



Abby Kelley Foster International Baccalaureate Diploma Program Curriculum Outlines

The majority of the information in this guide is taken from the IB subject briefs provided at <https://ibo.org/university-admission/ib-recognition-resources-and-document-library/>.

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP, students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose six courses from six distinct groups: 1) studies in language and literature; 2) language acquisition; 3) individuals and societies; 4) sciences; 5) mathematics; 6) the arts. Students may choose to replace the arts course with a second course from one of the other five groups. At least three, and not more than four, subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge, and CAS (creativity, activity, service)—are compulsory and central to the philosophy of the programme.

All Abby Kelley Foster IB courses are two years in length and cover junior and senior year. Full diploma students must have a current minimum GPA of 3.0, and go through an application process which requires a written essay, an interview, and obtaining recommendations from three of their sophomore teachers, two of which must be their math and literature teachers. They must also sign a code of conduct agreement which addresses both academic honesty and personal behavior. Students choosing to take one, two, or three IB courses for certificate must obtain recommendations from their sophomore teacher in that specific subject area. Abby Kelley Foster offers the following IB DP courses to any qualifying student.

- **Studies in language and literature**
 - Language A: Literature SL and HL
- **Language acquisition**
 - Classical Languages: Latin SL and HL
 - Spanish ab initio SL
 - Spanish B SL;
- **Individuals and societies**
 - 20th Century World History SL
 - History of the Americas HL

- Psychology HL SL and HL
- **Sciences**
 - Biology HL
 - Physics SL
 - Sports, Exercise and Health Sciences SL
- **Mathematics**
 - Mathematical Studies SL
 - Mathematics SL
- **The Arts**
 - Music Creating SL; Performance HL
 - Visual Arts HL

Standard Level and Higher Level Courses

*The description below was taken from the *International Baccalaureate Diploma Program Standard Level and Higher Level Courses Descriptor*

The nature of HL and SL courses

It is essential for any pre-university education to equip students with the depth of discipline specific knowledge and skills that they will need for their chosen academic and career paths. However, this must be balanced with the breadth needed to develop well-rounded students who can draw connections between the different disciplines.

As such, the philosophy of the IB DP is that students should engage in a range of subjects while being able to explore specific areas of personal interest in greater depth. SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the programme.

Both SL and HL courses are meant to span the two years of the DP. SL courses are recommended to have at least 150 hours of instructional time, and HL courses are recommended to have at least 240 instructional hours.

In most cases, both SL and HL courses consist of the same educational aims, core syllabus and curriculum and assessment models. HL courses typically also include a range of additional elements designed to allow students to explore areas of interest within the subject in more depth. In this sense, SL courses are not watered down versions of their HL counterparts. The assessment criteria are equally demanding for both levels and SL exams are marked and standardized with the same rigour as all IB coursework.

These DP subject briefs illustrate four key course components. I. Course description and aims, II. Curriculum model, III. Assessment model overview, IV. Sample questions

Table of Contents

IB Language A:	4
Literature Standard Level	4
Literature Higher Level	7
IB Language Acquisitions:	10
Classical Languages - Standard Level (Latin)	10
Classical Languages - Higher Level (Latin)	13
Spanish ab initio - Standard Level	16
Spanish B - Standard Level	19
IB Individuals and societies:	22
History - Standard Level	22
History - Higher Level	25
IB Psychology - Standard Level	29
IB Psychology - Higher Level	32
IB Sciences	35
Biology - Higher Level	35
Physics - Standard Level	38
Sports, Exercise and Health Sciences - Standard Level	41
IB Mathematics	44
Mathematical Applications and Interpretations - Standard Level	44
Mathematics Analysis and Approaches- Standard Level	47
IB Music	49
Music - Standard Level	50
Music - Higher Level	53
IB Arts	56
Visual Arts - Standard Level	56

IB Language A: Literature Standard Level

*The course information below was taken from the *International Baccalaureate Diploma Program IB Language A: Literature standard level subject brief*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature - both in the language of the subject and in translated texts from other cultural domains - is combined with a study of the way literary conventions shape responses to texts.

Students completing the course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have effectively developed skills of analysis and the ability to support an argument in clearly expressed writing. Sometimes at significant length. The course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied can be chosen from a prescribed literature in translation (PLT) list, prescribed list of authors (PLA) or elsewhere. The PLT list is a wide ranging list of works in translation from a variety of languages, allowing teachers to select works in a language different from the language of examination. The PLA lists authors from the language of examination. The authors on the list are appropriate for students aged 16 to 19.

The aims of the language A: literature course at both higher level and standard level are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

II. Curriculum model overview

Components		Recommended teaching hours
<i>Works in translation</i> AKF selected works: Stories by Gabriel Garcia Marquez; Stories by Hundai Murakami; <i>The Stranger</i>	Study of two works All works are chosen from the titles in the prescribed literature in translation list.	40 hours
<i>Detailed study</i> AKF selected works: <i>Hamlet</i> ; <i>The Handmaid's Tale</i> ; Poetry of Sylvia Plath	Study of two works All works are chosen from the prescribed list of authors for the language being studied, each from a different genre.	40 hours
<i>Literary genres</i> AKF selected works: <i>The Handmaid's Tale</i> ; <i>Scarlet Letter</i> ; <i>Sula</i>	Study of three works All works are chosen from the prescribed list of authors for the language being studied, chosen from the same genre.	40 hours
<i>Options</i> AKF selected works: <i>Persepolis</i> ; <i>V for Vendetta</i> , 1984	Study of three works Works are freely chosen in any combination.	30 hours
Total teaching hours		150 hours

III. Assessment

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Students' success in the language A: literature standard level course is measured by combining their grades on external and internal assessment. Students must demonstrate their ability to provide literary commentary about prose and poetry, both in written form and orally.

Type of Assessment	Format of Assessment	Time (hours)	Weighting of final grade (%)
External			70
<i>Paper 1</i>	Literary analysis of one unseen text	1.5	20
<i>Paper 2</i>	Essay based on two works studied	1.5	25
<i>Written Assignment</i>	Reflective statement and literary essay on one work studied		25
Internal			30
<i>Oral Work</i>	Formal oral commentary and interview	10 minutes	15

IV. Sample questions

Provided 'Film Archive', Vicki Raymond, *Selected Poems* (1993)

Write a guided literary analysis. In your answer you must address both the guiding questions provided.

1. Discuss what is revealed about the speaker and your impressions of her.
2. Discuss the literary devices used to create tone and mood. (Paper one)

In the works of at least two authors you have studied, consider and compare the techniques used to make their fictional worlds believable. (Paper two)

IB Language A: Literature Higher Level

*The course information below was taken from the *International Baccalaureate Diploma Program IB Language A: Literature higher level subject brief*. Highlighted text indicates Abby Kelley Foster specific material.

II. Course description and aims

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature - both in the language of the subject and in translated texts from other cultural domains - is combined with a study of the way literary conventions shape responses to texts.

Students completing the course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have effectively developed skills of analysis and the ability to support an argument in clearly expressed writing. Sometimes at significant length. The course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied can be chosen from a prescribed literature in translation (PLT) list, prescribed list of authors (PLA) or elsewhere. The PLT list is a wide ranging list of works in translation from a variety of languages, allowing teachers to select works in a language different from the language of examination. The PLA lists authors from the language of examination. The authors on the list are appropriate for students aged 16 to 19.

The aims of the language A: literature course at both higher level and standard level are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

II. Curriculum model overview

Components		Recommended teaching hours
<i>Works in translation</i> AKF selected works: Stories by Gabriel Garcia Marquez; Stories by Hunderi Murakami; <i>The Stranger</i>	Study of three works All works are chosen from the titles in the prescribed literature in translation list.	65 hours
<i>Detailed study</i> AKF selected works: <i>Hamlet</i> ; <i>The Things They Carried</i> ; Poetry of Sylvia Plath	Study of three works All works are chosen from the prescribed list of authors for the language being studied, each from a different genre.	65 hours
<i>Literary genres</i> AKF selected works: <i>The Handmaid's Tale</i> ; <i>Scarlet Letter</i> ; <i>Sula</i> ; <i>Woman at Point Zero</i>	Study of four works All works are chosen from the prescribed list of authors for the language being studied, chosen from the same genre.	65 hours
<i>Options</i> AKF selected works: <i>Persepolis</i> ; <i>V for Vendetta</i> ; <i>1984</i>	Study of three works Works are freely chosen in any combination.	45 hours
Total teaching hours		240 hours

III. Assessment

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Students' success in the language A: literature higher level course is measured by combining their grades on external and internal assessment.

Students must demonstrate their ability to provide literary commentary about prose and poetry, both in written form and orally.

Type of Assessment	Format of Assessment	Time (hours)	Weighting of final grade (%)
External			70
<i>Paper 1</i>	Literary analysis of one unseen text	2	20
<i>Paper 2</i>	Essay based on two works studied	2	25
<i>Written Assignment</i>	Reflective statement and literary essay on one work studied		25
Internal			30
<i>Oral Work</i>	Formal oral commentary and interview	10 minutes	15

IV. Sample questions

Provided Laurie Colwin, *animal behavior* (1974), and 'Five Lemons', Grevel Lindop, *Playing With Fire* (2006). Write a literary commentary on one. (Paper one)

Compare the methods chosen by at least two authors you have studied for the openings of their works, and the effectiveness of these choices in establishing contact with the reader. (Paper two)

IB Language Acquisitions: Classical Languages - Standard Level (Latin)

First Assessments 2016 - Last Assessments 2021

*The course information below was taken from the *International Baccalaureate Diploma Program IB Language Acquisitions: Classical Languages - standard level subject brief*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course Description and aims

The classical languages standard level (SL) course can be taken in **Latin** or Classical Greek. The course provides students with the opportunity to study an historically significant language that is also embedded in many modern languages. **Latin** and Classical Greek are separate subjects, but they share the same syllabus and assessment criteria.

The DP classical languages course provides an opportunity for students to explore the languages, literatures and cultures of ancient Greece or **Rome**. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

It is a fundamental principle that the texts be studied in their original language. Linguistic skills lie at the heart of the course, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. Students learn to translate Latin or Classical Greek works accurately and sensitively. Students also study different genres of classical texts, examining the ideas in these works and their artistry within their historical, political and cultural contexts. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

Aims

- Enable the student to reach an appropriate level of knowledge and understanding of the language and to use this understanding for a variety of purposes, including translation, comprehension and research.
- Develop the student's appreciation of the literary merit of classical texts and an awareness of the issues raised in them, as well as their connections and relevance to our times.
- Encourage, through the study of texts and other products of classical cultures, an awareness and appreciation in the student of the different perspectives of people from those cultures.
- Provide the student with an opportunity for intellectual engagement through the process of inquiry and the development of critical thinking and learning skills.
- Provide the student with a basis for further study, work and enjoyment in a variety of contexts.

II. Curriculum model overview

Component	Recommended teaching hours
<p>Part 1: Study of language Latin: The study of Cicero or Ovid in order to develop language skills. One extract from each author will be set and students will be required to translate one of the extracts. AKF - Ovid</p> <p>Part 2: Study of literature Study of literature A detailed study of literature from two options in the original language chosen from five prescribed options. AKF - A. Virgil; G. Villains</p>	135
<p>Part 3: Individual study: research dossier A collection of annotated primary source materials demonstrating an in-depth exploration of an aspect of classical language, literature or civilization chosen by the student.</p>	15

III. Assessment model

It is expected that by the end of the classical languages course, students will be able to:

1. understand and translate texts in the original language
2. demonstrate their knowledge and understanding of texts in the
3. original language and other products of classical culture within their historical, political, cultural and geographical contexts
4. analyse the style of, and demonstrate a critical understanding of, a variety of classical texts in the original language
5. construct an argument supported by relevant examples in the
6. original language or supplementary reading.

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		2.75	80
Paper 1	Translation of one extract from a prescribed author in Part 1 of the syllabus	1.25	35
Paper 2	Questions based on ten extracts, two from each option in Part 2 of the syllabus. Students answer questions on three extracts from two options	1.50	45
Internal			20
Research dossier	An annotated collection of seven to nine primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archeology or some aspect of classical influence.		20

IV. Sample questions

Text for translations: Cicero, Pro Lege Manilia 2.6 (Cicero discusses the war with Mithridates.) (Latin SL paper one)

(Question based on Vergil, Aeneid 1.418-436) Give three details, quoting from the Latin text, which hint at the future of the grandiosity of Carthage. (Latin SL paper two)

IB Language Acquisitions: Classical Languages - Higher Level (Latin)

First Assessments 2016 - Last Assessments 2021

*The course information below was taken from the *International Baccalaureate Diploma Program IB Language Acquisitions: Classical Languages - standard level subject brief*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course Description and aims

The classical languages higher level (HL) course can be taken in **Latin** or Classical Greek. The course provides students with the opportunity to study an historically significant language that is also embedded in many modern languages. **Latin** and Classical Greek are separate subjects, but they share the same syllabus and assessment criteria.

The DP classical languages course provides an opportunity for students to explore the languages, literatures and cultures of ancient Greece or **Rome**. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

It is a fundamental principle that the texts be studied in their original language. Linguistic skills lie at the heart of the course, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. Students learn to translate Latin or Classical Greek works accurately and sensitively. Students also study different genres of classical texts, examining the ideas in these works and their artistry within their historical, political and cultural contexts. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

Aims

- Enable the student to reach an appropriate level of knowledge and understanding of the language and to use this understanding for a variety of purposes, including translation, comprehension and research.
- Develop the student's appreciation of the literary merit of classical texts and an awareness of the issues raised in them, as well as their connections and relevance to our times.
- Encourage, through the study of texts and other products of classical cultures, an awareness and appreciation in the student of the different perspectives of people from those cultures.
- Provide the student with an opportunity for intellectual engagement through the process of inquiry and the development of critical thinking and learning skills.
- Provide the student with a basis for further study, work and enjoyment in a variety of contexts.

II. Curriculum model overview

Component	Recommended teaching hours
<p>Part 1: Study of language Latin: The study of Cicero or Ovid in order to develop language skills. One extract from each author will be set and students will be required to translate one of the extracts. AKF - Ovid</p> <p>Part 2: Study of literature Study of literature A detailed study of literature from two options in the original language chosen from five prescribed options. AKF - A. Virgil; G. Villains</p>	220
<p>Part 3: Individual study: research dossier A collection of annotated primary source materials demonstrating an in-depth exploration of an aspect of classical language, literature or civilization chosen by the student.</p>	20

III. Assessment model

It is expected that by the end of the classical languages course, students will be able to:

7. understand and translate texts in the original language
8. demonstrate their knowledge and understanding of texts in the
9. original language and other products of classical culture within their historical, political, cultural and geographical contexts
10. analyse the style of, and demonstrate a critical understanding of, a variety of classical texts in the original language
11. construct an argument supported by relevant examples in the
12. original language or supplementary reading.

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3.5	80
Paper 1	Translation of one extract from a prescribed author in Part 1 of the syllabus	1.5	35
Paper 2	Questions based on ten extracts, two from each option in Part 2 of the syllabus. Students answer questions on four extracts from two options	2.0	45
Internal			20
Research dossier	An annotated collection of seven to nine primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archeology or some aspect of classical influence.		20

IV. Sample questions

Text for translations: Cicero, Pro Cluentio, 50-51. (Cicero describes a previous case and his nervousness at speaking.) (Latin HL paper one)

(Question based on Tibullus, Elegies 3.11) Analyze the poem showing how Tibullus's poetic style emphasizes major themes of Roman love poetry. Support your argument by quoting the Latin text. (Latin HL, paper two, section A)

IB Language Acquisitions:

Spanish ab initio - Standard Level

First Assessments 2020 - Last Assessments 2025

*The course information below was taken from the *International Baccalaureate Diploma Program IB Language Acquisitions: Language ab initio - Standard level subject brief* and *Language ab initio guide (first exams 2020)* Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

The IB DP language ab initio course is 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 language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

The aims of the language ab initio course are to:

- develop students' international mindedness through the study of languages, cultures and issues of global significance
- enable students to understand and use 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 the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students, through language learning and the process of intellectual inquiry, with opportunities for intellectual engagement and the development of creative and critical thinking skills
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and lifelong enjoyment of language learning

II. Curriculum model overview

Three areas of study – language, themes and texts – provide the basis of the language ab initio course. These three fundamental areas, as well as intercultural understanding, are all interrelated and should be studied concurrently.

Areas of study
Language <ul style="list-style-type: none">• Receptive skills: the ability to comprehend straightforward written and spoken language.• Productive skills: the ability to write and speak the target language effectively.• Interactive skills: the ability to understand and respond effectively to written and spoken language.
Themes <ul style="list-style-type: none">• Identities: personal attributes, personal relationships, eating and drinking, physical well-being• Experiences: daily routine, leisure, holidays, festivals and celebrations• Human ingenuity: transport, entertainment, media and technology• Social organization: neighborhood, education, the workplace, social issues• Sharing the planet: climate, physical geography, the environment, global issues
Texts <p>During the course, students are taught to understand and produce a variety of spoken, written and visual texts. The three broad categories of texts are personal, professional and mass media. Examples of texts to be studied include blogs, letters, maps, timetables, podcasts and web pages.</p>

III. Assessment model

The following assessment objectives are common to both language ab initio and language B. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language courses.

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

Type of assessment	Format of assessment	Time (hours)	Weight (%)
External			75
Paper 1 Productive skills: writing	Two written tasks of 70-150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	1	25
Paper 2 Receptive skills: Listening comprehension (45 minutes) Reading comprehension (1 hour)	Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	1 hour 45 minutes	50
Internal			25
Individual oral: interactive skills	General conversation with the teacher, based on a visual stimulus and at least one additional course theme		25

IV. Sample questions

IB Language Acquisitions:

Spanish B - Standard Level

First Assessments 2020 - Last Assessments 2025

*The course information below was taken from the *International Baccalaureate Diploma Program IB Language Acquisitions: Language B - Standard level subject brief* and *Language B guide (first exams 2020)*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

The IB DP language B course is designed to provide students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

Spanish B is designed for students who possess a degree of knowledge and experience in Spanish. High performing standard level students should be able to follow university courses in other disciplines in Spanish.

The aims of the language B standard level course are to:

- develop students' international mindedness through the study of languages, cultures and issues of global significance
- enable students to understand and use 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 the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students, through language learning and the process of intellectual inquiry, with opportunities for intellectual engagement and the development of creative and critical thinking skills
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and lifelong enjoyment of language learning

II. Curriculum model overview

Three areas of study – language, themes and texts – provide the basis of the language B course. In doing so they develop conceptual understanding of how language works.

Areas of study
Language <ul style="list-style-type: none">• Receptive skills: the ability to comprehend straightforward written and spoken language.• Productive skills: the ability to write and speak the target language effectively.• Interactive skills: the ability to understand and respond effectively to written and spoken language.
Themes <ul style="list-style-type: none">• Identities: personal attributes, personal relationships, eating and drinking, physical well-being• Experiences: daily routine, leisure, holidays, festivals and celebrations• Human ingenuity: transport, entertainment, media and technology• Social organization: neighborhood, education, the workplace, social issues• Sharing the planet: climate, physical geography, the environment, global issues
Texts <p>During the course, students are taught to understand and produce a variety of spoken, written and visual texts. The three broad categories of texts are personal, professional and mass media. Examples of texts to be studied include blogs, letters, maps, timetables, podcasts and web pages.</p>

III. Assessment model

The following assessment objectives are common to both language ab initio and language B. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language courses.

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

Type of assessment	Format of assessment	Time (hours)	Weight (%)
External			75
Paper 1 Productive skills: writing	One written tasks of 250-400 words from a choice of three, each from a different theme, choosing a text type from those listed in the examination instructions.	1 hour 15 minutes	25
Paper 2 Receptive skills: Listening comprehension (45 minutes) Reading comprehension (1 hour)	Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	1 hour 45 minutes	50
Internal			25
Individual oral: interactive skills	General conversation with the teacher, based on a visual stimulus followed by a discussion based on an additional theme.		25

IV. Sample questions

IB Individuals and societies:

History - Standard Level

First Assessments 2017 - Last Assessments 2025

*The course information below was taken from the *International Baccalaureate Diploma Program IB Individuals and societies - Standard level subject brief*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

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

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course demands a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research 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.

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

- Develop and understanding of, and a continued 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. knowledge.

II. Curriculum Overview

Component	Recommended teaching hours
<p>Prescribed subject - using two case studies</p> <p>Rights and Protests</p> <ul style="list-style-type: none"> ● United States Civil Rights Movement ● South African Apartheid 	40
<p>World history topics - using topic examples from more than one region of the world</p> <ul style="list-style-type: none"> ● Causes and effects of 20th-century wars <ul style="list-style-type: none"> ○ WWI, WWII, Russian Civil War, Chinese Civil War, Algerian War, Korean, Vietnam ● The Cold War - Superpower tensions and rivalries (20th century) <ul style="list-style-type: none"> ○ Origins ○ Conflicts & crises <ul style="list-style-type: none"> ■ Berlin Blockade ■ Cuban Missile Crisis ○ Leaders <ul style="list-style-type: none"> ■ Reagan and Gorbachev 	90
<p>Internal Assessment Historical investigation</p>	20

III. Assessment model

There are four assessment objectives for the DP history course. Having followed the course at standard level (SL), students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources.

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources.

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.

- Synthesize information from a selection of relevant sources.

Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, reference and selection of appropriate sources.

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		2.5	75
Paper 1	Source-based, paper based on one case study from Rights and Protests	1	30
Paper 2	Essay paper based on the two world history topics (1 essay per topic)	1.5	45
Internal			
Historical investigation	A historical investigation into a topic of the student's choice	20	25

IV. Sample question

Paper 1

When presented with five sources related to the enforcements of the provisions of the treaties, disarmament, and London Naval Conference (1930), students will:

- Explain the significance of the Conference
- Compare and contrast the views of the Conference presented in different sources
- Assess the values and limitations of sources
- Use the sources and own knowledge to discuss the extent to which they agree with the view that the London Naval Conference was unsuccessful.

Paper 2 (HL and SL)

Compare and contrast the role of technology in determining the outcome of two 20th century wars.

Examine the impact of the US policy of containment on superpower relations between 1947 and 1964.

IB Individuals and societies:

History - Higher Level

First Assessments 2017 - Last Assessments 2025

*The course information below was taken from the *International Baccalaureate Diploma Program IB Individuals and societies - Standard level subject brief*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

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

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course demands a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research 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.

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

- Develop an understanding of, and a continued 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. knowledge.

II. Curriculum Overview

Component	Recommended teaching hours
<p>Prescribed subject - using two case studies</p> <p>Rights and Protests</p> <ul style="list-style-type: none"> • United States Civil Rights Movement • South African Apartheid 	40
<p>World history topics - using topic examples from more than one region of the world</p> <ul style="list-style-type: none"> • Causes and effects of 20th-century wars <ul style="list-style-type: none"> ○ WWI ○ WWII ○ Korean Conflict ○ Cuban Revolution ○ Vietnam War • The Cold War - Superpower tensions and rivalries (20th century) <ul style="list-style-type: none"> ○ Origins of the Cold War ○ Role of Ideology in Cold War ○ Conflicts & crises <ul style="list-style-type: none"> ■ Berlin Blockade ■ Berlin Crisis/Berlin Wall ■ Cuban Missile Crisis ○ Role of two leaders <ul style="list-style-type: none"> ■ Kennedy ■ Khrushchev ○ End/Impact of Cold War <ul style="list-style-type: none"> ■ Impact of Cold War on one country <ul style="list-style-type: none"> • Cuba 	90
<p>HL options: Depth studies</p> <p>History of the Americas</p> <ul style="list-style-type: none"> • The Second World War in the Americas • The Cold War and the Americas 1945-1981 • Civil rights and social movements in the Americas post-1945 	90
<p>Internal Assessment</p> <p>Historical investigation</p>	20

III. Assessment model

There are four assessment objectives for the DP history course. Having followed the course at higher level (HL), students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.

- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources.

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources.

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of relevant sources.

Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, reference and selection of appropriate sources.

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		5.0	80
Paper 1	Source-based, paper based on one case study from Rights and Protests	1	20
Paper 2	Essay paper based on the two world history topics (1 essay per topic)	1.5	25
Paper 3	Essay paper based on the regional option (3 essays)	2.5	35
Internal			
Historical investigation	A historical investigation into a topic of the student's choice	20	20

IV. Sample question

Paper 1

When presented with five sources related to the enforcements of the provisions of the treaties, disarmament, and London Naval Conference (1930), students will:

- Explain the significance of the Conference
- Compare and contrast the views of the Conference presented in different sources
- Assess the values and limitations of sources
- Use the sources and own knowledge to discuss the extent to which they agree with the view that the London Naval Conference was unsuccessful.

Paper 2 (HL and SL)

Compare and contrast the role of technology in determining the outcome of two 20th century wars.

Examine the impact of the US policy of containment on superpower relations between 1947 and 1964.

IB Psychology - Standard Level

*The course information below was taken from the *International Baccalaureate Diploma Program IB Psychology - Standard level subject brief*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

The IB Diploma Programme standard level psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

In addition, the course is designed to:

- encourage the systematic and critical study of human experience and behaviour and environments
- develop the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable students to collect, describe and analyse data used in studies of behaviour ; test hypotheses; and interpret complex data and source material
- enable students to recognize that the content and methodologies are contestable and that their study requires the toleration of uncertainty
- develop an awareness of how psychological research can be applied for better understanding of human behaviour
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- develop an understanding of alternative explanations of behaviour
- understand and use diverse methods of psychological inquiry

II. Curriculum model overview

Components	Recommended teaching hours
Core 90 hours of standard level instruction on 3 topics <ul style="list-style-type: none"> • The biological level of analysis • The cognitive level of analysis • The sociocultural level of analysis 	90 hours
Options 30 hours of instruction on one additional topic <ul style="list-style-type: none"> • Abnormal psychology • Developmental psychology • Health psychology • Psychology of human relationships • Sport psychology 	30 hours
Experimental study Introduction of experimental research methodology	30 hours
Total teaching hours	150 hours

III. Assessment model

Assessment for psychology standard level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

The assessments aim to test all students' knowledge and understanding of key concepts through:

- knowledge and comprehension of specified content, research methods and theories, such as key concepts, biological, cognitive and sociocultural levels of analysis
- application and analysis, including using psychological research and psychological concepts to formulate an argument in response to a specific question
- synthesis and evaluation of psychological theories, empirical studies, and research methods used to investigate behaviour
- selection and use of skills appropriate to psychology, the acquisition of knowledge, skills required for experimental design, data collection and presentation, data analysis and interpretation
- data analysis using an appropriate statistical test and write an organized response.

Students' success in the psychology standard level course is measured by combining their grades on an external and internal assessment.

On external assessments, students must be able to demonstrate an understanding of both basic facts and complex concepts related to the biological, cognitive and socio-cultural levels of analysis. For their internal assessment, standard level psychology students plan, undertake and report on a replication of a simple

experimental study.

Format of assessment	Type of assessment	Time (hours)	Weighting of final grade (%)
External		3	75
Paper 1	Question response and an essay	2	50
Paper 2	Answer one of 15 questions in essay form	1	25
Internal			25
Study Report	A report of a simple experimental study conducted by the student		

IV. Sample questions

Answer all questions in this section. (Paper one)

- Biological level of analysis
 - Describe one ethical consideration related to one study at the biological level of analysis
- Cognitive level of analysis
 - With reference to one study, describe how one particular research method is used at the cognitive level of analysis
- Socio-cultural level of analysis
 - With reference to one study, describe one error in attribution

Explain, with reference to psychological research, two etiologies of one anxiety, affective or eating disorder. (Paper two)

IB Psychology - Higher Level

*The course information below was taken from the *International Baccalaureate Diploma Program IB Psychology - Higher level subject brief*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

The IB Diploma Programme standard level psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and socio-cultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

In addition, the course is designed to:

- encourage the systematic and critical study of human experience and behaviour and environments
- develop the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable students to collect, describe and analyse data used in studies of behaviour ; test hypotheses; and interpret complex data and source material
- enable students to recognize that the content and methodologies are contestable and that their study requires the toleration of uncertainty
- develop an awareness of how psychological research can be applied for better understanding of human behaviour
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and socio-cultural influences on human behaviour
- develop an understanding of alternative explanations of behaviour
- understand and use diverse methods of psychological inquiry

II. Curriculum model overview

Components	Recommended teaching hours
Core 90 hours of instruction on 3 topics <ul style="list-style-type: none">• The biological level of analysis• The cognitive level of analysis• The socio-cultural level of analysis	90 hours
Options 30 hours of instruction on two additional topics <ul style="list-style-type: none">• Abnormal psychology• Developmental psychology• Health psychology• Psychology of human relationships• Sport psychology	60 hours
Additional higher level Qualitative research in psychology	50 hours
Experimental study Introduction of experimental research methodology	40 hours
Total teaching hours	240 hours

III. Assessment model

Assessment for psychology standard level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

The assessments aim to test all students' knowledge and understanding of key concepts through:

- knowledge and comprehension of specified content, research methods and theories, such as key concepts, biological, cognitive and sociocultural levels of analysis
- application and analysis, including using psychological research and psychological concepts to formulate an argument in response to a specific question
- synthesis and evaluation of psychological theories, empirical studies, and research methods used to investigate behaviour
- selection and use of skills appropriate to psychology, the acquisition of knowledge, skills required for experimental design, data collection and presentation, data analysis and interpretation
- data analysis using an appropriate inferential statistical test and write an organized response.

Students' success in the psychology higher level course is measured by combining their grades on an external

and internal assessment.

On external assessments, students must be able to demonstrate an understanding of both basic facts and complex concepts related to the biological, cognitive and sociocultural levels of analysis. Students in higher level courses are also assessed on their knowledge and understanding of qualitative research. For their internal assessment, higher level psychology students plan, undertake and report on a replication of a simple experimental study.

Format of assessment	Type of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	Question response and an essay	2	35
Paper 2	Answer two of 15 questions in essay form	2	25
Paper 3	Answer three questions	1	20
Internal			20
Study Report	A report of a simple experimental study conducted by the student		

IV. Sample questions

Using relevant psychological research, examine one evolutionary explanation of behavior. (Paper one)

Discuss the influence of poverty/socioeconomic status on cognitive development. (Paper two)

Provided stimulus material based on a study on the influences on young people's use of drugs, answer the following three questions:

1.
 - a. Identify the research method used and outline two characteristics of the method.
 - b. Describe the sampling method used in the study.
 - c. Suggest an alternative or additional research method giving one reason for your choice.
2. Describe the ethical considerations in reporting the results and explain additional ethical considerations that could be taken into account when applying the findings of the study.
3. Discuss the possibility of generalizing the findings of the study. (Paper three)

IB Sciences

Biology - Higher Level

First assessments 2016 - Last assessments 2022

*The course information below was taken from the *International Baccalaureate Diploma Program subject brief sciences Biology - Higher level*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how disciplines and their influence on other areas of knowledge. 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 characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP biology course are to enable students 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 characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize 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.

II. Curriculum model overview

Component	Recommended teaching hours
Core: 1. Cell biology 2. Molecular biology 3. Genetics 4. Ecology 5. Evolution and biodiversity 6. Human physiology	95 15 21 15 12 12 20
Additional higher level: 1. Nucleic acids 2. Metabolism, cell respiration, and photosynthesis 3. Plant biology 4. Genetics and evolution 5. Animal physiology	60 9 14 13 8 16
Option (Choice of one out of four) 1. Neurobiology and behavior 2. Biotechnology and bioinformatics 3. Ecology and conservation 4. Human physiology	25 25 25 25 25
Practical scheme of work Prescribed and other practical activities Individual investigation Group 4 project	60 40 10 10

The group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

It is the intention of this course that students are able to 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.

Types of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4.5	80
Paper 1	40 multiple choice questions	1	20
Paper 2	Data-based, short answer and extended response questions	2.25	36
Paper 3	Data-based, short answer and extended response questions	1.25	24
Internal		10	20
Individual Investigation	Investigation and write-up of 6 to 12 pages	10	20

IV. Sample questions

Membrane proteins of mice cells are marked with green and membrane proteins of human cells are marked with red. The cells are fused together. What would be seen after two hours? (Paper one)

The species is the basis for naming and classifying organisms.

- Explain how new species can emerge by:
 - Directional selection
 - Disruptive selection
 - Polyploidy
- Outline the advantages to scientists of the binomial system for naming species.
- Describe the use of dichotomous keys for the identification of species. (Paper two)

Brain death is a clinical diagnosis based on the absence of neurological function, with a known, irreversible cause of coma,

- Explain a named method to assess brain damage
- Distinguish between a reflex arc and other responses by the nervous system
- Describe the events that occur in the nervous system when something very hot is touched. (Paper three)

IB Sciences

Physics - Standard Level

First assessments 2016 - Last assessments 2022

*The course information below was taken from the *International Baccalaureate Diploma Program subject brief sciences Physics - Standard level*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics 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 characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

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

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

II. Curriculum Overview

Component	Recommended teaching hours
Core	95
1. Measurements and uncertainties	5
2. Mechanics	22
3. Thermal physics	11
4. Waves	15
5. Electricity and magnetism	15
6. Circular motion and gravitation	5
7. Atomic, nuclear and particle physics	14
8. Energy production	8
Option (Choice of one out of four)	15
A. Relativity	15
B. Engineering physics	15
C. Imaging	15
D. Astrophysics - (AKF chosen option)	15
Practical scheme of work	40
Prescribed and other practical activities	20
Individual Investigation (internally assessed)	10
Group 4 project	10

The group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

It is the intention of this course that students are able to 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.

Type of assessment	Format of assessment	Time (hours)	Weight of final grade (%)
External		3	80
Paper 1	30 multiple-choice questions	0.75	20
Paper 2	Short answer and extended response questions (Core)	1.25	40
Paper 3	Data- and practical-based questions plus, short answer and extended response questions on the option	1	20
Internal		10	20
Individual Investigation	Investigation and write-up of 6 to 12 pages	10	20

IV. Sample questions

An object falls freely from rest through a vertical distance of 44.0m in a time of 3.0s. What value should be quoted for the acceleration of free-fall? (Paper one)

- A. 9.778ms^2
- B. 9.780ms^2
- C. 9.78ms^2
- D. 9.8ms^2

There is a suggestion that the temperature of the earth may increase if the use of fossil fuels is not reduced over the coming years. Explain, with reference to the advanced greenhouse effect, why this temperature increase may occur. (Paper two)

In an experiment to measure the specific heat capacity of a metal, a piece of metal is placed inside a container of boiling water at 100°C . The metal is then transferred into a calorimeter containing water at a temperature of 10°C . The final equilibrium temperature of the water was measured. One source of error in this experiment is that the small mass of boiling water will be transferred to the calorimeter along with the metal.

- (a) Suggest the effect of the error on the measured value on the specific heat capacity of the metal.
- (b) State one other source of error for this experiment. (Paper three)

IB Sciences

Sports, Exercise and Health Sciences - Standard Level

First assessments 2014

*The course information below was taken from the *International Baccalaureate Diploma Program subject brief sciences Sports, exercise and health science*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

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

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

Both the SL and HL have a common core syllabus, internal assessment scheme, and overlapping elements in the options studied. While the skills and activities are common to all students, HL requires additional material and topics within the options.

Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate, and the variety of forms of the “scientific method” with an emphasis on a practical approach through experimental work. In this context, the aims of SEHS is for students to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

II. Curriculum Overview

Syllabus component	Recommended teaching hours
Core: <ul style="list-style-type: none">AnatomyExercise physiologyEnergy systemsMovement analysisSkill in sportsMeasurement and evaluation of human performance	80 7 17 13 15 15 13
Options (Two of four) <ul style="list-style-type: none">Optimizing physiological performancePsychology in sportsPhysical activity and healthNutrition for sports, exercise and health	30
Practical work Investigations Group 4 project Individual investigations (internal assessment)	40 20 10 10
Total teaching hours	150

The group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

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

- Demonstrate knowledge and understanding of:
 - facts, concepts, and terminology
 - methodologies and techniques
 - communicating scientific information.
- Apply:
 - facts, concepts, and terminology
 - methodologies and techniques
 - methods of communicating scientific information.
- 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.

Type of assessment	Format of assessment	Time (hours)	Weight of final grade (%)
External		3	80
Paper 1	30 multiple-choice questions	0.75	20
Paper 2	One data-based and several short answer question. One extended response question.	1.25	35
Paper 3	Several short answer questions in each of the two options	1	25
Internal		10	20
Individual Investigation	Investigation and write-up of 6 to 12 pages	10	20

IV. Sample questions

At rest the arterio-venous oxygen difference is approximately 5 mL of oxygen per 100 mL of blood. What happens to this figure when someone participates in moderately intense exercise?

Outline the general characteristics that are common to muscle tissue.

IB Mathematics

Mathematical Applications and Interpretations - Standard Level

First assessments 2021

*The course information below was taken from the *International Baccalaureate Diploma Program subject brief Mathematics: Applications and Interpretations - Standard level*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of all DP mathematics courses are to enable students to:

- enjoy and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical, and creative thinking, and patience and persistence in problem-solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- Independently and collaboratively extend their understanding of mathematics.

II. Curriculum model overview

Component	Recommended teaching hours
Topic 1 Numbers and algebra	16
Topic 2 Functions	31
Topic 3 Geometry and trigonometry	18
Topic 4 Statistics and probability	36
Topic 5 Calculus	19
Project Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30

III. Assessment model

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

- **Knowledge and understanding:** Recall, select and use knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- **Problem-solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems..
- **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper or using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology..
- **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and solve problems.
- **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- **Inquiry approaches:** investigate unfamiliar situations both abstract and from the real world, involving organizing and analysing information, making conjectures, drawing conclusions, and testing their validity.

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	Technology allowed Compulsory short response questions based on the syllabus	1.5	40
Paper 2	Technology allowed Compulsory extended response questions based on the syllabus	1.5	40
Internal			20
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics		15	20

IV. Sample questions

A liquid is heated so that after 20 seconds of heating its temperature, T , is 25°C and after 50 seconds of heating its temperature is 37°C . The temperature of the liquid at the time t can be modelled by $T = at + b$, where t is the time in seconds after the start of heating.

Using this model, one equation that can be formed is $20a + b = 25$.

- Using the model, write down a second equation in a and b .
- Using your graphic display calculator, or otherwise, find the value of a and b .
- Use the model to predict the temperature of liquid 60 seconds after heating.

Yun Bin invests 5000 euros in an account which pays a nominal annual interest rate of 6.25%, compounded monthly. Give all answers correct to two decimal points.

Find

- The value of the investment after 3 years.
- The difference in the final value of the investment if the interest was compounded quarterly at the same nominal rate.

IB Mathematics

Mathematics Analysis and Approaches- Standard Level

First assessments 2021

*The course information below was taken from the *International Baccalaureate Diploma Program subject brief Mathematics: Mathematics - Standard level*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of all DP mathematics courses are to enable students to:

- enjoy and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical, and creative thinking, and patience and persistence in problem-solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- Independently and collaboratively extend their understanding of mathematics.

II. Curriculum model overview

Component	Recommended teaching hours
Topic 1 Number and algebra	19
Topic 2 Functions	21
Topic 3 Geometry and trigonometry	25
Topic 4 Statistics and probability	27
Topic 5 Calculus	28
Project Internal assessment in Mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	30

III. Assessment model

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

- **Knowledge and understanding:** Recall, select and use knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- **Problem-solving:** Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems..
- **Communication and interpretation:** Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper or using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology..
- **Technology:** Use technology accurately, appropriately and efficiently both to explore new ideas and solve problems.
- **Reasoning:** Construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- **Inquiry approaches:** investigate unfamiliar situations both abstract and from the real world, involving organizing and analysing information, making conjectures, drawing conclusions, and testing their validity.

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	No technology allowed Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the whole syllabus.	1.5	40
Paper 2	Technology allowed Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus.	1.5	40
Internal		15	20
Exploration		15	20

IV. Sample questions

A data set has a mean of 20 and a standard deviation of 6.

- A. Each value in the data set has 10 added to it. Write down the value of:
 - a. The new mean;
 - b. The new standard deviation
- B. Each value in the original data set is multiplied by 10.
 - a. Write down the value of the new mean;
 - b. Find the value of the new variance.

Given that $f(x) = 1/x$, answer the following:

- A. Find the first 4 derivatives of $f(x)$
- B. Write an expression for $f^{(n)}$ in terms of x and n .

IB Music

Music - Standard Level

*The course information below was taken from the *International Baccalaureate Diploma Program subject brief Music - Standard level*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

The IB Diploma Programme standard level music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate. In addition, the course enables students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills
- develop their knowledge and potential as musicians, both personally and collaboratively.

II. Curriculum model overview

Components	Recommended teaching hours
Core Musical perception	75
Options Students choose one of the three options: <ul style="list-style-type: none">• Creating• Solo performing• Group performing	75
Total teaching hours	150

III. Assessment model

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding,
- programme of study the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding a globally recognized university entrance qualification.

The assessments aim to test all students' knowledge and understanding of key concepts through various activities that demonstrate:

- knowledge, understanding and perception of music in
- relation to time, place and cultures appropriate musical terminology to describe and
- reflect their critical understanding of music comparative analysis of music in relation to time, place and cultures. creative skills through exploration, control and
- development of musical elements performance skills through solo or group music
- making critical-thinking skills through reflective thought.

Students' success in the music standard level course is measured by combining their grades on external and internal assessment

Throughout the teaching of the course students should be encouraged to develop critical thinking and participate in inquiry-based learning, while working both individually and collaboratively. The listening paper is based on musical perception, reflected through analysis and examination of pieces of music. Section A relates to two prescribed works, of which students study one. Section B relates to music from different times and places, encompassing jazz/pop, western art music and world music.

In the musical links investigation, through the study of pieces from two distinct musical cultures, students are encouraged to explore, analyse and examine the musical connections existing between two (or more) pieces of music. Through investigative study and analysis of the similarities and differences between the selected pieces of music, students learn to demonstrate significant musical links.

For the creating option, students create two 3- to 6-minute pieces, choosing from a wide range of styles and media, including traditional instruments, voices and/ or music technology, and reflect on their understanding of the intention, process and outcome of the pieces.

For the solo performing option, students must submit a programme of contrasting pieces in any style of music that is 15 minutes in length.

For the group performing option, a submission is made for students in the group of pieces selected from two or more public performances that is 20–30 minutes in length.

Assessment criteria are used to assess students' achievement in music. These criteria are related to the assessment objectives established for the music course and to the group 6 grade descriptors.

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			50
Listening Paper	Four musical perception questions	2	30
Musical links investigation	A written media script of 2,000 words or less, investigating the significant musical links between two or more pieces from distinct musical cultures.		20
Internal			50
Creating or Performing	Students choose one of the three options: Creating: Two pieces of course-work with recordings and written work. Solo performing: a recording selected from pieces performed during one or more public performances. Group performing: A recording selected from pieces performed during two or more public performances.		50

IB Music

Music - Higher Level

*The course information below was taken from the *International Baccalaureate Diploma Program subject brief Music - Higher level*. Highlighted text indicates Abby Kelley Foster specific material.

I. Course description and aims

The IB Diploma Programme higher level music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate. In addition, the course enables students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills
- develop their knowledge and potential as musicians, both personally and collaboratively.

II. Curriculum model overview

Components	Recommended teaching hours
Musical perception	90
Creating	75
Solo performing	75
Total teaching hours	240

III. Assessment model

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding,
- programme of study the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding a globally recognized university entrance qualification.

The assessments aim to test all students' knowledge and understanding of key concepts through various activities that demonstrate:

- knowledge, understanding and perception of music in
- relation to time, place and cultures appropriate musical terminology to describe and
- reflect their critical understanding of music comparative analysis of music in relation to time,
- place and cultures. creative skills through exploration, control and
- development of musical elements performance skills through solo or group music
- making critical-thinking skills through reflective thought.

Students' success in the music higher level course is measured by combining their grades on external and internal assessment

Throughout the teaching of the course students should be encouraged to develop critical thinking and participate in inquiry-based learning, while working both individually and collaboratively. The listening paper is based on musical perception, reflected through analysis and examination of pieces of music. Section A relates to two prescribed works, of which students study one. Section B relates to music from different times and places, encompassing jazz/pop, western art music and world music.

In the musical links investigation, through the study of pieces from two distinct musical cultures, students are encouraged to explore, analyse and examine the musical connections existing between two (or more) pieces of music. Through investigative study and analysis of the similarities and differences between the selected pieces of music, students learn to demonstrate significant musical links.

In creating, students create three pieces of 3 to 6 minutes in length choosing from a wide range of styles and media. Including traditional instruments, voices and/or music technology, and reflect on their understanding of the intention, process and outcome of pieces.

In the performing component, students must submit a program of contrasting pieces in any style of music that is 20 minutes in length.

Assessment criteria are used to assess students' achievement in music. These criteria are related to the assessment objectives established for the music course and to the group 6 grade descriptors.

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			50
Listening Paper	Five musical perception questions	2.5	30
Musical links investigation	A written media script of 2,000 words or less, investigating the significant musical links between two or more pieces from distinct musical cultures.		20
Internal			50
Creating and performing	<p>Creating: three pieces of coursework and with recordings and written work.</p> <p>Solo Performing: A selection recorded from pieces presented during one or more public performances.</p>		25 25

IB Arts

Visual Arts - Standard Level

First assessments: 2016 Last assessments 2022

*The course information below was taken from the *International Baccalaureate Diploma Program subject brief The Arts Visual arts - Standard level*. Highlighted text indicates Abby Kelley Foster specific material.

I. Curriculum description and aims

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

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the arts subjects are to enable students to:

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

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

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

II. Curriculum model overview

Component	Recommended teaching hours
<p>Visual arts in context:</p> <ul style="list-style-type: none"> ● Consider the contexts influencing their own work and the work of others. ● Make art through a process of investigation, thinking critically, and experimenting with techniques. ● Apply identified techniques to their own developing work. ● Develop an informed response to work and exhibitions they have seen and experienced. ● Begin to formulate personal intentions for creating and displaying their own artworks. 	50
<p>Visual arts methods:</p> <ul style="list-style-type: none"> ● Look at different techniques for making art. ● Investigate and compare how and why different techniques have evolved and the processes involved. ● Experiment with diverse media and explore techniques for making art. ● Develop concepts through processes informed by skills, techniques and media. ● Evaluate how their ongoing work communicates meaning and purpose. ● Consider the nature of 'exhibition' and think about the process of selection and the potential impact of their work on different audiences. 	50
<p>Communicating art:</p> <ul style="list-style-type: none"> ● Explore ways of communicating through written and visual means. ● Make artistic choices about how to most effectively communicate knowledge and understanding ● Produce a body of artwork through a process of evaluation and reflection, showing a synthesis of skill, media and concept. ● Select and present resolved works for exhibition. ● Explain the ways in which the works are connected. ● Discuss how artistic judgements impact the overall artistic presentation. 	50

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

III. Assessment model

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

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

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	<ul style="list-style-type: none"> ● 10-15 screens that compare at least 9 artworks, at least 2 of which should be by different artists. ● A list of sources used. 	20
Process portfolio	<ul style="list-style-type: none"> ● 9-15 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. 	40
Internal		40
Exhibition	<ul style="list-style-type: none"> ● A curatorial rationale that does not exceed 400 words. ● 4-7 artworks ● Exhibition text (stating the title, medium, size and intention) for each artwork. 	40

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