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IB DIPLOMA CURRICULUM GUIDE

2026-28



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WELCOME MESSAGE

It is my pleasure to welcome you to The Sultan's School and to the International Baccalaureate Diploma Programme.

The IB mission challenges us to cultivate curious minds, compassionate hearts, and responsible action. Our school's vision echoes this: learning that is rigorous, ethical, and grounded in our community while open to the world. Over the next two years, you will connect disciplines, question assumptions, serve others, and discover how your learning matters beyond the classroom.

This guide is your roadmap. It outlines your Higher and Standard Level subjects and explains how the core, Theory of Knowledge, the Extended Essay, and CAS, work together to shape you as an IB learner. You should expect clarity about timelines and assessment, consistent feedback, and a culture that prizes both excellence and well-being. In return, I ask for academic honesty, steady effort, and the courage to ask for help early and often.

University and careers advice, pastoral support, and rich co-curricular opportunities are woven into our programme. Whether you're leading a service project, debating in TOK, or polishing a draft of your EE, you will be supported by teachers and counsellors who know you by name and care about your growth.

If a question arises, bring it. If an idea excites you, pursue it. If you stumble, reflect and try again. That is the IB way, and it's how we live our mission and vision each day.

I look forward to working with you and your families as we make these two years purposeful, challenging, and deeply rewarding.

Warm regards,

DR MARTA I. BOBIATYNSKA
DP Coordinator



ACADEMIC PATHWAYS

Choosing your IB pathway is an exciting step, and we'll guide you through it. At The Sultan's School, every student receives personalised advice to ensure their programme aligns with both university ambitions and national requirements.

We begin with conversations about interests, strengths, and possible destinations, then map subject combinations against entrance expectations and long-term goals. Parents are welcomed into the process, and our DP and University Guidance teams provide information sessions as well as one-to-one meetings.

We also review Oman Ministry of Education equivalency requirements from the outset so there are no surprises later. Throughout Year 11 and the opening weeks of Year 12, we build in checkpoints to confirm choices and make any necessary adjustments.

Students at The Sultan's School choose between two IB pathways:

- IB Diploma
- IB Courses (Course Certificates)

Subject selection is preceded by counselling with the DP team and university guidance to ensure alignment with the intended higher-education pathway, and all choices must satisfy Oman's Ministry of Education requirements for secondary certification/equivalency.

IB DIPLOMA

- A whole-programme option is completed across the final two years of high school.
- Students complete six subjects alongside the IB core (Extended Essay, Theory of Knowledge, and CAS).
- Delivers a standardised international education that is recognised worldwide.
- Widely accepted for direct admission by leading universities across the globe.

IB COURSES

- Allows students to pursue selected IB subjects in areas of strength while maintaining rigorous, university-level coursework.
- Requirements vary by context: Omani students seeking national scholarships follow requirements that largely mirror the full Diploma, with exemptions from TOK and the EE; international students typically have more configuration flexibility (subject to university and equivalency policies).

OVERVIEW OF THE **DIPLOMA PROGRAMME (DP)**

The DP stands out for its commitment to each student's full education journey.

This is captured in the curriculum framework shown below.



At the heart of the DP are the Learner Profile and the Approaches to Teaching and Learning, which guide every aspect of the programme.

WHAT IS THE INTERNATIONAL BACCALAUREATE DIPLOMA?

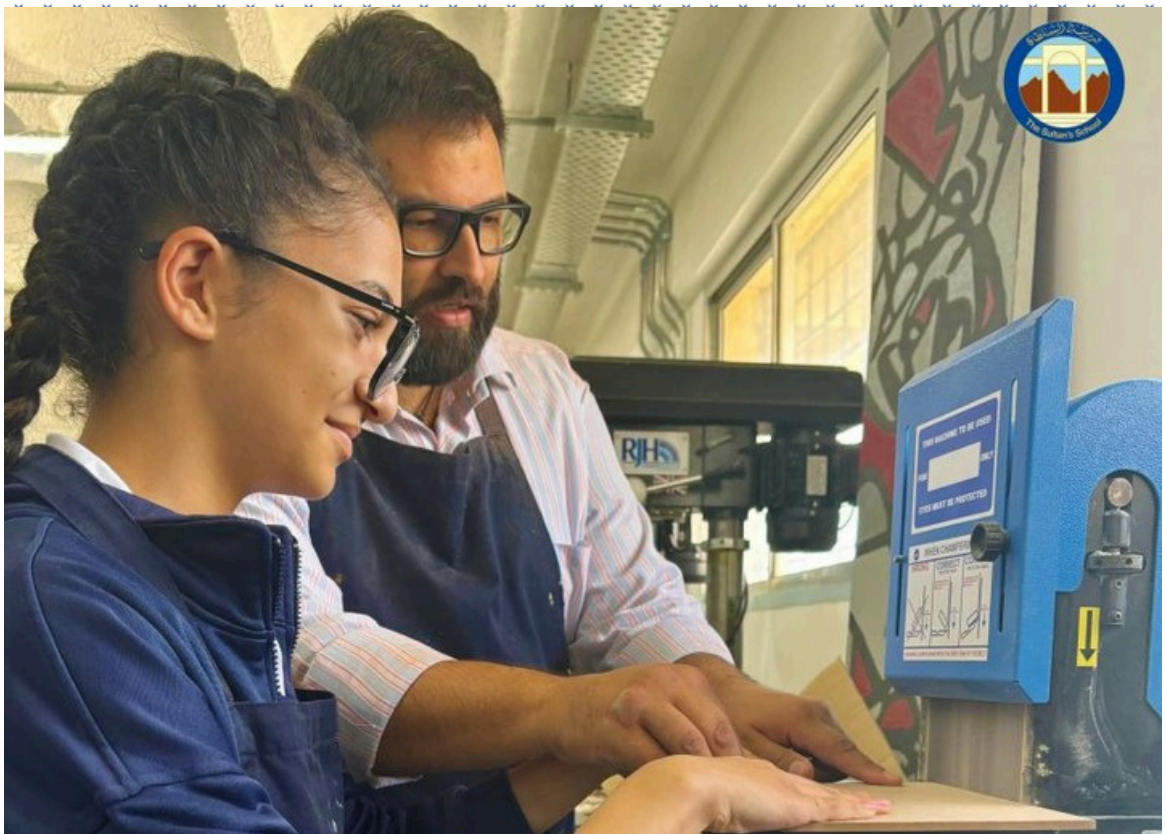
THE IB DIPLOMA IS DESIGNED FOR STUDENTS BETWEEN THE AGE OF 16 AND 19 YEARS OLD.

It rests on the belief that students should use critical thinking to interrogate their experiences and evaluate the world around them.

The IB Diploma nurtures students' academic, social, emotional, and physical growth and prepares them for global citizenship through two years of study across six subjects plus the three core components.

The program is also widely recognised by the world's top universities as it equips learners with the skills and dispositions required for success in higher education.

As of May 2025, the International Baccalaureate Diploma Programme (IBDP) is taught at 3,401 schools in over 153 countries.



APPROACHES TO TEACHING

There are six key pedagogical principles that underpin all IB programmes. Teaching in IB programmes is:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment (formative and summative).

University admissions officials say the DP is the best qualification for developing students' non-academic skills and preparing them for further education and careers.

APPROACHES TO LEARNING

This area develops essential skills that include skills of behaviour and emotional management, skills that allow the student to monitor their own effectiveness in their learning and skills that allow them to process information effectively.

Teaching and learning in the Diploma Programme (DP) therefore incorporates the development of:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills.



APPROACHES TO ASSESSMENT

Students take written examinations at the end of the programme, which are marked by external IB examiners.

Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The grade awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE.

In order to be awarded the diploma students must meet the following criteria

- Score a minimum total of 24 points
- Pass all the score requirements: Theory of Knowledge (TOK), Extended Essay (EE) and CAS
- Score at least 12 points from 3 HL subjects
- Not score lower than a 2 in any HL subject
- Have no more than two grade 2's in their SL subjects
- Have no more than three grade 3's across their 6 subjects
- Not score a 1 in any subject

The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

The DP prepares students for higher education and to be active participants in a global society.



THE DIPLOMA CURRICULUM

DP students must choose one course from each or five subject groups delivering a breadth of knowledge and understanding in: language and literature, individuals and societies, the sciences and mathematics.

Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups.

DP courses can be taken at higher level (HL) or standard level (SL). At least three, and not more than four, are taken at HL (240 teaching hours), while the remaining courses are taken at SL (150 teaching hours).

SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum.

SUBJECT GROUPS

Group 1 Language and Literature	Group 2 Language Acquisition
Group 3 Individuals and Societies	Group 4 The Sciences
Group 5 Mathematics	Group 6 The Arts or Electives

2026-2028 TSS SUBJECT OFFER

Students must select one subject from each of the six option blocks listed below. They are also required to choose three subjects at Higher Level (HL) and three at Standard Level (SL) to meet the requirements of the full IB Diploma.

Group 1 Studies in Language and Literature
Arabic Language and Literature HL/SL,
English Language and Literature HL/SL

Group 2
Language Acquisition
English B HL/SL,
Arabic B HL/SL,
**Pamoja Online*
Language ab initio (SL only)



Group 3
Individuals in Societies
Business Management HL/SL,
Geography HL/SL,
Digital Society HL/SL,
Economics HL/SL
Psychology HL/SL,

Group 4
Experimental Sciences
Biology HL/SL,
Chemistry HL/SL,
Physics HL/SL,
Design Technology HL/SL,
Computer Science HL/SL,
Environmental Systems and Societies HL/SL
Sports Exercise and Health Science HL/SL

Group 5
Mathematics
Mathematics AA HL,
Mathematics AA SL,
Mathematical AI SL only

Group 6
The Arts
Visual Arts HL/SL or an elective

*Any requests for a Pamoja Online Language ab initio courses are subject to approval by the IB Coordinator and the Head of Secondary. Families should note that these courses incur additional fees that are not covered by school tuition.

BILINGUAL DIPLOMA

A bilingual diploma is awarded when students demonstrate an ability to work and study in two different languages of instruction.

A bilingual diploma is awarded if one of two different conditions are met:

- The completion of two languages selected from Group 1 studies in language and literature group e.g. English A and Arabic A

- Completion of one of the subjects in group 3 or group 4 in a language that is not the same as the group 1 language. A student at TSS can qualify for the bilingual diploma under this condition if they take any group 1 language other than English.

In order to qualify for the bilingual diploma students must score at least a level 3 in any of the courses that satisfy the appropriate conditions above.





YEAR 11 TO 12 TRANSITION

YEAR 11 INTO GRADE 12 -

YEAR 12 & 13 PATHWAYS AND SUBJECT SELECTION PROCESS

To assist students with their decision making, we have created a comprehensive Year 11 to 12 options process for internal and external applicants, which includes the elements listed below:

1- Information sessions for students and parents from the DP coordinator.

2- IB Subject Fair delivered by year 12 and 13 students.

3- One-to-one options guidance meeting. Students will have a one-to-one meeting with a member of the secondary school leadership team, and/or university guidance and careers, to help guide them in their choices.

4- Final DP options form submission. Students will be asked to select their final DP subject subject choices.

YEAR 11 OPTIONS TIMELINE

Below is a timeline of the subject selection process

Whilst every effort is made to meet all of the option choices, Northbridge International School reserves the right to change the subjects on offer depending on constraints such as timetabling, staffing or number of students electing a subject.

NOVEMBER	Student Information Sessions
JANUARY	Subject Fair
FEBRUARY	Preliminary choices completed
MARCH	Option blocks finalized for scheduling Final option choices submitted

ADVICE ON CHOOSING YOUR SUBJECTS



Before you make the important decisions regarding your DP courses next year, collect as much relevant information as possible.

Consider your present subjects

Which subjects do you enjoy?
Why do you enjoy them, is it the subject itself? Or the teacher?
Which subjects are you good at?

Find out about your possible DP courses

What do the DP courses offered by the school actually cover?
Read the DP curriculum guide details carefully so that you make considered subject choices. It is not always possible to change a course once started, as there may not be space in the class that you would like to change to, or your preferred subject combination may not be possible to timetable.

Talk to your current teachers

Ask your current subject teachers whether they think that you will be able to cope successfully in their subject at DP. Ask them to give you an idea of what their subject is actually like in DP. For subjects that you have not taken before, talk to the curriculum leader and attend any taster sessions that are offered.

Talk to older students doing the courses in which you are interested

Ask them what the courses in which you are interested are really like? Were they different from what they expected? Does the way you study in that subject suit the way that you work best? Is there a large internal assessment component?

Talk to parents, friends and others

They can provide you with great insight into careers, and possibly about higher education courses, but remember that courses and entry requirements change frequently. Advice from people not directly involved in this area can get out of date quickly.

ENGLISH SUBJECT SELECTION

OVERVIEW OF THE ENGLISH COURSES OFFERED IN THE DIPLOMA PROGRAMME

ENGLISH A LANGUAGE AND LITERATURE	ENGLISH B
• English A is recommended for students whose best language is English. • They will have studied English literature at a native or near-native level. • Allows students to develop their understanding and appreciation of literature through exploring cultural contexts and critical analysis. • It also refines their written and oral communication skills.	• English B is designed for students who do not speak English as their mother tongue or as fluently as another language. • English B focuses on developing functional language skills for international settings. • It emphasizes ability to communicate through comprehension and production of basic written and oral texts. • English B may be preferable for students who are stronger in another language than English

APPROACHES TO TEACHING AND LEARNING IN ENGLISH COURSES OFFERED IN THE DIPLOMA PROGRAMME

ENGLISH A LANGUAGE AND LITERATURE	ENGLISH B
• Focuses on textual analysis through study of literature. • Links and connections to social, cultural and historical contexts that influence a text. • Encourages active reading strategies like annotation, questioning and discussion to interpret deeper meanings. • Develops written communication through varied structured and open-ended assignments on literary works. • Places importance on oral skills like presentations with insightful commentary and critique of texts. • Promotes independent critical thinking through student-led seminars and literary theory application.	• Aims to increase functional proficiency in comprehension and production of basic oral/written texts. • Teaches language skills implicitly through content-focused materials like excerpts, articles and media. • Adopts a task-based approach using activities to practice skills in context like discussions, interviews, essays. • Scaffolds learning starting from familiar topics then building complexity through new genres and themes. • Integrates multimedia resources to support varying learner needs and styles. Assesses language holistically through formative feedback emphasizing progress over mastery.

MATHEMATICS SUBJECT SELECTION

OVERVIEW OF THE MATHEMATICS CURRICULUM OFFERED IN THE DIPLOMA PROGRAMME

MATHEMATICS A & A	MATHEMATICS A & I
• More theoretical focused on mathematical reasoning and structure. Emphasizes calculus, algebra, and analytic geometry. • Recommended for mathematics, engineering, and physical sciences at the university level. • Students who particularly enjoy theoretical and abstract math concepts are usually better suited for Mathematics A & A. • Mathematics A & A generally requires a stronger background and ability in math compared to Mathematics A & I.	• Mathematics A & I focuses more on mathematics used in real-life contexts. • It emphasizes statistics, probability, modeling, and functions. • This course is recommended for students who need mathematics for social sciences or business programs. • Those interested in applied or contextual uses of math would prefer Mathematics A & I.

APPROACHES TO TEACHING & LEARNING IN MATHEMATICS IN DIPLOMA PROGRAMME

Mathematics A & A	Mathematics A & I
• Focuses on teaching mathematical structures and reasoning. • Concepts are developed rigorously and logically. • Encourages exploration of concepts through investigation and problem-solving. • Promotes active learning through group work, modeling real-life situations mathematically, and inquiry-based projects. • Develops skills in communicating mathematically through precise definitions and logical arguments	• Balances conceptual understanding and applying concepts to solve contextualized problems. • Focuses more on using techniques, formulas, and models. • Teaches application of concepts before emphasizing underlying theories or structures. • Incorporates learning activities centered on analyzing real-world scenarios and case studies. • Greater emphasis on using appropriate tools (graphing calculators, spreadsheets) for solving problems.

INDIVIDUALS & SOCIETIES SUBJECT SELECTION

OVERVIEW OF THE I&S CURRICULUM OFFERED IN THE DIPLOMA PROGRAMME

SUBJECT	KEY ATTRIBUTES	SUITABLE FOR	UNIVERSITY PATHWAYS
GEOGRAPHY	Analyzes real-world issues from an interdisciplinary perspective. Develops practical skills like map reading, spatial analysis, fieldwork.	Students interested in environmental issues, development, sustainability.	Degrees in geography, environmental science, urban & regional planning, international development.
BUSINESS MANAGEMENT	Applies directly to business/commerce degrees and careers. Covers operating a business, marketing, accounting etc. Case studies analyze real businesses.	Students interested in business administration, management or entrepreneurship.	Degrees in business, management, marketing, entrepreneurship.
ECONOMICS	Teaches logical and analytical thinking through economic models. Relevant for understanding global financial systems.	Students interested in finance, policy or quantitative social sciences.	Degrees in economics, business, finance, public policy, actuarial sciences.
DIGITAL SOCIETIES	Examines the impact of digital technologies on societies and culture. Stimulating exploration of new technologies and media. Develops critical thinking around online communities.	Students interested in technology, media or its social impact.	Degrees in media & communication, information science, computer science, social science & technology.

APPROACHES TO TEACHING & LEARNING OF THE I&S CURRICULUM

Subject	Approaches to Teaching and Learning
Geography	Emphasis on fieldwork and practical skills. Inquiry-based tasks promote independent research. Case studies of real-world examples.
Business Management	Uses practical business tools and case studies. Learns through collaborative projects and presentations. Real-world business scenarios apply concepts.
Economics	Quantitative modeling combined with qualitative analysis. Extensive data response questions assess application of concepts. Opportunities for statistical analysis.
Digital Societies	Interactive activities examining new technologies. Discussion and debate around societal impacts. Individual and group projects explore specific topics in-depth.

SCIENCE SUBJECT SELECTION

OVERVIEWOFTHESCIENCECURRICULUMOFFEREDINTHEDIPLOMAPROGRAMME

SUBJECT	KEY ATTRIBUTES	SUITABLE FOR	FUTURE PATHWAYS
BIOLOGY	Investigates living organisms, cells, genetics, ecology	Interested in medicine, biotech, zoology, botany	Pre-med, nursing, nature conservation, forensics
CHEMISTRY	Molecular structure, reactions, quantitative analysis	Enjoy theoretical problems, chemical industries	Engineering, pharmacology, materials science, medicine
COMPUTER SCIENCE	Computational thinking, programming, digital solutions	Interest in coding, cybersecurity, data	Software development, web design, artificial intelligence
DESIGN TECHNOLOGY	Design process, 3D modeling, prototyping	Product design, engineering mechanics	Industrial design, architecture, engineering
ESS	Systems-thinking, fieldwork, sustainability	Eco-curious, policy-inclined, systems-minded	Environmental science, sustainability management, environmental policy
PHYSICS	Concepts of motion, forces, fields using math	Strong at math, astronomy, engineering	Engineering, computer science, robotics, nanotechnology
SEHS	Physiology, biomechanics applied to sports	Kinesiology, sports coaching, nutrition	Sports medicine, physiotherapy, athletic training

APPROACHES TO THE TEACHING AND LEARNING IN SCIENCE CURRICULUM

SUBJECT	APPROACHES TO TEACHING AND LEARNING
BIOLOGY	Emphasis on scientific inquiry, experimentation skills. Hands-on labs. Case studies of applications. Cooperative group work. Quantitative and qualitative analysis.
CHEMISTRY	Deductive reasoning from principles. Quantitative problem-solving. Derivation of concepts and models. Interpretation of data. Hands-on activities and virtual simulations.
COMPUTER SCIENCE	Algorithm design and programming. Exploration of programming paradigms/languages. Computational thinking puzzles.
DESIGN TECHNOLOGY	Design process. Prototyping using workshops/labs. 3D CAD design. Material testing and evaluation. Product refinement and presentation.
ESS	Systems thinking. Fieldwork and sampling. Data analysis and interpretation. Case studies and modelling. Sustainability and policy evaluation.
PHYSICS	Discovery-based exploration of phenomena. Mathematical modeling. Hypothesis testing through structured experiments.
SEHS	Contextualized applications to training techniques, nutrition plans etc. Skill-based assessments. Case studies of elite athletes.

GROUP 1
LANGUAGE& LITERATURE

LANGUAGE & LITERATURE - ARABIC, ENGLISH

LANGUAGE & LITERATURE

GROUP 1 STUDIESINLANGUAGEANDLITERATURE

There are two different courses in Group 1: Language and Literature and Literature.

The following languages are offered at either HL or SL:

LANGUAGE AND LITERATURE
Arabic
English

At The Sultan's School, we support Mother Tongue languages as much as possible. However, we cannot guarantee that we can facilitate the chosen language due to the rigorous requirements of the DP.

AIMS	ASSESSMENT OBJECTIVES
• 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 on human concerns.	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 pf 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

SYLLABUS	
Readers, writers and texts	Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms. The study of the non-literary texts and literary works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical response to the particulars of communication.
Time and space	Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shapes society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.
Intertextuality: Connecting texts	Non-literary texts and literary works are chosen from a variety of source, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

LANGUAGE A: LANGUAGE AND LITERATURE LITERARY WORK		
	SL	HL
Works in translation written by authors on the Prescribed reading list	Minimum of 1 work	Minimum of 2 works
Works originally written in the language studies, by authors on the Prescribed reading list	Minimum of 1 work	Minimum of 2 works
Free choice works	2 works freely chosen	2 works freely chosen
Totals works	4 works	6 works

EXTERNAL ASSESSMENT				
	SL	TIME MARKS WEIGHTING	HL	TIME MARKS WEIGHTING
Paper 1: Guided Literary Analysis	The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.	1.5 hours 20 marks 35%	The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.	2.15 hours 40 marks 35%
Paper 2: Comparative Essay	The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	1.45 hours 30 marks 35%	The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	1.45 hours 30 marks 25%
HL Essay		n/a	Students submit an essay on one non-literary body of work, or a literary work studied during the course. The essay must be 1, 200 – 1, 500 words in length.	20 marks 20%

INTERNAL ASSESSMENT				
Individual oral	This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.	15 minutes 40 marks 30%	This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.	15 minutes 40 marks 20%

GROUP 2 LANGUAGE ACQUISITION

LANGUAGE B
LANGUAGE AB-INITIO

LANGUAGE B / AB-INITIO

GROUP 2 LANGUAGE ACQUISITION

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

The following languages are offered:

LANGUAGE B	LANGUAGE AB-INITIO
Arabic	(Pamoja Online) Spanish
English	(Pamoja Online) French
	(Pamoja Online) Mandarin

At The Sultan's School, we support Home languages as much as possible. However, we cannot guarantee that we can facilitate the chosen language due to the rigorous requirements of the DP.

We also support student choices via an online learning, platform Pamoja. Students in Pamoja courses have a dedicated DP teacher and are enrolled in classes with other students in IB World Schools around the globe.

For more details about these courses, please visit

http://pamojaeducation.com.

Any requests for a Pamoja course are subject to approval by the IB Coordinator and the Head of Secondary. Families should note that these courses incur additional fees that are not covered by school tuition.

AIMS	ASSESSMENT OBJECTIVES
• 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.	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.

SYLLABUS

THEME	GUIDING PRINCIPLE	TOPICS
Identities	Explore the nature of the self and what it is to be human.	Lifestyles Health and well-being Subcultures Language and identity
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	Holidays and travel Customs and traditions Migration
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	Communication and media Technology Scientific innovation
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
Sharing the planet	Explore the challenges and opportunities faces by individuals and communities in the modern world.	The environment Human rights Globalization

LANGUAGE B / LANGUAGE AB-INTITO

GROUP 2 LANGUAGE ACQUISITION

ASSESSMENT

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.

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%

GROUP 3 INDIVIDUALS AND SOCIETIES

BUSINESS MANAGEMENT
ECONOMICS
GEOGRAPHY
DIGITAL SOCIETY
PSYCHOLOGY

BUSINESS MANAGEMENT

GROUP 3 INDIVIDUALS AND SOCIETIES

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.

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.

The business management course encourages the application of local, national and global examples to content and concepts; the internal assessment (IA) for both SL and HL is an individual business research project that allows greater analysis and evaluation of content, concepts and context. Students can develop a deeper understanding of an organization by studying its processes through the lenses of **creativity**, **change, ethics** and **sustainability.**

AIMS	ASSESSMENT MODEL
• Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents • Foster and informed understanding of ethical and sustainable business practices • Explore the connections between individuals, businesses and society • Engage with decision-making as a process and a skill.	AO1: Knowledge and understanding AO2: Application and analysis AO3: Synthesis and evaluation AO4: Use and application of appropriate skills •

SYLLABUS			
		SL HOURS	HL HOURS
Unit 1 Introduction to business management	• What is business? • Types of business entities • Business objectives • Stakeholders • Growth and evolutions • Multinational companies (MNCs)	20	20
Unit 2 Human resource management	• What is business? • Types of business entities • Business objectives • Stakeholders • Growth and evolutions • Multinational companies (MNCs) • ·Introduction to human resource management • Organizational structure • Leadership and management • Motivation and demotivation • Organizational (corporate) culture (HL only) • Communication • Industrial/employee relations (HL only)	20	35
Unit 3 Finance and accounts	• Introduction to finance • Sources of finance • Costs and revenues • Final accounts • Profitability and liquidity ratio analysis • Debt/equity ratio analysis (HL only) • Cash flow • Investment appraisal • Budgets (HL only)	30	35
Unit 4 Marketing	• Introduction to marketing • Marketing planning • Sales forecasting (HL only) • Market research • The seven Ps of the marketing mix • International marketing (HL only)	30	35
Unit 5 Operations management	• Introduction to operation management • Operations methods • Lean production and quality management (HL only) • Location • Production planning (HL only) • Break-even analysis • Crisis management and contingency planning (HL only) • Research and development (HL only)	15	45

ECONOMICS

GROUP3INDIVIDUALSAND SOCIETIES

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.

AIMS

- 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.

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	TIME (HOURS)	SL WEIGHTING OF FINAL GRADE (5)	HL WEIGHTING OF FINAL GRADE (%)
Paper 1	Extended response paper based on all units of the syllabus	1.25	30	20
Paper 2	Data response paper based on all units of the syllabus	1.75	40	30
Paper 3 (HL Only)	Policy paper based on all units in the syllabus	1.75	N/A	30
Written Report	Written report based on fieldwork (2,500 words maximum)	20	30	20

SYLLABUS			
		SL HOURS	HL HOURS
Unit 1 Introduction to economics	• What is economics? • How do economists approach the world?	10	10
Unit 2 Micro-economics	• Demand • Supply • Competitive market equilibrium • Critique of the maximizing behaviour of consumers and producers • Elasticity of demand • Elasticity of supply • Role of government in microeconomics • Market failure – externalities and common pool or common access resources • Market failure – public goods • HL only • Market failure – asymmetric information • Market failure – market power • The market's inability to achieve equity	35	70
Unit 3 Macro-economics	• Measuring economic activity and illustrating its variations • Variations in economic activity – aggregate demand and aggregate supply • Macroeconomic objectives • Economics of inequality and poverty • Demand management (demand-side policies) – monetary policy • Demand management – fiscal policy • Supply-side policies	40	75
Unit 4 The global economy	• Benefits of international trade ·Types pf trade protection • Arguments for and against trade control / protection • Economic integration • Exchange rates • Balance of payments • Sustainable development • Measuring development • Barriers to economic growth and/or economic development • Economic growth and or economic development strategies	45	65
INTERNAL ASSESSMENT	• Portfolio of three commentaries	20	20

GEOGRAPHY

GROUP3INDIVIDUALSAND SOCIETIES

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social science and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies.

Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciples. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

AIMS	ASSESSMENT OBJECTIVES
• Encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institution • Develop in the student the capacity to identity, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society • Enable the student to collect, describe and analyse data used in studies of society, test hypotheses, and to interpret complex data and source material • Promote the appreciation of the way in which learning is relevant both to the student's own culture, and the culture of other societies • Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity • Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty. • Develop an understanding of the interrelationships between people, places, spaces and the environment • Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management • Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.	Demonstrate application and analysis of knowledge and understanding: • Applying and analyse geographic concepts and theories • Identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material • Demonstrate the extend to which theories and concepts are recognized and understood in particular contexts Demonstrate synthesis and evaluation: • Examine and evaluate geographic concepts, theories and perceptions • Use geographic concepts and examples to formulate and present an argument • Evaluate materials using methodology appropriate for geographic fieldwork • Demonstrate synthesis and evaluation of the HL extension global interactions Select, use and apply a variety of appropriate skills and techniques: • Select, use and apply the prescribed geographic skills in appropriate contexts • Produce well-structured written material, using appropriate terminology • Select, use and apply techniques and skills appropriate to a geographic research question.

SYLLABUS

		SL HOURS	HL HOURS
Part 1 Core Theme	• Populations in transition • Disparities in wealth and development • Patterns in environmental quality and sustainability • Patterns in resource consumption	70	70
Part 2 Optional Themes (three are required)	• Freshwater-issues and conflicts • Oceans and their coastal margins • Extreme environments • Hazards and disasters – risk assessment and response • Leisure, sport and tourism • The geography of food and health • Urban environments	60	90
Part 3 Global Interactions (HL only)	• Measuring global interactions • Changing space – the shrinking world • Economic interactions and flows • Environmental changes • Sociocultural exchanges • Political outcomes • Global interactions at the local level	N/A	60
Fieldwork	• Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.	20	20

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	SL WEIGHTING OF FINAL GRADE (%)	HL TIME (HOURS)	HL WEIGHTING OF FINAL GRADE (%)
Paper 1	Multiple short answer and one extended response	1.5	40	1.5	25
Paper 2	Structured questions based on stimulus materials	1.33	35	2	35
Paper 3 (HL Only)	One essay question	N/A	N/A	1	20
INTERNAL ASSESSMENT					
Written Report	Written report based on fieldwork (2,500 words maximum)	20	25	20	20

DIGITAL SOCIETY

GROUP3INDIVIDUALSANDSOCIETIES

Digital society is an interdisciplinary course within the individuals and societies subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. Digital society is intended to appeal to a broad range of teachers in the social studies, media, humanities, IT and related subject areas.

The course integrates **concepts**, **content** and **contexts** through inquiry.

- **Concepts** such as expression, space and identity highlight powerful, pervasive and debatable perspectives that provide insight for inquiry.
- **Content** informs inquiry with details about digital systems including areas related to data, algorithms, media, AI, robotics and more.
- **Contexts** situate inquiry into areas significant to life in digital society including social, cultural and environmental contexts.

In addition, HL students consider important contemporary challenges and digital interventions.

The course aims support standard level (SL) and higher level (HL) students on their inquiry journey as they:

Focus inquiry using course concepts, content and contexts as well as real-world examples

Explore diverse sources relevant to digital society
Investigate impacts and implications of digital systems for people and communities

Reflect on emerging trends, future developments and further insights
Share discoveries about digital society with others

SYLLABUS

INTRODUCTION:
1.1 WHAT IS DIGITAL SOCIETY?

Concepts	**Content**	**Contexts**
2.1 Change 2.2 Expression 2.3 Identity 2.4 Power 2.5 Space 2.6 Systems 2.7 Values and ethics	1.1 Date 1.2 Algorithms 1.3 Computers 1.4 Networks and the internet 1.5 Media 1.6 Artificial intelligence 1.7 Robots and autonomous technologies	1.1 Cultural 1.2 Economic 1.3 Environmental 1.4 Health 1.5 Human knowledge 1.6 Political 1.7 Social

Inquiry Project (internal assessment)	**HL extension: challenges and interventions**
An inquiry project into impacts and implications of digital systems for people and communities. The requirements are common to SL and HL students.	5.1 Global well-being 5.2 Governance and human rights 5.3 Sustainable development

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING	
				SL	HL
EXTERNAL ASSESSMENT					
Paper 1	Questions that address that syllabus and real-world examples in an integrated way. In the HL extension, students also address challenges and interventions.	1.5	2.25	40	35
Paper 2	Source-based questions that address the syllabus in an integrated way.	1.25	1.25	30	20
Paper 3	Questions that address an intervention related to an HL extension challenge outlined in pre-released brief.		2.25		25
INTERNAL ASSESSMENT					
Inquiry Project	A project into the impacts and implications of a chosen digital system for people and communities. Project is submitted with inquiry process document, a recorded multimedia presentation and a list of references.	30	30	30	20

PSYCHOLOGY

GROUP3INDIVIDUALSAND SOCIETIES

The 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 course integrates **concepts**, **content** and **contexts** through inquiry.

- **Concepts** such as bias, causality, change, measurement, perspective, and responsibility used to develop questions to investigate psychological research and psychological claims.
- **Content** investigates the biological, cognitive and sociocultural approaches and the research methodology used to understand human behaviour.
- **Contexts** situate inquiry into health and well-being, human development, human relationships, and learning and cognition.

In addition, students studying DP psychology at HL have the opportunity to study four extensions: the role of culture, motivation and technology in shaping human behaviour, and data analysis and interpretation.

The course aims to support standard level (SL) and higher level (HL) students on their inquiry journey as they:

Focus inquiry using psychology concepts and the core approaches (biological, cognitive, sociocultural), options, and real-world case studies.

Explore diverse empirical sources, peer-reviewed studies, classic experiments, qualitative/quantitative data, and, at HL, extensions on culture, motivation, technology, and data analysis/interpretation.

Reflect on findings, methodological choices, cultural considerations, researcher bias, and future directions in psychology.

SYLLABUS

INTRODUCTION: WHAT IS PSYCHOLOGY?

Concepts
- Concepts Bias
- Causality
- Change
- Measurement
- Perspective
- Responsibility

Content
- Biological approach
- Cognitive approach
- Sociocultural approach
- Research methodology

Contexts
- Health and well-being
- Human development
- Human relationships
- Learning and cognition

Note: class practicals are integrated within each context

Experimental study (internal assessment)

Psychology research proposal to investigate a population of interest using one of the four research methods used in the class practicals.

HL extension:

The role of culture, motivation and technology in shaping human behaviour.

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING	
				SL	HL
EXTERNAL ASSESSMENT					
Paper 1	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference additional HL topic	2	2	50	40
Paper 2	SL: one question from a choice of three on one option. HL: two questions; one each from a choice of three on two options.	1	2	25	20
Paper 3	Three short answer questions on approaches to research		1		20
INTERNAL ASSESSMENT					
Experimental study	A report on an experimental study undertaken by the student.	20	20	25	20

GROUP 4

THE SCIENCES

BIOLOGY
CHEMISTRY
COMPUTER SCIENCE
DESIGN TECHNOLOGY
ENVIRONMENTAL SYSTEMS AND SOCIETIES
PHYSICS
SPORTS, EXERCISE AND HEALTH SCIENCE

BIOLOGY

GROUP 4 THE SCIENCES

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 biosphere.

Integral to the students experience of the DP biology course in the leaning that takes place through science inquiry. With an emphasis on design 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.

AIMS	ASSESSMENT OBJECTIVES
• Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP science subjects • Acquire and apply a body of knowledge, methods, tools and techniques that characterize science • Develop the ability to analyse, evaluate and synthesize scientific information and claims • Develop the ability to approach unfamiliar situations with creativity and resilience • Design and model solutions to local and global problems in a scientific context • Develop an appreciation of the possibilities and limitations of science • Develop technology skills in a scientific context • Develop the ability to communicate and collaborate effectively • Develop awareness of the ethical, environmental, economic, cultural and social impact of science.	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.

SYLLABUS			
		SL HOURS	HL HOURS
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
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 Interdependence	Enzymes and metabolism, Cell respiration, Photosynthesis, Chemical signalling, Neural signalling, Integrations of body systems, Defence against disease, populations and communities, and 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, Inheritance, Natural selection, Reproduction, Homeostasis, Sustainability and change, Climate Change	34	60

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING
EXTERNAL ASSESSMENT				
Paper 1	**Paper 1A:** Multiple-choice questions **Paper 1B:** Data-based questions (four questions that are syllabus related, addressing all themes)	1	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
INTERNAL ASSESSMENT				
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyse 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	20

CHEMISTRY

GROUP 4 THE SCIENCES

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.

<table>
<tr><th>AIMS</th><th>ASSESSMENT OBJECTIVES</th></tr>
<tr><td rowspan="4">• Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP science subjects
• Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
• Develop the ability to analyse, evaluate and synthesize scientific information and claims
• Develop the ability to approach unfamiliar situations with creativity and resilience
• Design and model solutions to local and global problems in a scientific context
• Develop an appreciation of the possibilities and limitations of science
• Develop technology skills in a scientific context
• Develop the ability to communicate and collaborate effectively
• Develop awareness of the ethical, environmental, economic, cultural and social impact of science.</td><td>Assessment objective 1
Demonstrate knowledge of:
• Terminology, facts and concepts
• Skills, techniques and methodologies.</td></tr>
<tr><td>Assessment objective 2
Understand and apply knowledge of:
• Terminology and concepts
• Skills, techniques and methodologies.</td></tr>
<tr><td>Assessment objective 3
Analyse, evaluate, and synthesize:
• Experimental procedures
• Primary and secondary data
• Trends, patterns and predictions</td></tr>
<tr><td>Assessment objective 4
Demonstrate the application of skills necessary to carry out insightful and ethical investigations.</td></tr>
</table>

SYLLABUS

		SL HOURS	HL HOURS
Structure 1: Models of the particulate nature of matter	Introduction to the particulate nature of matter, Nuclear atom, Electron Configuration, The mole, Ideal Gases	17	21
Structure 2: Models of Bonding and Structure	Ionic, Covalent, Metallic Models From models to materials	20	30
Structure 3: Classification of Matter	The periodic table Functional Groups in Organic Chemistry	16	31
Reactivity 1: What drives chemical reactions?	Enthalpy Change, Energy Cycles, Energy from fuels, Entropy and Spontaneity	12	22
Reactivity 2: How much, how fast, how far?	The amount of chemical change The rate of chemical change The extend of chemical change	21	31
Reactivity 3: What are the mechanisms of chemical change?	Proton transfer reactions Electron transfer reactions Electron sharing reactions Electron pair sharing reactions	24	45
Experimental Programme	Practical work, collaborative work, scientific investigation	40	60

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING
EXTERNAL ASSESSMENT				
Paper 1	**Paper 1A:** Multiple-choice questions **Paper 1B:** Data-based questions (four questions that are syllabus related, addressing all themes)	1	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
INTERNAL ASSESSMENT				
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyse 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	20

COMPUTER SCIENCE

GROUP 4 THE SCIENCES

The DP Computer Science course develops an understanding of how computing systems work and the ability to use the computational thinking process to solve real-world problems. The course is engaging, accessible, and rigorous; it draws on a wide spectrum of knowledge, develops algorithmic thinking and programming skills, incorporates machine learning, and explicitly addresses ethical issues.

Students learn to specify problems and success criteria, decompose complex challenges, abstract and generalise to enable algorithmic solutions, and test & evaluate for improvement. These skills underpin the subject and are applied across the syllabus and assessments.

<table>
<tr><th>AIMS</th><th>ASSESSMENT OBJECTIVES</th></tr>
<tr><td rowspan="4">• Build a coherent mental model of computing by linking fundamentals (hardware, data, networks, databases, machine learning) to each other and to ideas from maths, sciences and beyond.
• Use linking questions and real contexts to surface these relationships.
• Develop the toolkit of the discipline—algorithmic thinking, programming in Java or Python, data structures/OOP (HL adds ADTs)—and apply them to specify, implement and communicate solutions.
• Critically interrogate problem specifications, programs, data and explanations; test, compare and justify approaches across varied contexts, using evidence and clear reasoning.
• Use the computational thinking process to decompose, abstract, prototype, test and iterate—transferring patterns from solved tasks to novel, more complex ones.</td><td>1.Demonstrate knowledge and understanding of:
• Facts, concepts, principles and terminology in computer science
• Appropriate methods, techniques and skills to solve problems using computational thinking.</td></tr>
<tr><td>2. Apply and use
• Facts, concepts, principles and terminology in computer science
• Appropriate methods, techniques and skills to solve problems using computational thinking
• Appropriate methods to present information in computer science.</td></tr>
<tr><td>3. Construct, analyse and evaluate:
• Problem specifications, system requirements, success criteria, testing strategies, and programs
• Appropriate techniques to the solution of a problem
• Relevant data, information and technological explanations for solutions.</td></tr>
<tr><td>4. Demonstrate the application of computational thinking skills to solve real-world problems using computer science solutions.</td></tr>
</table>

SYLLABUS

COMPONENT		SL HOURS	HL HOURS
A	Concepts of Computer Science	38	72
B	Computational Thinking and Problem Solving	52	93
C	Case Study	15	30
Practical Programme	• Computational Solution Report • Practical application of skills through the development of a computational solution. • Collaborative sciences report	35	35

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING	
				SL	HL
EXTERNAL ASSESSMENT					
Paper 1	Questions focused on the four topics in theme A, "Concepts of computer science". The paper also consists of three questions related to the case study	1.25	2	35	40
Paper 2	Questions for SL and HL focused on the three topics in theme B, "Computational thinking and problem-solving". Additional questions for HL, focused on OOP and abstract data types.	1.25	2	35	40
INTERNAL ASSESSMENT					
Computational Solution report	Students develop a computational solution to a realworld problem of their own choosing. The solution should use the concepts, skills and tools acquired in the course and the computational thinking process.	35	35	30	20

DESIGN TECHNOLOGY

GROUP 4 THE SCIENCES

The DP Design Technology course develops internationally minded learners who understand design and the technological world, enabling them to be responsible stewards of the planet. The course balances analysis, development, synthesis and evaluation, and builds practical design literacy within an ethical framework.

Students use a design thinking process to structure research, develop feasible solutions, and test and evaluate outcomes. In this subject, a “solution” may be a model, prototype, product or system that students develop independently.

A well-planned programme builds practical capability and fosters creative & critical thinking, drawing on a wide range of knowledge, promoting learning through hands- on experience, emphasising ethics, and being underpinned by design thinking.

AIMS	ASSESSMENT OBJECTIVES
• Connect concepts across DT and other DP sciences. Develop systems thinking by linking design theory and practice with scientific ideas and methods, utilising interdisciplinary tasks to frame and address real-world problems. • Apply methods, tools and techniques. Plan and execute inquiry through modelling, prototyping, testing and iteration. • Analyse and evaluate technological systems and claims. Critically interrogate briefs, data and explanations to understand how components interact within systems, assessing the validity of claims through evidence and reasoned argument. • Approach unfamiliar problems with creativity and resilience. • Design, model and implement solutions for clients and users. Identify needs, liaise with stakeholders, develop and test models/prototypes/products/systems, and refine solutions based on performance and user testing. • Appreciate the possibilities and limits of design/engineering systems. • Recognise technical and contextual constraints while weighing consequences for diverse users, communities and environments. • Recognise ethical, environmental, economic, cultural and social dimensions. • Understand the evolving role of the designer. Engage with changing products, processes, systems and technologies, adapting practice as tools and societal needs evolve.	1. Demonstrate knowledge (facts, concepts, principles, terminology; methodology/techniques/technology; ways to communicate ideas and information). 2. Understand and apply that knowledge. 3. Construct, analyse and evaluate (briefs/problems/specifications/plans; methods/techniques/models/products; data and explanations). 4. Demonstrate appropriate research, development, experimentation, modelling and personal skills for insightful, ethical design activity.

SYLLABUS		
COMPONENT	**SL HOURS**	**HL HOURS**
Core		
A: Design in theory. B: Design in practice. C: Design in context. The syllabus is organised into three strands—A: Design in Theory, B: Design in Practice, and C: Design in Context—with shared SL/HL content and clearly marked HL-only elements.	90	90
Practical work		
Design Project	50	50

ASSESSMENT AT A GLANCE				
TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING
EXTERNAL ASSESSMENT				
Paper 1	Content drawn from design in theory, design in practice and design in context. Multiple-choice questions on standard level (SL) and higher level (HL).	1	1.5	SL-20 HL-25
Paper 2	Data based, short answer and extended response questions, on core materialContent drawn from design in theory, design in practice and design in context. Short-answer and extended-response questions on SL and HL	1.5	2.5	SL-40 HL-45
INTERNAL ASSESSMENT				
Design Project	Design Project	50	50	SL-40 HL-30

ENVIRONMENTAL SYSTEMS AND SOCIETIES

GROUP 4 THE SCIENCES

The DP Environmental Systems and Societies (ESS) is a course firmly grounded in the scientific exploration of environmental systems, examining their structure and function, as well as the cultural, economic, ethical, political, and social interactions of societies with the environment.

As a result of studying ESS, students will become equipped with the ability to recognise and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature requires a broad skill set from students, including the ability to conduct research and investigations, participate in philosophical discussions, and engage in problem-solving.

AIMS	ASSESSMENT OBJECTIVES
• Acquire the knowledge and understanding of environmental systems and issues. • Apply the knowledge, methodologies, and skills to analyse environmental systems and issues at various scales. • Appreciate the dynamic interconnectedness between environmental systems and societies. • Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues. • Be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that managing these inequities is key to sustainability; develop an awareness of the diversity of environmental value systems. • Develop a critical awareness that environmental problems are caused and addressed through decisions made by individuals and societies, which are informed by diverse areas of knowledge. • Engage with the controversies surrounding various environmental issues and create innovative solutions by actively participating in both local and global contexts.	1.Demonstrate knowledge and understanding of relevant: • terminology, facts, and concepts • methodologies and techniques • perspectives and worldviews. 2. Understand and apply that knowledge: 3. Evaluate, justify, and synthesise, as appropriate. 4. Investigate sustainability issues at the local or global level.

SYLLABUS		
COMPONENT	**SL HOURS**	**HL HOURS**
Topic 1 Foundation Topic 2 Ecology Topic 3 Biodiversity and conservation Topic 4 Water Topic 5 Land Topic 6 Atmosphere and climate change Topic 7 Natural resources Topic 8 Human populations and urban systems Higher level (HL) lens (only for HL students) HLa Environmental law. HLb Environmental and ecological economics. HLc Environmental ethics.	100	190
Practical work		
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.	50	50

ASSESSMENT AT A GLANCE				
TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING
EXTERNAL ASSESSMENT				
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	2	SL-25 HL-30
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	2.5	50
INTERNAL ASSESSMENT				
Experimental programme	Practical work, Collaborative sciences project, Scientific investigation	50	50	SL-25 HL-20

PHYSICS

GROUP 4 THE SCIENCES

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 research for answers from how the universe exploded into life to 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 experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

<table>
<tr><th>AIMS</th><th>ASSESSMENT OBJECTIVES</th></tr>
<tr><td rowspan="4">Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP science subjects
Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
Develop the ability to analyse, evaluate and synthesize scientific information and claims
Develop the ability to approach unfamiliar situations with creativity and resilience
Design and model solutions to local and global problems in a scientific context
Develop an appreciation of the possibilities and limitations of science
Develop technology skills in a scientific context
Develop the ability to communicate and collaborate effectively
Develop awareness of the ethical, environmental, economic, cultural and social impact of science.</td><td>Assessment objective 1
Demonstrate knowledge of:
Terminology, facts and concepts
Skills, techniques and methodologies.</td></tr>
<tr><td>Assessment objective 2
Understand and apply knowledge of:
Terminology and concepts
Skills, techniques and methodologies.</td></tr>
<tr><td>Assessment objective 3
Analyse, evaluate, and synthesize:
Experimental procedures
Primary and secondary data
Trends, patterns and predictions</td></tr>
<tr><td>Assessment objective 4
Demonstrate the application of skills necessary to carry out insightful and ethical investigations.</td></tr>
</table>

SYLLABUS			
		SL HOURS	HL HOURS
A. Space time and motion	Kinematics, Forces and Momentum, Work, Energy and Power, Rigid Body Mechanics, Galilean and Special Relativity	27	42
B. The particulate nature of matter	Thermal Energy Transfers, Greenhouse Effect, Gas Laws, Thermodynamics, Current and Circuits	24	32
C. Wave behaviour	Simple Harmonic Motion, Wave Model, Wave Phenomena, Standing Waves and Resonance, Doppler Effect	17	29
D. Field	Gravitational Fields, Electric and Magnetic Fields, Motion and Electromagnetic Fields, Introduction	19	38
E. Nuclear and quantum physics	Structure and Atom, Quantum Physics, Radioactive Decay, Fission, Fusion and the Stars.	23	39
Experimental Programme	Practical work, collaborative work, scientific investigation	40	60

ASSESSMENT AT A GLANCE				
TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING
EXTERNAL ASSESSMENT				
Paper 1	**Paper 1A:** Multiple-choice questions **Paper 1B:** Data-based questions (four questions that are syllabus related, addressing all themes)	1	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
INTERNAL ASSESSMENT				
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyse 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	20

SPORT, EXERCISE AND HEALTH SCIENCE

GROUP 4 THE SCIENCES

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context.

Apart form being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

AIMS	ASSESSMENT OBJECTIVES
• Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities • Acquires a body of knowledge, methods and techniques that characterize science and technology • Apply and use a body of knowledge, methods and techniques that characterize science and technology. • Develop an ability to analyse, evaluate and synthesize scientific information • Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities. • Develop experimental and investigative scientific skills including the use of current technologies • Develop and apply 21st century communication skills in the study of science • Become critically aware, as global citizens, of the ethical implications of using science and technology • Develop an appreciation of the possibilities and limitations of science and technology • Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.	1. Demonstrate knowledge and understanding of: • Facts, concepts, and terminology • Methodologies and techniques • Communicating scientific information. 2. Apply: • Facts, concepts, and terminology • Methodologies and techniques • Methods of communicating scientific information. 3. Formulate, analyse and evaluate: • Hypotheses, research questions and predictions • Methodologies and techniques • Primary and secondary data • Scientific explanations. 4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

SYLLABUS

COMPONENT	SL HOURS	HL HOURS
Syllabus Content	**110**	**180**
A. Exercise physiology and nutrition of the human body; A.1. Communication A.2. Hydration and nutrition A.3. Response	47	69
B. Biomechanics B.1. Generating movement in the body B.2. Forces, motion and movement B.3. Injury	30	57
C. Sports psychology and motor learning C.1. Individual differences C.2. Motor learning C.3. Motivation C.4. Stress and coping C.5. Psychological skills	33	54
Experimental Programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	SL WEIGHTING	HL TIME (HOURS)	HL WEIGHTING
EXTERNAL ASSESSMENT					
Paper 1a	Multiple-choice questions	1.30	36%	1.45	36%
Paper 1b	Data-based questions				
Paper 2	Short answer and extended response	1.30	40%	2.30	40%
INTERNAL ASSESSMENT					
Individual investigation	Individual scientific investigation	10	24%	10	24%

GROUP 5 MATHEMATICS

ANALYSIS & APPROACHES
APLICATION & INTERPRETATION

ANALYSIS AND APPROACHES

GROUP 5 MATHEMATICS

The IB DP mathematics: analysis and approaches course recognize 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.

AIMS	ASSESSMENT OBJECTIVES
• 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 university of mathematics and its multicultural, international and historical perspectives • Appreciate the contribution of mathematics to other disciples, 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.	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 standardize notation; use appropriate notation and terminology. Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.

SYLLABUS

COMPONENT	SL HOURS	HL HOURS
Number and algebra Functions Geometry and trigonometry Statistics and probability Calculus	19 21 25 27 28	39 32 51 33 55
Development of investigational, problems-solving and modelling skills and the exploration of mathematics	30	30

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	SL WEIGHTING OF FINAL GRADE (%)	HL TIME (HOURS)	HL WEIGHTING OF FINAL GRADE (%)
EXTERNAL ASSESSMENT					
Paper 1	No technology allowed **Section A:** compulsory short-response questions **Section B:** compulsory extended-response questions	1.5	40	2	30
Paper 2	Technology allowed **Section A:** compulsory short-response questions **Section B:** compulsory extended-response questions	1.5	40	2	30
Paper 3	Technology allowed Two compulsory extended-response problem-solving questions			1	20
INTERNAL ASSESSMENT					
Exploration		15	20	15	20

APPLICATIONS AND INTERPRETATIONS

GROUP 5 MATHEMATICS

The Mathematics: Applications and Interpretations course emphasizes the applied nature of the subject and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. It will appeal to students who enjoy mathematics in a practical context.

Students who take this course will be interested in developing their skills in solving practical problems, harnessing technology and exploring mathematical models. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as social sciences, natural sciences, statistics, business, psychology, economics or design.

AIMS	ASSESSMENT OBJECTIVES
• 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 university of mathematics and its multicultural, international and historical perspectives • Appreciate the contribution of mathematics to other disciples, 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.	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 standardize notation; use appropriate notation and terminology. Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.

SYLLABUS	
COMPONENT	**SL HOURS**
Number and algebra Functions Geometry and trigonometry Statistics and probability Calculus	19 21 25 27 28
Development of investigational, problems-solving and modelling skills and the exploration of mathematics	30

ASSESSMENT AT A GLANCE			
TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	SL WEIGHTING OF FINAL GRADE (%)
EXTERNAL ASSESSMENT			
Paper 1	Technology allowed Compulsory short-response questions	1.5	40
Paper 2	Technology allowed Compulsory extended-response questions	1.5	40
Paper 3	Technology allowed Two compulsory extended-response problem-solving questions		
INTERNAL ASSESSMENT			
Exploration		15	20

GROUP 6
THE ARTS

VISUAL ARTS

VISUAL ARTS

GROUP 6 THE ARTS

The IB DP visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. Students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as are-makers.

<table>
<tr><th>AIMS</th><th>ASSESSMENT OBJECTIVES</th></tr>
<tr><td rowspan="4">• Enjoy lifelong engagement with the arts
• Become informed, reflective and critical practitioners in the arts
• Understand the dynamic and changing nature of the arts
• Explore and value the diversity of the arts across time, place and cultures
• Express ideas with confidence and competence
• Develop perceptual and analytical skills
• Make artwork that is influenced by personal and cultural contexts
• Make artwork that is influenced by personal and cultural contexts
• Become informed and critical observers and makers of visual culture and media
• Develop skills, techniques and processes in order to communicate concepts and ideas.</td><td>Knowledge and understanding:
• Identify various contexts in which the visual arts can be created and presented
• Describe artwork from differing contexts identifying the ideas, conventions and techniques used
• Recognize the skills, techniques, media, forms and processes associated with the visual arts
• Present work, using appropriate visual arts language, as appropriate to intentions</td></tr>
<tr><td>Application and analysis
• 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</td></tr>
<tr><td>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</td></tr>
<tr><td>Selection, use and application of 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, images, forms and processes
• Produce a body of resolved and unresolved artworks as appropriate to intentions</td></tr>
</table>

SYLLABUS AREA		
COMPONENT	**SL HOURS**	**HL HOURS**
Create Teachers introduce a variety of art-making forms and creative strategies. Students learn how to generate ideas from investigation and observation, and engage with experimentation or in resolving artworks. They learn how to follow lines of inquiry from conception to realization and to develop a visual language.	20	30
Connect Teachers introduce ways to investigate artworks from different times and contexts. Students consider the relationships between artwork, artist and audience. They learn how to situate their art-making in relation to context and to consider cultural significance.	20	30
Communicate Teachers introduce methods of visual and written presentation, and create opportunities for dialogue and critique. Students learn how to curate, share and situate their artwork. Teachers introduce methods to digitally document and curate artwork.	20	30
Integration of create, connect, communicate The majority of teaching hours in visual arts are devoted to making art as inquiry. Students integrate the core areas of create, connect and communicate, through the pursuit of personal lines of inquiry and while developing a coherent body of resolved artworks. They learn to: • develop their artistic intentions and creative processes • connect their art-making with the work of others • create their artworks in context • communicate with audiences. Teachers plan time and set reasonable deadlines for students to prepare the three summative assessment tasks.	90	150

ASSESSMENT AT A GLANCE				
TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT		WEIGHTING	
	SL	HL	SL	HL
EXTERNAL ASSESSMENT			**60**	**60**
Art-making inquiries portfolio	SL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	HL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	40	30
HL -Artist project SL - Connections study	SL students submit two mandatory files. • One PDF file of up to 10 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words. • One separate text file listing the sources.	HL students submit three mandatory files. • One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words and the student must comply with the exact word counts set for each section. • One video file up to three minutes long presenting the project artwork realized in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions (100 words maximum). • One separate text file listing the sources.	20	30
INTERNAL ASSESSMENT			**40**	**40**
Selected resolved artworks	SL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to two screens for the rationale (which must not exceed 700 words).	HL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with a total word count not exceeding 1,000 words).	40	40

THE DIPLOMA PROGRAMME CORE

EXTENDED ESSAY

THEORYOF KNOWLEDGE

CREATIVITY, ACTIVITY, SERVICE

THE DIPLOMA PROGRAMME CORE

The core requirements of theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.



THE EXTENDED ESSAY (EE)

requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying.



THEORY OF KNOWLEDGE (TOK)

develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.



CREATIVITY, ACTIVITY, SERVICE (CAS)

emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

CORE POINTS

Successful completion of TOK and the EE can earn students up to 3 bonus points towards their final diploma score. The CAS requirement must be completed, but it does not contribute directly to the bonus points.

How Core Points Work: The TOK Essay and Extended Essay are assessed using letter grades (A–E), and the combination of these grades determines the bonus points awarded. This is reflected in the Bonus Points Matrix.

- TOK explores questions about the nature of knowledge.
- An Extended Essay is a 4,000-word independent research project on a topic of interest.
- CAS encourages personal and social development through experiential community service.

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

GRADE A: EXCELLENT PERFORMANCE IN EITHER TOK OR EE.
GRADE E: FAILING GRADE IN EITHER TOK OR EE LEADS TO FAILURE OF THE DIPLOMA.

Possible scenarios:

A student receives an A in TOK and a B in the EE, earning 3 bonus points.
A student with a C in both TOK and EE earns 1 bonus point.
If a student scores an E in either TOK or EE, they do not receive the diploma.

UNIVERSITY & CAREERS



ADVICE & SUPPORT



UNIVERSITY & CAREERS ADVICE & SUPPORT



AS WELL AS MAINTAINING ACADEMIC EXCELLENCE, ONE KEY ELEMENT OF OUR SCHOOL IS TO PROVIDE ALL OF OUR STUDENTS AND PARENTS WITH THE BEST POSSIBLE CAREERS AND UNIVERSITY GUIDANCE.

Please find below a list of support available to all students in Grades 10-13 and their parents:

University Visits

Our growing success continues to attract an ever-expanding list of top global universities who are sending representatives to TSS. Each year we attract presentations from universities in the UK, Australia, the United States (USA) and Canada, as well as Europe. These can also take place through video conferences.

Summer Programmes

As the competition for places at top universities around the world increases, summer programmes (many held on university campuses) are becoming increasingly popular in providing students with invaluable experiences to help support their university applications. Each year we will arrange for speakers to come into school to present information on these courses.

SAT

For those considering applications to U.S. universities, TSS is accredited as an official SAT centre, allowing our students to sit both SAT and SAT Subject Tests.

Work Experience and Internships

This is also becoming an increasingly important way of gaining first-hand experience in a workplace setting, as well as adding value to university applications. We look to support students in finding work placements or internships during grade 12 and 13.

University Applications

All Grade 12 and 13 students will receive one-to-one support in completing their university applications and writing their personal statements. We believe this personalised service gives all of our students the best possible chance of obtaining offers at top universities around the world.

One-to-One Careers Guidance Meetings: Parents and students are always welcome to make an appointment with our Careers and University Counsellor, Dr Adnan Fzea , to discuss the different university and career pathways.

UNIVERSITY GUIDANCE

UNIVERSITY MATRIX

	UK	AUSTRALIA	CANADA	USA	NETHERLANDS
Architecture	May require HL Maths, Physics and Art Portfolio	May require HL Maths, Physics and Art Portfolio	May require HL or SL Maths and 2 sciences	HL Maths and HL Science Recommended	Math AA HL + Physics (SL/HL); Visual Arts or portfolio; Design Tech helpful.
Art & Design	Portfolio and Visual Arts	Portfolio and Visual Arts	Portfolio and Visual Arts Recommended	Portfolio and Visual Arts Recommended	Portfolio and Visual Arts Recommended
Business/ Commerce	May Require A&A SL Maths	May Require A&A SL Maths	May Require A&A SL Maths	No specific requirement	Math AI SL or Math AA SL (AA preferred for quantitative tracks); Economics or Business Mgmt helpful.
Economics	May Required HL Maths	Maths AI SL not accepted	Maths AI SL not accepted	No specific requirement	Math AI SL or Math AA SL (AA preferred); Econometrics/ Data Science: Math AA HL
Engineering	HL Maths and Physics	HL Maths, Physics or Chem HL	HL Maths and 2 Sciences	HL Math and one sciences in HL	Math AA HL + Physics HL; Chemistry SL recommended.
Science	2 Sciences	2 Sciences and HL Maths	2 Sciences and HL Maths	2 Sciences and HL Maths	Two sciences (at least one HL) + Math AA SL/HL
Law	English A	English A			English A
Medicine	HL Chem and one other science	HL Chem and one other			Numerus fixus and (mostly) Dutch-taught.

ADDITIONAL INFORMATION

IB ACRONYMS

IB DP TEAM

IBDP Acronyms

CAS – CREATIVITY, ACTIVITY, SERVICE: A CORE COMPONENT OF THE IBDP, WHERE STUDENTS ENGAGE IN EXTRACURRICULAR ACTIVITIES INVOLVING CREATIVITY, PHYSICAL ACTIVITY, AND SERVICE TO THE COMMUNITY.

CAS COORDINATOR – CREATIVITY, ACTIVITY, SERVICE COORDINATOR: A STAFF MEMBER WHO OVERSEES THE CAS PROGRAMME FOR IBDP STUDENTS, ENSURING THEY MEET THEIR CAS REQUIREMENTS.

CAREER AND COLLEGE COUNSELLOR - GUIDES POST-SECONDARY PLANNING, APPLICATIONS/SCHOLARSHIPS, AND MOE EQUIVALENCY.

DP – DIPLOMA PROGRAMME: OFTEN USED INTERCHANGEABLY WITH IBDP, REFERRING TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME.

DP CORE – REFERS TO THE THREE CORE COMPONENTS OF THE IBDP: TOK, CAS, AND EE.

DP COORDINATOR – DIPLOMA PROGRAMME COORDINATOR: THE SCHOOL STAFF MEMBER RESPONSIBLE FOR MANAGING THE IBDP AT THE SCHOOL LEVEL.

EE – EXTENDED ESSAY: A RESEARCH PROJECT OF UP TO 4,000 WORDS THAT PROVIDES IBDP STUDENTS THE OPPORTUNITY TO INVESTIGATE A TOPIC OF INTEREST RELATED TO ONE OF THEIR SUBJECTS.

EE COORDINATOR – EXTENDED ESSAY COORDINATOR: A STAFF MEMBER RESPONSIBLE FOR OVERSEEING THE EXTENDED ESSAY PROCESS, GUIDING STUDENTS THROUGH THEIR RESEARCH, AND ENSURING ADHERENCE TO IB GUIDELINES.

HOF – HEAD OF FACULTY: THE LEADER OF A SPECIFIC ACADEMIC DEPARTMENT WITHIN AN IB SCHOOL, RESPONSIBLE FOR OVERSEEING SUBJECT-SPECIFIC CURRICULUM AND ASSESSMENT.

HL/SL – HIGHER LEVEL/STANDARD LEVEL: HL SUBJECTS ARE STUDIED MORE IN DEPTH AND REQUIRE MORE TEACHING HOURS, WHILE SL SUBJECTS REQUIRE FEWER TEACHING HOURS BUT STILL MAINTAIN RIGOROUS ACADEMIC STANDARDS.

IA – INTERNAL ASSESSMENT: COURSEWORK ASSESSED INTERNALLY BY TEACHERS BUT MODERATED EXTERNALLY BY THE IB; IT IS A SIGNIFICANT PART OF A STUDENT'S FINAL GRADE IN MANY SUBJECTS.

IB – INTERNATIONAL BACCALAUREATE: A NON-PROFIT EDUCATIONAL FOUNDATION OFFERING FOUR EDUCATIONAL PROGRAMMES FOR STUDENTS AGED 3 TO 19; IT SETS CURRICULUM STANDARDS AND ADMINISTERS ASSESSMENTS.

IBDP – INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME: A TWO-YEAR PRE-UNIVERSITY PROGRAMME FOR STUDENTS AGED 16 TO 19, OFFERING A GLOBALLY RECOGNISED QUALIFICATION.

TOK – THEORY OF KNOWLEDGE: A CORE COMPONENT OF THE IBDP THAT CHALLENGES STUDENTS TO REFLECT ON THE NATURE OF KNOWLEDGE AND HOW WE CLAIM TO KNOW WHAT WE KNOW.

TOK COORDINATOR - THE STAFF MEMBER WHO OVERSEES THE TOK CURRICULUM AND ASSESSMENT, MANAGES EXHIBITION AND ESSAY TIMELINES, SUPPORTS TOK TEACHERS, ENSURES ACADEMIC INTEGRITY AND ALIGNMENT WITH IB POLICIES

IBDP Team

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WELCOME MESSAGE

It is my pleasure to welcome you to The Sultan's School and to the International Baccalaureate Diploma Programme.

The IB mission challenges us to cultivate curious minds, compassionate hearts, and responsible action. Our school's vision echoes this: learning that is rigorous, ethical, and grounded in our community while open to the world. Over the next two years, you will connect disciplines, question assumptions, serve others, and discover how your learning matters beyond the classroom.

This guide is your roadmap. It outlines your Higher and Standard Level subjects and explains how the core, Theory of Knowledge, the Extended Essay, and CAS, work together to shape you as an IB learner. You should expect clarity about timelines and assessment, consistent feedback, and a culture that prizes both excellence and well-being. In return, I ask for academic honesty, steady effort, and the courage to ask for help early and often.

University and careers advice, pastoral support, and rich co-curricular opportunities are woven into our programme. Whether you're leading a service project, debating in TOK, or polishing a draft of your EE, you will be supported by teachers and counsellors who know you by name and care about your growth.

If a question arises, bring it. If an idea excites you, pursue it. If you stumble, reflect and try again. That is the IB way, and it's how we live our mission and vision each day.

I look forward to working with you and your families as we make these two years purposeful, challenging, and deeply rewarding.

Warm regards,

DR MARTA I. BOBIATYNSKA
DP Coordinator



ACADEMIC PATHWAYS

Choosing your IB pathway is an exciting step, and we'll guide you through it. At The Sultan's School, every student receives personalised advice to ensure their programme aligns with both university ambitions and national requirements.

We begin with conversations about interests, strengths, and possible destinations, then map subject combinations against entrance expectations and long-term goals. Parents are welcomed into the process, and our DP and University Guidance teams provide information sessions as well as one-to-one meetings.

We also review Oman Ministry of Education equivalency requirements from the outset so there are no surprises later. Throughout Year 11 and the opening weeks of Year 12, we build in checkpoints to confirm choices and make any necessary adjustments.

Students at The Sultan's School choose between two IB pathways:

- IB Diploma
- IB Courses (Course Certificates)

Subject selection is preceded by counselling with the DP team and university guidance to ensure alignment with the intended higher-education pathway, and all choices must satisfy Oman's Ministry of Education requirements for secondary certification/equivalency.

IB DIPLOMA

- A whole-programme option is completed across the final two years of high school.
- Students complete six subjects alongside the IB core (Extended Essay, Theory of Knowledge, and CAS).
- Delivers a standardised international education that is recognised worldwide.
- Widely accepted for direct admission by leading universities across the globe.

IB COURSES

- Allows students to pursue selected IB subjects in areas of strength while maintaining rigorous, university-level coursework.
- Requirements vary by context: Omani students seeking national scholarships follow requirements that largely mirror the full Diploma, with exemptions from TOK and the EE; international students typically have more configuration flexibility (subject to university and equivalency policies).

OVERVIEW OF THE

DIPLOMA PROGRAMME (DP)

The DP stands out for its commitment to each student's full education journey.

This is captured in the curriculum framework shown below.



At the heart of the DP are the Learner Profile and the Approaches to Teaching and Learning, which guide every aspect of the programme.

WHAT IS THE INTERNATIONAL BACCALAUREATE DIPLOMA?

THE IB DIPLOMA IS DESIGNED FOR STUDENTS BETWEEN THE AGE OF 16 AND 19 YEARS OLD.

It rests on the belief that students should use critical thinking to interrogate their experiences and evaluate the world around them.

The IB Diploma nurtures students' academic, social, emotional, and physical growth and prepares them for global citizenship through two years of study across six subjects plus the three core components.

The program is also widely recognised by the world's top universities as it equips learners with the skills and dispositions required for success in higher education.

As of May 2025, the International Baccalaureate Diploma Programme (IBDP) is taught at 3,401 schools in over 153 countries.



APPROACHES TO TEACHING

There are six key pedagogical principles that underpin all IB programmes. Teaching in IB programmes is:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment (formative and summative).

University admissions officials say the DP is the best qualification for developing students' non-academic skills and preparing them for further education and careers.

APPROACHES TO LEARNING

This area develops essential skills that include skills of behaviour and emotional management, skills that allow the student to monitor their own effectiveness in their learning and skills that allow them to process information effectively.

Teaching and learning in the Diploma Programme (DP) therefore incorporates the development of:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills.



APPROACHES TO ASSESSMENT

Students take written examinations at the end of the programme, which are marked by external IB examiners.

Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The grade awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE.

In order to be awarded the diploma students must meet the following criteria

- Score a minimum total of 24 points
- Pass all the score requirements: Theory of Knowledge (TOK), Extended Essay (EE) and CAS
- Score at least 12 points from 3 HL subjects
- Not score lower than a 2 in any HL subject
- Have no more than two grade 2's in their SL subjects
- Have no more than three grade 3's across their 6 subjects
- Not score a 1 in any subject

The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

The DP prepares students for higher education and to be active participants in a global society.



THE DIPLOMA CURRICULUM

DP students must choose one course from each or five subject groups delivering a breadth of knowledge and understanding in: language and literature, individuals and societies, the sciences and mathematics.

Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups.

DP courses can be taken at higher level (HL) or standard level (SL). At least three, and not more than four, are taken at HL (240 teaching hours), while the remaining courses are taken at SL (150 teaching hours).

SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum.

SUBJECT GROUPS

Group 1 Language and Literature	Group 2 Language Acquisition
Group 3 Individuals and Societies	Group 4 The Sciences
Group 5 Mathematics	Group 6 The Arts or Electives

2026-2028 TSS SUBJECT OFFER

Students must select one subject from each of the six option blocks listed below. They are also required to choose three subjects at Higher Level (HL) and three at Standard Level (SL) to meet the requirements of the full IB Diploma.

Group 1 Studies in Language and Literature
Arabic Language and Literature HL/SL,
English Language and Literature HL/SL

Group 2
Language Acquisition
English B HL/SL,
Arabic B HL/SL,
**Pamoja Online*
Language ab initio (SL only)



Group 3
Individuals in Societies
Business Management HL/SL,
Geography HL/SL,
Digital Society HL/SL,
Economics HL/SL
Psychology HL/SL,

Group 4
Experimental Sciences
Biology HL/SL,
Chemistry HL/SL,
Physics HL/SL,
Design Technology HL/SL,
Computer Science HL/SL,
Environmental Systems and Societies HL/SL
Sports Exercise and Health Science HL/SL

Group 5
Mathematics
Mathematics AA HL,
Mathematics AA SL,
Mathematical AI SL only

Group 6
The Arts
Visual Arts HL/SL or an elective

*Any requests for a Pamoja Online Language ab initio courses are subject to approval by the IB Coordinator and the Head of Secondary. Families should note that these courses incur additional fees that are not covered by school tuition.

BILINGUAL DIPLOMA

A bilingual diploma is awarded when students demonstrate an ability to work and study in two different languages of instruction.

A bilingual diploma is awarded if one of two different conditions are met:

- The completion of two languages selected from Group 1 studies in language and literature group e.g. English A and Arabic A
- Completion of one of the subjects in group 3 or group 4 in a language that is not the same as the group 1 language. A student at TSS can qualify for the bilingual diploma under this condition if they take any group 1 language other than English.

In order to qualify for the bilingual diploma students must score at least a level 3 in any of the courses that satisfy the appropriate conditions above.





YEAR 11 TO 12 TRANSITION

YEAR 11 INTO GRADE 12 -

YEAR 12 & 13 PATHWAYS AND SUBJECT SELECTION PROCESS

To assist students with their decision making, we have created a comprehensive Year 11 to 12 options process for internal and external applicants, which includes the elements listed below:

1- Information sessions for students and parents from the DP coordinator.

2- IB Subject Fair delivered by year 12 and 13 students.

3- One-to-one options guidance meeting. Students will have a one-to-one meeting with a member of the secondary school leadership team, and/or university guidance and careers, to help guide them in their choices.

4- Final DP options form submission. Students will be asked to select their final DP subject subject choices.

YEAR 11 OPTIONS TIMELINE

Below is a timeline of the subject selection process

Whilst every effort is made to meet all of the option choices, Northbridge International School reserves the right to change the subjects on offer depending on constraints such as timetabling, staffing or number of students electing a subject.

NOVEMBER	Student Information Sessions
JANUARY	Subject Fair
FEBRUARY	Preliminary choices completed
MARCH	Option blocks finalized for scheduling Final option choices submitted

ADVICE ON CHOOSING YOUR SUBJECTS



Before you make the important decisions regarding your DP courses next year, collect as much relevant information as possible.

Consider your present subjects

Which subjects do you enjoy?
Why do you enjoy them, is it the subject itself? Or the teacher?
Which subjects are you good at?

Find out about your possible DP courses

What do the DP courses offered by the school actually cover?
Read the DP curriculum guide details carefully so that you make considered subject choices. It is not always possible to change a course once started, as there may not be space in the class that you would like to change to, or your preferred subject combination may not be possible to timetable.

Talk to your current teachers

Ask your current subject teachers whether they think that you will be able to cope successfully in their subject at DP. Ask them to give you an idea of what their subject is actually like in DP. For subjects that you have not taken before, talk to the curriculum leader and attend any taster sessions that are offered.

Talk to older students doing the courses in which you are interested

Ask them what the courses in which you are interested are really like? Were they different from what they expected? Does the way you study in that subject suit the way that you work best? Is there a large internal assessment component?

Talk to parents, friends and others

They can provide you with great insight into careers, and possibly about higher education courses, but remember that courses and entry requirements change frequently. Advice from people not directly involved in this area can get out of date quickly.

ENGLISH SUBJECT SELECTION

OVERVIEW OF THE ENGLISH COURSES OFFERED IN THE DIPLOMA PROGRAMME

ENGLISH A LANGUAGE AND LITERATURE	ENGLISH B
• English A is recommended for students whose best language is English. • They will have studied English literature at a native or near-native level. • Allows students to develop their understanding and appreciation of literature through exploring cultural contexts and critical analysis. • It also refines their written and oral communication skills.	• English B is designed for students who do not speak English as their mother tongue or as fluently as another language. • English B focuses on developing functional language skills for international settings. • It emphasizes ability to communicate through comprehension and production of basic written and oral texts. • English B may be preferable for students who are stronger in another language than English

APPROACHES TO TEACHING AND LEARNING IN ENGLISH COURSES OFFERED IN THE DIPLOMA PROGRAMME

ENGLISH A LANGUAGE AND LITERATURE	ENGLISH B
• Focuses on textual analysis through study of literature. • Links and connections to social, cultural and historical contexts that influence a text. • Encourages active reading strategies like annotation, questioning and discussion to interpret deeper meanings. • Develops written communication through varied structured and open-ended assignments on literary works. • Places importance on oral skills like presentations with insightful commentary and critique of texts. • Promotes independent critical thinking through student-led seminars and literary theory application.	• Aims to increase functional proficiency in comprehension and production of basic oral/written texts. • Teaches language skills implicitly through content-focused materials like excerpts, articles and media. • Adopts a task-based approach using activities to practice skills in context like discussions, interviews, essays. • Scaffolds learning starting from familiar topics then building complexity through new genres and themes. • Integrates multimedia resources to support varying learner needs and styles.Assesses language holistically through formative feedback emphasizing progress over mastery.

MATHEMATICS SUBJECT SELECTION

OVERVIEW OF THE MATHEMATICS CURRICULUM OFFERED IN THE DIPLOMA PROGRAMME

MATHEMATICS A & A	MATHEMATICS A & I
• More theoretical focused on mathematical reasoning and structure. Emphasizes calculus, algebra, and analytic geometry. • Recommended for mathematics, engineering, and physical sciences at the university level. • Students who particularly enjoy theoretical and abstract math concepts are usually better suited for Mathematics A & A. • Mathematics A & A generally requires a stronger background and ability in math compared to Mathematics A & I.	• Mathematics A & I focuses more on mathematics used in real-life contexts. • It emphasizes statistics, probability, modeling, and functions. • This course is recommended for students who need mathematics for social sciences or business programs. • Those interested in applied or contextual uses of math would prefer Mathematics A & I.

APPROACHES TO TEACHING & LEARNING IN MATHEMATICS IN DIPLOMA PROGRAMME

Mathematics A & A	Mathematics A & I
• Focuses on teaching mathematical structures and reasoning. • Concepts are developed rigorously and logically. • Encourages exploration of concepts through investigation and problem-solving. • Promotes active learning through group work, modeling real-life situations mathematically, and inquiry-based projects. • Develops skills in communicating mathematically through precise definitions and logical arguments	• Balances conceptual understanding and applying concepts to solve contextualized problems. • Focuses more on using techniques, formulas, and models. • Teaches application of concepts before emphasizing underlying theories or structures. • Incorporates learning activities centered on analyzing real-world scenarios and case studies. • Greater emphasis on using appropriate tools (graphing calculators, spreadsheets) for solving problems.

INDIVIDUALS & SOCIETIES SUBJECT SELECTION

OVERVIEW OF THE I&S CURRICULUM OFFERED IN THE DIPLOMA PROGRAMME

SUBJECT	KEY ATTRIBUTES	SUITABLE FOR	UNIVERSITY PATHWAYS
GEOGRAPHY	Analyzes real-world issues from an interdisciplinary perspective. Develops practical skills like map reading, spatial analysis, fieldwork.	Students interested in environmental issues, development, sustainability.	Degrees in geography, environmental science, urban & regional planning, international development.
BUSINESS MANAGEMENT	Applies directly to business/commerce degrees and careers. Covers operating a business, marketing, accounting etc. Case studies analyze real businesses.	Students interested in business administration, management or entrepreneurship.	Degrees in business, management, marketing, entrepreneurship.
ECONOMICS	Teaches logical and analytical thinking through economic models. Relevant for understanding global financial systems.	Students interested in finance, policy or quantitative social sciences.	Degrees in economics, business, finance, public policy, actuarial sciences.
DIGITAL SOCIETIES	Examines the impact of digital technologies on societies and culture. Stimulating exploration of new technologies and media. Develops critical thinking around online communities.	Students interested in technology, media or its social impact.	Degrees in media & communication, information science, computer science, social science & technology.

APPROACHES TO TEACHING & LEARNING OF THE I&S CURRICULUM

Subject	Approaches to Teaching and Learning
Geography	Emphasis on fieldwork and practical skills. Inquiry-based tasks promote independent research. Case studies of real-world examples.
Business Management	Uses practical business tools and case studies. Learns through collaborative projects and presentations. Real-world business scenarios apply concepts.
Economics	Quantitative modeling combined with qualitative analysis. Extensive data response questions assess application of concepts. Opportunities for statistical analysis.
Digital Societies	Interactive activities examining new technologies. Discussion and debate around societal impacts. Individual and group projects explore specific topics in-depth.

SCIENCE SUBJECT SELECTION

OVERVIEW OF THE SCIENCE CURRICULUM OFFERED IN THE DIPLOMA PROGRAMME

SUBJECT	KEY ATTRIBUTES	SUITABLE FOR	FUTURE PATHWAYS
BIOLOGY	Investigates living organisms, cells, genetics, ecology	Interested in medicine, biotech, zoology, botany	Pre-med, nursing, nature conservation, forensics
CHEMISTRY	Molecular structure, reactions, quantitative analysis	Enjoy theoretical problems, chemical industries	Engineering, pharmacology, materials science, medicine
COMPUTER SCIENCE	Computational thinking, programming, digital solutions	Interest in coding, cybersecurity, data	Software development, web design, artificial intelligence
DESIGN TECHNOLOGY	Design process, 3D modeling, prototyping	Product design, engineering mechanics	Industrial design, architecture, engineering
ESS	Systems-thinking, fieldwork, sustainability	Eco-curious, policy-inclined, systems-minded	Environmental science, sustainability management, environmental policy
PHYSICS	Concepts of motion, forces, fields using math	Strong at math, astronomy, engineering	Engineering, computer science, robotics, nanotechnology
SEHS	Physiology, biomechanics applied to sports	Kinesiology, sports coaching, nutrition	Sports medicine, physiotherapy, athletic training

APPROACHES TO THE TEACHING AND LEARNING IN SCIENCE CURRICULUM

SUBJECT	APPROACHES TO TEACHING AND LEARNING
BIOLOGY	Emphasis on scientific inquiry, experimentation skills. Hands-on labs. Case studies of applications. Cooperative group work. Quantitative and qualitative analysis.
CHEMISTRY	Deductive reasoning from principles. Quantitative problem-solving. Derivation of concepts and models. Interpretation of data. Hands-on activities and virtual simulations.
COMPUTER SCIENCE	Algorithm design and programming. Exploration of programming paradigms/languages. Computational thinking puzzles.
DESIGN TECHNOLOGY	Design process. Prototyping using workshops/labs. 3D CAD design. Material testing and evaluation. Product refinement and presentation.
ESS	Systems thinking. Fieldwork and sampling. Data analysis and interpretation. Case studies and modelling. Sustainability and policy evaluation.
PHYSICS	Discovery-based exploration of phenomena. Mathematical modeling. Hypothesis testing through structured experiments.
SEHS	Contextualized applications to training techniques, nutrition plans etc. Skill-based assessments. Case studies of elite athletes.

GROUP 1
LANGUAGE & LITERATURE

LANGUAGE & LITERATURE - ARABIC, ENGLISH

LANGUAGE & LITERATURE

GROUP 1 STUDIES IN LANGUAGE AND LITERATURE

There are two different courses in Group 1: Language and Literature and Literature.

The following languages are offered at either HL or SL:

LANGUAGE AND LITERATURE
Arabic
English

At The Sultan's School, we support Mother Tongue languages as much as possible. However, we cannot guarantee that we can facilitate the chosen language due to the rigorous requirements of the DP.

AIMS	ASSESSMENT OBJECTIVES
• 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 on human concerns.	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 pf 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

SYLLABUS	
Readers, writers and texts	Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms. The study of the non-literary texts and literary works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical response to the particulars of communication.
Time and space	Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shapes society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.
Intertextuality: Connecting texts	Non-literary texts and literary works are chosen from a variety of source, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

LANGUAGE A: LANGUAGE AND LITERATURE LITERARY WORK		
	SL	HL
Works in translation written by authors on the Prescribed reading list	Minimum of 1 work	Minimum of 2 works
Works originally written in the language studies, by authors on the Prescribed reading list	Minimum of 1 work	Minimum of 2 works
Free choice works	2 works freely chosen	2 works freely chosen
Totals works	4 works	6 works

EXTERNAL ASSESSMENT				
	SL	TIME MARKS WEIGHTING	HL	TIME MARKS WEIGHTING
Paper 1: Guided Literary Analysis	The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.	1.5 hours 20 marks 35%	The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.	2.15 hours 40 marks 35%
Paper 2: Comparative Essay	The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	1.45 hours 30 marks 35%	The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	1.45 hours 30 marks 25%
HL Essay		n/a	Students submit an essay on one non-literary body of work, or a literary work studied during the course. The essay must be 1, 200 – 1, 500 words in length.	20 marks 20%

INTERNAL ASSESSMENT				
Individual oral	This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.	15 minutes 40 marks 30%	This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.	15 minutes 40 marks 20%

GROUP 2 LANGUAGE ACQUISITION

LANGUAGE B
LANGUAGE AB-INITIO

LANGUAGE B / AB-INITIO

GROUP 2 LANGUAGE ACQUISITION

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

The following languages are offered:

LANGUAGE B	LANGUAGE AB-INITIO
Arabic	(Pamoja Online) Spanish
English	(Pamoja Online) French
	(Pamoja Online) Mandarin

At The Sultan's School, we support Home languages as much as possible. However, we cannot guarantee that we can facilitate the chosen language due to the rigorous requirements of the DP.

We also support student choices via an online learning, platform Pamoja. Students in Pamoja courses have a dedicated DP teacher and are enrolled in classes with other students in IB World Schools around the globe.

For more details about these courses, please visit

http://pamojaeducation.com.

Any requests for a Pamoja course are subject to approval by the IB Coordinator and the Head of Secondary. Families should note that these courses incur additional fees that are not covered by school tuition.

AIMS	ASSESSMENT OBJECTIVES
• 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.	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.

SYLLABUS

THEME	GUIDING PRINCIPLE	TOPICS
Identities	Explore the nature of the self and what it is to be human.	Lifestyles Health and well-being Subcultures Language and identity
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	Holidays and travel Customs and traditions Migration
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	Communication and media Technology Scientific innovation
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
Sharing the planet	Explore the challenges and opportunities faces by individuals and communities in the modern world.	The environment Human rights Globalization

LANGUAGE B / LANGUAGE AB-INTITO

GROUP 2 LANGUAGE ACQUISITION

ASSESSMENT

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.

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%

GROUP 3 INDIVIDUALS AND SOCIETIES

BUSINESS MANAGEMENT
ECONOMICS
GEOGRAPHY
DIGITAL SOCIETY
PSYCHOLOGY

BUSINESS MANAGEMENT

GROUP 3 INDIVIDUALS AND SOCIETIES

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.

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.

The business management course encourages the application of local, national and global examples to content and concepts; the internal assessment (IA) for both SL and HL is an individual business research project that allows greater analysis and evaluation of content, concepts and context. Students can develop a deeper understanding of an organization by studying its processes through the lenses of **creativity**, **change, ethics** and **sustainability.**

AIMS	ASSESSMENT MODEL
• Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents • Foster and informed understanding of ethical and sustainable business practices • Explore the connections between individuals, businesses and society • Engage with decision-making as a process and a skill.	AO1: Knowledge and understanding AO2: Application and analysis AO3: Synthesis and evaluation AO4: Use and application of appropriate skills •

SYLLABUS			
		SL HOURS	HL HOURS
Unit 1 Introduction to business management	• What is business? • Types of business entities • Business objectives • Stakeholders • Growth and evolutions • Multinational companies (MNCs)	20	20
Unit 2 Human resource management	• What is business? • Types of business entities • Business objectives • Stakeholders • Growth and evolutions • Multinational companies (MNCs) • ·Introduction to human resource management • Organizational structure • Leadership and management • Motivation and demotivation • Organizational (corporate) culture (HL only) • Communication • Industrial/employee relations (HL only)	20	35
Unit 3 Finance and accounts	• Introduction to finance • Sources of finance • Costs and revenues • Final accounts • Profitability and liquidity ratio analysis • Debt/equity ratio analysis (HL only) • Cash flow • Investment appraisal • Budgets (HL only)	30	35
Unit 4 Marketing	• Introduction to marketing • Marketing planning • Sales forecasting (HL only) • Market research • The seven Ps of the marketing mix • International marketing (HL only)	30	35
Unit 5 Operations management	• Introduction to operation management • Operations methods • Lean production and quality management (HL only) • Location • Production planning (HL only) • Break-even analysis • Crisis management and contingency planning (HL only) • Research and development (HL only)	15	45

ECONOMICS

GROUP 3 INDIVIDUALS AND SOCIETIES

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.

AIMS

- 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.

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	TIME (HOURS)	SL WEIGHTING OF FINAL GRADE (5)	HL WEIGHTING OF FINAL GRADE (%)
Paper 1	Extended response paper based on all units of the syllabus	1.25	30	20
Paper 2	Data response paper based on all units of the syllabus	1.75	40	30
Paper 3 (HL Only)	Policy paper based on all units in the syllabus	1.75	N/A	30
Written Report	Written report based on fieldwork (2,500 words maximum)	20	30	20

SYLLABUS			
		SL HOURS	HL HOURS
Unit 1 Introduction to economics	• What is economics? • How do economists approach the world?	10	10
Unit 2 Micro-economics	• Demand • Supply • Competitive market equilibrium • Critique of the maximizing behaviour of consumers and producers • Elasticity of demand • Elasticity of supply • Role of government in microeconomics • Market failure – externalities and common pool or common access resources • Market failure – public goods • HL only • Market failure – asymmetric information • Market failure – market power • The market's inability to achieve equity	35	70
Unit 3 Macro-economics	• Measuring economic activity and illustrating its variations • Variations in economic activity – aggregate demand and aggregate supply • Macroeconomic objectives • Economics of inequality and poverty • Demand management (demand-side policies) – monetary policy • Demand management – fiscal policy • Supply-side policies	40	75
Unit 4 The global economy	• Benefits of international trade ·Types pf trade protection • Arguments for and against trade control / protection • Economic integration • Exchange rates • Balance of payments • Sustainable development • Measuring development • Barriers to economic growth and/or economic development • Economic growth and or economic development strategies	45	65
INTERNAL ASSESSMENT	• Portfolio of three commentaries	20	20

GEOGRAPHY

GROUP 3 INDIVIDUALS AND SOCIETIES

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social science and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies.

Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciples. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

AIMS	ASSESSMENT OBJECTIVES
• Encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institution • Develop in the student the capacity to identity, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society • Enable the student to collect, describe and analyse data used in studies of society, test hypotheses, and to interpret complex data and source material • Promote the appreciation of the way in which learning is relevant both to the student's own culture, and the culture of other societies • Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity • Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty. • Develop an understanding of the interrelationships between people, places, spaces and the environment • Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management • Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.	Demonstrate application and analysis of knowledge and understanding: • Applying and analyse geographic concepts and theories • Identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material • Demonstrate the extend to which theories and concepts are recognized and understood in particular contexts Demonstrate synthesis and evaluation: • Examine and evaluate geographic concepts, theories and perceptions • Use geographic concepts and examples to formulate and present an argument • Evaluate materials using methodology appropriate for geographic fieldwork • Demonstrate synthesis and evaluation of the HL extension global interactions Select, use and apply a variety of appropriate skills and techniques: • Select, use and apply the prescribed geographic skills in appropriate contexts • Produce well-structured written material, using appropriate terminology • Select, use and apply techniques and skills appropriate to a geographic research question.

SYLLABUS

		SL HOURS	HL HOURS
Part 1 Core Theme	• Populations in transition • Disparities in wealth and development • Patterns in environmental quality and sustainability • Patterns in resource consumption	70	70
Part 2 Optional Themes (three are required)	• Freshwater-issues and conflicts • Oceans and their coastal margins • Extreme environments • Hazards and disasters – risk assessment and response • Leisure, sport and tourism • The geography of food and health • Urban environments	60	90
Part 3 Global Interactions (HL only)	• Measuring global interactions • Changing space – the shrinking world • Economic interactions and flows • Environmental changes • Sociocultural exchanges • Political outcomes • Global interactions at the local level	N/A	60
Fieldwork	• Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.	20	20

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	SL WEIGHTING OF FINAL GRADE (%)	HL TIME (HOURS)	HL WEIGHTING OF FINAL GRADE (%)
Paper 1	Multiple short answer and one extended response	1.5	40	1.5	25
Paper 2	Structured questions based on stimulus materials	1.33	35	2	35
Paper 3 (HL Only)	One essay question	N/A	N/A	1	20
INTERNAL ASSESSMENT					
Written Report	Written report based on fieldwork (2,500 words maximum)	20	25	20	20

DIGITAL SOCIETY

GROUP 3 INDIVIDUALS AND SOCIETIES

Digital society is an interdisciplinary course within the individuals and societies subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. Digital society is intended to appeal to a broad range of teachers in the social studies, media, humanities, IT and related subject areas.

The course integrates **concepts**, **content** and **contexts** through inquiry.

- **Concepts** such as expression, space and identity highlight powerful, pervasive and debatable perspectives that provide insight for inquiry.
- **Content** informs inquiry with details about digital systems including areas related to data, algorithms, media, AI, robotics and more.
- **Contexts** situate inquiry into areas significant to life in digital society including social, cultural and environmental contexts.

In addition, HL students consider important contemporary challenges and digital interventions.

The course aims support standard level (SL) and higher level (HL) students on their inquiry journey as they:

Focus inquiry using course concepts, content and contexts as well as real-world examples

Explore diverse sources relevant to digital society
Investigate impacts and implications of digital systems for people and communities

Reflect on emerging trends, future developments and further insights
Share discoveries about digital society with others

SYLLABUS

INTRODUCTION: 1.1 WHAT IS DIGITAL SOCIETY?

Concepts	Content	Contexts
2.1 Change 2.2 Expression 2.3 Identity 2.4 Power 2.5 Space 2.6 Systems 2.7 Values and ethics	1.1 Date 1.2 Algorithms 1.3 Computers 1.4 Networks and the internet 1.5 Media 1.6 Artificial intelligence 1.7 Robots and autonomous technologies	1.1 Cultural 1.2 Economic 1.3 Environmental 1.4 Health 1.5 Human knowledge 1.6 Political 1.7 Social

Inquiry Project (internal assessment) An inquiry project into impacts and implications of digital systems for people and communities. The requirements are common to SL and HL students.	**HL extension: challenges and interventions** 5.1 Global well-being 5.2 Governance and human rights 5.3 Sustainable development

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING	
				SL	HL
EXTERNAL ASSESSMENT					
Paper 1	Questions that address that syllabus and real-world examples in an integrated way. In the HL extension, students also address challenges and interventions.	1.5	2.25	40	35
Paper 2	Source-based questions that address the syllabus in an integrated way.	1.25	1.25	30	20
Paper 3	Questions that address an intervention related to an HL extension challenge outlined in pre-released brief.		2.25		25
INTERNAL ASSESSMENT					
Inquiry Project	A project into the impacts and implications of a chosen digital system for people and communities. Project is submitted with inquiry process document, a recorded multimedia presentation and a list of references.	30	30	30	20

PSYCHOLOGY

GROUP 3 INDIVIDUALS AND SOCIETIES

The 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 course integrates **concepts**, **content** and **contexts** through inquiry.

- **Concepts** such as bias, causality, change, measurement, perspective, and responsibility used to develop questions to investigate psychological research and psychological claims.
- **Content** investigates the biological, cognitive and sociocultural approaches and the research methodology used to understand human behaviour.
- **Contexts** situate inquiry into health and well-being, human development, human relationships, and learning and cognition.

In addition, students studying DP psychology at HL have the opportunity to study four extensions: the role of culture, motivation and technology in shaping human behaviour, and data analysis and interpretation.

The course aims to support standard level (SL) and higher level (HL) students on their inquiry journey as they:

Focus inquiry using psychology concepts and the core approaches (biological, cognitive, sociocultural), options, and real-world case studies.

Explore diverse empirical sources, peer-reviewed studies, classic experiments, qualitative/quantitative data, and, at HL, extensions on culture, motivation, technology, and data analysis/interpretation.

Reflect on findings, methodological choices, cultural considerations, researcher bias, and future directions in psychology.

SYLLABUS

INTRODUCTION: WHAT IS PSYCHOLOGY?

Concepts	Content	Contexts
• Concepts Bias • Causality • Change • Measurement • Perspective • Responsibility	• Biological approach • Cognitive approach • Sociocultural approach • Research methodology	• Health and well-being • Human development • Human relationships • Learning and cognition Note: class practicals are integrated within each context

Experimental study (internal assessment)	HL extension:
Psychology research proposal to investigate a population of interest using one of the four research methods used in the class practicals.	The role of culture, motivation and technology in shaping human behaviour.

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING	
				SL	HL
EXTERNAL ASSESSMENT					
Paper 1	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference additional HL topic	2	2	50	40
Paper 2	SL: one question from a choice of three on one option. HL: two questions; one each from a choice of three on two options.	1	2	25	20
Paper 3	Three short answer questions on approaches to research		1		20
INTERNAL ASSESSMENT					
Experimental study	A report on an experimental study undertaken by the student.	20	20	25	20

GROUP 4
THE SCIENCES

BIOLOGY
CHEMISTRY
COMPUTER SCIENCE
DESIGN TECHNOLOGY
ENVIRONMENTAL SYSTEMS AND SOCIETIES
PHYSICS
SPORTS, EXERCISE AND HEALTH SCIENCE

BIOLOGY

GROUP 4 THE SCIENCES

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 biosphere.

Integral to the students experience of the DP biology course in the leaning that takes place through science inquiry. With an emphasis on design 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.

AIMS	ASSESSMENT OBJECTIVES
• Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP science subjects • Acquire and apply a body of knowledge, methods, tools and techniques that characterize science • Develop the ability to analyse, evaluate and synthesize scientific information and claims • Develop the ability to approach unfamiliar situations with creativity and resilience • Design and model solutions to local and global problems in a scientific context • Develop an appreciation of the possibilities and limitations of science • Develop technology skills in a scientific context • Develop the ability to communicate and collaborate effectively • Develop awareness of the ethical, environmental, economic, cultural and social impact of science.	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.

SYLLABUS

		SL HOURS	HL HOURS
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
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 Interdependence	Enzymes and metabolism, Cell respiration, Photosynthesis, Chemical signalling, Neural signalling, Integrations of body systems, Defence against disease, populations and communities, and 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, Inheritance, Natural selection, Reproduction, Homeostasis, Sustainability and change, Climate Change	34	60

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING
EXTERNAL ASSESSMENT				
Paper 1	**Paper 1A:** Multiple-choice questions **Paper 1B:** Data-based questions (four questions that are syllabus related, addressing all themes)	1	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
INTERNAL ASSESSMENT				
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyse 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	20

CHEMISTRY

GROUP 4 THE SCIENCES

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.

<table>
<tr><th>AIMS</th><th>ASSESSMENT OBJECTIVES</th></tr>
<tr><td rowspan="4">Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP science subjects
Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
Develop the ability to analyse, evaluate and synthesize scientific information and claims
Develop the ability to approach unfamiliar situations with creativity and resilience
Design and model solutions to local and global problems in a scientific context
Develop an appreciation of the possibilities and limitations of science
Develop technology skills in a scientific context
Develop the ability to communicate and collaborate effectively
Develop awareness of the ethical, environmental, economic, cultural and social impact of science.</td><td>Assessment objective 1
Demonstrate knowledge of:
Terminology, facts and concepts
Skills, techniques and methodologies.</td></tr>
<tr><td>Assessment objective 2
Understand and apply knowledge of:
Terminology and concepts
Skills, techniques and methodologies.</td></tr>
<tr><td>Assessment objective 3
Analyse, evaluate, and synthesize:
Experimental procedures
Primary and secondary data
Trends, patterns and predictions</td></tr>
<tr><td>Assessment objective 4
Demonstrate the application of skills necessary to carry out insightful and ethical investigations.</td></tr>
</table>

SYLLABUS

		SL HOURS	HL HOURS
Structure 1: Models of the particulate nature of matter	Introduction to the particulate nature of matter, Nuclear atom, Electron Configuration, The mole, Ideal Gases	17	21
Structure 2: Models of Bonding and Structure	Ionic, Covalent, Metallic Models From models to materials	20	30
Structure 3: Classification of Matter	The periodic table Functional Groups in Organic Chemistry	16	31
Reactivity 1: What drives chemical reactions?	Enthalpy Change, Energy Cycles, Energy from fuels, Entropy and Spontaneity	12	22
Reactivity 2: How much, how fast, how far?	The amount of chemical change The rate of chemical change The extend of chemical change	21	31
Reactivity 3: What are the mechanisms of chemical change?	Proton transfer reactions Electron transfer reactions Electron sharing reactions Electron pair sharing reactions	24	45
Experimental Programme	Practical work, collaborative work, scientific investigation	40	60

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING
EXTERNAL ASSESSMENT				
Paper 1	**Paper 1A:** Multiple-choice questions **Paper 1B:** Data-based questions (four questions that are syllabus related, addressing all themes)	1	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
INTERNAL ASSESSMENT				
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyse 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	20

COMPUTER SCIENCE

GROUP 4 THE SCIENCES

The DP Computer Science course develops an understanding of how computing systems work and the ability to use the computational thinking process to solve real-world problems. The course is engaging, accessible, and rigorous; it draws on a wide spectrum of knowledge, develops algorithmic thinking and programming skills, incorporates machine learning, and explicitly addresses ethical issues.

Students learn to specify problems and success criteria, decompose complex challenges, abstract and generalise to enable algorithmic solutions, and test & evaluate for improvement. These skills underpin the subject and are applied across the syllabus and assessments.

<table>
<tr><th>AIMS</th><th>ASSESSMENT OBJECTIVES</th></tr>
<tr><td rowspan="4">Build a coherent mental model of computing by linking fundamentals (hardware, data, networks, databases, machine learning) to each other and to ideas from maths, sciences and beyond.
Use linking questions and real contexts to surface these relationships.
Develop the toolkit of the discipline—algorithmic thinking, programming in Java or Python, data structures/OOP (HL adds ADTs)—and apply them to specify, implement and communicate solutions.
Critically interrogate problem specifications, programs, data and explanations; test, compare and justify approaches across varied contexts, using evidence and clear reasoning.
Use the computational thinking process to decompose, abstract, prototype, test and iterate—transferring patterns from solved tasks to novel, more complex ones.</td><td>1. Demonstrate knowledge and understanding of:
Facts, concepts, principles and terminology in computer science
Appropriate methods, techniques and skills to solve problems using computational thinking.</td></tr>
<tr><td>2. Apply and use
Facts, concepts, principles and terminology in computer science
Appropriate methods, techniques and skills to solve problems using computational thinking
Appropriate methods to present information in computer science.</td></tr>
<tr><td>3. Construct, analyse and evaluate:
Problem specifications, system requirements, success criteria, testing strategies, and programs
Appropriate techniques to the solution of a problem
Relevant data, information and technological explanations for solutions.</td></tr>
<tr><td>4. Demonstrate the application of computational thinking skills to solve real-world problems using computer science solutions.</td></tr>
</table>

SYLLABUS

COMPONENT		SL HOURS	HL HOURS
A	Concepts of Computer Science	38	72
B	Computational Thinking and Problem Solving	52	93
C	Case Study	15	30
Practical Programme	• Computational Solution Report • Practical application of skills through the development of a computational solution. • Collaborative sciences report	35	35

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING	
				SL	HL
EXTERNAL ASSESSMENT					
Paper 1	Questions focused on the four topics in theme A, "Concepts of computer science". The paper also consists of three questions related to the case study	1.25	2	35	40
Paper 2	Questions for SL and HL focused on the three topics in theme B, "Computational thinking and problem-solving". Additional questions for HL, focused on OOP and abstract data types.	1.25	2	35	40
INTERNAL ASSESSMENT					
Computational Solution report	Students develop a computational solution to a realworld problem of their own choosing. The solution should use the concepts, skills and tools acquired in the course and the computational thinking process.	35	35	30	20

DESIGN TECHNOLOGY

GROUP 4 THE SCIENCES

The DP Design Technology course develops internationally minded learners who understand design and the technological world, enabling them to be responsible stewards of the planet. The course balances analysis, development, synthesis and evaluation, and builds practical design literacy within an ethical framework.

Students use a design thinking process to structure research, develop feasible solutions, and test and evaluate outcomes. In this subject, a “solution” may be a model, prototype, product or system that students develop independently.

A well-planned programme builds practical capability and fosters creative & critical thinking, drawing on a wide range of knowledge, promoting learning through hands-on experience, emphasising ethics, and being underpinned by design thinking.

AIMS	ASSESSMENT OBJECTIVES
• Connect concepts across DT and other DP sciences. Develop systems thinking by linking design theory and practice with scientific ideas and methods, utilising interdisciplinary tasks to frame and address real-world problems. • Apply methods, tools and techniques. Plan and execute inquiry through modelling, prototyping, testing and iteration. • Analyse and evaluate technological systems and claims. Critically interrogate briefs, data and explanations to understand how components interact within systems, assessing the validity of claims through evidence and reasoned argument. • Approach unfamiliar problems with creativity and resilience. • Design, model and implement solutions for clients and users. Identify needs, liaise with stakeholders, develop and test models/prototypes/products/systems, and refine solutions based on performance and user testing. • Appreciate the possibilities and limits of design/engineering systems. • Recognise technical and contextual constraints while weighing consequences for diverse users, communities and environments. • Recognise ethical, environmental, economic, cultural and social dimensions. • Understand the evolving role of the designer. Engage with changing products, processes, systems and technologies, adapting practice as tools and societal needs evolve.	1. Demonstrate knowledge (facts, concepts, principles, terminology; methodology/techniques/technology; ways to communicate ideas and information). 2. Understand and apply that knowledge. 3. Construct, analyse and evaluate (briefs/problems/specifications/plans; methods/techniques/models/products; data and explanations). 4. Demonstrate appropriate research, development, experimentation, modelling and personal skills for insightful, ethical design activity.

SYLLABUS		
COMPONENT	**SL HOURS**	**HL HOURS**
Core		
A: Design in theory. B: Design in practice. C: Design in context. The syllabus is organised into three strands—A: Design in Theory, B: Design in Practice, and C: Design in Context—with shared SL/HL content and clearly marked HL-only elements.	90	90
Practical work		
Design Project	50	50

ASSESSMENT AT A GLANCE				
TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING
EXTERNAL ASSESSMENT				
Paper 1	Content drawn from design in theory, design in practice and design in context. Multiple-choice questions on standard level (SL) and higher level (HL).	1	1.5	SL-20 HL-25
Paper 2	Data based, short answer and extended response questions, on core materialContent drawn from design in theory, design in practice and design in context. Short-answer and extended-response questions on SL and HL	1.5	2.5	SL-40 HL-45
INTERNAL ASSESSMENT				
Design Project	Design Project	50	50	SL-40 HL-30

ENVIRONMENTAL SYSTEMS AND SOCIETIES

GROUP 4 THE SCIENCES

The DP Environmental Systems and Societies (ESS) is a course firmly grounded in the scientific exploration of environmental systems, examining their structure and function, as well as the cultural, economic, ethical, political, and social interactions of societies with the environment.

As a result of studying ESS, students will become equipped with the ability to recognise and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature requires a broad skill set from students, including the ability to conduct research and investigations, participate in philosophical discussions, and engage in problem-solving.

AIMS	ASSESSMENT OBJECTIVES
• Acquire the knowledge and understanding of environmental systems and issues. • Apply the knowledge, methodologies, and skills to analyse environmental systems and issues at various scales. • Appreciate the dynamic interconnectedness between environmental systems and societies. • Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues. • Be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that managing these inequities is key to sustainability; develop an awareness of the diversity of environmental value systems. • Develop a critical awareness that environmental problems are caused and addressed through decisions made by individuals and societies, which are informed by diverse areas of knowledge. • Engage with the controversies surrounding various environmental issues and create innovative solutions by actively participating in both local and global contexts.	1. Demonstrate knowledge and understanding of relevant: • terminology, facts, and concepts • methodologies and techniques • perspectives and worldviews. 2. Understand and apply that knowledge: 3. Evaluate, justify, and synthesise, as appropriate. 4. Investigate sustainability issues at the local or global level.

SYLLABUS		
COMPONENT	**SL HOURS**	**HL HOURS**
Topic 1 Foundation Topic 2 Ecology Topic 3 Biodiversity and conservation Topic 4 Water Topic 5 Land Topic 6 Atmosphere and climate change Topic 7 Natural resources Topic 8 Human populations and urban systems Higher level (HL) lens (only for HL students) HLa Environmental law. HLb Environmental and ecological economics. HLc Environmental ethics.	100	190
Practical work		
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.	50	50

ASSESSMENT AT A GLANCE				
TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING
EXTERNAL ASSESSMENT				
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	2	SL-25 HL-30
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	2.5	50
INTERNAL ASSESSMENT				
Experimental programme	Practical work, Collaborative sciences project, Scientific investigation	50	50	SL-25 HL-20

PHYSICS

GROUP 4 THE SCIENCES

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 research for answers from how the universe exploded into life to 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 experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

<table>
<tr><th>AIMS</th><th>ASSESSMENT OBJECTIVES</th></tr>
<tr><td rowspan="4">Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP science subjects
Acquire and apply a body of knowledge, methods, tools and techniques that characterize science
Develop the ability to analyse, evaluate and synthesize scientific information and claims
Develop the ability to approach unfamiliar situations with creativity and resilience
Design and model solutions to local and global problems in a scientific context
Develop an appreciation of the possibilities and limitations of science
Develop technology skills in a scientific context
Develop the ability to communicate and collaborate effectively
Develop awareness of the ethical, environmental, economic, cultural and social impact of science.</td><td>Assessment objective 1
Demonstrate knowledge of:
Terminology, facts and concepts
Skills, techniques and methodologies.</td></tr>
<tr><td>Assessment objective 2
Understand and apply knowledge of:
Terminology and concepts
Skills, techniques and methodologies.</td></tr>
<tr><td>Assessment objective 3
Analyse, evaluate, and synthesize:
Experimental procedures
Primary and secondary data
Trends, patterns and predictions</td></tr>
<tr><td>Assessment objective 4
Demonstrate the application of skills necessary to carry out insightful and ethical investigations.</td></tr>
</table>

SYLLABUS			
		SL HOURS	HL HOURS
A. Space time and motion	Kinematics, Forces and Momentum, Work, Energy and Power, Rigid Body Mechanics, Galilean and Special Relativity	27	42
B. The particulate nature of matter	Thermal Energy Transfers, Greenhouse Effect, Gas Laws, Thermodynamics, Current and Circuits	24	32
C. Wave behaviour	Simple Harmonic Motion, Wave Model, Wave Phenomena, Standing Waves and Resonance, Doppler Effect	17	29
D. Field	Gravitational Fields, Electric and Magnetic Fields, Motion and Electromagnetic Fields, Introduction	19	38
E. Nuclear and quantum physics	Structure and Atom, Quantum Physics, Radioactive Decay, Fission, Fusion and the Stars.	23	39
Experimental Programme	Practical work, collaborative work, scientific investigation	40	60

ASSESSMENT AT A GLANCE				
TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	HL TIME (HOURS)	WEIGHTING
EXTERNAL ASSESSMENT				
Paper 1	**Paper 1A:** Multiple-choice questions **Paper 1B:** Data-based questions (four questions that are syllabus related, addressing all themes)	1	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
INTERNAL ASSESSMENT				
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyse 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	20

SPORT, EXERCISE AND HEALTH SCIENCE

GROUP 4 THE SCIENCES

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context.

Apart form being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

<table>
<tr><th>AIMS</th><th>ASSESSMENT OBJECTIVES</th></tr>
<tr><td rowspan="4">Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
Acquires a body of knowledge, methods and techniques that characterize science and technology
Apply and use a body of knowledge, methods and techniques that characterize science and technology.
Develop an ability to analyse, evaluate and synthesize scientific information
Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
Develop experimental and investigative scientific skills including the use of current technologies
Develop and apply 21st century communication skills in the study of science
Become critically aware, as global citizens, of the ethical implications of using science and technology
Develop an appreciation of the possibilities and limitations of science and technology
Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.</td><td>1. Demonstrate knowledge and understanding of:
Facts, concepts, and terminology
Methodologies and techniques
Communicating scientific information.</td></tr>
<tr><td>2. Apply:
Facts, concepts, and terminology
Methodologies and techniques
Methods of communicating scientific information.</td></tr>
<tr><td>3. Formulate, analyse and evaluate:
Hypotheses, research questions and predictions
Methodologies and techniques
Primary and secondary data
Scientific explanations.</td></tr>
<tr><td>4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.</td></tr>
</table>

SYLLABUS

COMPONENT	SL HOURS	HL HOURS
Syllabus Content	**110**	**180**
A. Exercise physiology and nutrition of the human body; A.1. Communication A.2. Hydration and nutrition A.3. Response	47	69
B. Biomechanics B.1. Generating movement in the body B.2. Forces, motion and movement B.3. Injury	30	57
C. Sports psychology and motor learning C.1. Individual differences C.2. Motor learning C.3. Motivation C.4. Stress and coping C.5. Psychological skills	33	54
Experimental Programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	SL WEIGHTING	HL TIME (HOURS)	HL WEIGHTING
EXTERNAL ASSESSMENT					
Paper 1a	Multiple-choice questions	1.30	36%	1.45	36%
Paper 1b	Data-based questions				
Paper 2	Short answer and extended response	1.30	40%	2.30	40%
INTERNAL ASSESSMENT					
Individual investigation	Individual scientific investigation	10	24%	10	24%

GROUP 5 MATHEMATICS

ANALYSIS & APPROACHES
APLICATION & INTERPRETATION

ANALYSIS AND APPROACHES

GROUP 5 MATHEMATICS

The IB DP mathematics: analysis and approaches course recognize 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.

AIMS	ASSESSMENT OBJECTIVES
• 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 university of mathematics and its multicultural, international and historical perspectives • Appreciate the contribution of mathematics to other disciples, 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.	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 standardize notation; use appropriate notation and terminology. Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.

SYLLABUS

COMPONENT	SL HOURS	HL HOURS
Number and algebra Functions Geometry and trigonometry Statistics and probability Calculus	19 21 25 27 28	39 32 51 33 55
Development of investigational, problems-solving and modelling skills and the exploration of mathematics	30	30

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	SL WEIGHTING OF FINAL GRADE (%)	HL TIME (HOURS)	HL WEIGHTING OF FINAL GRADE (%)
EXTERNAL ASSESSMENT					
Paper 1	No technology allowed **Section A:** compulsory short-response questions **Section B:** compulsory extended-response questions	1.5	40	2	30
Paper 2	Technology allowed **Section A:** compulsory short-response questions **Section B:** compulsory extended-response questions	1.5	40	2	30
Paper 3	Technology allowed Two compulsory extended-response problem-solving questions			1	20
INTERNAL ASSESSMENT					
Exploration		15	20	15	20

APPLICATIONS AND INTERPRETATIONS

GROUP 5 MATHEMATICS

The Mathematics: Applications and Interpretations course emphasizes the applied nature of the subject and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. It will appeal to students who enjoy mathematics in a practical context.

Students who take this course will be interested in developing their skills in solving practical problems, harnessing technology and exploring mathematical models. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as social sciences, natural sciences, statistics, business, psychology, economics or design.

<table>
<tr><th>AIMS</th><th>ASSESSMENT OBJECTIVES</th></tr>
<tr><td rowspan="4">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 university of mathematics and its multicultural, international and historical perspectives
Appreciate the contribution of mathematics to other disciples, 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.</td><td>Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.</td></tr>
<tr><td>Problem solving: Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.</td></tr>
<tr><td>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 standardize notation; use appropriate notation and terminology.</td></tr>
<tr><td>Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.</td></tr>
</table>

SYLLABUS	
COMPONENT	**SL HOURS**
Number and algebra Functions Geometry and trigonometry Statistics and probability Calculus	19 21 25 27 28
Development of investigational, problems-solving and modelling skills and the exploration of mathematics	30

ASSESSMENT AT A GLANCE			
TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	SL TIME (HOURS)	SL WEIGHTING OF FINAL GRADE (%)
EXTERNAL ASSESSMENT			
Paper 1	Technology allowed Compulsory short-response questions	1.5	40
Paper 2	Technology allowed Compulsory extended-response questions	1.5	40
Paper 3	Technology allowed Two compulsory extended-response problem-solving questions		
INTERNAL ASSESSMENT			
Exploration		15	20

GROUP 6
THE ARTS

VISUAL ARTS

VISUAL ARTS

GROUP 6 THE ARTS

The IB DP visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. Students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as are-makers.

<table>
<tr><th>AIMS</th><th>ASSESSMENT OBJECTIVES</th></tr>
<tr><td rowspan="4">Enjoy lifelong engagement with the arts
Become informed, reflective and critical practitioners in the arts
Understand the dynamic and changing nature of the arts
Explore and value the diversity of the arts across time, place and cultures
Express ideas with confidence and competence
Develop perceptual and analytical skills
Make artwork that is influenced by personal and cultural contexts
Make artwork that is influenced by personal and cultural contexts
Become informed and critical observers and makers of visual culture and media
Develop skills, techniques and processes in order to communicate concepts and ideas.</td><td>Knowledge and understanding:
Identify various contexts in which the visual arts can be created and presented
Describe artwork from differing contexts identifying the ideas, conventions and techniques used
Recognize the skills, techniques, media, forms and processes associated with the visual arts
Present work, using appropriate visual arts language, as appropriate to intentions</td></tr>
<tr><td>Application and analysis
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</td></tr>
<tr><td>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</td></tr>
<tr><td>Selection, use and application of 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, images, forms and processes
Produce a body of resolved and unresolved artworks as appropriate to intentions</td></tr>
</table>

SYLLABUS AREA		
COMPONENT	**SL HOURS**	**HL HOURS**
Create Teachers introduce a variety of art-making forms and creative strategies. Students learn how to generate ideas from investigation and observation, and engage with experimentation or in resolving artworks. They learn how to follow lines of inquiry from conception to realization and to develop a visual language.	20	30
Connect Teachers introduce ways to investigate artworks from different times and contexts. Students consider the relationships between artwork, artist and audience. They learn how to situate their art-making in relation to context and to consider cultural significance.	20	30
Communicate Teachers introduce methods of visual and written presentation, and create opportunities for dialogue and critique. Students learn how to curate, share and situate their artwork. Teachers introduce methods to digitally document and curate artwork.	20	30
Integration of create, connect, communicate The majority of teaching hours in visual arts are devoted to making art as inquiry. Students integrate the core areas of create, connect and communicate, through the pursuit of personal lines of inquiry and while developing a coherent body of resolved artworks. They learn to: • develop their artistic intentions and creative processes • connect their art-making with the work of others • create their artworks in context • communicate with audiences. Teachers plan time and set reasonable deadlines for students to prepare the three summative assessment tasks.	90	150

ASSESSMENT AT A GLANCE				
TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT		WEIGHTING	
	SL	HL	SL	HL
EXTERNAL ASSESSMENT			**60**	**60**
Art-making inquiries portfolio	SL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	HL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	40	30
HL -Artist project SL - Connections study	SL students submit two mandatory files. • One PDF file of up to 10 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words. • One separate text file listing the sources.	HL students submit three mandatory files. • One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words and the student must comply with the exact word counts set for each section. • One video file up to three minutes long presenting the project artwork realized in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions (100 words maximum). • One separate text file listing the sources.	20	30
INTERNAL ASSESSMENT			**40**	**40**
Selected resolved artworks	SL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to two screens for the rationale (which must not exceed 700 words).	HL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with a total word count not exceeding 1,000 words).	40	40

THE DIPLOMA PROGRAMME CORE

EXTENDED ESSAY
THEORY OF KNOWLEDGE
CREATIVITY, ACTIVITY, SERVICE

THE DIPLOMA PROGRAMME

CORE

The core requirements of theory of knowledge (TOK), the extended essay and creativity, activity, service (CAS) broaden the educational experience and challenge students to apply their knowledge and understanding in real-life contexts.



THE EXTENDED ESSAY (EE)

requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying.



THEORY OF KNOWLEDGE (TOK)

develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.



CREATIVITY, ACTIVITY, SERVICE (CAS)

emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

CORE POINTS

Successful completion of TOK and the EE can earn students up to 3 bonus points towards their final diploma score. The CAS requirement must be completed, but it does not contribute directly to the bonus points.

How Core Points Work: The TOK Essay and Extended Essay are assessed using letter grades (A–E), and the combination of these grades determines the bonus points awarded. This is reflected in the Bonus Points Matrix.

- TOK explores questions about the nature of knowledge.
- An Extended Essay is a 4,000-word independent research project on a topic of interest.
- CAS encourages personal and social development through experiential community service.

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

GRADE A: EXCELLENT PERFORMANCE IN EITHER TOK OR EE.
GRADE E: FAILING GRADE IN EITHER TOK OR EE LEADS TO FAILURE OF THE DIPLOMA.

Possible scenarios:
A student receives an A in TOK and a B in the EE, earning 3 bonus points.
A student with a C in both TOK and EE earns 1 bonus point.
If a student scores an E in either TOK or EE, they do not receive the diploma.



UNIVERSITY & CAREERS



ADVICE & SUPPORT



UNIVERSITY & CAREERS ADVICE & SUPPORT



AS WELL AS MAINTAINING ACADEMIC EXCELLENCE, ONE KEY ELEMENT OF OUR SCHOOL IS TO PROVIDE ALL OF OUR STUDENTS AND PARENTS WITH THE BEST POSSIBLE CAREERS AND UNIVERSITY GUIDANCE.

Please find below a list of support available to all students in Grades 10-13 and their parents:

University Visits

Our growing success continues to attract an ever-expanding list of top global universities who are sending representatives to TSS. Each year we attract presentations from universities in the UK, Australia, the United States (USA) and Canada, as well as Europe. These can also take place through video conferences.

Summer Programmes

As the competition for places at top universities around the world increases, summer programmes (many held on university campuses) are becoming increasingly popular in providing students with invaluable experiences to help support their university applications. Each year we will arrange for speakers to come into school to present information on these courses.

SAT

For those considering applications to U.S. universities, TSS is accredited as an official SAT centre, allowing our students to sit both SAT and SAT Subject Tests.

Work Experience and Internships

This is also becoming an increasingly important way of gaining first-hand experience in a workplace setting, as well as adding value to university applications. We look to support students in finding work placements or internships during grade 12 and 13.

University Applications

All Grade 12 and 13 students will receive one-to-one support in completing their university applications and writing their personal statements. We believe this personalised service gives all of our students the best possible chance of obtaining offers at top universities around the world.

One-to-One Careers Guidance Meetings: Parents and students are always welcome to make an appointment with our Careers and University Counsellor, Dr Adnan Fzea , to discuss the different university and career pathways.

UNIVERSITY GUIDANCE

UNIVERSITY MATRIX

	UK	AUSTRALIA	CANADA	USA	NETHERLANDS
Architecture	May require HL Maths, Physics and Art Portfolio	May require HL Maths, Physics and Art Portfolio	May require HL or SL Maths and 2 sciences	HL Maths and HL Science Recommended	Math AA HL + Physics (SL/HL); Visual Arts or portfolio; Design Tech helpful.
Art & Design	Portfolio and Visual Arts	Portfolio and Visual Arts	Portfolio and Visual Arts Recommended	Portfolio and Visual Arts Recommended	Portfolio and Visual Arts Recommended
Business/ Commerce	May Require A&A SL Maths	May Require A&A SL Maths	May Require A&A SL Maths	No specific requirement	Math AI SL or Math AA SL (AA preferred for quantitative tracks); Economics or Business Mgmt helpful.
Economics	May Required HL Maths	Maths AI SL not accepted	Maths AI SL not accepted	No specific requirement	Math AI SL or Math AA SL (AA preferred); Econometrics/ Data Science: Math AA HL
Engineering	HL Maths and Physics	HL Maths, Physics or Chem HL	HL Maths and 2 Sciences	HL Math and one sciences in HL	Math AA HL + Physics HL; Chemistry SL recommended.
Science	2 Sciences	2 Sciences and HL Maths	2 Sciences and HL Maths	2 Sciences and HL Maths	Two sciences (at least one HL) + Math AA SL/HL
Law	English A	English A			English A
Medicine	HL Chem and one other science	HL Chem and one other			Numerus fixus and (mostly) Dutch-taught.

ADDITIONAL INFORMATION

IB ACRONYMS

IB DP TEAM

IBDP Acronyms

CAS – CREATIVITY, ACTIVITY, SERVICE: A CORE COMPONENT OF THE IBDP, WHERE STUDENTS ENGAGE IN EXTRACURRICULAR ACTIVITIES INVOLVING CREATIVITY, PHYSICAL ACTIVITY, AND SERVICE TO THE COMMUNITY.

CAS COORDINATOR – CREATIVITY, ACTIVITY, SERVICE COORDINATOR: A STAFF MEMBER WHO OVERSEES THE CAS PROGRAMME FOR IBDP STUDENTS, ENSURING THEY MEET THEIR CAS REQUIREMENTS.

CAREER AND COLLEGE COUNSELLOR - GUIDES POST-SECONDARY PLANNING, APPLICATIONS/SCHOLARSHIPS, AND MOE EQUIVALENCY.

DP – DIPLOMA PROGRAMME: OFTEN USED INTERCHANGEABLY WITH IBDP, REFERRING TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME.

DP CORE – REFERS TO THE THREE CORE COMPONENTS OF THE IBDP: TOK, CAS, AND EE.

DP COORDINATOR – DIPLOMA PROGRAMME COORDINATOR: THE SCHOOL STAFF MEMBER RESPONSIBLE FOR MANAGING THE IBDP AT THE SCHOOL LEVEL.

EE – EXTENDED ESSAY: A RESEARCH PROJECT OF UP TO 4,000 WORDS THAT PROVIDES IBDP STUDENTS THE OPPORTUNITY TO INVESTIGATE A TOPIC OF INTEREST RELATED TO ONE OF THEIR SUBJECTS.

EE COORDINATOR – EXTENDED ESSAY COORDINATOR: A STAFF MEMBER RESPONSIBLE FOR OVERSEEING THE EXTENDED ESSAY PROCESS, GUIDING STUDENTS THROUGH THEIR RESEARCH, AND ENSURING ADHERENCE TO IB GUIDELINES.

HOF – HEAD OF FACULTY: THE LEADER OF A SPECIFIC ACADEMIC DEPARTMENT WITHIN AN IB SCHOOL, RESPONSIBLE FOR OVERSEEING SUBJECT-SPECIFIC CURRICULUM AND ASSESSMENT.

HL/SL – HIGHER LEVEL/STANDARD LEVEL: HL SUBJECTS ARE STUDIED MORE IN DEPTH AND REQUIRE MORE TEACHING HOURS, WHILE SL SUBJECTS REQUIRE FEWER TEACHING HOURS BUT STILL MAINTAIN RIGOROUS ACADEMIC STANDARDS.

IA – INTERNAL ASSESSMENT: COURSEWORK ASSESSED INTERNALLY BY TEACHERS BUT MODERATED EXTERNALLY BY THE IB; IT IS A SIGNIFICANT PART OF A STUDENT'S FINAL GRADE IN MANY SUBJECTS.

IB – INTERNATIONAL BACCALAUREATE: A NON-PROFIT EDUCATIONAL FOUNDATION OFFERING FOUR EDUCATIONAL PROGRAMMES FOR STUDENTS AGED 3 TO 19; IT SETS CURRICULUM STANDARDS AND ADMINISTERS ASSESSMENTS.

IBDP – INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME: A TWO-YEAR PRE-UNIVERSITY PROGRAMME FOR STUDENTS AGED 16 TO 19, OFFERING A GLOBALLY RECOGNISED QUALIFICATION.

TOK – THEORY OF KNOWLEDGE: A CORE COMPONENT OF THE IBDP THAT CHALLENGES STUDENTS TO REFLECT ON THE NATURE OF KNOWLEDGE AND HOW WE CLAIM TO KNOW WHAT WE KNOW.

TOK COORDINATOR - THE STAFF MEMBER WHO OVERSEES THE TOK CURRICULUM AND ASSESSMENT, MANAGES EXHIBITION AND ESSAY TIMELINES, SUPPORTS TOK TEACHERS, ENSURES ACADEMIC INTEGRITY AND ALIGNMENT WITH IB POLICIES

IBDP Team

IBDP Coordinator
Ms. Marta Bobiatynska - martab@sultansschool.edu.om

CAS Coordinator
Ms. Megan Beencke - meganb@sultansschool.edu.om

EE/TOK Coordinator
Mr. Leighton Powell - leightonp@sultansschool.edu.om

Career and College Counsellor
Dr Adnan Fzea - adnanf@sultansschool.edu.om

IBDP Guidance Interview Preparation Form

Personal Details	
Name	
Homeroom Group	
Passport Held	
Enrollment Year	

Participation in School Life

Briefly summarise how you have participated in life beyond your lessons, including ECAs, leadership roles, sports, performing arts and music activities.

Other Interests and Activities

Briefly summarise your interests and activities outside school.

Career and University Intentions

Summarise any career and/or university plans that you have. If you are unsure, please indicate this.

Your Questions

If you have any questions that you would like to discuss about IBDP or university, please ask here.

To be completed during interview

Interview Notes:	
Interview Date	
Interviewer	
Summary Notes:	

What discussions have you had with your parents? Do they agree with your DP subject choices?

Proposed Option Choices					
Option choices following guidance interview .					

Next Steps / Follow Up Actions

Dear Parents,

We are delighted to have your son/daughter begin the IB Diploma Programme (IBDP) pathway at The Sultan's School.

As part of the IBDP, students are required to study six subjects, normally selecting one subject from each of the six IB subject groups. Three subjects must be taken at Higher Level (HL) and three at Standard Level (SL).

Students are also required to complete the three core elements of the Diploma Programme: Theory of Knowledge, the Extended Essay, and Creativity, Activity, Service.

Students should select their subjects carefully, taking into account their academic strengths, interests, future university plans, and any specific entry requirements for their intended courses or destinations.

For the IB DP Class of 2028, students will choose their subjects from the option blocks below.

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Arabic A: Language and Literature HL/SL	English A: Language and Literature HL/SL	Business Management HL/SL	Biology HL/SL	Mathematics: Analysis and Approaches SL	Visual Arts HL/SL
Arabic B HL/SL	English B HL only	Economics HL/SL	Chemistry HL/SL	Mathematics: Applications and Interpretation SL	Second Group 4 subject: Chemistry HL/SL
		Geography HL/SL	Computer Science HL/SL	Mathematics: Applications and Interpretation HL	Second Group 4 subject: Physics HL/SL
		Psychology HL/SL	Design Technology HL/SL		Second Group 3 subject: Business Management HL/SL
			Environmental Systems and Societies HL/SL		
			Physics HL/SL		
			Sports, Exercise and Health Science HL/SL		

Please note the following:

- Students should normally select three Higher Level subjects and three Standard Level subjects.
- Students should choose subjects that support their intended university pathway and future study plans.
- Subject availability is dependent on timetable feasibility, class size, staffing, and academic suitability.
- Students may select a second subject from Group 3 or Group 4 in Block 6, where this supports their academic pathway and is approved by the school.
- Final subject choices are subject to approval by the IB Diploma Programme Coordinator and relevant subject teachers.
- Any later subject or level changes must be discussed with the IB Diploma Programme Coordinator before implementation.

Please do not hesitate to contact me if you have any further questions.

Kind regards,

Dr Marta Inga Bobiatynska

IB Diploma Programme Coordinator

IB DIPLOMA PROGRAMME - SUBJECT SELECTION CONFIRMATION

Year 12 | Class of 2028 | 23 August 2026

Student name: _____

Instructions: Choose ONE subject from each block by ticking the appropriate HL or SL box. Your complete programme should contain exactly THREE HL and THREE SL subjects. This form will be used to confirm your current choices.

BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4	BLOCK 5	BLOCK 6
Arabic A: Language and Literature □ HL □ SL **Arabic B** □ HL □ SL	**English A: Language and Literature** □ HL □ SL **English B** □ HL	**Business Management** □ HL □ SL **Economics** □ HL □ SL **Geography** □ HL □ SL **Psychology** □ HL □ SL	**Biology** □ HL □ SL **Computer Science** □ HL □ SL **Design Technology** □ HL □ SL **Environmental Systems and Societies** □ HL □ SL **Physics** □ HL □ SL **Sports, Exercise and Health Science** □ HL □ SL	**Mathematics: Analysis and Approaches** □ SL **Mathematics: Applications and Interpretation** □ SL **Mathematics: Analysis and Approaches** □ HL	**Visual Arts** □ HL □ SL **Second Group 4 subject: Chemistry** □ HL □ SL **Second Group 4 subject: Physics** □ HL □ SL **Second Group 3 subject: Business Management** □ HL □ SL

Student check: HL subjects selected: ____ SL subjects selected: ____ Total subjects: ____ / 6

Change from previous selection? □ No □ Yes If yes, briefly state which subject(s)/level(s):

Requested Subject Changes

Current Subject/Level (to be dropped)	New Subject/Level (to be added)

Important: Subject availability remains dependent on timetable feasibility, class size, staffing and academic suitability. Any subsequent subject or level change must be discussed with the IBDP Coordinator before implementation.

Student signature	Date	IBDP Coordinator	Approval / notes