Garodia International
Centre for Learning Mumbai

Diploma Programme

INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME

Curriculum Handbook (2025-2026)

Message from Head of IBDP

Welcome to the Diploma Programme at Garodia International Centre for Learning Mumbai.

There is more to the IB Diploma than being just an outstanding academic qualification. The Programme is an internationally recognized and rewarding one that gives you the luxury to exercise the option of selecting subjects of your interest and excelling in them to emerge as balanced, independent and open-minded individuals.

An IB education, being holistic in nature, is concerned with the whole person. Along with cognitive development, the Programme enhances social, emotional and physical well-being.

At this point in your career, you must ensure that you self-assess your abilities and align them with your future educational objectives. I urge you to make this journey as exciting and meaningful as possible by choosing a combination of subjects that is just the right blend of your passions and strengths. Remember, the choice you make is one that you commit to whole heartedly for the next two years. Although demanding at times, these two years will teach you lessons and give you memories that you will relish for a lifetime.

We here at GICLM make it our aim to inspire you to realize your full potential as future leaders who can effectively set and attain personal & professional milestones. On behalf of the staff at GICLM, I extend a warm welcome to you and your families into our rich and diverse community of lifelong learners.

Eagerly looking forward to working with each one of you.

Mr. Huzefa Kagalwala

Head of Secondary & Head of IBDP

Contents

The following Policies are made available to all stakeholders through orientations, school's website, workshops, PSHCE sessions and as other opportunities arise.

1. GICLM Academic Integrity Policy
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3. GICLM Access and Inclusion Policy
4. GICLM Language Policy
5. GICLM Admission Policy
6. GICLM Child Protection Policy
7. GICLM Compliance and Complaints Policy

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

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.


GICLM IBDP
LEARNERS
PROFILE
1 Inquirers
2 Knowledgeable
3 Thinkers
4 Communicators
5 Principled
6 Open Minded
7 Caring
8 Risk Takers
9 Balanced
10 Refelctive

The International Baccalaureate Diploma Programme

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. The programme has gained recognition and respect from the world's leading universities.

The International Baccalaureate programme is a coherent two-year pre-university course leading to either study for the full IB Diploma, in preparation for entrance into universities around the world; or study for the IB Course, which will provide entry into many universities and is recognised as an excellent passage into colleges or the work force.

The Curriculum

In order to gain the full IB Diploma, students are required to study six (6) subjects and the Core:

- Three (3) subjects must be studied at Higher Level (HL) - a minimum of 240 hours of classroom study during the two-year period.
- Three (3) subjects must be studied at Standard Level (SL) - a minimum of 150 hours of classroom study during the two-year period.

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

The three **core** elements are

Theory of Knowledge in which students reflect on the nature of knowledge and on how we know what we claim to know.

The **extended essay** which is an independent, self- directed piece of research, finishing with a 4000-word paper.

Creativity, activity, service, in which students engage in experiences involving the three strands of CAS.

Subjects offered at GICLM

Please note that subjects are provisional at this stage and are dependent on student numbers, teacher availability and final timetable arrangements.

Group 1	Studies in Language and Literature	English A Language & Literature,
Group 2	Language acquisition	French ab initio/B SL, German ab initio/B SL, Hindi B SL/ HL, Mandarin ab initio SL, Spanish ab inito/B SL.
Group 3	Individuals & societies	Business Management, Economics, History, Psychology, Environmental Systems & Societies.
Group 4	Sciences	Biology, Chemistry, Physics, Computer Science, Environmental Systems & Societies.
Group 5	Mathematics	Mathematics Analysis and Approaches, Mathematics Applications & Interpretation
Group 6	The Arts	Dance, Visual Arts and Music.

*Please note that Environmental Systems and Societies is a trans-disciplinary subject which may allow students to take two Group 6 subjects.

For most subjects the assessment is made up of internal assessment (coursework) and external examinations. The internal assessment (coursework) is normally marked internally and then moderated externally by the IB Organization (IBO). The final examinations are set and marked externally by the IBO and taken during the month of May in the second year of the course. Details of the methods of assessment are supplied with each of the subject descriptions later in this booklet.

A student's choice of subjects within the IB Course programme will be planned to suit the individual needs of the student. When choosing IB subjects, students must bear in mind any special requirements for the course of study they think they will/may follow when they leave school. There is plenty of information relating to this in the school and there is a University Guidance Counsellors at GICLM. All students will need to discuss their plans with the counselor, subject teachers, parents, and the IB Coordinator before finalising their choices.

Conditions for the Award of the IB Diploma

Each of the six subjects is awarded a grade on a scale of 1 to 7, with 7 being the highest grade.

In addition, a maximum of 3 bonus points may be gained from a candidate's combined Extended Essay and Theory of Knowledge grades.

Maximum number of possible points to be obtained on an IB Diploma:

[(6 subjects x 7 points) + 3 bonus points] = 45 points

A candidate must gain a minimum of 24 points in order to pass the full Diploma. There are some restrictions on the way in which these points are achieved. For example, a Diploma will not be awarded if students achieve a grade 1 in any subject, no matter how well they do in the others. In addition to obtaining a full Diploma, some universities and colleges may have other requirements, such as particular grades at Higher Level, in their offer of a place to a student.

Many universities will make offers to non-Diploma students as long as the student completes the IB Course.

Approaches to Teaching and Learning

The IB programme is designed to be challenging yet rewarding. Teaching in the IB Programme is based on a set of pedagogical principles.

Teaching is:

- Based on inquiry - students should expect to take charge of their own learning, discover and question.
- Focused on conceptual understanding - the aim is to understand the broad, powerful organizing ideas that have relevance both within and across subject areas.
- Developed in local and global contexts - learning will be grounded in real-life contexts and enables students to 'Act Locally, Think Globally'.
- Focused on effective teamwork and collaboration - students will work together to benefit from shared knowledge and innovation.
- Differentiated to meet the needs of all learners - each student is an individual with different goals, targets and learning needs.
- Informed by formative and summative assessment - assessment is used to set targets for progress.

The IB programme is designed for our students to develop the skills required in the 21st Century such as:

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

DP Core

The Extended Essay (EE)

The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words.

Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma.

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

Sample extended essay topics:

What is the relationship between the length of an exhaust pipe and the frequency of the sound it emits?

How far was the Christian Democrat victory in the Italian elections of 1948 influenced by Cold War tensions?

How effective is Friedrich Dürrenmatt's use of colour to convey his message in the play Der Besuch der alten Dame?

Assessment

The Essay will be marked externally, according to published criteria which are made known to the students and their supervisors before the commencement of work on the Essay. Each Essay is accompanied by a supervisor's report which makes clear the circumstances in which the essay was written.

A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

Theory of Knowledge (TOK)

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. The TOK course examines how we know what we claim to know. The task of TOK is to make the knower aware of of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

Assessment Outline

Assessment component	Weighting
Internal assessment **Theory of knowledge exhibition (10 marks)** For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	**1/3 (33%)**
External assessment **TOK essay on a prescribed title (10 marks)** For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.	**2/3 (67%)**

Creativity, Activity, Service (CAS)

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

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

Students are given the opportunity to participate in a balanced range of activities across the three components and to reflect, in a variety of ways, on their evolution as productive and purposeful agents of change, aware of their capabilities to reshape the world in which they live.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

Successful completion of CAS is a requirement for the award of the IB Diploma. All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. Completion of CAS is based on student achievement of the seven CAS learning outcomes. Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands. Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

How is CAS organized?

Initially the school will introduce students to a few CAS activities involving the various strands. Students are guided to make best use of the opportunities to establish and sustain a purposeful and well-balanced programme. Although CAS planning periods are timetabled, students are required to commit to the programme beyond the stipulated hours.

Group 1: English A Language & Literature

Course Aims

1. Introduce students to a range of texts from different periods, styles and genres.
2. Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.
3. Develop the students' powers of expression, both in oral and written communication.
4. Encourage students to recognize the importance of the contexts in which texts are written and received.
5. Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
6. Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.
7. Promote in students an enjoyment of, and lifelong interest in, language and literature.
8. Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.
9. Encourage students to think critically about the different interactions between text, audience and purpose.

Literary text

SL students must study at least four works of which:
• a minimum of one must be written originally in the language studied
• a minimum of one must be a work in translation
• two can be chosen freely

HL students must study at least six works of which:
• a minimum of two must be written originally in the language studied
• a minimum of two must be works in translation
• two can be chosen freely

Non-literary text type

Advertisement	Encyclopedia entry	Parody*
Appeal	Film/television	Pastiche*
Biography*	Guide book	Photographs
Blog	Infographic	Radio broadcast
Brochure/leaflet	Interview	Report
Cartoon	Letter (formal)*	Screenplay
Diagram	Letter (informal) *	Set of instructions
Diary*	Magazine article	Speech*
Electronic texts	Manifesto*	Textbook
Essay*	Memoir*	Travel writing*

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. Texts are chosen from a variety of sources, genres and media.

Assessment Outline

Standard Level		Higher Level	
Internal Assessment (30 %)	External Assessment (70 %)	Internal Assessment (20 %)	External Assessment (80 %)
Individual Oral 15 min 40 marks	Paper 1: Guided Textual analysis (35 %)	Individual Oral 15 min 40 marks	Paper 1: Guided textual analysis (35 %)
	Paper 2: Comparative Essay (35 %)		Paper 2: Comparative Essay (25 %)
			HL Essay (20 %)

Subject Uses for the Future

English Literature is a traditional subject well regarded for entry into a number of university courses eg. English Literature, Arts courses in general and Law. It shows a command of the use and communication of English.

Group 2: Language B French ab initio/SL, German ab initio/SL, Hindi HL/SL, Mandarin ab initio/SL, Spanish ab inito/SL

Course Aims

The aims of group 2 are to:

1. Develop students' intercultural understanding.

2. Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes.

3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.

4. Develop students' awareness of the role of language in relation to other areas of knowledge.

5. Develop students' awareness of the relationship between the languages and cultures with which they are familiar.

6. Provide students with a basis for further study, work and leisure through the use of an additional language.

7. Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Course content

The syllabus is centered around 5 themes and sub topics below them as follows:

Theme	Prescribed Topic
Identities	▪ Lifestyles ▪ Health and wellbeing ▪ Beliefs and values ▪ Subcultures ▪ Language and identity
Experiences	▪ Leisure activities ▪ Holidays and travel ▪ Life stories ▪ Rites of passage ▪ Customs and traditions ▪ Migration

Human ingenuity	▪ Entertainment ▪ Artistic expressions ▪ Communication and ▪ Media Technology ▪ Scientific innovation
Social organization	▪ Social relationships ▪ Community ▪ Social engagement ▪ Education ▪ The working world ▪ Law and order
Sharing the planet	▪ The environment ▪ Human rights ▪ Peace and conflict ▪ Equality ▪ Globalization ▪ Ethics ▪ Urban and rural environment

Assessment Outline

Standard Level		Higher Level	
Internal Assessment (25 %)	External Assessment (75 %)	Internal Assessment (25 %)	External Assessment (75 %)
Individual oral (25 %)	Paper 1: Productive skills- writing (25 %)	Individual oral (25 %)	Paper 1: Productive skills- writing (25 %)
	Paper 2: Receptive skills (50 %)		Paper 2: Receptive skills (50 %)

Language ab initio (SL only) *

The Language Ab Initio course is a language acquisition course for students with little or no experience of the language.

It is organized around **five** themes and various topics under them:

Theme	Prescribed topic
Identities	▪ Personal attributes ▪ Personal relationships ▪ Eating and drinking ▪ Physical wellbeing
Experiences	▪ Daily routine ▪ Leisure ▪ Holidays ▪ Festivals and celebrations
Human ingenuity	▪ Transport ▪ Entertainment ▪ Media ▪ Technology
Social organization	▪ Neighbourhood ▪ Education ▪ The workplace ▪ Social issues
Sharing the planet	▪ Climate ▪ Physical geography ▪ The environment ▪ Global issues

Assessment Outline

ab initio	
Internal Assessment (25 %)	**External Assessment (75 %)**
Individual oral (25 %) Presentation of a visual stimulus and follow-up questions on the visual stimulus.	Paper 1: Productive skills - Writing (25 %) Two written tasks
	Paper 2: Receptive skills (50 %) Listening comprehension Reading comprehension

Subject Uses for the Future

Higher level offers the opportunity for further study in that language at university. Standard level also gives opportunities for complementary studies in areas such as History, Business, Communications, Media etc. The capacity to speak and use another language is an important attribute in the modern world and students are encouraged to continue their studies whenever possible.

*Languages on offer are dependent on student numbers.

Group 3: Business Management

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

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

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

Course Aims

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

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

Business Management and International Mindedness

Developing international-mindedness is essential to the business management course. Many businesses operate across national borders and even seemingly local businesses are influenced by international competition. The business management course helps students to understand and evaluate the implications of business activity in an interconnected, global market.

The course encourages the use of inquiries, contemporary examples and case studies at a variety of levels, from the local to the global, as well as from smaller scale businesses to multinational ones.

The course promotes the ideals of international cooperation and responsible citizenship. Students are encouraged to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world.

Course Content

Unit	Content
Introduction to business management	What is a business? Types of business entities Business objectives Stakeholders Growth and evolution Multinational companies (MNCs)
Human Resource Management	Introduction to human resource management Organizational structure Leadership and management Motivation and demotivation Organizational (corporate) culture (**HL only**) Communication Industrial/employee relations (**HL only**)
Finance and Accounts	Introduction to finance Sources of finance Costs and revenues Final accounts Profitability and liquidity ratio analysis Efficiency ratio analysis (**HL only**) Cash flow Investment appraisal Budgets (**HL only**)
Marketing	Introduction to marketing Marketing planning Sales forecasting (**HL only**) Market research The seven Ps of the marketing mix International marketing (**HL only**)
Operations Management	Introduction to operations management Operations methods Lean production and quality management (**HL only**) Location Break-even analysis Production planning (**HL only**) Crisis management and contingency planning (**HL only**) Research and development (**HL only**) Management information systems (**HL only**)

Assessment Outline

Standard Level		Higher Level	
Internal Assessment (30 %)	External Assessment (70 %)	Internal Assessment (20 %)	External Assessment (80 %)
Internal Assessment weightage 25 marks	Paper 1: (1 Hour 30 minutes) 35% weightage 30 marks	Internal Assessment weightage 25 marks	Paper 1: (1 Hour 30 minutes) 25% weightage 30 marks
	Paper 2: (1 Hour 30 minutes) 35% weightage 40 marks		Paper 2 (1 Hour 45 minutes) 30% weightage 50 marks
			Paper 3 (1 Hour 15 minutes) 25% weightage 25 marks

Subject Uses for Future

- Law
- Accountancy
- Marketing
- HRM
- Advertising
- Government / Civil Service
- Diplomatic service
- Retail

Entry Requirements for Higher Level

B Grade IGCSE Mathematics desirable.

Group 3: Economics

Course Aims

1. Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions.

2. Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.

3. Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material.

4. Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and to the culture of other societies.

5. 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.

6. Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the tolerance of uncertainty.

7. Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application.

8. Develop an appreciation of the impact on individuals and societies of economic interactions between nations.

9. Develop an awareness of development issues facing nations as they undergo the process of change.

Course Content

Units	
Introduction to Economics	**Unit 1: Introduction to Economics?** What is economics How do economists approach the world
Microeconomics	Demand **(includes HL only sub-topics)** Supply **(includes HL only sub-topics)** Competitive market equilibrium Critique of the maximizing behaviour of consumers and producers **(HL only)** Elasticity of demand **(includes HL only sub-topics)** Elasticity of supply **(includes HL only sub-topics)** Role of government in microeconomics **(includes HL only calculation)** Market failure—externalities and common pool or common access resources **(includes HL only calculation)** Market failure—public goods Market failure—asymmetric information **(HL only)** Market failure—market power **(HL only)** The market's inability to achieve equity **(HL only)**
Macroeconomics	Measuring economic activity and illustrating its variations Variations in economic activity—aggregate demand and aggregate supply

	Macroeconomic objectives **(includes HL only calculation)** Economics of inequality and poverty **(includes HL only calculation)** Demand management (demand side policies)—monetary policy **(includes HL only sub-topics)** Demand management—fiscal policy **(includes HL only sub-topics)** Supply-side policies
The global economy	Benefits of international trade **(includes HL only subtopics and calculation)** Types of trade protection **(includes HL only calculations)** Arguments for and against trade control/protection Economic integration Exchange rates **(includes HL only sub-topic)** Balance of payments **(includes HL only sub-topics)** Sustainable development **(includes HL only sub-topic)** Measuring development Barriers to economic growth and/or economic development Economic growth and/or economic development strategies

Assessment Outline

Standard Level		Higher Level	
Internal Assessment (30 %)	External Assessment (70 %)	Internal Assessment (20 %)	External Assessment (80 %)
Portfolio of three commentaries (30 %)	Paper 1: An extended response paper (30 %)	Portfolio of three commentaries (20 %)	Paper 1: An extended response paper (20 %)
	Paper 2: A data response paper (40 %)		Paper 2: A data response paper (30 %)
			Paper 3: HL extension paper (30 %)

Subject uses for the Future

Economics graduates are employed in a range of posts which may or may not be related to their studies. They work in Manufacturing, Banking, Financial Markets, Insurance, Investment and Retailing Industries, as well as Government Agencies, International Organizations and Consulting. In all these settings, employers value Economics graduates understanding of decision making, their research and analytical skill and their experience of viewing problems in their national and international context.

Group 3 - History

Course Aims

1. Develop an understanding of, and continuing interest in, the past.
2. Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments.
3. Promote international-mindedness through the study of history from more than one region of the world.

Course Content

Prescribed subjects

1. Military leaders
2. Conquest and its impact
3. The move to global war
4. Rights and protest
5. Conflict and intervention

World history topics

1. Society and economy (750–1400)
2. Causes and effects of wars (750–1500)
3. Dynasties and rulers (750–1500)
4. Societies in transition (1400–1700)
5. Early Modern states (1450–1789)
6. Causes and effects of Early Modern wars (1500–1750)
7. Origins, development and impact of industrialization (1750–2005)
8. Independence movements (1800–2000)
9. Emergence and development of democratic states (1848–2000)
10. Authoritarian states (20th century)
11. Causes and effects of 20th-century wars
12. The Cold War: Superpower tensions and rivalries (20th century)

HL options: Depth studies

1. History of Africa and the Middle East
2. History of the Americas
3. History of Asia and Oceania
4. History of Europe

Assessment Outline

Standard Level		Higher Level	
Internal Assessment (25 %)	External Assessment (80 %)	Internal Assessment (20 %)	External Assessment (80 %)
Historical investigation (25 %)	Paper 1: Source based paper (30 %)	Historical investigation (20 %)	Paper 1: Source based paper (20 %)
	Paper 2: Essay paper (45 %)		Paper 2: Essay paper (25 %)
			Paper 3: Essay questions from Options (35 %)

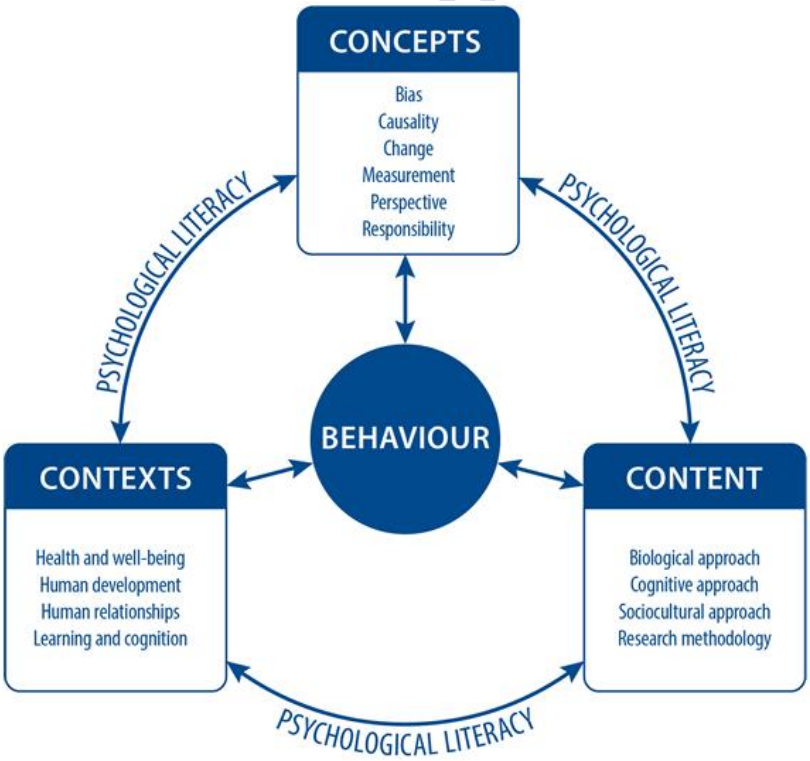
Group 3: Psychology

Course Aims

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

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

Course Content



Concepts	Content	Context
Bias	Biological Approach	Health and Well-being
Causality	Cognitive Approach	Human Development
Change	Sociocultural Approach	Human Relationships
Measurement	Research Methodology	Learning and Cognition *Note: class practicals are integrated within each context*
Perspective		
Responsibility		

Assessment Outline

Standard Level		Higher Level	
Internal Assessment (30%)	External Assessment (70 %)	Internal Assessment (20 %)	External Assessment (80 %)
Research Proposal (30%)	Paper1:(35%) Section A: Two compulsory short answer question Section B: Two compulsory short answer question Section C: One compulsory extended response question	Research Proposal (20%)	Paper1:(25%) Section A: Two compulsory short answer question Section B: Two compulsory short answer question Section C: One compulsory extended response question
	Paper2(35%): Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts		Paper2(25%): Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts

			Paper3(30%) Four source-based questions with quantitative and qualitative findings will be provided. The focus of the questions will be from one of the HL extensions.

Subject Uses for the Future

Psychologist perform a variety of duty in a vast number of Industries, ranging from hospitals, clinics, schools and businesses. They can be academic or professional in role. Research opportunity in academic field are: Biological Psychology, Cognitive Psychology, Personality Psychology and Social Psychology. Careers in professional field include: Clinical Psychology, Counselling Psychology, Educational Psychology, Forensic Psychology, Health Psychology, Occupational Psychology and Sports Psychology. Other popular areas include Child Psychology and Neuropsychology. Popular jobs that psychologist enter into are: Marketing, Research & Development, Public Relations, Social Work, Government, Human Resources, Police and Prison Service, Teaching, Retail and Health Management.

Entry Requirements

The course is dependent on interest.

Group 3 & 4(Interdisciplinary): Environmental Systems & Societies SL

Course Aims

Environmental systems and societies (ESS) aims to empower and equip students to:

1. Develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere.

2. Develop knowledge of diverse perspectives to address issues of sustainability.

3. Engage and evaluate the tensions around environmental issues using critical thinking.

4. Develop a systems approach to provide a holistic lens for the exploration of environmental issues
5. be inspired to engage in environmental issues across local and global contexts.

Overview

Environmental systems and societies (ESS) is a dynamic interdisciplinary subject that takes 21st-century challenges and socio-environmental real-world issues and looks at them through the lens of human societies and the interrelationships of the natural world: biosphere, atmosphere, hydrosphere and lithosphere.

Students explore how these relationships change over time and space, consider the potential adaptations and mitigations that human societies and the natural world may currently be undergoing, and how these could impact the future and our place in it.

ESS is an interdisciplinary course that is offered at both standard level (SL) and higher level (HL). The course combines a mixture of methodologies, techniques and knowledge associated with the subject groups of individual and societies, and sciences. Due to the interdisciplinary nature of the course, students may study ESS in either subject group, or in both. If ESS is studied in both groups, students may study an additional subject from any other subject group, including those in the individuals and societies, and sciences subject groups.

Various disciplines from the sciences and social sciences come together in ESS. These include, but are not limited to, ecology, economics, chemistry, geography, design, psychology, physics, law, philosophy, anthropology and sociology. The particular knowledge, concepts, skills and approaches from these disciplines are combined to enable ESS to be studied from a unique and integrated perspective.The course is firmly grounded in both the scientific exploration of environmental systems in terms of their structure and function, and in the exploration of cultural, economic, ethical, political and legal interactions of societies with environment and sustainability issues. Consequently, ESS requires its students to develop a diverse set of skills, knowledge and understandings.

The interdisciplinary nature of the course means students gain a holistic understanding from the various topics studied; they undertake research and investigations, and participate in philosophical, ethical and pragmatic discussions about the issues involved, from the local to the global level.

Course Content

Topic 1: Foundation

1.1 Perspectives

1.2 Systems

1.3 Sustainability

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) lenses

HL.a Environmental law

HL.b Environmental economics

HL.c Environmental ethics

Experimental programme

Practical work

Collaborative sciences project

Individual investigation

Assessment Outline - SL

Assessment component	Weighting
External assessment (3 hours)	**75%**
Paper 1 (1 hour) Students will be provided with a range of 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. (35 marks)	25%
Paper 2 (2 hours)	50%

Section A (40 marks) is made up of short-answer and data-based questions. Section B (20 marks) requires students to answer one structured essay question from a choice of two. Each question is worth 20 marks. (60 marks)	
Internal assessment (10 hours)	**25%**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment consists of one task: the individual investigation. (30 marks)	

Assessment Outline - HL

Assessment component	Weighting
External assessment (4.5 hours)	**80%**
Paper 1 (2 hours) Students will be provided with a range of 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. (70 marks)	30%
Paper 2 (2.5 hours) Section A (40 marks) is made up of short-answer and data-based questions. Section B (40 marks) requires students to answer two structured essay questions from a choice of three. Each question is worth 20 marks. (80 marks)	50%
Internal assessment (10 hours)	**20%**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment consists of one task: the individual investigation. (30 marks)	

Group 4: Biology

Course aims

The aims enable students, through the overarching theme of the Nature of science, to:

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

Course Content

<table>
<tr><th rowspan="2">Theme</th><th colspan="4">Level of organization</th></tr>
<tr><th>1. Molecules</th><th>2. Cells</th><th>3. Organisms</th><th>4. Ecosystems</th></tr>
<tr><td rowspan="2">A
Unity and diversity</td><td colspan="4">Common ancestry has given living organisms many shared features while evolution has resulted in the rich biodiversity of life on Earth.</td></tr>
<tr><td>A1.1 Water A1.2 Nucleic acids</td><td>A2.1 Origins of cells [HL only] A2.2 Cell structure A2.3 Viruses [HL only]</td><td>A3.1 Diversity of organisms A3.2 Classification and cladistics [HL only]</td><td>A4.1 Evolution and speciation A4.2 Conservation of biodiversity</td></tr>
<tr><td>B</td><td colspan="4">Adaptations are forms that correspond to function. These adaptations persist from generation to generation because they increase the chances of survival.</td></tr>
</table>

Form and function	B1.1 Carbohydrates and lipids B1.2 Proteins	B2.1 Membranes and membrane transport B2.2 Organelles and compartmentalization B2.3 Cell specialization	B3.1 Gas exchange B3.2 Transport B3.3 Muscle and motility [HL only]	B4.1 Adaptation to environment B4.2 Ecological niches
C Interaction and interdependence	Systems are based on interactions, interdependence and integration of components. Systems result in emergence of new properties at each level of biological organization.			
	C1.1 Enzymes and metabolism C1.2 Cell respiration C1.3 Photosynthesis	C2.1 Chemical signalling [HL only] C2.2 Neural signalling	C3.1 Integration of body systems C3.2 Defence against disease	C4.1 Populations and communities C4.2 Transfers of energy and matter
D Continuity and change	Living things have mechanisms for maintaining equilibrium and for bringing about transformation. Environmental change is a driver of evolution by natural selection.			
	D1.1 DNA replication D1.2 Protein synthesis D1.3 Mutation and gene editing	D2.1 Cell and nuclear division D2.2 Gene expression [HL only] D2.3 Water potential	D3.1 Reproduction D3.2 Inheritance D3.3 Homeostasis	D4.1 Natural selection D4.2 Stability and change D4.3 Climate change

Assessment Outline

Assessment component	HL	SL	Weighting
	External assessment (4 hours 30 minutes)	**External assessment (3 hours)**	**80%**
Paper 1 Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes)	**2 hours** Total 75 marks	**1 hour and 30 minutes** Total 55 marks	**36%**
Paper 2 Section A—Data-based and short answer questions Section B—Extended-response questions	**2 hour and 30 minutes** Total 80 marks	**1 hour and 30 minutes** Total 50 marks	**44%**
Internal assessment	**10 hours** Total 24 marks	**10 hours** Total 24 marks	**20%**
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.			

Career Opportunities

Careers you could pursue with a biology degree include:

- Doctor
- Environmental Scientist
- Forensic Scientist
- Microbiologist

- Pharmacist
- Biotechnologist
- Veterinary Doctor
- Nurse
- Food Scientist
- Nutritionist
- Biological Technician
- Biochemist
- Genetic Counsellor
- Health Educator
- University Professor

Entry Requirements

Higher Level: Should have at least a B or Grade A in IGCSE Biology/ Double Award science.

Group 4: Chemistry

The course enables students, through the overarching theme of the NOS, to:

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

Course content

<table>
<tr><th colspan="4">Skills in the study of Chemistry</th></tr>
<tr><td colspan="2">Structure
Structure refers to the nature of the matter from simple to more complex forms</td><td colspan="2">Reactivity
Reactivity refers to how and why chemical reactions occurs?</td></tr>
<tr><td colspan="4">Structure determines reactivity, which in turn transform structure</td></tr>
<tr><td rowspan="4">Structure 1 Models of the particulate nature of matter.</td><td>Structure 1.1 Introduction to particulate nature of matter</td><td rowspan="4">Reactivity 1 What drives chemical reactions?</td><td>Reactivity 1.1 Measuring enthalpy changes</td></tr>
<tr><td>Structure 1.2 The nuclear atom</td><td rowspan="2">Reactivity 1.2 Energy cycles in reactions</td></tr>
<tr><td>Structure 1.3 Electron configuration</td></tr>
<tr><td>Structure 1.4 Counting particles by mass: The Mole</td><td>Reactivity 1.3 Energy from fuels</td></tr>
</table>

	Structure 1.5 ideal gases		Reactivity 1.4 Entropy and spontaneity
Structure 2 Model of bonding and structure	Structure 2.1 Ionic model	**Reactivity 2 How much, how fast and how far?**	Reactivity 2.1 How much? The amount of chemical change
	Structure 2.2 Covalent model		Reactivity 2.2 How fast? The rate of chemical change.
	Structure 2.3 The metallic model		Reactivity 2.3 How far? The extent of chemical change.
	Structure 2.4 From Models to Materials		
Structure 3 Classification of matter	Structure 3.1 The periodic Tables: classification of elements	**Reactivity 3 What are the mechanisms of chemical change?**	Reactivity 3.1 Proton transfer reaction
			Reactivity 3.2 Electron transfer reactions
	Structure 3.2 The functional group: Classification of organic compounds		Reactivity 3.3 Electron sharing reactions
			Reactivity 3.4 electron pair sharing reactions

Skills in the study of Chemistry:

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

Tools:

- Tool 1: Experimental techniques
- Tool 2: Technology
- Tool 3: Mathematics

Inquiry process

- Inquiry 1: Exploring and designing
- Inquiry 2: collecting and processing data

- Inquiry 3: concluding and evaluating

The approaches to learning provide the framework for the development of these skills.

Assessment Outline

Assessment component	HL	SL	Weighting
	External assessment (4 hours 30 minutes)	**External assessment (3 hours)**	**80%**
Paper 1 Paper 1A — Multiple-choice questions Paper 1B — Data-based questions	**2 hours** Total 75 marks	**1 hour and 30 minutes** Total 55 marks	**36%**
Paper 2 Short-answer and extended-response questions on standard level material only.	**2 hour and 30 minutes** Total 90 marks	**1 hour and 30 minutes** Total 50 marks	**44%**
Internal assessment The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course	**10 hours** Total 24 marks	**10 hours** Total 24 marks	**20%**

Entry Requirements

Higher level: should have B or A in IGCSE chemistry

Group 4: Computer Science

Course Aims

The Diploma Programme computer science course should aim to:

1. Provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning.

2. Provide a body of knowledge, methods and techniques that characterize computer science.

3. Enable students to apply and use a body of knowledge, methods and techniques that characterize computer science.

4. Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems.

5. Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems.

6. Develop logical and critical thinking as well as experimental, investigative and problem-solving skills.

7. Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively.

8. Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology.

9. Develop an appreciation of the possibilities and limitations associated with continued developments. in IT systems and computer science.

10. Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

The key determinant of success is the ability to think logically, handle complexity, and be able to break large tasks down in to smaller manageable pieces (which become parts of a computer program).

Course Content

Syllabus component	Teaching hours	
	SL	HL
Syllabus content	**105**	**195**
Theme A: Concepts of computer science		
A1 Computer fundamentals	11	18
A2 Networks	11	18
A3 Databases	11	18
A4 Machine learning	5	18
Theme B: Computational thinking and problem-solving		
B1 Computational thinking	5	5
B2 Programming	40	42
B3 Object-oriented programming	7	23
B4 Abstract data types—HL only	–	23
Case study	15	30
Internal assessment	**35**	**35**
The computational solution	35	35
Collaborative sciences project	**10**	**10**
Total teaching hours	**150**	**240**

Assessment Outline - SL

Assessment component	Weighting
External assessment (2 hours 30 minutes)	**70%**
Paper 1 (1 hour 15 minutes) Section A—extended response questions linked to theme A: Concepts of computer science Section B—short-response questions linked to the pre-seen case study (50 marks)	**35%**

Paper 2 (1 hour 15 minutes) Extended response questions linked to theme B: Computational thinking and problem- solving (50 marks)	**35%**
Internal assessment (35 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. IA consists of one task: the computational solution (30 marks)	**30%**

Assessment Outline - HL

Assessment component	Weighting
External assessment (4 hours)	**80%**
Paper 1 (2 hours) Section A—extended-response questions linked to theme A: Concepts of computer science Section B—short- and extended-response questions linked to the pre-seen case study (80 marks)	**40%**
Paper 2 (2 hours) Extended-response questions linked to theme B: Computational thinking and problem-solving (80 marks)	**40%**
Internal assessment (35 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. IA consists of one task: the computational solution (30 marks)	**20%**

Note: There are two versions of Paper 2—one for students who have studied Python, one for students who have studied Java.

Group 4: Physics

Course Aims

The course enables students, through the overarching theme of the NOS, to:

1. Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects.

2. Acquire and apply a body of knowledge, methods, tools and techniques that characterize science.

3. Develop the ability to analyse, evaluate and synthesize scientific information and claims.

4. Develop the ability to approach unfamiliar situations with creativity and resilience.

5. Design and model solutions to local and global problems in a scientific context.

6. Analyze, discuss, challenge, and refine their understanding of the scientific ideas and concepts encountered during the course.

7. Develop an appreciation of the possibilities and limitations of science.

8. Develop technology skills in a scientific context.

9. Develop the ability to communicate and collaborate effectively.

10. Develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Course content

A. Space, time and motion	B. The particulate nature of matter	C. Wave behaviour	D. Fields	E. Nuclear and quantum physics
A.1 Kinematics • A.2 Forces and momentum • A.3 Work, energy and power • A.4 Rigid body mechanics ••• A.5 Galilean and	B.1 Thermal energy transfers • B.2 Greenhouse effect • B.3 Gas laws • B.4 Thermodynamics ••• B.5 Current and circuits •	C.1 Simple harmonic motion •• C.2 Wave model • C.3 Wave phenomena •• C.4 Standing waves and resonance • C.5 Doppler effect ••	D.1 Gravitational fields •• D.2 Electric and magnetic fields •• D.3 Motion in electromagnetic fields • D.4 Induction •••	E.1 Structure of the atom •• E.2 Quantum physics ••• E.3 Radioactive decay •• E.4 Fission • E.5 Fusion and stars•

special relativity •••				

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

Assessment Outline

All students will only sit two external examinations.

Paper 1A includes multiple-choice questions and **paper 1B** includes data analysis questions. These papers provide an opportunity to assess some of the skills on graphing, units and uncertainties.

Paper 2 will begin with a number of short-response questions, each focusing on a narrow area of the curriculum and will end with one (for standard level) or two (for higher level) extended-response questions which take content from different areas of the guide, using one of the three concepts throughout the question.

Assessment component	HL	SL	Weighting
	External assessment (4 hours 30 minutes)	**External assessment (3 hours)**	**80%**
Paper 1 Paper 1A — Multiple-choice questions Paper 1B — Data-based questions	**2 hours** Total 60 marks	**1 hour and 30 minutes** Total 45 marks	**36%**
Paper 2 Short-answer and extended-response questions on standard level material only.	**2 hour and 30 minutes** Total 90 marks	**1 hour and 30 minutes** Total 50 marks	**44%**
Internal assessment The internal assessment consists of one task: the scientific investigation. This component is internally assessed	**10 hours** Total 24 marks	**10 hours** Total 24 marks	**20%**

by the teacher and externally moderated by the IB at the end of the course			

Entry Requirements

Higher level should have at least a B or Grade A in IGCSE Physics/Double Award Science.

Group 5: Mathematics Applications and Interpretation (AI)

Course Aims

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

1. Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power.
2. Develop an understanding of the concepts, principles and nature of mathematics.
3. Communicate mathematics clearly, concisely and confidently in a variety of contexts.
4. Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics.
5. Employ and refine their powers of abstraction and generalization.
6. 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.
7. Appreciate how developments in technology and mathematics influence each other.
8. Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.
9. Appreciate the universality of mathematics and its multicultural, international and historical perspectives.
10. Appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.
11. Develop the ability to reflect critically upon their own work and the work of others.
12. Independently and collaboratively extend their understanding of mathematics.

Course content

Number and algebra

Functions

Geometry and trigonometry

Statistics and probability

Calculus

Assessment Outline

Standard Level		Higher Level	
Internal Assessment (20 %)	External Assessment (80 %)	Internal Assessment (20 %)	External Assessment (80 %)
	Paper 1: (40 %)		Paper 1: (30 %) Short response questions

Mathematical Exploration (20%)	Short response questions	Individual Exploration (20%)	
	Paper 2: (40 %) Extended response questions		Paper 2: (30 %) Extended response questions
			Paper 3 (20%): Extended response problem solving questions

Entry Requirements

Extended Level IGCSE A*, A, B or equivalent

Subject Uses for the Future

Mathematics Higher Level and Mathematics Standard Level

- Mathematician
- Engineering (various)
- Business analyst
- IT project management
- Design (Furniture, interior)
- Computer music research
- Financial (Accountant, Actuary, Consultant)
- Film marketing analyst
- Freelance IT consultant
- Architect

Group 5: Mathematics Analysis and Approaches (AA)

Course Aims

1. Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power.
2. Develop an understanding of the concepts, principles and nature of mathematics.
3. Communicate mathematics clearly, concisely and confidently in a variety of contexts.
4. Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics.
5. Employ and refine their powers of abstraction and generalization.
6. 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.
7. Appreciate how developments in technology and mathematics influence each other.
8. Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.
9. Appreciate the universality of mathematics and its multicultural, international and historical perspectives.
10. Appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course.
11. Develop the ability to reflect critically upon their own work and the work of others.
12. Independently and collaboratively extend their understanding of mathematics.

Course Content

- Number and algebra
- Functions
- Geometry and trigonometry
- Statistics and probability
- Calculus

Assessment Outline

Standard Level		Higher Level	
Internal Assessment (20 %)	External Assessment (80 %)	Internal Assessment (20 %)	External Assessment (80 %)
Mathematical Exploration (20%)	Paper 1: This paper consists of section A, short-response questions, and section B, extended-	Mathematical Exploration (20%)	Paper 1: This paper consists of section A, short-response questions, and section B, extended-response questions. (30 %)

	response questions. (40 %)		
	Paper 2: This paper consists of section A, short-response questions, and section B, extended-response questions. A GDC is required for this paper. (40 %)		Paper 2: This paper consists of section A, short-response questions, and section B, extended-response questions. A GDC is required for this paper (30 %)
			Paper 3: This paper consists of two compulsory extended-response problem-solving questions. A GDC is required for this paper. (20 %)

Group 6: Dance

Course Aims

- Understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge.
- Experience dance as an individual and collective exploration of the expressive possibilities of bodily movement.
- Understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar.
- Recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

Course content

The dance course has three components of study.

- Composition and analysis
- World dance studies
- Performance

Assessment Outline

Standard Level		Higher Level	
Internal Assessment (40 %)	External Assessment (60 %)	Internal Assessment (40 %)	External Assessment (60 %)
Performance (40%)	Composition and Analysis (40 %)	Performance (40%)	Composition and Analysis (35 %)
	Dance Investigation (20 %)		Dance Investigation (25 %)

Group 6: Music

Course Aims

The aims of the music course at SL and HL are to enable students to:

1. Explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression.
2. Acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others.
3. Evaluate and develop critical perspectives on their own music and the work of others.

Course outline

Exploring music in context

When exploring music in context, students will learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. Students will demonstrate diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts.

Experimenting with music

When experimenting with music, students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, students will learn to experiment with a range of musical material and stimuli from the areas of inquiry across local and global contexts.

Presenting music

When presenting music, students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, students expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.

The contemporary music maker (HL only)

Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course, and is inspired by real-life practices of music-making.

Assessment Outline

Standard Level and Higher Level			Higher Level only
Exploring Music in Context	Experimenting with Music	Presenting Music	The Contemporary Music Maker
AO1 Demonstrate knowledge and understanding of specified content, contexts and processes. a. Explore the relationship between music and its contexts. b. Identify information from academic and practical inquiry. c. Present ideas, discoveries and learning in authentic ways. **AO4** Select, use and apply a variety of appropriate skills and techniques. a. Select musical information in academic and practical inquiry through relevant	**AO2** Demonstrate application and analysis of knowledge and understanding. a. Experiment with musical findings in local and global contexts. b. Articulate a clear rationale to support the musical decision-making processes. c. Justify the use of creating and performing elements. **AO3** Demonstrate synthesis and evaluation. d. Evaluate their own work and the work of others.	**AO3** Demonstrate synthesis and evaluation. a. Communicate and present diverse musical conventions and practices. b. Purposefully present created and performed works. c. Make informed choices in communicating and presenting music. **AO4** Select, use and apply a variety of appropriate skills and techniques c. Demonstrate appropriate	**AO2** Demonstrate application and analysis of knowledge and understanding. a. Experiment with musical findings in local and global contexts. b. Articulate a clear rationale to support the musical decision-making processes. **AO3** Demonstrate synthesis and evaluation. b. Purposefully present created and

musical skills and techniques.	**AO4** Select, use and apply a variety of appropriate skills and techniques. b. Identify, select and apply musical skills and techniques to shape and transform musical material. c. Demonstrate appropriate use of musical conventions and practices when creating and performing in diverse contexts.	use of musical conventions and practices when creating and performing in diverse contexts.	performed works c. Make informed choices in communicating and presenting music. d. Evaluate their own work and the work of others. **AO4** Select, use and apply a variety of appropriate skills and techniques. b. Identify, select and apply musical skills and techniques to shape and transform musical material. c Demonstrate appropriate use of musical conventions and practices when creating and performing in diverse contexts. d. Select musical

			information in academic and practical inquiry through relevant musical skills and techniques. e. Identify, select and apply musical skills and techniques to shape and transform musical material.

Group 6: Visual Arts

Course Aims

1. Enjoy lifelong engagement with the arts
2. Become informed, reflective and critical practitioners in the arts
3. Understand the dynamic and changing nature of the arts
4. Explore and value the diversity of the arts across time, place and cultures
5. Express ideas with confidence and competence
6. Develop perceptual and analytical skills.
7. Make artwork that is influenced by personal and cultural contexts
8. Become informed and critical observers and makers of visual culture and media
9. Develop skills, techniques and processes in order to communicate concepts and ideas.

Course content

	Visual Arts in context	Visual Arts Methods	Communicating Visual Arts
Theoretical practice	Students examine and compare the work of artists from different cultural contexts. Students consider the contexts influencing their own work and the work of others.	Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved.	Students explore ways of communicating through visual and written means. Students make artistic choices about how to most effectively communicate knowledge and understanding.
Art Making practice	Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work.	Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques and media.	Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
Curatorial practice	Students develop an	Students evaluate how their ongoing	Students select and

	informed response to work and exhibitions they have seen and experienced. Students begin to formulate personal intentions for creating and displaying their own artworks.	work communicates meaning and purpose. Students consider the nature of "exhibition" and think about the process of selection and the potential impact of their work on different audiences.	present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss how artistic judgments impact the overall presentation.

Visual Arts Journal

Maintain a visual art journal which charts your journey through the course. This will contain reflections, ideas for development and will inform all aspects of the assessment. Although not directly assessed, elements of this journal may be submitted as part of the process portfolio.

Assessment Outline

Assessment tasks	Weightage	
External Assessment	SL	HL
Part 1: Comparative study Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.	20 %	20 %
Part 2: Process portfolio Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.	40 %	40 %
Internal Assessment Part 3: Exhibition Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Students submit a curatorial rationale that does not exceed 400 words. Students submit 4–7 artworks. Students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.	40 %	40 %

Students may submit two photographs of their overall exhibition.		

The International Baccalaureate (IB) Diploma Programme (DP) Visual Arts syllabus is undergoing significant changes for first teaching in February 2025, with the first assessments scheduled for May 2027. These updates aim to foster deeper student engagement, emphasize conceptual development, and align more closely with contemporary artistic practices.

Key Structural Changes

1. Art-Making as Inquiry

The new course centers on "art-making as inquiry," encouraging students to explore, experiment, and reflect throughout their creative process. This approach integrates three core areas

- **Create**: Developing original artworks through exploration and experimentation.
- **Connect**: Understanding and relating artworks to various contexts and cultures.
- **Communicate**: Effectively conveying ideas and intentions through visual and written means.

This model promotes a non-linear, student-centered learning experience, transforming classrooms into collaborative and inclusive studio environments.

2. Revised Assessment Components

The previous assessment structure—Comparative Study, Process Portfolio, and Exhibition—has been restructured to better reflect the course's emphasis on inquiry and practice:

- **Art-Making Inquiries Portfolio (External Assessment)**:
  - **SL**: 40%
  - **HL**: 30%
  - Focuses on documenting the creative process, experimentation, and development of ideas.
  -
- **Connections Study (SL) / Artist Project (HL) (External Assessment)**:
  - **SL**: 20%
  - **HL**: 30%
  - Replaces the Comparative Study, emphasizing contextual understanding and personal engagement with artistic influences.
  -
- **Exhibition (Internal Assessment)**:
  - **SL**: 40%
  - **HL**: 40%

- Students curate a selection of resolved artworks, accompanied by exhibition texts and a curatorial rationale, demonstrating technical skill and conceptual coherence.

University Guidance and Counselling – Time line and Action Plan

Grade 11	
January	Introduction to HE evening
February/March	Start of personal family interviews
April/May	Researching universities/ courses/ careers guidance
March-April	Workshop on writing personal essays/ applications/ CV
June	Submission of draft universities intentions list to UGC
Ongoing	Improving personal profiles

Grade 12	
August	Submit final list of universities. Submit draft CV. Follow up family interview. Action plan for applications. IELTS exams.
September	Apply to universities/ school writes references/ transcripts. Submit draft essays
October	Apply to universities/ school writes references/ transcripts.
November & December	Apply to universities/ school writes references/ transcripts

Grade 12	
January	Focus on learning
February	Focus on learning
March	US decisions received
March/April	Mock Exams and Revision
May	Final IB exams

Support offered by GICLM

- Individual student interviews (UGC)
- Family meetings (UGC)
- Careers analysis and shortlisting program choices (UGC)
- University visits to GICLM
- Interview practice (as required)
- PSHCE lessons on writing essays, applications, CV etc.
- University Fairs
- Profile Building

UNIVERSITY PLACEMENTS

Garodia International
Centre for Learning Mumbai

United States

1. Northeastern, Boston
2. Emory University
3. Purdue University, West Lafayette
4. University of Illinois, Urbana Champaign
5. Indiana University, Bloomington
6. University of Rochester
7. University of Washington, Seattle
8. University of Wisconsin-Madison
9. New York University
10. Arizona State University
11. University of california Davis, San Diego, Santacruz, Riverside, Merced
12. University of Massachusetts, Amherst
13. University of Arizona
14. Michigan Technological University
15. Michigan State University
16. New York Film Academy
17. Pennsylvania State University
18. University Of Cincinatti
19. University of Illinois, Chicago
20. Stony Brook University, USA
21. Penn State, University Park
22. Embry Riddle Aeronautical University, USA
23. University of Maryland Baltimore County, USA

UK

24. London School of Economics and Political Science
25. Imperial College London
26. The University of the Arts London
27. University College London
28. University of Reading
29. University of Warwick
30. University of Bristol
31. Durham University
32. King's College London University of London
33. University of Southampton
34. Loughborough University
35. Glasgow School of Art
36. Queen Mary University of London
37. Bayes Business School - City University of London
38. University of East Anglia UEA
39. University of Liverpool
40. University of Nottingham
41. University of Exeter
42. University of Birmingham
43. University of Nottingham
44. Royal Holloway University of London
45. Brunel University
46. Leeds University
47. University of Aberdeen, UK
48. University of Birmingham
49. University of Westminster
50. Swansea University
51. University of Greenwich
52. University of Sussex

Canada

53. Ottawa University
54. University of British Columbia
55. University of Toronto, Canada
56. University of Windsor

UNIVERSITY PLACEMENTS

Garodia International Centre for Learning Mumbai

Australia

57. Monash University
58. The University of Melbourne
59. Royal Melbourne Institute of Technology
60. La Trobe University
61. Deakin University

India

62. Ashoka University, Sonipat
63. Krea University
64. O P Jindal University
65. Flame University, Pune
66. Podar World College, Mumbai
67. Atlas Skilltech University
68. NMIMS, Mumbai
69. Shrishti Institute of Art, Design and Technology, Bangalore
70. Pearl Academy, Mumbai
71. University of Mumbai- Ruia College, St. Xaviers College
72. United World Institute of Design, Ahmedabad
73. Whistling Woods International, Mumbai
74. Ahmedabad University
75. Bennett University
76. Christ University, Bangalore
77. Woxsen University

Rest of Europe

78. Frankfurt School of Finance and Management, Germany
79. Bocconi University
80. IE Spain
81. International College of Liberal Arts (iCLA)
82. Nuova Accademia di Belle Arti
83. RUFA - Rome University of Fine Arts
84. Brandenburg University of Technology, Germany
85. German Institute of Engineering
86. Institute d'Etudes Politiques de Paris, France
87. ISC, Paris
88. University of Veterinary and Pharmaceutical Sciences, Czech Republic
89. American University of Paris
90. University of Amsterdam
91. Erasmus Universiteit Rotterdam
92. Utrecht University
93. Amsterdam University College
94. Franklin University Switzerland
95. Lancaster University ,Germany

Asia

96. Nanyang Technological University, Singapore
97. National University of Singapore
98. Singapore Institute of Management
99. GIC - Broward
100. Hong Kong University of Science & Technology (HKUST)
101. Murdoch University Dubai

Bibliography

Subject guides from www.ibo.org