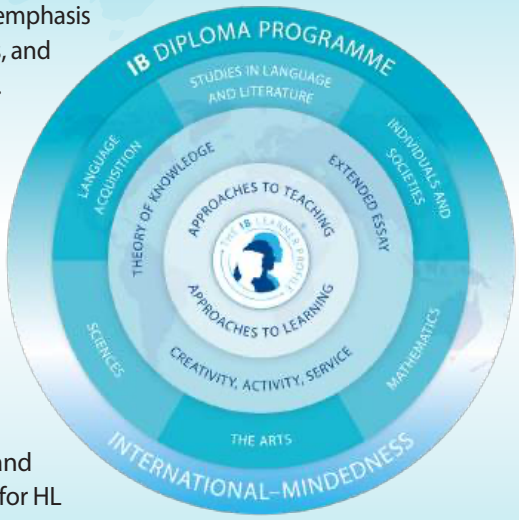
- Arjun Shah

International Baccalaureate
Diploma Programme Subject Brief

Environmental systems and societies

First assessment 2026

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies.

ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.

ESS aims to empower and equip students to:

1. develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
2. develop knowledge of diverse perspectives to address issues of sustainability
3. engage and evaluate the tensions around environmental issues using critical thinking
4. develop a systems approach that provides a holistic lens for the exploration of environmental issues
5. be inspired to engage in environmental issues across local and global contexts.

Because of the interdisciplinary nature of the subject, students can choose to study ESS to count as either a sciences or individuals and societies course, or as both. In this latter option, students have the opportunity to study an additional subject from any other subject group, including the sciences and individuals and societies subjects.

II. Curriculum model overview

The ESS course has at its heart the intention of providing students with the capacity to understand and make informed decisions regarding the pressing environmental issues we face. A conceptual, interdisciplinary approach is essential to problem solving in ESS as this allows for truly holistic thinking about impending sustainability challenges.

The ESS course engages students and teachers with a conceptual approach. All students are encouraged to integrate the three key concepts of perspectives, systems and sustainability throughout the course. These concepts are given special focus within the foundation's unit.

Students at SL and HL share the following:

- the study of a concept-based syllabus
- a course which promotes holistic thinking about environmental issues and their solutions
- a foundations unit which introduces and explores the three concepts: perspectives, systems and sustainability
- one piece of internally assessed work, the internal assessment (IA)
- the collaborative sciences project.

The SL course provides students with a fundamental understanding of environmental studies and experience of the associated concepts and skills. The HL course requires students to extend their knowledge and understanding of the subject, exploring the complexity of issues with additional breadth and depth, providing a solid foundation for further study at university level.

The foundations unit is designed to be the starting point for both standard and higher level courses. Other topics contain additional HL content, which provide both greater breadth and depth. The SL course has a recommended 150 teaching hours and the HL course 240 hours. This difference is reflected in the additional content studied by HL students.

The HL course has three HL only lenses—environmental law, environmental and ecological economics, and environmental ethics. The conceptually more demanding HL lenses allow for far more sophisticated processing and balanced viewpoints. The additional HL content requires the student to make more connections between diverse areas of the syllabus, resulting in increased networked knowledge and a comprehensive understanding of the complexities of environmental issues as well as possible strategies, solutions and management. HL students are required to demonstrate critical evaluation and to synthesize material in the core content (common to both SL and HL), HL extension material and HL lenses, facilitating a more complete view of a problem with analysis at greater breadth and depth.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**100**	**190**
Topic 1 Foundation	**16**	
1.1 Perspectives	3	
1.2 Systems	5	
1.3 Sustainability	8	
Topic 2 Ecology	**22**	**35**
Topic 3 Biodiversity and conservation	**13**	**26**
Topic 4 Water	**12**	**25**
Topic 5 Land	**8**	**15**
Topic 6 Atmosphere and climate change	**10**	**23**
Topic 7 Natural resources	**10**	**18**
Topic 8 Human populations and urban systems	**9**	**15**
Higher level (HL) lens		
HL.a Environmental law		**5**
HL.b Environmental and ecological economics		**7**
HL.c Environmental ethics		**5**
Experimental programme	**50**	
Practical work	30	
Collaborative sciences project	10	
Scientific investigation	10	

Skills in the study of environmental systems and societies

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the ESS course.

Tools

- Experimental techniques
- Mathematics
- Technology
- Systems and models

Inquiry process

- Inquiring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered.

III. Assessment model

There are four assessment objectives for the DP ESS course. Having studied the course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge and understanding of relevant:

- terminology, facts, and concepts
- methodologies and techniques
- perspectives and worldviews.

Assessment objective 2

Apply this knowledge and understanding in the analysis of:

- explanations, concepts, and theories
- primary and secondary data and models
- case studies and examples
- arguments and values.

Assessment objective 3

Evaluate, justify, and synthesize, as appropriate:

- explanations, concepts, theories, and models
- arguments and proposed solutions
- methods of fieldwork and investigation
- political, economic, ethical and sociocultural contexts of issues.

Assessment objective 4

Investigate sustainability issues at the local or global level through:

- identifying an appropriate environmental issue and research question for investigation
- selecting and demonstrate the use of appropriate methods and skills to carry out insightful and ethical investigations into environmental issues.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade %
		SL	HL	
External		**3.0**	**4.5**	**75 (SL)** **80 (HL)**
Paper 1	Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.	1.0	2.0	25 (SL) 30 (HL)
Paper 2	Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice.	2.0	2.5	50 (SL/HL)

Internal		**10**	**25 (SL)** **20 (HL)**
Individual investigation	The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10	25 (SL) 20 (HL)

About the IB: For over 50 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 are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: **https://ibo.org/en/dp**.

Complete subject guides can be accessed through the Programme Resource Centre or purchased through the IB store: **https://www.ibo.org/new-store**.

For more on how the DP prepares students for success at university, visit: **https://ibo.org/en/university-admission**.

COMPUTER SCIENCE SL/HL

Computer Science explores how computational systems function and how technology can be used to address real-world challenges. The course encourages students to think logically and creatively as they learn to break down complex problems, design algorithms, and build solutions through programming. Drawing from a wide range of concepts—including networks, data, machine learning, and system fundamentals—students gain insight into the capabilities and limitations of modern technology. They also examine the ethical, social, and global implications of computing, developing a thoughtful awareness of the role technology plays in shaping society. By engaging in hands-on problem-solving and creating a computational solution for an authentic need, learners strengthen adaptable skills in reasoning, analysis, and innovation that support future pathways in science, engineering, digital design, and emerging technological fields.

Computer Science in IB has been an amazing journey. Initially, I was skeptical about taking the subject as I did not have a background in IGCSE. However, with the help of the teacher, clear explanations of complex concepts, and the encouraging learning environment, I quickly grew more confident. The course has a good balance between topics. Somewhere along the way, I stopped feeling like the person who "didn't know CS" and started feeling like someone who could actually build things, understand logic, and problem-solve independently. Even the IA, which initially terrified me, became something I was proud of because of the support I received throughout.

- Samiksha Singhania

Choosing computer science in the IBDP was one of the best decisions I made. It is a subject that pushes you to think differently. CS isn't about memorising content, but about understanding how and why technology works. At first, I would be lying if I said I didn't find it challenging, especially getting used to the logic and the structure behind coding. However, as the course went on and with the continuous support from my teacher, everything started connecting, and that feeling of solving a problem or getting your program to run is genuinely unmatched.

What I enjoyed most was how practical the subject is. You don't just learn theory, you actually apply it through coding, projects, IA work, and real-world examples. The course teaches you how to break down big problems into smaller, manageable pieces, which ends up helping in every subject, not just CS. Looking back, I'm genuinely glad I took this subject. It was challenging in the right way, and the skills I gained, logic, creativity, and perseverance, are things I'll take with me far beyond the DP.

- Rishab Ramsinghani

Coming into this class with no prior IGCSE experience, I was at first intimidated by the abundance of unfamiliar topics I had to completely learn from scratch. However, after just a few classes, I became more comfortable and more excited to explore the world of computer science. With its inert logical nature, picking it up and improving it felt almost natural. The concepts themselves felt captivating and helped give tangibility to phenomena and concepts I saw every day around me. As somebody who was always riveted by computers, my wonder about computers has been enhanced as I study this subject. This subject also revealed to me worlds about computers I had never known of before, piquing my curiosity for completely foreign concepts as well.

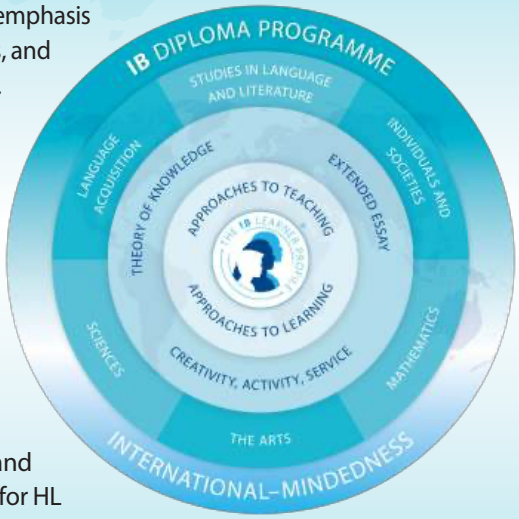
- Reza Merchant

International Baccalaureate
Diploma Programme Subject Brief

Sciences: Computer science

First assessment 2025

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

The DP computer science course is engaging, accessible, inspiring and rigorous. It has the following characteristics.

The course:

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- raises ethical issues
- and is underpinned by computational thinking.

Computational thinking involves the ability to:

- think procedurally, logically, concurrently, abstractly and recursively
- utilize an experimental and inquiry-based approach to problem solving
- develop algorithms and express them clearly
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

During the course students will develop a computational solution. This will involve the ability to:

- identify a problem or unanswered question
- design, prototype, program and test a proposed solution
- liaise with clients and end users to evaluate the success of the proposed solution and make recommendations for future developments.

The course aims to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize computer science
3. develop the ability to analyse, evaluate and synthesize information and claims relating to technological systems
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design, model and implement solutions to local and global problems to meet the requirements of clients, users and systems
6. develop an appreciation of the possibilities and limitations of computer science
7. develop the ability to evaluate the impact of emerging technologies on a range of stakeholders
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural, and social impact of computer science
10. develop a critical awareness and understanding of threats to computer systems and their countermeasures.

II. Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**105**	**195**
A. Systems in theory	38	79
B. Systems in practice	47	85
C. Systems in context	20	31
Practical programme	**45**	**45**
Computational solution report Practical application of skills through the development of a computational solution	35	35
Collaborative sciences project	10	10
Total teaching hours	**150**	**240**

III. Assessment model

There are four assessment objectives for the DP computer science course. Having followed the DP computer science course, students will be expected to meet the following objectives.

1. Demonstrate knowledge and understanding of:

a. facts, concepts, principles and terminology
b. appropriate methods, techniques and technology
c. methods of communicating and presenting technological information.

2. Apply and use:

a. facts, concepts, principles and terminology
b. software design methodology, techniques and technology
c. methods of communicating and presenting technological information.

3. Construct, analyse and evaluate:

a. user needs, system requirements, success criteria, system overview diagrams, testing strategies and programs

b. appropriate techniques within a specified solution

c. data, information and technological explanations.

4. Demonstrate the appropriate research, development, programming, modelling and personal skills necessary to carry out effective problem solving when developing a solution.

Assessment at a glance

Type of assessment	Format of assessment	Time (Weighting of final grade)	
		SL	HL
External		2 hours 45 minutes (70%)	4 hours (80%)
Paper 1	A problem-solving paper that includes questions requiring the reading, understanding, interpretation and writing of code in Java or Python.	1 hour 15 minutes (35%)	2 hours (40%)
Paper 2	This paper focuses on applying theory and practice to real-world contexts, and includes a structured question framed by a given technology context.	1 hour 30 minutes (35%)	2 hours (40%)
Internal		45 hours (30%)	45 hours (20%)
Computational solution report	An individual computational solution development project. Students produce a report that details the development of a computational solution following the software development life cycle (SDLC) process.	35 hours (30%)	35 hours (20%)

IV. Sample questions

Paper 1

When presented with code used by a company to assist the organisation of a music festival.

- State the relationship between the classes “Festival” and “Artist”.
- Construct the code required to create the linked list “ticketsSold” which is declared in the “Festival” main class.
- Explain one reason why a singly linked list would be used rather than a doubly linked list.

Paper 2

When presented with a scenario about software that uses sentiment analysis and autonomous trading agents.

- Identify two features of agile development.
- Justify the choice of either polling or interrupts as a means of notifying the central computer that an input device has recorded a conversation that is ready for analysis.
- Evaluate one positive and one negative consequence on society of using autonomous trading agents.

PHYSICS SL/HL

The goal of Physics is to understand how things work from basic principles. IB physics courses are matched to a range of goals that provide opportunities for scientific study and creativity within a global context. The objective is not only to stimulate and challenge students to broaden their scientific literacy, but also to satisfy requirements for a major in the sciences, engineering or medicine. Courses in physics reveal the mathematical beauty of the universe at scales ranging from subatomic to cosmological. Studying physics strengthens quantitative reasoning and problem- solving skills that are valuable in areas beyond physics and in real life situations.

There is no better way to understand everyday phenomena than by exploring them through hands-on experiments and inquiry. IB Physics offers students the opportunity to deepen scientific thinking and apply theory to uncover physical principles. While the course is rigorous, it equips students with critical thinking capabilities and problem-solving skills. Ultimately, students leave the course with a stronger understanding of physics and a sharper mindset for future challenges.

- Amartya Avasthi

The best part about physics is how it's all around us. For instance, my EE looked at the Magnus Force, which explained the logic behind a curve ball in football. Our class discussions really opened my eyes, from understanding the structural integrity of the sea link, to insights into military fighter jets, discussions about movies like Oppenheimer, and grasping the functioning of noise-canceling headphones. In essence, Physics in the IBDP program not only deepened my subject knowledge but also fostered a genuine appreciation for its real-world applications. It served as a lens through which I could explore, comprehend, and marvel at the intricacies of the world around us, encapsulated in the fascinating realm of Physics.

- Navyaa Arya

International Baccalaureate
Diploma Programme Subject Brief

Sciences: Physics

First assessment 2025

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

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

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context

8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

II. Curriculum model overview

The DP physics course promotes concept-based teaching and learning to foster critical thinking.

The DP physics course is built on:

- approaches to learning
- nature of science
- skills in the study of physics.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of physics.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**110**	**180**
A Space, time and motion A.1 Kinematics • A.2 Forces and momentum • A.3 Work, energy and power • A.4 Rigid body mechanics ••• A.5 Galilean and special relativity •••	27	42
B. The particulate nature of matter B.1 Thermal energy transfers • B.2 Greenhouse effect • B.3 Gas laws • B.4 Thermodynamics ••• B.5 Current and circuits •	24	32
C. Wave behaviour C.1 Simple harmonic motion •• C.2 Wave model • C.3 Wave phenomena •• C.4 Standing waves and resonance • C.5 Doppler effect ••	17	29
D. Fields D.1 Gravitational fields •• D.2 Electric and magnetic fields •• D.3 Motion in electromagnetic fields • D.4 Induction •••	19	38

E. Nuclear and quantum physics E.1 Structure of the atom •• E.2 Quantum physics ••• E.3 Radioactive decay •• E.4 Fission • E.5 Fusion and stars •	23	39
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

Key to table:

• Topics with content that should be taught to all students

•• Topics with content that should be taught to all students plus additional HL content

••• Topics with content that should only be taught to HL students

Skills in the study of physics

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the physics course.

Tools

- Experimental techniques
- Technology
- Mathematics

Inquiry process

- Exploring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered.

III. Assessment model

There are four assessment objectives for the DP physics course. Having followed the physics course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.

Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

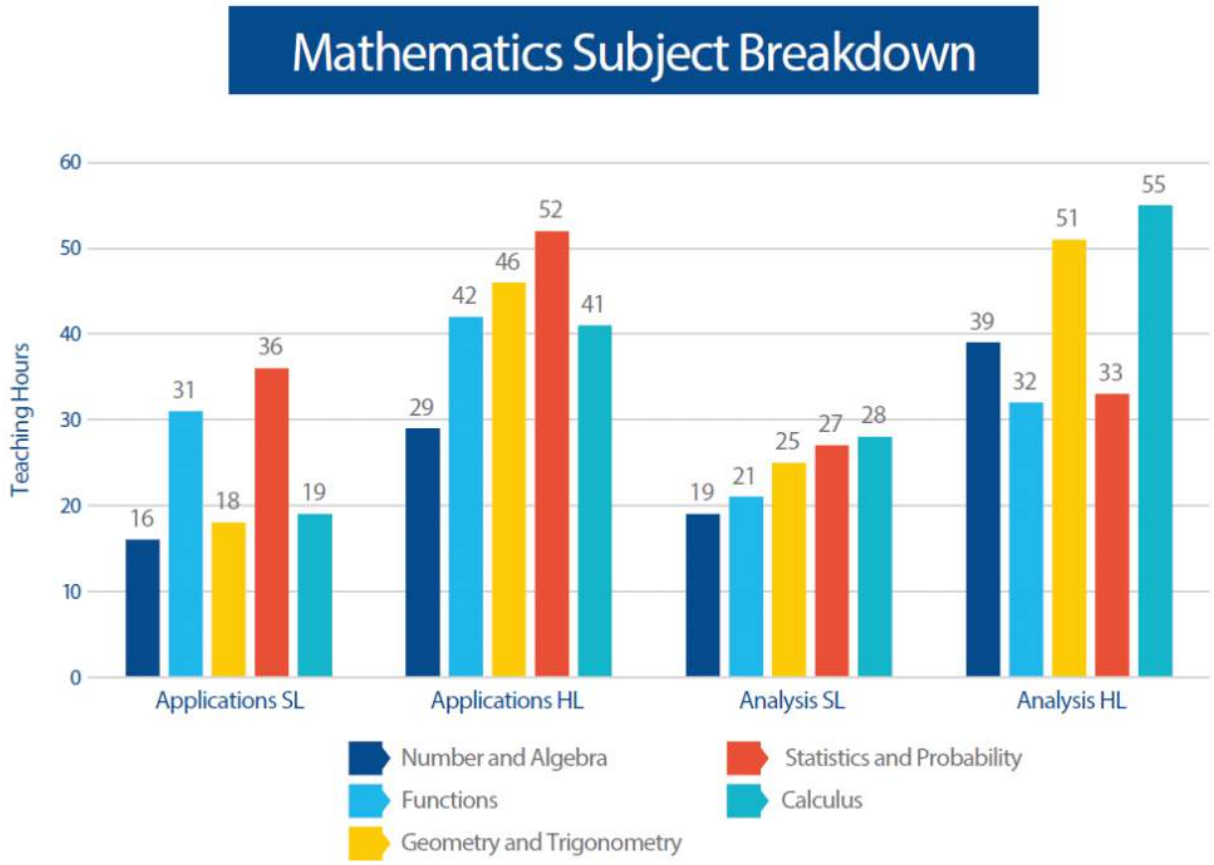
Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions	1.5	2	36
Paper 2	Short-answer and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

MATHEMATICS SL/HL

The teaching and learning of mathematics in B.D. Somani International School is engaging and intellectually stimulating. From the academic year 2019, IB is offering two new D.P Mathematics courses that appeal to the students' interests and cater for their future needs. The two courses are

i) Mathematics: Analysis and Approaches (HL and SL) and

(ii) Mathematics: Applications and Interpretation (HL and SL).



IB MATH COURSE	DESCRIPTION	COMMON UNIVERSITY MAJORS
AA HL	Most theoretical course; strongest in calculus, algebra, and proofs	Engineering (all fields), Physics, Pure Mathematics, Computer Science (theory/ algorithms), Economics (quantitative), Actuarial Science
AA SL	Good general STEM preparation; solid calculus foundation	Architecture, Computer Science (general), Natural Sciences, Business Analytics, Economics
AI HL	Strong in statistics, modeling, real-world applications	Data Science, Environmental Science, Psychology (research-focused), Business/ Finance (quantitative), Design/Architecture (modeling), Applied Computer Science
AI SL	Practical application of math in real contexts	Business, Health Sciences, Sociology, Communications, Education, Design/Tech fields

When I began AAHL Math in Grade 11, I found it intimidating—it seemed like one of the toughest subjects I had ever taken. Although the course is demanding and requires steady effort, I soon realised how logical and structured it is, which made me enjoy it. With regular practice, my confidence grew, and topics that once felt overwhelming started becoming clearer. This was largely due to the teaching approach at school, where every concept is taught thoroughly: proofs, theorems, and applications are explained in depth, helping us build a strong conceptual base. This focus on understanding rather than memorisation has been the most valuable part of AAHL Math for me. Over time, it has strengthened my logical reasoning skills and allowed me to explore areas of mathematics that initially seemed too difficult. Looking back, I'm truly glad I chose AAHL Math; it's rigorous, rewarding, and has transformed the way I approach problem-solving both in and beyond the classroom.

- Anaya Singhi

To be honest, at first the thought of taking Mathematics AI HL was very daunting; however, it has been one of the best decisions of my IBDP journey. I enjoy attending math class as the course is holistic and logical, ranging from understanding market saturation using matrices to modelling how trucks fit under arched bridges. Mathematics AI HL has become the backbone of my other subjects by strengthening my critical thinking and logical reasoning. It has also helped me understand the derivation behind economic models through topics such as quadratic functions. From not enjoying mathematics to appreciating its real-life applications across disciplines, this course has shifted my mindset and made me enjoy being challenged.

- Divira Kothari

Studying Math AA SL in the IBDP program pushed me out of my comfort zone and gave me the confidence to tackle problems I once avoided. Even when the content felt challenging, the course taught me to think logically, break things down, and strengthen my critical thinking skills. Moreover, working on the IA in Math helped me go beyond the syllabus content and the applications of math in the real world. Overall, Math AA SL strengthened my confidence and skills during the IB.

- Muskan Jhaveri

International Baccalaureate Diploma Programme Subject Brief

Mathematics: analysis and approaches

First assessments for SL and HL—2021

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

This IB DP subject brief has three key components:

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

I. Course description and aims

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 instil 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.

II. Curriculum model overview

Mathematics: analysis and approaches and Mathematics: applications and interpretation share 60 hours of common SL content.

Syllabus component	Recommended teaching hours	
	SL	HL
• Number and algebra • Functions • Geometry and trigonometry • Statistics and probability • Calculus	19 21 25 27 28	39 32 51 33 55
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total teaching hours	150	240

III. Assessment model

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

The assessment objectives are common to Mathematics: analysis and approaches and to Mathematics: applications and interpretation.

- **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 abstract and real-world 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; use appropriate notation and terminology.
- **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 from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
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
Internal					
Exploration		15	15	20	20

About the IB: For over 50 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 are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: **www.ibo.org/en/dp**.

Complete subject guides can be accessed through the programme resource centre or purchased through the IB store: **store.ibo.org**.

For more on how the DP prepares students for success at university, visit: **www.ibo.org/en/university-admission**.

International Baccalaureate Diploma Programme Subject Brief

Mathematics: applications and interpretation

First assessments for SL and HL—2021

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

This IB DP subject brief has three key components:

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

I. Course description and aims

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 modelling. 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 instil 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.

II. Curriculum model overview

Mathematics: applications and interpretation and Mathematics: analysis and approaches share 60 hours of common content.

Syllabus component	Recommended teaching hours	
	SL	HL
• Number and algebra • Functions • Geometry and trigonometry • Statistics and probability • Calculus	16 31 18 36 19	29 42 46 52 41
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total teaching hours	150	240

III. Assessment model

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

The assessment objectives are common to Mathematics: applications and interpretation and to Mathematics: analysis and approaches.

- **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 abstract and real-world 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; use appropriate notation and terminology.
- **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 from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	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
Internal					
Exploration		15	15	20	20

THEATRE ARTS SL/HL

The Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, risk taking and the presentation of ideas to others. The IB Diploma Program theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

The basis of theatre is inquiry into the human condition; what makes us human, the actions we take and the stories we tell, how we interact and how we share our visions.

DISTINCTION BETWEEN SL AND HL

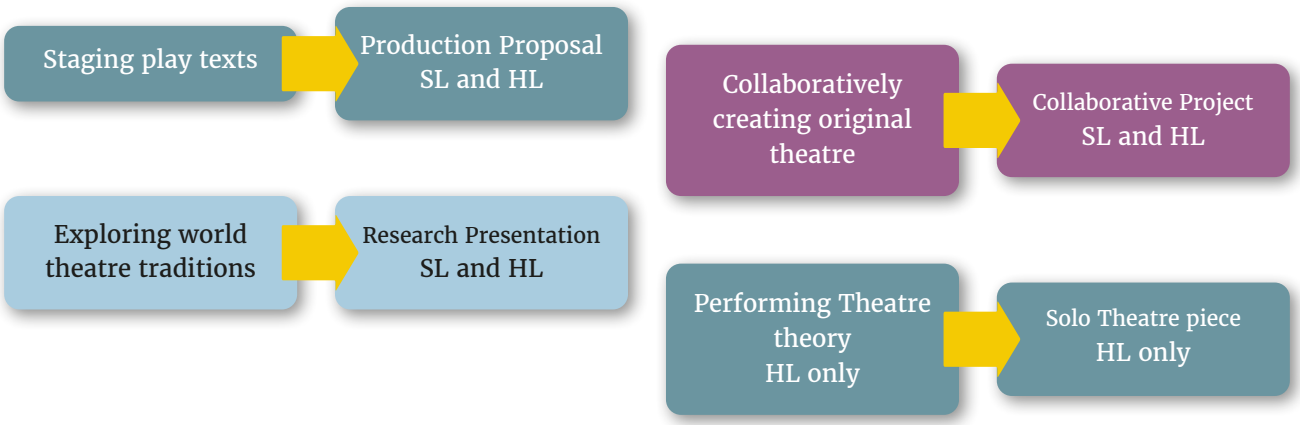
The assessment tasks clearly indicate a distinction between SL and HL. They allow for greater breadth and depth in the teaching and learning at HL through an additional assessment task, which requires HL students to immerse themselves in the works of key theatre theorists.

THEATRE AND INTERNATIONAL-MINDEDNESS

International-mindedness characterizes an openness and curiosity about the world and its people. It begins with students understanding themselves in order to effectively connect and collaborate with others. The arts provide a unique opportunity for students to recognize the dynamic cultural influences around them and the significance of diversity in the making and in the presenting of theatre to an audience. The DP theatre course gives students the opportunity to study a wide variety of performance styles, theatre traditions, theatre theorists and play texts, aiding in the process of developing into a globally aware and responsible citizen.

THEATRE MAKING PROCESS

Linking the syllabus areas with the assessment tasks
Each of the syllabus areas links directly to a specific assessment task.



Choosing Theatre in the IB has been one of my best decisions. The subject really helps you express your creativity and dive deeper into the mediums of theatre. Since there is no written examination, the 4 assignment-based exams are a Research Presentation, Collaborative Project, Production Proposal and Solo Performance. Each delving into different aspects of theatre. Through this, I believe I have grown as an actor, director, writer and collaborator. My favourite memory of theatre is the group discussions in which new streams of ideas and perspectives are introduced to create a showcase. I definitely enjoyed the Research Presentation since it taps mainly into direction. If a student wholeheartedly dedicates time and effort to the subject, they will definitely excel. If this sounds like something you are interested in exploring, you should select it!

- Amaira Shah

The two years of my Theatre IB journey taught me that once you are a theatre student, you are not just an actor. The subject is tailored to accommodate anyone devoted to the craft of acting, directing, writing, and production. IB Theatre is certainly a challenging subject, but the key is to view those challenges as opportunities to learn and grow into being greater performers. The collaborative performance made me realize that the harder you work, the more fun you are bound to have with this subject, oftentimes with your peers who end up becoming your friends. IB Theatre has been essential in helping me to navigate spaces where public speaking is required in my college too.

- Satej Salgarkar

Taking theatre for IBDP is one of the best decisions i made in my academic journey. Theatre is not only about performing and acting but a subject which puts you on a spotlight as a person. There are multiple layers like set design, sound, lights and a lot more. The part that surprised me the most are the different components IBDP will require to submit which allows you to show both your strengths and weakness. Few challenges I faced were during my collaborative piece, collaboration is not my strong suit but when forced to do so requires a lot of effort and strength. Theatre truly made me a resilient and hardworking person.

- Rehaan Jogani

My first theatre class in grade 11 in itself took me by surprise because of the way in which we learnt to approach theatre. It wasn't just theoretical learning of theatre but a much deeper experience that involved exploring our emotions and letting go of our inhibitions which helped us be more creative and utilise what we were learning across the IBDP subjects in a creative way. For me, that really came through in my solo theatre piece where I chose a piece of history from my actual history HL class and turned it into a commentary on the impact of the Second World War on identity struggle. It was a challenge to create something that hadn't been done before but because of everything we had learnt from Ancient Greek theatre to Kathakali, it wasn't difficult for me to find inspiration. The class really allowed me to explore various elements of theatre and I discovered my ability to develop scripts and stories through classroom workshops. Theatre in IBDP is truly eye opening and will expose you to multiple perspectives in theatre giving you an opportunity to learn new things about the world around you and yourself.

- Aishini Kulkarni

International Baccalaureate
Diploma Programme Subject Brief

Theatre

First assessment 2024

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. 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.

I. Course description and aims

The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre

across time, place and culture and promotes international-mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

The aims of the DP arts subjects (dance, film, music, theatre, visual arts and literature and performance) are to enable students to:

1. explore the diversity of the arts across time, cultures and contexts
2. develop as imaginative and skilled creators and collaborators
3. express ideas creatively and with competence in forms appropriate to the artistic discipline
4. critically reflect on the process of creating and experiencing the arts
5. develop as informed, perceptive and analytical practitioners
6. enjoy lifelong engagement with the arts.

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

7. inquire into theatre and its contexts
8. develop and practically apply theatre performance and production skills and elements, led by intentions
9. create, present and evaluate theatre work both independently and collaboratively
10. acquire the perspectives and intentions of an internationally-minded theatre-maker
11. understand, appreciate and explore the relationship between theory and performance (HL only).

II. Curriculum model overview

Syllabus component	Teaching hours	
	SL	HL
Staging play texts This area of the syllabus addresses the transformation of play texts into action. Students examine the ways in which ideas are articulated in texts by playwrights and the ways in which performance and production elements can be used to effectively fulfill theatre-maker intentions.	45	45
Exploring world theatre traditions This area of the syllabus addresses the authentic exploration of world theatre traditions through academic and practical research and exploration. Students inquire into and physically explore world theatre traditions, performance conventions and performance material from those traditions in order to acquire a deeper understanding and appreciation of the traditions through the body and/or voice.	45	45

Collaboratively creating original theatre This area of the syllabus addresses the collaborative development and performance of original theatre as part of an ensemble of theatre-makers. Students formulate intentions for theatre-making and examine the ways in which these intentions can be effectively realized through the collaborative creation of original performance work inspired by a starting point.	60	60
Performing theatre theory (HL only) This area of the syllabus addresses the exploration of aspects of theatre theory and the ways in which theory can inform performance. Students research at least one theatre theorist, identify an aspect of their theory and apply this to create and present theatre work that demonstrates this aspect of theory in performance.	X	90
Total teaching hours	**150**	**240**

III. Assessment model

Having followed the theatre course at SL or HL, students will be expected to fulfill the following objectives at assessment.

1. **Inquiry**
    a. Carry out academic and physical research and identify valuable information and resources to support work in theatre
    b. Inquire into, and contextualize, the theatrical work and ideas of others
2. **Development**
    a. Develop informed and imaginative theatre-maker intentions for making and staging theatre
    b. Practically and collaboratively explore how performance and production elements combine in practice to create effective moments of theatre
3. **Presentation**
    a. Present theatre work to others in order to fulfill theatre-maker intentions
    b. Communicate theatrical ideas in a variety of forms, formats and contexts
4. **Evaluation**
    a. Reflect on feedback from others and consider their own development as theatre-makers
    b. Evaluate the effectiveness of theatre work.

Assessment at a glance

Assessment task	Assessment task details	SL	HL
	Internal		
Production proposal	Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following. 1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.	30%	20%

External			
Research presentation	Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following. 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited and any additional resources used by the student during the presentation.	30%	20%
Collaborative project	Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following. 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7-10 minutes maximum).	40%	25%
Solo theatre piece (HL only)	Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following. 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum).	X	35%

About the IB: For over 50 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 are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: **www.ibo.org/en/dp.**

Complete subject guides can be accessed through the programme resource centre or purchased through the IB store: **http://store.ibo.org.**

For more on how the DP prepares students for success at university, visit: **www.ibo.org/en/university-admission.**

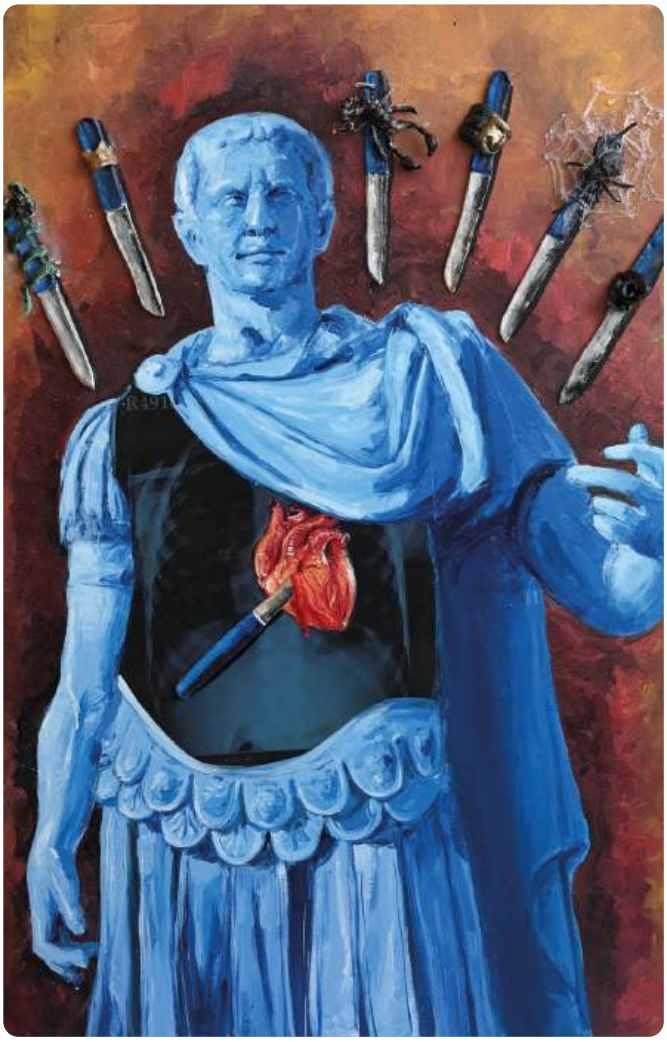
VISUAL ARTS SL/HL

In B.D. Somani International School the IB Visual arts curriculum offers a unique opportunity to the students to acquire knowledge, understanding and technical abilities for a range of mediums, forms and expressions to create visual artworks from drawing, painting on ceramics, digital, printmaking, installation, videos and sculptures and very often our students have shown considerable versatility in this regard.

The 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. They will develop a spirit of experimentation that promotes artistic creative impulses and thinking. The students will gain knowledge and understanding in the formal, theoretical and historical aspects of visual arts and expand their analytical and critical abilities in art practice, art theory and art history. They will also learn how to investigate, annotate and document their interests, ideas and processes in sketchbooks and journals and are encouraged to understand and appreciate the importance of the creative process as well as the final artworks. The visual arts are of ever-increasing importance in a world in which the amount of information transmitted visually, through the mass media, is growing constantly. Engagement in the arts promotes a sense of individual identity and makes a contribution to the lifelong learning of each student.

When I joined the IB in Grade 11, Visual Arts wasn't just "another subject" on my timetable, it became the place where I could breathe and be free.Unlike most IB subjects, where answers are found in formulas or structured arguments, art gives you the liberty to build knowledge through your own experiences and thinking. You're not memorising; you're discovering. Visual Arts pushed me to understand myself better. Every piece I created forced me to reflect on emotions, on identity, on the world around me. That's something no other subject gave me. Yes, it's challenging, but in a way that feels personal and meaningful. You learn to think visually, communicate ideas without words, and develop discipline through your own creative process. The best part is how flexible and open the course is. You get to choose your themes, your mediums, and even your pace. The components under it, feels like a record of your own growth, not just assignments to complete. If you're joining the IB and want a subject that values individuality, creativity, and emotional expression, while still pushing you academically, Visual Arts is worth it. It's the one class where you're not just a student completing tasks- you're an artist shaping your own voices.

- Arjun Shah



Doing Visual Arts HL has been a greatly enriching and amazing experience, especially for someone like me who had not done the IB before. I was able to properly learn and strengthen my fundamentals, and learn so many new mediums, skills and techniques - but also increase my diversity of knowledge when it came to analysing and viewing art critically with respect to my own progress. Visual Arts as a subject has taught me more than I can describe, and it's been a very rewarding, soothing, and sometimes even hectic process - but that's all part of the experience of artistic creativity.

- Ved Sona

International Baccalaureate Diploma Programme Subject Brief

The arts:

Visual arts—Standard level

First 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. 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 three key course components.
I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

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:

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

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

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

II. Curriculum model overview

Component	Recommended teaching hours
Visual arts in context • Examine and compare the work of artists from different cultural contexts. • Consider the contexts influencing their own work and the work of others. • Make art through a process of investigation, thinking critically and experimenting with techniques. • Apply identified techniques to their own developing work. • Develop an informed response to work and exhibitions they have seen and experienced. • Begin to formulate personal intentions for creating and displaying their own artworks.	**50**

Visual arts methods • Look at different techniques for making art. • Investigate and compare how and why different techniques have evolved and the processes involved. • Experiment with diverse media and explore techniques for making art. • Develop concepts through processes informed by skills, techniques and media. • Evaluate how their ongoing work communicates meaning and purpose. • Consider the nature of "exhibition" and think about the process of selection and the potential impact of their work on different audiences.	**50**
Communicating visual arts • Explore ways of communicating through visual and written means. • Make artistic choices about how to most effectively communicate knowledge and understanding. • Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept. • Select and present resolved works for exhibition. • Explain the ways in which the works are connected. • Discuss how artistic judgments impact the overall presentation.	**50**

Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
   - Identify various contexts in which the visual arts can be created and presented
   - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
   - Recognize the skills, techniques, media, forms and processes associated with the visual arts
   - Present work, using appropriate visual arts language, as appropriate to intentions
2. Demonstrate application and analysis of knowledge and understanding
   - Express concepts, ideas and meaning through visual communication
   - Analyse artworks from a variety of different contexts
   - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
3. Demonstrate synthesis and evaluation
   - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
   - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
   - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
   - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
4. Select, use and apply a variety of appropriate skills and techniques
   - Experiment with different media, materials and techniques in art-making
   - Make appropriate choices in the selection of images, media, materials and techniques in art-making
   - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
   - Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment at a glance

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

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, and a complete list of DP subject briefs, visit: ***http://www.ibo.org/diploma/****.*

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: ***http://store.ibo.org****.*

For more on how the DP prepares students for success at university, visit: ***www.ibo.org/recognition*** *or email:* ***recognition@ibo.org****.*

International Baccalaureate Diploma Programme Subject Brief

The arts:

Visual arts—Higher level

First 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. 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 three key course components.
I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

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 further study of 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:

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

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

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

II. Curriculum model overview

Component	Recommended teaching hours
Visual arts in context • Examine and compare the work of artists from different cultural contexts. • Consider the contexts influencing their own work and the work of others. • Make art through a process of investigation, thinking critically and experimenting with techniques. • Apply identified techniques to their own developing work. • Develop an informed response to work and exhibitions they have seen and experienced. • Begin to formulate personal intentions for creating and displaying their own artworks.	**80**

Visual arts methods • Look at different techniques for making art. • Investigate and compare how and why different techniques have evolved and the processes involved. • Experiment with diverse media and explore techniques for making art. • Develop concepts through processes informed by skills, techniques and media. • Evaluate how their ongoing work communicates meaning and purpose. • Consider the nature of "exhibition", and think about the process of selection and the potential impact of their work on different audiences.	**80**
Communicating visual arts • Explore ways of communicating through visual and written means. • Make artistic choices about how to most effectively communicate knowledge and understanding. • Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept. • Select and present resolved works for exhibition. • Explain the ways in which the works are connected. • Discuss how artistic judgments impact the overall presentation.	**80**

Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

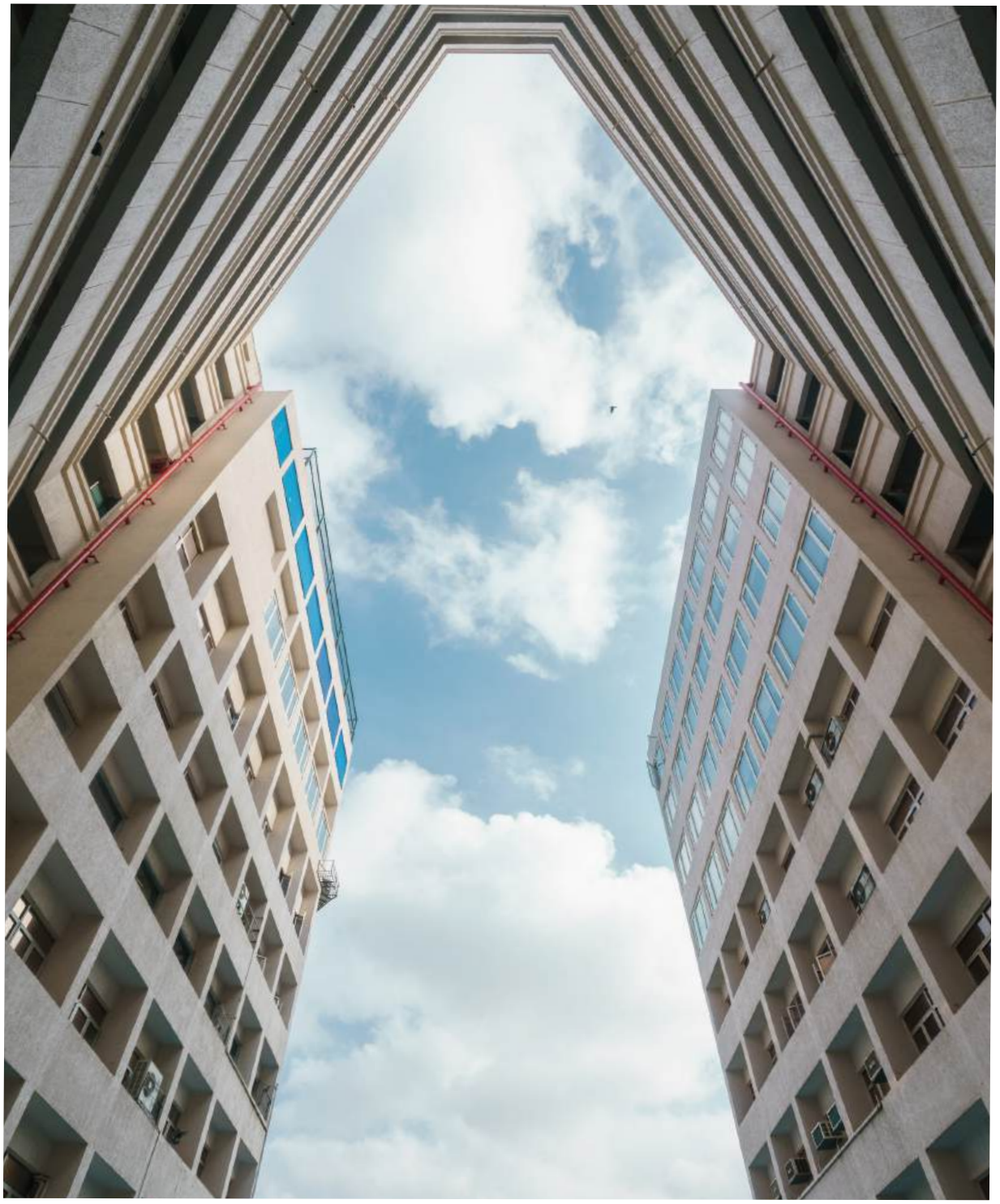
III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
   - Identify various contexts in which the visual arts can be created and presented
   - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
   - Recognize the skills, techniques, media, forms and processes associated with the visual arts
   - Present work, using appropriate visual arts language, as appropriate to intentions
2. Demonstrate application and analysis of knowledge and understanding
   - Express concepts, ideas and meaning through visual communication
   - Analyse artworks from a variety of different contexts
   - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
3. Demonstrate synthesis and evaluation
   - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
   - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
   - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
   - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
4. Select, use and apply a variety of appropriate skills and techniques
   - Experiment with different media, materials and techniques in art-making
   - Make appropriate choices in the selection of images, media, materials and techniques in art-making
   - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
   - Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment at a glance

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



B.D. SOMANI
INTERNATIONAL SCHOOL

625, G.D. Somani Marg, Cuffe Parade, Mumbai – 400005
+91 22 6990 9900 | admissions@bdsint.org
bdsomaniinternationalschool.com