



# Curriculum Handbook

## International Baccalaureate (IB) Diploma Programme 2024-2025 (examinations in 2025)

<b>Guiding Principles</b>	<b>2</b>
<b>The IB Learner Profile</b>	<b>2</b>
<b>The IB Diploma Programme at Mercedes College</b>	<b>3</b>
<b>Core requirements</b>	<b>5</b>
Theory of Knowledge (TOK)	5
The Extended Essay	6
Creativity, Activity, Service (CAS)	7
<b>Assessment</b>	<b>9</b>
<b>Awarding of the Diploma</b>	<b>10</b>
<b>Growth and Personal Skills (GPS)</b>	<b>10</b>
<b>Group 1: Studies in Language and Literature</b>	<b>11</b>
LANGUAGE A: Literature	11
<b>Group 2: Language Acquisition</b>	<b>12</b>
LANGUAGE ab initio: Spanish	12
Language B: French, Indonesian, English	14
<b>Group 3: Individuals and Societies</b>	<b>16</b>
Business Management	16
Economics	19
Environmental Systems and Societies	22
Geography	23
Global Politics (from 2025 only)	25
History26	
Psychology	28
<b>Group 4: Sciences</b>	<b>30</b>
Group 4 curriculum model	30

## Guiding Principles

### Mercedes College Mission

As a Catholic school in the Mercy tradition and inspired by the Gospels, we work in partnership with families enabling students to flourish in all aspects of their humanity and thus contribute to a better and more peaceful world.

### Mercedes College Vision

To be a sustainable, internationally minded world-class school, providing a holistic educational experience for our students within a unique culture and community where we honour traditions and live the Mercy Keys.

### Mercedes College Values

We live by the Mercy Keys: Compassion, Loyalty, Justice, Integrity, Responsibility and Mutual Respect across our daily interactions and strategic decisions.

### The IB mission statement: Education for life

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

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

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

## The IB Learner Profile

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

IB Learners strive to be:	
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



## The IB Diploma Programme at Mercedes College

The IB Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based 2-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Access to universities throughout the world is a major attraction of the IB Diploma, both for families of international business people and diplomats, and for local students who, realistically or not, are drawn by the prospect of overseas tertiary study.

Many students who undertake the IB Diploma course at Mercedes College, however, do not wish to study overseas. Instead they are attracted by the intrinsic qualities of the IB Diploma curriculum itself and how well it prepares them for university studies.

Features which past students have expressly valued include:

- its academic rigour
- its breadth and balance
- its emphasis upon learning to think for oneself
- the development of the skills of individual research and self-directed, efficient study, which has subsequently been found to be so important at university.

Although the IB Diploma successfully challenges able students, it has far wider appeal. Anyone who has a reasonable chance of ultimately being able to cope with university study can also cope with the IB Diploma. This is a course which is suitable for any student who intends doing tertiary study and who has developed an interest in learning and a self-motivated approach for study.

### Goals of the IB Diploma at Mercedes College

Mercedes College sees the implementation of the IB Diploma Programme as a means of achieving several goals:

- To further the International scope of the school and its community.
- To encourage the pursuit of academic excellence through a demanding broad educational programme.
- To participate in a course which encourages students to recognise that they are part of a total world community.
- To facilitate student mobility between countries.
- To provide professional development opportunities for teachers.

### Connection between the IB Diploma and SACE

Although students will select either the IB Diploma or SACE at the beginning of Year 11, all students will meet the criteria necessary to complete Stage 1 of their SACE Certificate. In this way, an IB student may transfer to SACE if the pressure of work becomes too great or if any other difficulties are encountered. In some Year 11 classes there will be a mixture of IB Diploma and SACE students, and a similar curriculum is followed.

In Year 12, however, the two courses diverge. After the start of Year 12 IB Diploma students will be committed to the course and will not be able to transfer to SACE. At this point, separate IB Diploma classes will operate in most subject areas.

Mercedes College IB Diploma students will sit for their exams in the November of Year 12 at the same time as SACE students. In this way, IB Diploma students will be able to begin University at the same time as SACE students.

## The IB Diploma model

To ensure both breadth and depth of knowledge and understanding, students must choose 6 courses from 6 distinct groups:

1. Studies in language and literature
2. Language acquisition
3. Individuals and societies
4. Sciences
5. Mathematics
6. The arts

Students may choose to replace the arts course with a second course from one of the other 5 groups.

At least 3, and not more than 4, subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours).

In addition, 3 core elements – the extended essay, theory of knowledge and creativity, activity, service – are compulsory and central to the philosophy of the programme.



### Group 1: Studies in Language and Literature

A first modern language, Language A: Literature (usually a student's native language).

This course is based upon a study of the literature of that language, but also includes works translated from another language designed to expose students to cultural bases other than their own.

Subjects offered at Mercedes College are English A and Chinese A. Other Language A courses may be available through external bodies such as the School of Languages or through a self-taught (College-supported) option. Any interest in these options must be referred to the IB Diploma Coordinator.

### Group 2: Language Acquisition

A second modern language: Language B or Language ab initio.

Languages offered at Mercedes College are English B, French B, Indonesian B and Spanish ab initio.

The Language B courses are intended for students with several years' prior study of the language, and it emphasises the acquisition and development of the language skills of listening, speaking, reading and writing. These are taught through the study of a wide range of oral and written texts, including some formal literature.

The Language ab initio course is intended for students with no formal background in the language.

### Group 3: Individuals and Societies

Students select one of Business Management, History, Economics, Environmental Systems and Societies<sup>1</sup>, Geography, Global Politics or Psychology.

### Group 4: Experimental Sciences

Students select one of Biology, Chemistry, Environmental Systems and Societies, Physics, or Sport Exercise and Health Science.

### Group 5: Mathematics

Students select one of Mathematics: Analysis and Approaches, or Mathematics: Applications and Interpretation.

---

<sup>1</sup> Environmental Systems and Societies is an interdisciplinary course and therefore available as an individuals and societies or a science course, or both. Students may therefore have greater flexibility to choose another subject from other groups.



## Group 6: The Arts

Students select one of the following.

- Visual Arts, Theatre or Music
- A second selection from Groups 1 - 4

Note that subjects available for each group may change depending on demand and after timetabling has been finalised.

## Core requirements

All Diploma Programme students participate in the 3 course requirements that make up the core of the hexagon. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The theory of knowledge course (TOK) encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of the Diploma Programme, and to make connections across academic areas.

The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university.

Creativity, activity, service (CAS) involves students in experiential learning through a range of artistic, sporting, physical and service activities.

## Theory of Knowledge (TOK)

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

## The significance of TOK

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- Reflect critically on diverse ways of knowing and on areas of knowledge.
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge.
- Recognise the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

## Assessment

The TOK course is assessed through an exhibition and a 1,600-word essay. The exhibition requires the students to create an exhibition of three objects that explores how TOK manifests in the world around us.

The essay focuses on a conceptual issue in TOK. For example, it may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

## The Extended Essay

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

The recommended length of time for candidates to spend on the preparation and writing of the Extended Essay is 40 hours.

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.

## The Choice of Subject

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

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

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

## The Extended Essay Process

### The research process:

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

### Writing and formal presentation

The required elements of the final work to be submitted:

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

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

### Reflection process

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

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

- A check on plagiarism and malpractice in general.
- An opportunity to reflect on successes and difficulties.
- An opportunity to reflect on what has been learned.
- An aid to the supervisor’s report.

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

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

### Creativity, Activity, Service (CAS)

Creativity, activity, service (CAS) is at the heart of the IB Diploma Programme. It is one of the 3 essential elements in every student’s Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The 3 strands of CAS, which are often interwoven with particular activities, are characterised as follows.

- Creativity: arts, and other experiences that involve creative thinking.
- Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life changing.

For student development to occur, CAS should involve:

- Real, purposeful activities, with significant outcomes.
- Personal challenge – tasks must extend the student and be achievable in scope.
- Thoughtful consideration, such as planning, reviewing progress, reporting.
- Reflection on outcomes and personal learning.

All proposed CAS activities need to meet these 4 criteria. It is also essential that they do not replicate other parts of the student’s Diploma Programme work.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months.

Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes. The College’s CAS programme is regularly monitored by the relevant regional office.

At Mercedes College, each student’s progress in CAS is monitored by their CAS Advisor, with whom they meet regularly, and by the CAS Coordinator.

### Aims of CAS

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS programme aims to develop students who:

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

### Responsibilities of the student

All students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed. Students will participate in regular progress meetings with their CAS advisor.

### Learning Outcomes

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

Learning Outcome	Description
Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.
Demonstrate that challenges have been undertaken, developing new skills in the process.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
Demonstrate the skills and recognise the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.
Recognise and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.



### Range and diversity of activities

All students should be involved in CAS activities that they have initiated themselves. In Year 11, following the midyear examinations, IB Diploma students at Mercedes College spend a week carrying out service activities with an organisation of their choice.

## Assessment

### Forms of Assessment

IB Diploma assessment is criterion referenced. Performance criteria are clearly set out for each assessment task in each subject, and the extent to which these criteria are met determines the grade awarded to each candidate. There is no attempt to impose pre-determined grade distributions upon raw examination scores, as often happens in other examination systems.

A range of different assessment instruments is used, including:

- Written examination (multiple choice, short answer and extended response papers are all used where appropriate, often within the one subject)
- Oral examinations (using visiting examiners, or tape recordings)
- Aural examinations (written responses to taped questions)
- Major assignments (such as the Works in Translation component of Language A: Literature and Guided Coursework in History)
- Teacher assessment of clearly defined aspects of class work (for example, practical work in the sciences).

The bulk of the assessment in all subjects is carried out by external examiners.

The panel of Chief Examiners consists of highly qualified and experienced senior secondary and tertiary educators, and they are supported by a large number of assistant examiners stationed throughout the world.

Wherever teachers have the responsibility for components of the assessment, consistency of standards is facilitated using carefully defined grade descriptors and appropriate moderation strategies.

Except in the case of language subjects, students must complete all assessment tasks in English.

### Grading Scheme

IB Diploma examinations in each subject are graded on a 7-point scale. General descriptors consist of characteristics of performance at each grade.

Theory of Knowledge and the Extended Essay are graded A to E based on band descriptors determined by achievements in assessment components.

While each subject area has their own descriptors applied to their syllabus content and assessment requirements, the following table may help clarify broad grade bands.

7	Excellent	A	Thorough
6	Very good	B	Pertinent
5	Good	C	Satisfactory
4	Adequate	D	Limited
3	Some	E	Lacking
2	Superficial		
1	Rudimentary		

A maximum of 3 additional points are awarded for exceptional achievement in the Extended Essay and Theory of Knowledge. A grade of E or Non-submission (N) in either the TOK or EE Core components is a failing condition for the Diploma.

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

## Awarding of the Diploma

A minimum of 24 points and maximum of 45 points are required to award a diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

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

## Growth and Personal Skills (GPS)

The Growth and Personal Skills (GPS) Programme is one component of the College's broader approach to pastoral care. The programme aims to empower students and build capacity, values, skills, attitudes and approaches with regards to a range of developmentally appropriate situations and experiences. It also provides students with opportunities to embrace the events and celebrations centred on Mercedes College and what makes this community unique.

There are 4 pillars for the GPS programme that continues through to Year 12:

- Strong relationships
- Healthy lifestyles
- Positive emotions
- Personal resilience

These pillars draw from many sources including the IB learner profile, Australian Curriculum Capabilities, Approaches to Learning (ATLs), the *Keeping Safe: Child Protection Curriculum*, Mind Matters, Learning Curve, and the Office of the Children's eSafety Commissioner.

## Year 11: Step Up

	Strong Relationships	Healthy Lifestyles	Positive Emotions	Personal Resilience
Topics	Respectful relationships Positive relationships Inclusive activities Conflict resolution Decisions in relationships	Safety eSafety Drugs and Alcohol Self-care Decision making models	Making good decisions Academic subject selections Self-awareness	Mindfulness Purpose Study skills/habits
ATLs	Social	Critical Thinking	Research	Social
Learner Profiles	Risk Takers   Thinkers   Reflective   Inquirers			
Child Protection Curriculum	Focus Area 2: 1, 2, 3	Focus Area 1: 1 Focus Area 4: 1		

## Year 12: Step Out

	Strong Relationships	Healthy Lifestyles	Positive Emotions	Personal Resilience
Topics	Cyber literacy and cyber safety Consent (including protective strategies and safety networks) Junior School Buddies (Reception – Year 2) Seminar	Drugs and alcohol education 'Goblet of Fire' Intra-Year Level competition	Recognising abuse, bullying and harassment (including protective strategies and safety networks)	Decision-making strategies and personal responsibility Academic responsibility Managing stress, resilience, and study strategies
ATLs	Research information and media literacy Social communication	Self-management – Reflective Self-management – Affective Social collaboration Critical Thinking	Thinking: transfer and self-management: Affective	Self-management – Organisation Thinking: creative thinking and self-management: Affective
Learner Profiles	Open Minded   Thinkers   Reflective   Principled   Balanced   Knowledgeable   Caring   Risk Takers			
Child Protection Curriculum	Focus Area 3: 1, 2, 3 Focus Area 2: 1, 2, 3	Focus Area 1: 1 Focus Area 4: 1	Focus Area 3: 1, 2, 3 Focus Area 4: 1, 2	Focus Area 1: 1, 2

## Group 1: Studies in Language and Literature

### LANGUAGE A: Literature

For most of our students, Language A is English. Students from other language backgrounds such as Chinese would undertake Chinese A. Students may study another Language A by arrangement with the Diploma Coordinator.

#### Nature of the subject

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Aims of Language A: Literature

#### Aims

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

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

## Syllabus Overview

Syllabus component	Teaching Hours SL	Teaching Hours HL
Readers, writers and texts	50	80
Time and space	50	80
Intertextuality: Connecting texts	50	80

## Assessment Overview

Type of Assessment	Format of Assessment	Weighting SL (%)	Weighting HL (%)
<b>External</b>			
Paper 1: Guided Literary Analysis (1.25 hours)	Guided analysis of unseen literary passage/ passages from different text types.	35	35
Paper 2: Comparative essay (1.75 hours)	Comparative essay based on two literary works written in response to a choice of one out of four questions.	35	35
HL Essay	Written coursework component: 1,200–1,500 word essay on one work studied.		20
<b>Internal</b>			
Individual oral	Prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue.	30	20

## 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.

### LANGUAGE ab initio: Spanish

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

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

The aims of Language B: ab initio are to:

- 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.

### Assessment objectives

Students will be assessed on their ability to:

- 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, organise and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

### Themes

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

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

Communication is evidenced through receptive, productive and interactive skills.

Theme	Guiding Principle	Optional recommended topics	Possible questions
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> <li>• Lifestyles</li> <li>• Health and well-being</li> <li>• Beliefs and values</li> <li>• Subcultures</li> <li>• Language and identity</li> </ul>	<ul style="list-style-type: none"> <li>• What constitutes an identity?</li> <li>• How do language and culture contribute to form our identity?</li> </ul>
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives	<ul style="list-style-type: none"> <li>• Leisure activities</li> <li>• Holidays and travel</li> <li>• Life stories</li> <li>• Rites of passage</li> <li>• Customs and traditions</li> <li>• Migration</li> </ul>	<ul style="list-style-type: none"> <li>• How does our past shape our present and our future?</li> <li>• How and why do different cultures mark important moments in life?</li> </ul>
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> <li>• Entertainment</li> <li>• Artistic expressions</li> <li>• Communication and media</li> <li>• Technology</li> <li>• Scientific innovation</li> </ul>	<ul style="list-style-type: none"> <li>• What can we learn about a culture through its artistic expression?</li> <li>• How do the media change the way we relate to each other?</li> </ul>
Social organisation	Explore the ways in which groups of people organise themselves, or are organised, through common systems or interests.	<ul style="list-style-type: none"> <li>• Social relationships</li> <li>• Community</li> <li>• Social engagement</li> <li>• Education</li> <li>• The working world</li> <li>• Law and order</li> </ul>	<ul style="list-style-type: none"> <li>• What is the individual's role in the community?</li> <li>• What role do rules and regulations play in the formation of a society?</li> </ul>



Theme	Guiding Principle	Optional recommended topics	Possible questions
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> <li>• The environment</li> <li>• Human rights</li> <li>• Peace and conflict</li> <li>• Equality</li> <li>• Globalisation</li> <li>• Ethics</li> <li>• Urban and rural environment</li> </ul>	<ul style="list-style-type: none"> <li>• What environmental and social issues present challenges to the world, and how can these challenges be overcome?</li> <li>• What challenges and</li> </ul>

### Assessment Overview

Assessment component	Weighting (%)
<b>External (75%)</b> <b>Paper 1</b> (productive skills) Two written tasks—each from a choice of three Writing—30 marks <b>Paper 2</b> (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	25    25 25
<b>Internal (25%)</b> <b>Individual oral assessment</b> 30 marks	25

### Language B: French, Indonesian, English

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

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

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

The aims of Language B are to:

- 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.

### Assessment objectives

Students will be assessed on their ability to:

- 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, organise and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

### Themes

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

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

Communication is evidenced through receptive, productive and interactive skills.

Theme	Guiding Principle	Optional recommended topics	Possible questions
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> <li>• Lifestyles</li> <li>• Health and well-being</li> <li>• Beliefs and values</li> <li>• Subcultures</li> <li>• Language and identity</li> </ul>	<ul style="list-style-type: none"> <li>• What constitutes an identity?</li> <li>• How do language and culture contribute to form our identity?</li> </ul>
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives	<ul style="list-style-type: none"> <li>• Leisure activities</li> <li>• Holidays and travel</li> <li>• Life stories</li> <li>• Rites of passage</li> <li>• Customs and traditions</li> <li>• Migration</li> </ul>	<ul style="list-style-type: none"> <li>• How does our past shape our present and our future?</li> <li>• How and why do different cultures mark important moments in life?</li> </ul>
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> <li>• Entertainment</li> <li>• Artistic expressions</li> <li>• Communication and media</li> <li>• Technology</li> <li>• Scientific innovation</li> </ul>	<ul style="list-style-type: none"> <li>• What can we learn about a culture through its artistic expression?</li> <li>• How do the media change the way we relate to each other?</li> </ul>
Social organisation	Explore the ways in which groups of people organise themselves, or are organised, through common systems or interests.	<ul style="list-style-type: none"> <li>• Social relationships</li> <li>• Community</li> <li>• Social engagement</li> <li>• Education</li> <li>• The working world</li> <li>• Law and order</li> </ul>	<ul style="list-style-type: none"> <li>• What is the individual's role in the community?</li> <li>• What role do rules and regulations play in the formation of a society?</li> </ul>



Theme	Guiding Principle	Optional recommended topics	Possible questions
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> <li>• The environment</li> <li>• Human rights</li> <li>• Peace and conflict</li> <li>• Equality</li> <li>• Globalisation</li> <li>• Ethics</li> <li>• Urban and rural environment</li> </ul>	<ul style="list-style-type: none"> <li>• What environmental and social issues present challenges to the world, and how can these challenges be overcome?</li> <li>• What challenges and</li> </ul>

### Assessment Overview

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

## Group 3: Individuals and Societies

### Business Management

#### Nature of the subject

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 organisation and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

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



## Aims

The aims of the Business Management course at HL and SL are 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.

## Assessment Objectives

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

1. Demonstrate knowledge and understanding of:
  - the business management tools, techniques and theories specified in the syllabus content.
  - the six concepts that underpin the subject.
  - real-world business problems, issues and decisions.
  - the HL extension topics (HL only).
2. Apply and analyse::
  - business management tools and theories
  - course topics and concepts
  - business problems, issues and decisions
  - business decisions and issues through the selection and use of appropriate data
  - HL extension topics (HL only)
3. Synthesise and evaluate:
  - business management tools and theories
  - course topics and concepts
  - business problems, issues and decisions
  - stakeholder interests to reach informed business decisions
  - recommendations for competing future strategic options (HL only)
  - the HL extension topics (HL only).
4. Use and application of appropriate skills
  - Select and apply relevant business management tools, theories and concepts to support research into a business issue or problem.
  - Select, interpret and analyse business materials from a range of primary and secondary sources.
  - Create well-structured materials using business management terminology.
  - Communicate analysis, evaluation and conclusions of research effectively.

## Syllabus outline

### Syllabus component

Unit 1: Introduction to business management

- 1.1 What is a business?
- 1.2 Types of business entities
- 1.3 Business objectives
- 1.4 Stakeholders
- 1.5 Growth and evolution
- 1.6 Multinational companies (MNCs)



### Syllabus component

#### Unit 2: Human resource management

- 2.1 Introduction to human resource management
- 2.2 Organisational structure
- 2.3 Leadership and management
- 2.4 Motivation and demotivation
- 2.5 Organisational (corporate) culture (HL only)
- 2.6 Communication
- 2.7 Industrial/employee relations (HL only)

#### Unit 3: Finance and accounts

- 3.1 Introduction to finance
- 3.2 Sources of finance
- 3.3 Costs and revenues
- 3.4 Final accounts
- 3.5 Profitability and liquidity ratio analysis
- 3.6 Efficiency ratio analysis (HL only)
- 3.7 Cash flow
- 3.8 Investment appraisal
- 3.9 Budgets (HL only)

#### Unit 4: Marketing

- 4.1 Introduction to marketing
- 4.2 Marketing planning
- 4.3 Sales forecasting (HL only)
- 4.4 Market research
- 4.5 The seven Ps of the marketing mix
- 4.6 International marketing (HL only)

#### Unit 5: Operations management

- 5.1 Introduction to operations management
- 5.2 Operations methods
- 5.3 Lean production and quality management (HL only)
- 5.4 Location
- 5.5 Break-even analysis
- 5.6 Production planning (HL only)
- 5.7 Crisis management and contingency planning (HL only)
- 5.8 Research and development (HL only)
- 5.9 Management information systems (HL only)

#### Business management toolkit

Research time allocated for the pre-released statement in paper 1

#### Internal assessment

Total teaching hours

Assessment outline: Standard Level (SL)

Assessment component		Time	Weighting (%)
<b>External assessment</b>		<b>3 hours</b>	<b>70</b>
<b>Paper 1</b>	Based on a pre-released statement that specifies the <i>context and background</i> for the unseen case study	1 hour and 30 minutes	35
<b>Paper 2</b>	Based on unseen stimulus material with a quantitative focus	1 hour and 30 minutes	35
<b>Internal assessment</b>			
Business research project	Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens	20 hours	30

Assessment outline: Standard Level (HL)

Assessment component		Time	Weighting (%)
<b>External assessment</b>		<b>4 hours 30 minutes</b>	<b>80</b>
<b>Paper 1</b>	Based on a pre-released statement that specifies the <i>context and background</i> for the unseen case study	1 hour and 30 minutes	35
<b>Paper 2</b>	Based on unseen stimulus material with a quantitative focus	1 hour and 45 minutes	35
<b>Paper 3</b>	Based on unseen stimulus material about a social enterprise	1 hour 15 minutes	25
<b>Internal assessment</b>			
Business research project	Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens	20 hours	20

**Economics**

Nature of the subject

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. While the world’s population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories 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)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues.

Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.

By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

#### Aims

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

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

### Syllabus outline

#### Syllabus component

##### Unit 1: Introduction to economics

- 1.1 What is economics?
- 1.2 How do economists approach the world?

##### Unit 2: Microeconomics

- 2.1 Demand (includes HL only sub-topics)
- 2.2 Supply (includes HL only sub-topics)
- 2.3 Competitive market equilibrium
- 2.4 Critique of the maximising behaviour of consumers and producers (HL only)
- 2.5 Elasticity of demand (includes HL only sub-topics)
- 2.6 Elasticity of supply (includes HL only sub-topics)
- 2.7 Role of government in microeconomics (includes HL only calculation)
- 2.8 Market failure—externalities and common pool or common access resources (includes HL only calculation)
- 2.9 Market failure—public goods
- 2.10 Market failure—asymmetric information (HL only)
- 2.11 Market failure—market power (HL only)
- 2.12 The market's inability to achieve equity (HL only)

##### Unit 3: Macroeconomics

- 3.1 Measuring economic activity and illustrating its variations
- 3.2 Variations in economic activity—aggregate demand and aggregate supply
- 3.3 Macroeconomic objectives (includes HL only calculation)
- 3.4 Economics of inequality and poverty (includes HL only calculation)
- 3.5 Demand management (demand side policies)—monetary policy (includes HL only sub-topics)
- 3.6 Demand management—fiscal policy (includes HL only sub-topics)
- 3.7 Supply-side policies



### Syllabus component

#### Unit 4: The global economy

- 4.1 Benefits of international trade (includes HL only subtopics and calculation)
- 4.2 Types of trade protection (includes HL only calculations)
- 4.3 Arguments for and against trade control/protection
- 4.4 Economic integration
- 4.5 Exchange rates (includes HL only sub-topic)
- 4.6 Balance of payments (includes HL only sub-topics)
- 4.7 Sustainable development (includes HL only sub-topic)
- 4.8 Measuring development
- 4.9 Barriers to economic growth and/or economic development
- 4.10 Economic growth and/or economic development strategies

#### Assessment outline: Standard Level (SL)

Assessment component	Format of assessment	Time	Weighting (%)
External assessment		3 hours	70
Paper 1	Extended response paper based on all units of the syllabus	1 hour and 15 minutes	30
Paper 2	Data response paper based on all units of the syllabus	1 hour and 45 minutes	35
Internal assessment Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	30

#### Assessment outline: Standard Level (HL)

Assessment component	Format of assessment	Time	Weighting (%)
External assessment		4 hours 45 minutes	80
Paper 1	Extended response paper based on all units of the syllabus	1 hour and 15 minutes	20
Paper 2	Data response paper based on all units of the syllabus	1 hour and 45 minutes	30
Paper 3	Policy paper based on all units of the syllabus	1 hour and 45 minutes	30

Assessment component	Format of assessment	Time	Weighting (%)
Internal assessment Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	20

## Environmental Systems and Societies

### Nature of the subject

Environmental Systems and Societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the individuals and societies, or sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subject groups simultaneously while studying one course. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, 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 of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

### Aims

The aims of the DP environmental systems and societies course are to enable students to:

- Acquire the knowledge and understandings of environmental systems and issues at a variety of scales.
- Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of 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 management of these inequities is the key to sustainability.
- Develop awareness of the diversity of environmental value systems.
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge.
- Engage with the controversies that surround a variety of environmental issues.
- Create innovative solutions to environmental issues by engaging actively in local and global contexts.

## Syllabus outline

### Syllabus component

#### Core content

1. Foundations of environmental systems and societies
2. Ecosystems and ecology
3. Biodiversity and conservation
4. Water and aquatic food production systems and societies
5. Soil systems and terrestrial food production systems and societies
6. Atmospheric systems and societies
7. Climate change and energy production
8. Human systems and resource use

#### Practical scheme of work

Practical activities

Individual investigation

## Assessment outline: Standard Level (SL)

Assessment component	Format of assessment	Time	Weighting (%)
<b>External assessment</b>		<b>3 hours</b>	<b>75</b>
<b>Paper 1</b>	Case study	1 hour	25
<b>Paper 2</b>	Short answers and structured essays	2 hours	50
<b>Internal assessment</b>			
Individual investigation.	Written report of a research question designed and implemented by the student.	10 hours	25

## Geography

### Nature of the subject

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesise the concepts in the HL extension.

## Aims

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

- Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales.
- Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
  - Acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes.
  - Synthesising diverse geographic knowledge in order to form viewpoints about how these issues could be resolved.
- Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

## Syllabus outline

### Syllabus component

#### Geographic themes – 7 options SL – 2 options; HL – 3 options

- Freshwater
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments

#### SL and HL core Geographic perspectives – global change

- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security

#### HL Only

#### Geographic perspectives – global interactions

- Power, places and networks
- Human development and diversity
- Global risks and resilience

#### Internal assessment SL and HL Fieldwork

Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation

## Assessment Overview

Type of Assessment	Format of Assessment	Time SL	Time HL	Weighting SL (%)	Weighting HL (%)
<b>External</b>					
Paper 1:	Each option has a structured question and one extended answer question from a choice of two.	1.5 hours	2.25 hours	35	35
Paper 2:	Three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.	1.25 hours	1.25 hours	40	25



Type of Assessment	Format of Assessment	Time SL	Time HL	Weighting SL (%)	Weighting HL (%)
Paper 3	Choice of three extended answer questions, with two parts, based on each HL core extension unit.		1 hour		20
<b>Internal</b>					
Fieldwork	One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation	20 hours	20 hours	25	20

## Global Politics (from 2025 only)

### Nature of the subject

DP global politics is a course for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges.

The course integrates concepts, content and contexts through inquiry.

- Concepts such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course.
- Content informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models.
- Contexts diversify, shape and channel inquiries through contemporary real-world examples and cases.

The flexible syllabus allows educators to build the course around their students' contexts and interests, as well as contemporary events and developments in global politics. Thinking, analysis and research skills are fostered through guided and independent inquiries into political issues and challenges, with a special focus on identifying and engaging with diverse perspectives.

### Aims

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

- Explore and evaluate power in contemporary global politics.
- Examine how state and non-state actors operate and interact within political systems.
- Investigate and analyse contemporary political issues and challenges from multiple perspectives.
- Develop a lifelong commitment to active global citizenship through collaboration and agency.

### Syllabus outline

#### Syllabus component

##### Core

Understanding power and global politics

##### Thematic studies

- Rights and justice
- Development and sustainability
- Peace and conflict

##### Internal Assessment

Engagement project

HL extension: global political challenges

## Assessment Overview

Type of Assessment	Format of Assessment	Time SL	Time HL	Weighting SL (%)	Weighting HL (%)
<b>External</b>					
Paper 1:	Source-based questions that address topics from the global politics core in an integrated way	1.25 hours	1.25 hours	30	20
Paper 2:	Extended response questions based on prescribed content from the thematic studies	1.5 hours	1.5 hours	40	30
Paper 3 (HL only)	Stimulus-based questions related to the HL extension syllabus (global political challenges)		1.5 hours		30
<b>Internal</b>					
Engagement project	A written report on a political issue explored through engagement and research	25 hours	30 hours	30	20

## History

### Nature of the subject

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasises the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and re-search skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

### Aims

The aims of the history course are to enable students to:

- Develop an understanding of, and continuing interest in, the past.
- Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments.
- Promote international-mindedness through the study of history from more than one region of the world.
- Develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives.
- Develop key historical skills, including engaging effectively with sources.
- Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.



## Syllabus outline

### Component

**Prescribed subjects** *One of the following, using two case studies, each taken from a different region of the world:*

- Military Leaders
- Conquest and its impact
- The move to global war
- Rights and protest
- Conflict and intervention

**World History topics.** *Two of the following, using topic examples from more than one region of the world:*

- Society and economy (750-1400)
- Causes and effects of medieval wars (750-1500)
- Dynasties and rulers (750-1500)
- Societies in transition (1400-1700)
- Early Modern states (1450-1789)
- Causes and effects of Early Modern wars (1500-1750)
- Origins, developments and impact of industrialisation (1750-2005)
- Independence movements (1800-2000)
- Evolution and development of democratic states (1848-2000)
- Authoritarian states (20th Century)
- Causes and effects of 20th Century wars
- The Cold War: Superpower tensions and rivalries (20th Century)

**Internal Assessment:** Historical investigation

## Assessment outline: Standard Level (SL)

Type of Assessment	Format of Assessment	Time SL	Time HL	Weighting SL (%)	Weighting HL (%)
<b>External</b>				<b>75</b>	
Paper 1:	Source-based paper based on the five prescribed subjects	1 hour	1.25 hours	30	20
Paper 2:	Essay paper based on the 12 world history topics	1.5 hours	1.5 hours	45	30
Paper 3 (HL only)	Stimulus-based questions related to the HL extension syllabus (global political challenges)		1.5 hours		30
<b>Internal</b>				<b>25</b>	
Historical investigation	A historical investigation into a topic of the student's choice.	20 hours	30 hours	25	20



Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>75 per cent</b>
Paper 1 (1 hour) Source-based paper based on the Prescribed Subject. Answer 4 structured questions. (24 marks)	30 per cent
Paper 2 (1 hour 30 minutes) Essay paper based on the world history topics. Answer 2 essay questions on 2 different topics. (30 marks)	45 per cent
<b>Internal assessment</b> Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>25 per cent</b>

### Assessment outline: Higher Level (HL)

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80 per cent</b>
Paper 1 (1 hour) Source-based paper based on the Prescribed Subject. Answer 4 structured questions. (24 marks)	20 per cent
Paper 2 (1 hour 30 minutes) Essay paper based on the world history topics. Answer 2 essay questions on 2 different topics. (30 marks)	25 per cent
Paper 3 (2 hours 30 minutes) For the selected region, The History of Europe, answer 3 essay questions. (45 marks)	35 per cent
<b>Internal assessment</b> Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>20 per cent</b>

## Psychology

### Nature of the subject

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

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

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

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

approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

#### Aims

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

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour.
- Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study.
- Understand diverse methods of inquiry.
- Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries.
- Ensure that ethical practices are upheld in all psychological inquiry and discussion.
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

#### Syllabus outline

Syllabus component	Teaching Hours SL	Teaching Hours HL
Core	90	120
<ul style="list-style-type: none"> <li>• Biological approach to understanding behaviour</li> <li>• Cognitive approach to understanding behaviour</li> <li>• Sociocultural approach to understanding behaviour</li> <li>• Approaches to researching behaviour</li> </ul>		
Options	20	40
<ul style="list-style-type: none"> <li>• Abnormal psychology</li> <li>• Developmental psychology</li> <li>• Health psychology</li> <li>• Psychology of human relationships</li> </ul>		
Internal Assessment	20	20
Experimental study		

#### Assessment model

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

- Demonstrate knowledge and comprehension of:
  - key terms and concepts in psychology.
  - a range of psychological theories and research studies.
  - the biological, cognitive and sociocultural approaches to mental processes and behaviour.
  - research methods used in psychology.
- Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.
- Demonstrate application and analysis of
  - a range of psychological theories and research studies.
  - the knowledge relevant to areas of applied psychology.
- At HL only, analyse qualitative and quantitative research in psychology.
- Evaluate the contribution of
  - psychological theories to understanding human psychology.
  - research to understanding human psychology.

- the theories and research in areas of applied psychology.
- At HL only, evaluate research scenarios from a methodological and ethical perspective.
- Demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice.
- Work in a group to design a method for a simple experimental investigation, organise the investigation and record the required data for a simple experiment.
- Write a report of a simple experiment.

### Assessment outline

#### Assessment component

##### External assessment

###### Paper 1 (2 hours)

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.

###### Paper 2

SL: one question from a choice of 3 on one option. (1 hour)

HL: 2 questions; one each from a choice of 3 on 2 options. (2 hours)

###### Paper 3 (HL only, 1 hour)

Three short answer questions on approaches to research.

##### Internal assessment (20 hours)

###### Experimental study

A report on an experimental study undertaken by the student.

## Group 4: Sciences

### Group 4 curriculum model

Biology, Chemistry, Physics, and Sports, Exercise and Health Science

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus and a common internal assessment (IA) task. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Objectives” section of the Group 4 subject guides. While the skills and activities of Group 4 Science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth or additional topics. The distinction between SL and HL is one of breadth and depth.

Past experience shows that students will be able to study a Group 4 Science subject at SL successfully with no background in, or previous knowledge of science. For most students considering the study of a Group 4 Subject at HL, while there is no intention to restrict access to Group 4 subjects, some previous exposure to the specific Group 4 subject would be necessary. Mercedes College students who have undertaken the IB Middle Years Programme (MYP) should be well prepared. Other school-based science courses would also be suitable preparation for study of a group 4 subject at HL.

Higher level students are required to spend 60 hours, and SL students 40 hours, on practical/investigative work. This includes 10 hours for the interdisciplinary Group 4 project.

Curriculum model	Teaching Hours SL	Teaching Hours HL
<b>Theory</b>	<b>110</b>	<b>180</b>
• Core	95	95
• Additional higher level (AHL)		60
• Options	25	15
<b>Practical work</b>	<b>40</b>	<b>60</b>
• Practical activities	20	40
• Individual Investigation (IA)	10	10
• Group 4 project	10	10

### Aims

Through studying biology, chemistry, physics, or sports, exercise and health science students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises these subjects.

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

1. Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
2. Acquire a body of knowledge, methods and techniques that characterise science and technology.
3. Apply and use a body of knowledge, methods and techniques that characterise science and technology.
4. Develop an ability to analyse, evaluate and synthesise scientific information.
5. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
6. Develop experimental and investigative scientific skills including the use of current technologies.
7. Develop and apply 21st century communication skills in the study of science.
8. Become critically aware, as global citizens, of the ethical implications of using science and technology.
9. Develop an appreciation of the possibilities and limitations of science and technology.
10. Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge..

### Assessment objectives

The assessment objectives for biology, chemistry, physics, or Sports, Exercise, and Health Science reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science. It is the intention of these courses that students can fulfill the following assessment objectives:

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