



## **IB DP COURSE DESCRIPTIONS**

### **PREFACE**

The course descriptions in this section of the handbook focus on the nature of each course and, where appropriate, the distinction between the SL and HL courses. DP teachers provide a more detailed description of the subjects in their individual course syllabus.

### **GROUP 1: STUDIES IN LANGUAGE AND LITERATURE**

ENGLISH A; RUSSIAN A: LANGUAGE AND LITERATURE SL/HL

Language A: language and literature comprise four parts—two relate to the study of language and two to the study of literature.

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. The course's approaches to studying are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis, among others.

*The distinction between SL and HL*

The model for language A: language and literature are the same at SL and HL, but there are significant quantitative and qualitative differences between the levels.

SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that is equivalent in teaching and learning time.

In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary text or texts or a literary text or work. The outcome of this exploration is a 1200-1500-word essay in which HL students are expected to demonstrate a deeper understanding of the nature of the linguistic or literary study.

ESTONIAN A – LITERATURE SL/HL

Language A: literature comprises three areas of exploration:

- Readers, writers and text;
- Time and space;

- Intertextuality: connecting texts.

In this course, students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism.

Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

#### *The distinction between SL and HL*

The model for language A: literature is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels.

SL students are required to study 9 works, while HL students are required to study 13.

In paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of the literary study.

#### LANGUAGE A: LITERATURE SCHOOL-SUPPORTED SELF-TAUGHT

Language A: literature is a literature course that may be studied in a wide range of languages.

Language A: literature is the subject through which the IB's policy of mother-tongue entitlement is delivered. That policy promotes respect for the literary heritage of the Student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. Where no teacher is available, a student may be allowed to study his or her particular language A as a school-supported self-taught language A: literature student (SL only).

### **GROUP 2: LANGUAGE ACQUISITION**

#### PREFACE

At Audentes International School, Group 2 consists of two modern language courses: Language ab initio in Russian, Spanish and German and Language B, English. Language ab initio and Language B are language acquisition courses 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. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The group 2 courses use a balance between approaches to learning that are teacher-centred (teacher led activities and assessment in the classroom) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning.

Many factors determine the group 2 course that a student should take: the Student's best language, the language(s) spoken at home and at School, and any previous knowledge of the language of study. The most important consideration is that the Language B course should be a challenging educational experience for the Student, offering the opportunity to learn an additional language and the means of learning, appreciating and effectively interacting in a culture different from the Student's own. All final decisions on the course's appropriateness for students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.

#### SPANISH; RUSSIAN AND GERMAN AB INITIO SL

Language ab initio is a language acquisition course designed for students with no prior experience of the target language or for those students with very limited previous exposure. In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works.

Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language ab initio students must study authentic texts that explore the culture(s) of the target language. A key aim of the language ab initio course is to develop international mindedness through the study of language, culture, and ideas and issues of global significance.

#### ENGLISH B SL/HL

English B is a language acquisition course designed for students with some prior experience of learning English. In this course, students develop their receptive and productive skills (listening, reading, speaking and writing), expand their range of vocabulary and advance their knowledge of grammar and style — all while exploring topics of global significance and developing intercultural competence. This allows Audentes IS students to succeed in their international and intercultural environment — at school and beyond.

The English B syllabus is organised around five prescribed themes: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet. Within these themes, students learn to comprehend and produce a wide variety of personal, professional and mass-media texts. In doing so, they develop conceptual understandings of how language works; in particular, they become familiar with the “why” and “how” of language: audience, purpose, meaning, context and variation.

#### *The distinction between SL and HL*

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. Besides, HL students are required to study two literary works originally written in the target language, as the HL internal assessment is based on the extracts from these works.

### **GROUP 3: INDIVIDUAL AND SOCIETIES**

#### **BUSINESS MANAGEMENT SL/HL**

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organisations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organising resources. Profit-making, risk-taking and operating in a competitive environment characterise most business organisations.

Business management studies concentrate on the business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. The course examines how internal and external factors influence business decisions to an organisation and how these decisions impact its internal and external stakeholders. Business management also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise the use of resources in a world with increasing scarcity and concern for sustainability.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalisation, innovation, and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

#### *The distinction between SL and HL*

The HL course in business management differs from the SL course in business management in terms of the following:

- recommended hours devoted to teaching (240 hours for HL compared to 150 hours for SL)
- extra depth and breadth required (extension units for HL)
- nature of the internal assessment task
- nature of the examination questions.

#### **HISTORY SL/HL**

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline focused around key historical concepts such as change, causation, and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing an opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (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 gain 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.

#### *The distinction between SL and HL*

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. At Audentes International School, the regional option focuses on the *History of Europe*. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

### **GROUP 4: SCIENCES**

#### **BIOLOGY SL/HL**

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution, 4 billion species could have been produced. Most of these flourished for a period and then became extinct as new, better adapted species took their place. There have been at least five periods when very large numbers of species became extinct, and biologists are concerned that another mass extinction is underway, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world.

The word "biology" was coined by German naturalist Gottfried Reinhold in 1802, but our understanding of living organisms only started to grow rapidly with the advent of techniques and technologies developed in the 18th and 19th centuries, not least the invention of the microscope and the realisation that natural selection is the process that has driven the evolution of life.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale are the cell, its molecular construction, and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are incredibly challenging, and many discoveries remain to be made. Biology is still a young science, and significant progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever more tremendous pressure on food supplies and on the habitats of other species and is threatening the very planet we occupy.

#### *The distinction between SL and HL*

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a joint internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes, and attitudes, as described in the “Assessment objectives” section of the guide.

While the skills and activities of group 4 science subjects are familiar to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and the standard options. The distinction between SL and HL is one of breadth and depth.

## CHEMISTRY SL/HL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Earth, water, air and fire are often said to be the four classical elements. They have connections with Hinduism and Buddhism. The Greek philosopher Plato was the first to call these entities elements. The study of chemistry has changed dramatically from its origins in the early days of alchemists, who had as their quest the transmutation of common metals into gold. Although today alchemists are not regarded as being true scientists, modern chemistry has the study of alchemy as its roots. Alchemists were among the first to develop strict experimentation processes and laboratory techniques. Robert Boyle, often credited with being the father of modern chemistry, began experimenting as an alchemist.

Despite the exciting and extraordinary development of ideas throughout the history of chemistry, certain things have remained unchanged. Observations remain essential at the core of chemistry, which sometimes requires decisions about what to look for. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working chemists today and, crucially, are also accessible to students in schools. The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental chemistry have become so specialised that it is difficult (if not impossible) to be highly proficient in both areas.

While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial link between these fields.

The Diploma Programme chemistry course includes the essential principles of the subject but also, through a selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both standard level (SL) and higher level (HL). It, therefore, accommodates students who wish to study chemistry as their major subject in higher education and those who do not.

At the school level, both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme chemistry course allows students to develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of science. It also allows

students to develop interpersonal skills, and digital technology skills, which are essential in 21<sup>st</sup> century scientific endeavour and are important life-enhancing, transferable skills in their own right.

#### *The distinction between SL and HL*

Group 4 students at standard level (SL) and higher level (HL) undertake a standard core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes, and attitudes, as described in the “Assessment objectives” section of the guide.

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, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

#### PHYSICS SL/HL

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.

The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working physicists today and, crucially, are also accessible to students in schools. Early in the development of science, physicists were both theoreticians and experimenters (natural philosophers). The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental physicists have become so specialised that it is difficult (if not impossible) to be highly proficient in both areas. While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial links between these fields.

At the school level, both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills essential in modern scientific endeavours and are important life-enhancing, transferable skills in their own right.

The Diploma Programme physics course includes the essential principles of the subject but also, through a selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both SL and HL and therefore accommodates students who wish to study physics as their major subject in higher education and those who do not.

#### *The distinction between SL and HL*

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Assessment objectives” section of the guide.

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, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

## **GROUP 5: MATHEMATICS**

### **MATHEMATICS: ANALYSIS & APPROACHES SL (HL AVAILABLE ONLINE WITH PAMOJA)**

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance, the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and handheld technology is important regardless of choice of course. However, Mathematics: analysis and approaches strongly emphasise the ability to construct, communicate, and justify correct mathematical arguments.

#### *The distinction between SL and HL*

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable manipulating algebraic expressions and enjoy recognising patterns and understanding the mathematical generalisation of these patterns. Students who wish to take Mathematics: analysis and approaches at a higher level will have strong algebraic skills and understand the simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

### **MATHEMATICS: APPLICATIONS & INTERPRETATION SL (HL AVAILABLE ONLINE WITH PAMOJA)**

This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. The subject of this course also includes topics that are traditionally part of a pre-university mathematics course, such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

#### *Mathematics: applications and interpretation: Distinction between SL and HL*

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at a higher level will have good algebraic skills and experience solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable undertaking this exploration using technology.

## GROUP 6: THE ARTS

### VISUAL ARTS SL/HL

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication, and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have a socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects but also in the way we appreciate, enjoy, respect and respond to art-making practices by others from around the world. Theories and practices in visual arts are dynamic and ever-changing and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

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

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

#### *The distinction between SL and HL*

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and demonstrate a deeper consideration of how they communicate with a potential viewer.

## THE CORE

### THEORY OF KNOWLEDGE

The TOK course provides students with an opportunity to **explore and reflect on the nature of knowledge and the process of knowing**. It is a core element of the DP to which schools are required to devote at least 100 hours of class time.

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The course explores **knowledge questions**, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?” or “What constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

## EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the Student’s six chosen subjects for those taking the IB diploma or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research on a topic of their own choice under the guidance of a supervisor (an appropriately qualified member of staff within the School). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. All students must undertake three reflection sessions with their supervisor, including a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay.

Key features of the extended essay:

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for university success and other pathways beyond the Diploma Program.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the *Handbook of Procedures for the Diploma Programme* for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the Student in consultation with a supervisor in the School.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the Student.
- A supervision process supports students recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

The EE is the centrepiece of the IB Diploma Programme. It is an integral and valuable learning experience for all Diploma Programme students or an option for course students.

The **aims** of the EE are for students 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.

#### CHOICE OF TOPIC

The EE is an in-depth study of a focused topic. Students choose their topic from the list of available Diploma Programme subjects for the session in question. For those taking the IB diploma, this is normally one of the student's six chosen subjects. It may also be a subject that a course candidate has a background in.

#### SKILLS—RESEARCH, WRITING, REFLECTION

The EE gives students the opportunity to research a topic of their own choice, under the guidance of a supervisor.

Students then undertake a major piece of formally presented structured writing. They communicate their ideas and findings in a reasoned and coherent manner, appropriate to the subject chosen.

All students are required to undertake three reflection sessions with their supervisor. The third is a short, concluding interview, or viva voce, following the completion of the essay.

#### ASSESSMENT

Students' reflection process is assessed under criterion E: Engagement using the *Reflections on planning and progress Form* (RPPF).

The essay itself is assessed against common criteria, interpreted in ways appropriate to each subject. The assessment objectives for the EE are:

Assessment objectives	
Knowledge and understanding	To demonstrate knowledge and understanding of the topic chosen and the research question posed. To demonstrate knowledge and understanding of subject-specific terminology and/or concepts. To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
Application and analysis	To select and apply research that is relevant and appropriate to the research question. To analyse the research effectively and focus on the research question.
Synthesis and evaluation	To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question. To be able to critically evaluate the arguments presented in the essay. To be able to reflect on and evaluate the research process.
A variety of (research) skills	To be able to present information in an appropriate academic format. To understand and demonstrate academic integrity.

For more on assessment see “Assessing the extended essay”.

While working on the EE, students intensively develop their skills in various areas. Both teachers and students discuss, address and practice the below-mentioned approaches throughout the EE process, which helps students to wholistically look at their work, evaluate it and engage with it critically.

#### APPROACHES TO TEACHING AND LEARNING

- Teaching based on inquiry
- Teaching focused on conceptual understanding,
- Teaching developed in local and global contexts,
- Teaching focused on teamwork and collaboration,
- Teaching differentiated to meet the needs of all learners,
- Teaching informed by assessment (formative and summative).

#### FIVE APPROACHES TO LEARNING:

##### Developing

- thinking skills,
- social skills,
- communication skills,
- self-management skills,
- research skills.

In addition, in order to engage with their EE process critically and constructively, students are encouraged to use the following tool to unpack and understand the assessment criteria.

Criterion	Unpacking the criteria
A: Focus and method	<p>This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.</p> <ul style="list-style-type: none"> <li>• Does this essay meet the requirements for the subject for which you are registering it?</li> <li>• Is your research question stated as a question?</li> <li>• Have you explained how your research question relates to the subject that you selected for the extended essay?</li> <li>• Have you given an insight into why your area of study is important?</li> <li>• Is your research question feasible within the scope of the task? Could your research question be “answered” or it is too vague?</li> <li>• Did you refer to your research question throughout the essay (not only in the introduction and conclusion)?</li> <li>• Did you explain why you selected your methodology?</li> <li>• Are there other possible methods that could be used or applied to answer your research question? How might this change the direction of your research?</li> </ul>

	<ul style="list-style-type: none"> <li>• If you stated a particular methodology in the introduction of your essay, or specific sources, have you used them?</li> <li>• Are there any references listed in the bibliography that were not directly cited in the text?</li> </ul>
B: Knowledge and understanding	<p>This criterion assesses the extent to which the research relates to the subject area/ discipline used to explore the research question; or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied; and additionally, the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.</p> <ul style="list-style-type: none"> <li>• Have you explained how your research question relates to a specific subject you selected for the extended essay?</li> <li>• Have you used relevant terminology and concepts throughout your essay as they relate to your particular area of research?</li> <li>• Is it clear that the sources you are using are relevant and appropriate to your research question?</li> <li>• Do you have a range of sources, or have you only relied on one particular type, for example internet sources?</li> <li>• Is there a reason why you might not have a range? Is this justified?</li> </ul>
C: Critical thinking	<p>This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.</p> <ul style="list-style-type: none"> <li>• Have you made links between your results and data collected and your research question?</li> <li>• If you included data or information that is not directly related to your research question, have you explained its importance?</li> <li>• Are your conclusions supported by your data?</li> <li>• If you found unexpected information or data, have you discussed its importance?</li> <li>• Have you provided a critical evaluation of the methods you selected?</li> <li>• Have you considered the reliability of your sources (peer-reviewed journals, internet, and so on)?</li> <li>• Have you mentioned and evaluated the significance of possible errors that may have occurred in your research?</li> <li>• Are all your suggestions of errors or improvements relevant?</li> <li>• Have you evaluated your research question?</li> <li>• Have you compared your results or findings with any other sources?</li> <li>• Is there an argument that is clear and easy to follow and directly linked to answering your research question, and which is supported by evidence?</li> </ul>
D: Presentation	<p>This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.</p> <ul style="list-style-type: none"> <li>• Have you read and understood the presentation requirements of the extended essay?</li> <li>• Have you chosen a font that will be easy for examiners to read on screen?</li> <li>• Is your essay double-spaced and size 12 font?</li> <li>• Are the title and research question mentioned on the cover page?</li> <li>• Are all pages numbered?</li> </ul>

	<ul style="list-style-type: none"> <li>• Have you prepared a correct table of contents?</li> <li>• Do the page numbers in the table of contents match the page numbers in the text?</li> <li>• Is your essay subdivided into correct sub-sections, if this is applicable to the subject?</li> <li>• Are all figures and tables properly numbered and labelled?</li> <li>• Does your bibliography contain only the sources cited in the text?</li> <li>• Did you use the same reference system throughout the essay?</li> <li>• Does the essay have less than 4,000 words?</li> <li>• Is all the material presented in the appendices relevant and necessary?</li> <li>• Have you proofread the text for spelling or grammar errors?</li> </ul>
E: Engagement	<p>This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student's RPPF.</p> <ul style="list-style-type: none"> <li>• Have you demonstrated your engagement with your research topic and the research process?</li> <li>• Have you highlighted challenges you faced and how you overcame them?</li> <li>• Will the examiner get a sense of your intellectual and skills development?</li> <li>• Will the examiner get a sense of your creativity and intellectual initiative?</li> <li>• Will the examiner get a sense of how you responded to actions and ideas in the research process?</li> </ul>

### CAS (CREATIVITY, ACTION, AND SERVICE)

CAS is at the heart of the Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organised 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 (= making something).

**Activity** — physical exertion contributing to a healthy lifestyle (= breaking a sweat).

**Service** — collaborative and reciprocal engagement with the community in response to an authentic need (= helping others).

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

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.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or an extended series of events.

Furthermore, students undertake at least one **CAS project**. The project should take at least one month, and the student should be working collaboratively towards a goal. The CAS project can address any single strand of CAS or combine two or all three strands. CAS projects challenge students to show initiative, demonstrate perseverance, and develop collaboration, problem-solving, and decision-making skills.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of descriptions, reflections and evidence that showcases their CAS experiences and projects.

The completion of the CAS programme is based on 1) continuous engagement with CAS for 18 months, 2) having three CAS interviews with the CAS coordinator (evaluation their progress and reflecting on their experiences), 3) the student's achievement of the seven **CAS learning outcomes**, as described in the school's *CAS Handbook*. Through their CAS portfolio, students provide the School with evidence demonstrating the achievement of each learning outcome.

Successful completion of the CAS programme is a requirement for the award of the IB Diploma. The CAS coordinator supports students throughout the entire CAS programme and evaluates their final portfolios.