International Baccalaureate Subject Selection Handbook

November 2017 Session
Introduction

Dear Parents and Carers,

Year 10 Students will be commencing their International Baccalaureate Diploma Programme from Semester II this year. This will mean that students (and their families) will need to consider the most appropriate subjects on offer at the Academy.

Each student is required to select a total of six subjects and identify the level of study as either Standard Level (SL) or Higher Level (HL). Students will need to have selected three SL subjects and three HL subjects in order to comply with Diploma requirements.

To help families make these selections, students have this booklet as one of a number of strategies to ensure that they make informed choices that comply with the arrangements of the Academy and the rules of the IB Diploma Programme. While the Academy aims to offer all subjects listed in this booklet, it is important to note that this will be dependent on class numbers and the Academy's staffing capacity. Some subjects may not be able to be offered if minimum numbers are not met. Where subject offerings are limited students will be enrolled on a ‘first come’ basis with students then placed on a waiting list for possible vacancies.

Students have had access to many different sources of information to assist them with their selections and these include:

- The sampling of subjects during Semester I.
- The Senior Education and Training Plan process.
- Individual academic performance data.
- Conversations with relevant subject teachers, Instep Mentors & SSP teacher
- Subject presentations in group sessions.
- Blackboard curriculum material for each IB Diploma subject.
- Guidance Officer, Mrs Oberle – Career Support.

Students are required to complete the Year 10 Student Subject Selection Form (located in the back of this booklet) and return it by email to setplan@qasmt.eq.edu.au after 8.30am on 2 June 2015. Emails received before 8.30am will be placed last on the waiting list for subjects. All emails after 8.30am will be ordered as they are received. Students will be allocated to classes in the order that their forms are received. The checklist on the back of this form should be used to ensure that the selections have been completed accurately.

Students and their parent/carer must complete a Senior Education and Training Plan (SET Plan) interview before Subject Selection forms will be processed.

Regards,

Robyn Simpson
Deputy Principal
Queensland Academy for Science, Mathematics and Technology
What is the IB Diploma Programme?

The International Baccalaureate (IB) Diploma Programme is a rigorous and academically challenging pre-university curriculum for students aged from 16 to 19 years. The programme emphasises the importance of breadth and depth in academic study whilst maintaining a focus on the very way we understand knowledge through the Theory of Knowledge course. Students are encouraged to become active global citizens and understand the importance of care and compassion in an increasingly globalised world. The Diploma encourages students to develop their physical, emotional, intellectual and ethical selves and as such is well regarded and recognised by the world’s leading universities\(^1\).

The IBO Mission Statement

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

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

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

The QASMT Vision Statement

QASMT is committed to providing world-class education that nurtures excellence, fosters innovation and celebrates diversity

The IB Diploma Programme Curriculum

The IB curriculum can be best understood through the IB Circle (Figure 1). Students must study six subjects when undertaking the Diploma programme, with one subject being chosen from each of Groups 1 to 5. The sixth subject may come from Group 3 or 4. Three subjects must be studied at standard level (equivalent of 150 teaching hours) and three at higher level (equivalent of 240 teaching hours).

During the two year programme students will also complete an Extended Essay, follow a Theory of Knowledge course and participate in the Creativity, Action & Service course.

The International Baccalaureate Organisation (IBO) has comprehensive guidelines that must be adhered to in order for students to receive the IB Diploma qualification. A summary of these requirements is provided in this guide.

The IB Diploma Programme Core

At the core of the Diploma Programme are the three course requirements that broaden the Diploma program experience and require students to apply their knowledge and understanding. The core includes the Theory of Knowledge course, the Extended Essay and Creativity, Action and Service.

- **The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.
- **Theory of knowledge** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).
- **Creativity, action, service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

These core requirements will be explored in detail in this guide.
The IB Learner Profile

The aim of all IB programmes is to develop international mindedness in students who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

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

Assessment in the Diploma Programme

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.
Executive Summary: Understanding the IB Diploma Requirements

The following information provides a ‘quick reference’ summary of key elements of the IB Diploma Programme requirements. The IB requires all candidates and schools to adhere to these programme guidelines without exception.

- A student must engage in the full program of subjects from each of the six groups. The only exception to this is the option to study the sixth subject by selecting a second subject from one of the other groups (at QASMT students can elect a second Group 3 or 4 subject).
- A student must complete all core programme requirements. This includes successful completion of:
  - Creativity, Action and Service.
  - Theory of Knowledge.
  - Extended Essay.

Higher Level / Standard Level Subjects

- Of the six subjects studied a minimum of three (3) must be studied at Higher Level and the remainder at Standard Level.
- The difference in Higher / Standard Level is the number of teaching hours required.
  - Higher Level (HL) 240 hours.
  - Standard Level (SL) 150 hours.
- Different subjects differentiate between the HL / SL courses in different ways:
  - Core standard course in both with additional topics in HL.
  - The same topics in each but covered to a different depth.
  - Differing assessment requirements.

Subject Grading

- Achievement in each subject is graded from a 1 (lowest) to a 7 (highest).
- Achieve a pass in CAS
- HL / SL subjects are treated in the same way when contributing to the overall Diploma score (i.e. a 6 grading in an SL subject is not worth less than a 6 grading in the equivalent HL subject).
- A maximum score of 45 can be achieved in a Diploma.
  - 6 subjects x grading of up to 7 = 42 points
  - TOK + Extended Essay bonus points = 3 points
  = 45 points total

Achieving the Diploma Qualification

- The Diploma programme requires that students meet a number of requirements. These requirements are summarised in the table below.
- A student who does not successfully complete the Diploma may retake assessment within the IB up until 12 months after the Year 12 November exams. The two opportunities coincide with the May IB exam session and the following November session. There is a fee incurred for all retakes.

Table 1: Conditions for Diploma Qualification Award
### Criteria vs. IB Diploma Score

<table>
<thead>
<tr>
<th>Criteria</th>
<th>IB Diploma Score (45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS requirements are met</td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td>&gt;=24</td>
</tr>
<tr>
<td>TOK and EE minimum grade</td>
<td>D</td>
</tr>
<tr>
<td>Subject minimum grade</td>
<td>2</td>
</tr>
<tr>
<td>No. 2 grades in subjects</td>
<td>Max 2 subjects</td>
</tr>
<tr>
<td>No 3 grades in subjects</td>
<td>Max 3 subjects</td>
</tr>
<tr>
<td>Higher Level (HL) points</td>
<td>&gt;=12</td>
</tr>
<tr>
<td>Standard Level (SL) points</td>
<td>&gt;=9</td>
</tr>
</tbody>
</table>

### Award of Bonus Points
- Up to 3 Bonus points can be awarded from the successful completion of the *Extended Essay* and *Theory of Knowledge* course.
- Points are awarded according to the grade combination of the *Extended Essay* and *Theory of Knowledge* course according to the following matrix:

<table>
<thead>
<tr>
<th>Theory of Knowledge</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended Essay</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing condition</td>
</tr>
</tbody>
</table>

*Figure 2: IB Diploma Bonus Points Matrix.*
Examination Results

Examination results are available in early January following the November examination session. Student results are released directly to QTAC (Queensland Tertiary Admissions Centre), UAC (Universities Admissions Centre – NSW & ACT) and VTAC (Victorian Tertiary Admissions Centre). Students wishing to have their results released to other admissions centres or universities are required to liaise with the IB Coordinator (Mr Leong) in person well before their examination session.

Students successfully completing the Diploma programme will receive their Diploma in late March following the November examination session. Each student’s Diploma will indicate the grade a candidate has been awarded for each subject, including the additional Diploma requirements of Theory of Knowledge and the Extended Essay. The results will also indicate the successful completion of Creativity, Action and Service and total number of points for the qualification award.

The IB Diploma and the QCE

Students studying the IB Diploma Programme in Queensland also have the opportunity to gain a second qualification parallel to their Diploma studies. This qualification is the Queensland Certificate of Education or QCE. Below is information pertaining to the QCE and it’s relationship to the IB Diploma Programme.

1. The Queensland Curriculum and Assessment Authority (QCAA) issues the QCE qualification whilst the International Baccalaureate Organisation (IBO) issues the IB Diploma qualification.
2. The IBO sends the results of students directly to the QCAA.
3. The QCE is issued by the QCAA twice a year in December (for most Queensland students) and July. As the IBO officially release Diploma results and award diploma out of Cardiff after January the QCAA will not issue the QCE until after this formal process is complete, meaning IB students (November session) will not receive their QCE until July.
4. Despite point 3 above, the IB sends results for tertiary admission directly to tertiary admissions centres when results are released live to students in early January. The tertiary admissions centres are prepared to use these results and do so to make offers. The tertiary admissions centres are not affiliated with the QCAA or the IBO.
5. There are set criteria for obtaining the IB Diploma and separate criteria for the QCE. In most cases if a student achieved the Diploma they will achieve the QCE but there are exceptions. A student may receive the Diploma, but not the QCE. Likewise a student may receive a QCE, but not a Diploma.
6. The QCE requires students to show a literacy and numeracy standard. This criterion is satisfied by showing a grade SA (4) equivalent level of achievement in a Mathematics or English course.
7. A student’s QCE account remains open for nine (9) years but closes as soon as the requirements have been met and the QCE issued.
8. Tertiary entrance does not depend on the attainment of the QCE. In most cases tertiary entrance depends on the achievement level within the programme being studied.
9. All students have a learning account with the QCAA which can be accessed through the Career Information Service website. Student’s use their LUI number and password. All QASMT students will be issued with their account details once available. This account shows the subjects they are studying and any courses they may have completed, eg. AMEB Level 5. The registered learning organisation responsible the delivery of that course submits these results to the QCAA directly (eg. South Bank Institute for Cert II qualification).
How is my selection rank calculated?

Across Australia, a common national measure of Year 12 student achievement is used in the tertiary selection process. Expressed in a scale extending from 99.95 (highest) to 30 (lowest), this common national measure is called the Australian Tertiary Admissions Rank (ATAR). A student’s IB Diploma score (out of 45) is converted to this common national measure for the purposes of tertiary entrance in Australia. This conversion and other information about how to convert IB scores to Selection Ranks is available at http://www.qtac.edu.au/for-schools/international-baccalaureate--ib--studies/international-baccalaureate-ib-studies

Our Guidance Officer, Mrs Juanita Oberle also offers advice to all students and families on this conversion. Note that rank conversions do change each year and are usually updated by QTAC in December after the November exams are completed.

What are Bonus Ranks?

Bonus Rank are awarded by Universities following the submission of the QTAC application.

Bonus Rank schemes are currently operated by many Australian Universities including Australian Catholic University, Griffith University, Queensland University of Technology, and The University of Queensland for students who intend to apply to commence tertiary study at these institutions in any given year. Numerous other universities outside of Queensland also offer Bonus Rank schemes. Bonus Rank schemes vary from University to University so it is important to investigate each of the University admissions websites for current details of Bonus Rank schemes.

Students may gain a number of Bonus Ranks. The maximum number of Bonus Ranks awarded will depend on the institution at which tertiary study is being applied for.

At UQ the maximum number of Bonus Ranks for any one student is 5. The maximum LOTE bonus per student is 2 points and the maximum enrichment bonus is 1 point, irrespective of how many subjects have been studied.

Bonus Ranks are applied after the IB score has been converted to a QTAC Rank.

Bonus Rank schemes are regularly reviewed and students are encouraged to regularly check University admissions sites for details of updated schemes.

Can I get credit for IB Subjects at University?

Students who obtain minimum grades for some International Baccalaureate subjects will be able to access course credits at University. Much like the Bonus Ranks schemes these arrangements may differ slightly for each institution and as such students should closely review the admissions websites for up to date information on course credit arrangements.

At the University of Queensland, students successfully obtaining admission can apply for recognised course credit according to the following arrangement:
Students can also gain additional recognition for their language studies at UQ. These arrangements are as follows:

**Figure 4 – UQ Credits and Exemptions (Languages)**

<table>
<thead>
<tr>
<th>IB Subject</th>
<th>Course placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Language B (SL/HL), or French Ab Initio (SL)</td>
<td>Students must sit for a placement interview. It is anticipated that the majority of students who have undertaken French Language B at the higher level (HL) will be placed in the advanced stream.</td>
</tr>
<tr>
<td>Spanish Language B (SL/HL), or Spanish Ab Initio (SL)</td>
<td>Students must sit for a placement interview. It is anticipated that the majority of students who have undertaken Spanish Language B at Higher Level (HL) will be placed in the intermediate stream.</td>
</tr>
<tr>
<td>German Language B (SL/HL), or German Ab Initio (SL)</td>
<td>Students must sit for a placement interview to ensure correct allocation to Stream A or B. It is anticipated that the majority of students who have undertaken German Language B at Higher Level (HL) will be placed in Stream B.</td>
</tr>
<tr>
<td>Mandarin Language B (SL/HL), or Mandarin Ab Initio (SL)</td>
<td>Students must sit for a placement interview to ensure their correct allocation to Stream A, B or C. It is anticipated that the majority of students who have undertaken Mandarin Language B at Higher Level (HL) will be placed in Stream B.</td>
</tr>
</tbody>
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Year 10 Preparation Program

Students entering the Academy in Year 10 enter a Pre-IB Program. This program of study is designed to provide students with an introduction to their course of study at the Academy. The Program provides students with an opportunity to experience the rigours and organisation needed to succeed in the Diploma programme.

In Term 4 of Year 10 students will formally enter their Diploma Programme and the SL and HL levels of study. Students will begin completing course work for the Diploma.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature (HL/SL)</td>
<td>French (Ab)</td>
<td>Business &amp; Management (HL)</td>
<td>Biology (SL/HL)</td>
<td>Math Studies (SL)</td>
</tr>
<tr>
<td>English Language &amp; Literature (HL/SL)</td>
<td>German (Ab)</td>
<td>Economics (HL)</td>
<td>Chemistry (SL/HL)</td>
<td>Maths (SL/HL)</td>
</tr>
<tr>
<td></td>
<td>Mandarin (Ab/SL/HL)</td>
<td>Psychology (HL)</td>
<td>Computer Science (HL)</td>
<td>Mathematics HL is by invitation only</td>
</tr>
<tr>
<td></td>
<td>Spanish (Ab)</td>
<td></td>
<td>Physics (SL/HL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SL &amp; HL by invitation only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ab can only be completed if prior language acquisition is limited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NML</td>
<td></td>
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</tr>
</tbody>
</table>

Note: All subject offerings are dependent on numbers and staffing conditions being met. Subjects that do not attract minimum enrolment numbers may not be offered.
Academic Honesty and Student Conduct

The Queensland Academy for Science, Mathematics & Technology supports the IBO in its approach to academic honesty which promotes the development of a set of values around personal integrity in the areas of teaching, learning and assessment.

Malpractice in the area of academic honesty is defined as behaviour that may result in a candidate gaining an unfair advantage in an assessment component. Areas of malpractice include:

- Intentional Plagiarism – the representation of another’s work as your own.
- Unintentional plagiarism – the careless paraphrasing and citing of source material such that improper or misleading credit is given.
- Collusion – allowing your work to be copied by another, and therefore supporting and facilitating malpractice.
- Duplication – submitting the same work for different IB assessment components.
- Any other area where a student can gain an unfair advantage – such as cheating in an exam, falsifying a CAS record, fabricating data for an assignment or practical investigation.

To assist students in understanding the requirements surrounding academic honesty, it is the responsibility of all teachers to advise students on what constitutes malpractice in their subject area. Additional support will be provided through Extended Essay sessions and by the IB coordinator.

Students should take note of the following extract from the IBO’s Academic Honesty publication:

“The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.”

Students must acknowledge all ideas and works of other persons. This includes:

- Rendition of another person’s words presented in a new style and integrated grammatically in the writing.
- CD ROM, email messages, website, blogs, chats and forums.
- Electronic media.
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual materials.
- Verbatim (word-for-word) quotes.
- Works of art including music, film, dance, theatre arts and visual arts.

QASMT uses the APA (American Psychological Association) style of referencing. Students are encouraged to use Microsoft Word’s referencing tool (which includes the APA style) to achieve consistency and accuracy in referencing. Teachers should be fully aware of the APA referencing conventions and actively use it when supplying materials to students. Support materials can be found in the Library community on Blackboard as well as at [http://www.plagiarism.org/index.html](http://www.plagiarism.org/index.html) and [http://www.library.uq.edu.au/services/referencing.html#major](http://www.library.uq.edu.au/services/referencing.html#major).

Students are ultimately responsible for ensuring their submitted work is authentic but teachers play a vital role in assisting with early detection of plagiarism. If a teacher suspects that a student’s draft submission is in breach of the principles of academic honesty, they must draw the student’s

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attention to the risks associated with submitting the piece of assessment. Once a final piece of assessment has been submitted, it cannot be retracted. The teacher is responsible for notifying the IB Coordinator of the breach.

QASMT has subscribed to Turnitin, an online plagiarism detection tool to assist students in achieving academic honesty in their submissions. This tool is to assist students in their referencing of assignment work. The IBO randomly check student assessment against the Turnitin database.

Students are able to submit their assignment to Turnitin a number of times, in order to check for deficiencies in their acknowledgements and to reassess their referencing before their final submission is due. All teachers need to become familiar with the program, and all student assessment should be submitted to Turnitin. Appropriate training and assistance is available to all students and staff through the Head of Department – eLearning.

A student found guilty of academic misconduct will not receive their IB Diploma qualification.

Collusion versus Collaboration

Collaboration includes working in groups to achieve a shared goal and is common in a form of assessment in which all members of the group are expected to participate equally (eg. Group 4 project). Collaboration is about sharing ideas, data and knowledge to enhance understanding. This may be through group discussions about a text, a problem or an experiment. Obtaining assistance about the structure, content etc. from a tutor, but doing the work yourself is to collaborate. Group work will often involve collaboration and may be face-to-face, in discussion boards, blogs and wikis. The protocols of acknowledging sources still apply.

Collusion is the deliberate misrepresentation of another's work as your own with the intention to mislead. Collusion would include, but is not limited to:

- Using the same data in exactly the same way and submitting all or part of an IA for two or more students.
- Having a tutor write your work.
- Handing on an assignment to another person and that person copying your work (whether you are aware of this intention or not).

Permissible collaboration includes the following:

- Discussion with other students regarding issues raised by an assessment item.
- Discussion with other students regrading the means by which to address the issues raised by an assessment item.
- Collaborate in the location of, and sharing, sources of information relevant to the item of assessment.
IB Diploma Programme Core

Diploma candidates must successfully complete all three core requirements:

- Creativity, Action and Service (CAS)
- Extended Essay (EE)
- Theory of Knowledge (TOK)

While CAS achievement is monitored a grade is not awarded. Candidates are deemed ‘Satisfactory’ or ‘Unsatisfactory’ for the CAS component of their course.

For TOK and EE the highest grade that can be awarded is an ‘A’. The aware of the 3 possible bonus points is determined according to the *IB Diploma Bonus Points Matrix*.

Creativity, Action and Service

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB Learner Profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB Learner Profile. The three strands of CAS which are often interwoven with particular activities are characterised as follows:

- Creativity: arts or other experiences that involve creative thinking,
- Action: physical activity contributing to a healthy lifestyle.
- Service: all unpaid voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

Aims

The CAS programme aims to develop students who are:

- reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced — they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

Core Creativity, Action and Service - IBO Assessment Requirements

| Assessment |
|------------|-----------------------------|
| **Creativity, Action and Service** |
| **CAS Requirements** |
| - All eight outcomes addressed |
| - Quality reflections on activities (written, audio or visual) are required and must be accompanied by evidence and a supervisors report. |
| - Minimum of 9 activities over 18 months with a balance between creativity, action and service. Students need to be doing CAS activities continuously with at least 3 of the activities organised “outside” of school. |
| - Students will participate in at least three interviews with CAS advisor or CAS Coordinator over 18 months. |
| - Minimum of one project which must cover 2 areas of CAS, be of significant duration and be collaborative. |
Extended Essay

The Extended Essay is an in-depth focused topic chosen from the list of approved Diploma Programme subjects (normally one of the student’s six chosen subject for the IB Diploma). It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the Academy usually). This leads to a major piece of formally presented, structured writing, in which ideas and finds are communicated in a reasoned and coherent manner, appropriate to the subject chose. Students begin the research process during Year 11 and submit in the second year of IB study.

Aims

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

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject
- experience the excitement of intellectual discovery.

In working on the extended essay, students are expected to:

1. plan and pursue a research project with intellectual initiative and insight
2. formulate a precise research question
3. gather and interpret material from sources appropriate to the research question
4. structure a reasoned argument in response to the research question on the basis of the material gathered
5. present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
6. use the terminology and language appropriate to the subject with skill and understanding
7. apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

Core Extended Essay - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essay</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>The 4000 word essay is marked out of 36 and is graded A-E. The essay is marked according to the criteria set by the IBO.</td>
<td></td>
</tr>
<tr>
<td><strong>Viva Voce</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>10 minute interview with supervisor after final submission to clarify direction of essay and reflect on what has been learned. It is an aid to the Supervisor’s report.</td>
<td></td>
</tr>
</tbody>
</table>
Theory of Knowledge

TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge.

Aims

The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Specifically, the aims of the TOK course are for students to:

1. make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
2. develop an awareness of how individuals and communities construct knowledge and how this is critically examined
3. develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
4. critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
5. understand that knowledge brings responsibility which leads to commitment and action.

Core Theory of Knowledge - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>One presentation to the class, either individually or as a group of 2 or 3. 10 minutes per student. Marked internally by TOK teacher.</td>
<td>33%</td>
</tr>
<tr>
<td>One written presentation planning document for each student. A sample of these are moderated by the IB.</td>
<td></td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>One essay on a title chosen from a list of 6 prescribed titles. Maximum of 1600 words. Marked externally.</td>
<td>67%</td>
</tr>
</tbody>
</table>

Both the essay and the presentation are assessed using global impression marking, each with a maximum score of 10. Both assessment components are completed during the time in which the course is delivered, i.e. well before exam block.
GROUP 1 – Language A

English Courses: Literature & Language and Literature

At QASMT, Language & Literature and Literature courses are offered at both SL and HL, however this will be dependent on numbers. University pre-requisites are satisfied by the SL and HL courses in both subjects in universities however, students should check the details of pre-requisite information with the university they are considering as this information changes from time to time and is unique to each institution.

Note: Expectations of language usage, of level of analysis and of critical reflection are the same across both courses.

Literature Course:
The literature course is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing.

The Literature programme encourages students to see literary works as products of art and their authors as craftspeople whose methods of production can be analysed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the programme.

Syllabus Outline – (Higher Level and Standard Level)
Candidates are required to study four parts of the Language A course including: Detailed Study; Groups of Works, Works in Translation and Options. Assessment for these units of work is by both Internal and External Assessment. Students complete two internal pieces of assessment- an Individual Oral Presentation and an Individual Oral Commentary. The External Assessment includes a Work in Translation assignment (internally completed but externally marked) and two exams (Paper 1 and Paper 2) in the November session.

Group 1 English A: Literature - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Literature Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard &amp; Higher Level</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Internal Assessment (externally moderated)</strong></td>
<td></td>
</tr>
<tr>
<td>Individual Oral Presentation</td>
<td>15 %</td>
</tr>
<tr>
<td>Individual Oral Commentary</td>
<td>15 %</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Written assignment on Works in Translation</td>
<td>25 %</td>
</tr>
<tr>
<td>Paper 1 – Guided literary analysis</td>
<td>20 %</td>
</tr>
<tr>
<td>Paper 2 – Essay</td>
<td>25 %</td>
</tr>
</tbody>
</table>
Language and Literature Course:

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text’s wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Language A: Language and Literature comprises four parts—two relate to the study of language and two to the study of literature.

Syllabus Outline – (Higher Level and Standard Level)

The model for Language A: Language and Literature is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels. In the literature sections the number of texts prescribed is greater at HL than at SL. In the language sections students are generally expected to cover many more texts of all kinds at HL than at SL.

Two of the assessment tasks at SL are significantly easier than the comparable tasks at HL. The first is the paper 1 textual analysis, where SL students address and analyse only one passage, while HL students make a comparative analysis of two passages. The second is the written tasks, where HL students must produce four tasks, rather than the three produced by SL students. Two of these tasks are submitted for external assessment at HL, while only one is submitted at SL. One of the assessed tasks submitted at HL must be a critical response that addresses one of six set questions and requires students to explore the values, attitudes and beliefs that are implied in the texts they select for this task. In paper 2 there are common questions for both SL and HL, and differentiation is achieved through the use of different assessment criteria. Internal assessment tasks and criteria are the same at SL and at HL. Paper 1 and Paper 2 occur in the November exam session.

Group 1 English A: Language and Literature - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Language and Literature Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Assessment (externally moderated)</strong></td>
<td></td>
</tr>
<tr>
<td>Further Oral Activities</td>
<td>15 %</td>
</tr>
<tr>
<td>Individual Oral Commentary</td>
<td>15 %</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Written Tasks submitted for external assessment (SL 1 Written task and HL 2 Written Tasks)</td>
<td>20 %</td>
</tr>
<tr>
<td>Paper 1 – Textual Analysis</td>
<td>25 %</td>
</tr>
<tr>
<td>Paper 2 – Analytical Essay</td>
<td>25 %</td>
</tr>
</tbody>
</table>
Group 2 – Second Language

Ab Initio (Standard Level only) – French, Mandarin, Spanish and German

Language Ab Initio courses are language learning courses for beginners, designed for students who have limited or no previous experience of learning the target language. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language Ab Initio courses are only available at Standard Level.

Language Ab Initio courses aim to develop a variety of linguistic skills and a basic awareness of the target culture(s) through the study of a core syllabus and language-specific syllabuses.

Aims
The overall objectives of this course are to:
1. develop students' intercultural understanding;
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes;
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures;
4. develop students' awareness of the role of language in relation to other areas of knowledge;
5. develop students' awareness of the relationship between the languages and cultures with which they are familiar;
6. provide students with a basis for further study, work and leisure through the use of an additional language; and
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

At the end of the language Ab Initio course candidates will be expected to demonstrate ability to:
- communicate information and some basic ideas clearly and effectively, in a defined range of situations;
- understand and use accurately the essential spoken and written forms of the language in a familiar range of situations;
- understand and use a defined range of vocabulary in common usage;
- use a register that is generally appropriate to the situation; and
- show an awareness of some elements of the culture(s) related to the language studied.

Syllabus Outline
Students in Group 2 Language Ab Initio study three themes (individual and society, leisure and work, urban and rural environment) made up of a series of 20 topics. These serve as the foundation for the acquisition of the language and the study of different text types (listed in “External Assessment details”). Through the study of the three interrelated themes, students will develop the skills necessary to fulfil the assessment objectives of the language ab initio course.

Prescribed Topics

<table>
<thead>
<tr>
<th>Individual and society</th>
<th>Leisure and work</th>
<th>Urban and rural environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily routines</td>
<td>Employment</td>
<td>Environmental concerns</td>
</tr>
<tr>
<td>Education</td>
<td>Entertainment</td>
<td>Global issues</td>
</tr>
<tr>
<td>Food and drink</td>
<td>Holidays</td>
<td>Neighbourhood</td>
</tr>
</tbody>
</table>
Texts
During the course, students must be taught to understand and produce a variety of texts. In the context of the language ab initio course, a text can be spoken, written or visual. Examples of text types include, but are not limited to, brochure, menu, travel guide, recipe, postcard, short story.

Group 2 Ab Initio - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Assessment (externally moderated)</strong></td>
<td></td>
</tr>
<tr>
<td>Individual Oral</td>
<td>25 %</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Written assignment (Receptive &amp; Productive skills)</td>
<td>20%</td>
</tr>
<tr>
<td>Paper 1 – Receptive skills (text handling exercises)</td>
<td>30 %</td>
</tr>
<tr>
<td>Paper 2 – Productive skills (writing exercises)</td>
<td>25 %</td>
</tr>
</tbody>
</table>
Language B (SL/HL) – French, Chinese and German

Language B SL & HL are language acquisition courses for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it. Standard and higher levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the study of literature at HL, the level of difficulty and the demands of assessment and the assessment criteria. The course covers the range of language from the practical and social, to the expressive and intellectual. Language B courses give students the opportunity to reach a high degree of competence in a language and explore the culture/s using the language.

Aims
The overall objectives of this course are to:
1. develop students’ intercultural understanding;
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes;
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures;
4. develop students’ awareness of the role of language in relation to other areas of knowledge;
5. develop students’ awareness of the relationship between the languages and cultures with which they are familiar;
6. provide students with a basis for further study, work and leisure through the use of an additional language; and
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

By the end of the course students will be expected to demonstrate an ability to:
• communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding;
• use language appropriate to a range of interpersonal and/or cultural contexts;
• understand and use language to express and respond to a range of ideas with accuracy and fluency;
• organize ideas on a range of topics, in a clear, coherent and convincing manner;
• understand, analyse and respond to a range of written and spoken texts; and
• understand and use works of literature written in the target language of study (HL only).

Syllabus Outline (HL & SL)
At both SL and HL, students will study three core units:
1. Communication and Media
2. Global Issues
3. Social Relationship

Students will also study two of the following five options:
• Cultural Diversity
• Customs and Traditions
• Health
• Leisure
• Science and Technology

Higher level students will also study two works of literature as part of their Language B course.
## Group 2 Language B - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Level</strong></td>
<td></td>
</tr>
<tr>
<td><em>Internal Assessment (externally moderated)</em></td>
<td></td>
</tr>
<tr>
<td>Individual Oral Presentation</td>
<td>20 %</td>
</tr>
<tr>
<td>Interactive Oral Activity</td>
<td>10 %</td>
</tr>
<tr>
<td><em>External Assessment</em></td>
<td></td>
</tr>
<tr>
<td>Written assignment (Receptive and written productive skills)</td>
<td>20 %</td>
</tr>
<tr>
<td>Paper 1 – Receptive skills (text handling exercises)</td>
<td>25 %</td>
</tr>
<tr>
<td>Paper 2 – Written productive skills</td>
<td>25 %</td>
</tr>
<tr>
<td><strong>Higher Level</strong></td>
<td></td>
</tr>
<tr>
<td><em>Internal Assessment (externally moderated)</em></td>
<td></td>
</tr>
<tr>
<td>Individual Oral Presentation</td>
<td>20 %</td>
</tr>
<tr>
<td>Interactive Oral Activity</td>
<td>10 %</td>
</tr>
<tr>
<td><em>External Assessment</em></td>
<td></td>
</tr>
<tr>
<td>Written assignment (Receptive and written productive skills)</td>
<td>20 %</td>
</tr>
<tr>
<td>Paper 1 – Receptive skills (text handling exercises)</td>
<td>25 %</td>
</tr>
<tr>
<td>Paper 2 – Written productive skills</td>
<td>25 %</td>
</tr>
</tbody>
</table>
Group 3 – Individuals & Societies

3.1 Business Management

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

The Diploma Programme business management course is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

Aims
The aims of the Business Management course at HL and SL Level are to:

- encourage a holistic view of the world of business
- empower students to think critically and strategically about individual and organizational behaviour
- promote the importance of exploring business issues from different cultural perspectives
- enable the student to appreciate the nature and significance of change in a local, regional and global context
- promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- develop an understanding of the importance of innovation in a business environment.

Having followed the Business Management course at HL or SL students will be expected to:

- demonstrate knowledge and understanding of the business management tools, techniques and theories; the six concepts (change, culture, ethics, globalization, innovation, strategy); real-world business problems, issues and decisions.
- Analyse real-world business situations and decisions by explaining the issues at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts

- synthesise and evaluate business strategies and practices through critical thinking and business decisions to formulate recommendations

- demonstrate a variety of appropriate skills to produce well-structured written material using business terminology; select and use quantitative and qualitative business tools, techniques and methods; and use selected business material, from a range of primary and secondary sources.

**Syllabus Outline**

The curriculum model for Diploma Programme Business Management has a core curriculum for HL and SL consisting of five topics with common content and learning outcomes. In addition to the core, HL students are expected to complete extension areas of study, in all five topics, adding both depth and breadth to the course.

**HL and SL core:**

Topic 1: Business organisation and environment

Topic 2: Human Resources

Topic 3: Accounts and finance

Topic 4: Marketing

Topic 5: Operations management

**Group 3 Business Management - IBO Assessment Requirements**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Level</strong></td>
<td></td>
</tr>
<tr>
<td><em>Internal Assessment (externally moderated)</em></td>
<td>25 %</td>
</tr>
<tr>
<td>Research Project [2000 words]</td>
<td></td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Paper 1 – Case Study Examination [2 ¼ hours]</td>
<td>40 %</td>
</tr>
<tr>
<td>Paper 2 – Core Examination [2 ¼ hours]</td>
<td>35 %</td>
</tr>
</tbody>
</table>

**3.2 Psychology**

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences and a variety of research designs are utilized. Overall Psychology provides a unique approach to understanding modern society.
IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

IB Psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB Psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture, therefore contributing to an international understanding.

**Aims**

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

- develop an awareness of how psychological research can be applied for the benefit of human beings
- 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.

**Syllabus Outline**

The Psychology syllabus at SL and HL requires the study of three perspectives or levels of analysis:

- The biological level of analysis
- The cognitive level of analysis
- The sociocultural level of analysis

Students also study two options at HL and one option at SL. The options have been chosen to provide continuity with the previous syllabus and to reflect developing fields in psychology.
The options studied at QASMT are:

- Abnormal psychology (HL / SL)
- Health psychology or developmental psychology (HL)

*(These are subject to change based on the teacher’s discretion to meet the needs of the cohort)*

The study of the core (levels of analysis) provides a foundation and a broad overview of psychology, whereas the options allow students the opportunity to study a specialized area of psychology in depth. In all cases students will be required to utilize research to support their understanding and critical thinking.

Students at both SL and HL are required to plan and undertake a simple experimental study and to produce a report of their study. A simple experimental study involves the manipulation of a single independent variable and the measurement of the effect of this independent variable on a dependent variable, while controlling other variables.

Students studying Psychology at higher level will also study qualitative research methodologies and be expected to apply this understanding to a variety of cases. Additionally SL students are assessed on their knowledge and comprehension of one option in paper 2, whereas HL students are assessed on two options. In the Internal Assessment, the report of a simple experimental study conducted by HL students requires inferential statistical analysis and a more in-depth approach than that required of SL students.

### Group 3 Psychology - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Level</strong></td>
<td></td>
</tr>
<tr>
<td><em>Internal Assessment (externally moderated)</em></td>
<td></td>
</tr>
<tr>
<td>Simple Experimental Study – using both Descriptive and Inferential statistics</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Paper 1 – Core Examination [2 hours]</td>
<td>35 %</td>
</tr>
<tr>
<td>Paper 2 – Options [2 hours]</td>
<td>25 %</td>
</tr>
<tr>
<td>Paper 3 – Qualitative Research Methodologies [1 hour]</td>
<td>20 %</td>
</tr>
</tbody>
</table>
3.1 Economics

Economics, a dynamic social science, is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human ends, goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students’ awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Aims

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

- develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- develop an appreciation of the impact on individuals and societies of economic interactions between nations
- develop an awareness of development issues facing nations as they undergo the process of change.

Syllabus Outline

The curriculum model for Diploma Programme Economics has a core curriculum for HL and SL consisting of four topics with common content and learning outcomes

Topic 1: Microeconomics
Topic 2: Macroeconomics
Topic 3: International Economics
Topic 4: Developmental economics
Group 3 Economics - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Level</strong></td>
<td></td>
</tr>
<tr>
<td>Internal Assessment (externally moderated)</td>
<td></td>
</tr>
<tr>
<td>Commentary portfolio [3 commentaries, 750 words each]</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Paper 1 – Extended response paper [1 ½ hours]</td>
<td>30 %</td>
</tr>
<tr>
<td>Paper 2 – Data response paper [1 ½ hours]</td>
<td>30 %</td>
</tr>
<tr>
<td>Paper 3 – Extension paper [1 hour]</td>
<td>20%</td>
</tr>
</tbody>
</table>
Group 4 – Sciences

4.1 Biology, Chemistry and Physics

Aims

Through studying any of these subjects, 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 these subjects.

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

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that 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.

The assessment objectives for these subjects reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science. It is the intention of these courses that students are able to fulfil the following assessment objectives:

It is the intention of all the Diploma Programme experimental science courses that students should achieve the following objectives.

1. Demonstrate knowledge and understanding of:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. communicating scientific information.

2. Apply:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. methods of communicating scientific information.
3. Formulate, analyse and evaluate:
   a. hypotheses, research questions and predictions
   b. methodologies and techniques
   c. primary and secondary data
   d. scientific explanations

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Candidates complete a Group 4 project which requires them to carry out an interdisciplinary, practical based research investigation within a specified theme. This work forms part of the IB requirement and is submitted in Year 12.

4.1.1 Biology

Biology is an experimental science that combines academic study with the acquisition of practical and investigational skills. Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Apart from being a subject worthy of study in its own right, Biology can be used as a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science and serves as useful preparation for employment.

Syllabus Outline

Core:
Topic 1: Cell biology
Topic 2: Molecular biology
Topic 3: Genetics
Topic 4: Ecology
Topic 5: Evolution and biodiversity
Topic 6: Human physiology

Additional HL:
Topic 7: Nucleic acids
Topic 8: Metabolism, cell respiration and photosynthesis
Topic 9: Plant biology
Topic 10: Genetics and evolution
Topic 11: Animal physiology

Option (1 only studied)
A. Neurobiology and behaviour
B. Biotechnology and bioinformatics
C. Ecology and conservation
D. Human physiology

Practical scheme of work (PSOW)
- Practical activities
- Individual investigation (Internal assessment – IA)
- Group 4 project
Group 4 Biology - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Level</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Internal Assessment (externally moderated)</strong></td>
<td>One practical scientific investigation of your choice taking about 10 hours. The individual investigation should cover a topic that is commensurate with the level of the course of study.</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Paper 1 – Multiple Choice Examination [¾ hour]</td>
<td>20 %</td>
</tr>
<tr>
<td>Paper 2 – Short and Extended Response [1 ¼ hours]</td>
<td>40 %</td>
</tr>
<tr>
<td>Paper 3 – Options and Experimental Skills Examination [1 hour]</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>Higher Level</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Internal Assessment (externally moderated)</strong></td>
<td>One practical scientific investigation of your choice taking about 10 hours. The individual investigation should cover a topic that is commensurate with the level of the course of study.</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Paper 1 – Multiple Choice Examination [1 hour]</td>
<td>20 %</td>
</tr>
<tr>
<td>Paper 2 – Short and Extended Response [2 ¼ hours]</td>
<td>36 %</td>
</tr>
<tr>
<td>Paper 3 – Options and Experimental Skills Examination [1 ¼ hours]</td>
<td>24 %</td>
</tr>
</tbody>
</table>

4.1.2 Chemistry

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

Syllabus Outline

**Core:**
- Topic 1: Stoichiometric relationships
- Topic 2: Atomic structure
- Topic 3: Periodicity
- Topic 4: Chemical bonding and structure
- Topic 5: Energetics/thermochemistry
- Topic 6: Chemical kinetics
- Topic 7: Equilibrium
- Topic 8: Acids and bases
- Topic 9: Redox processes
- Topic 10: Organic chemistry
- Topic 11: Measurement and data processing

**Additional HL:**
- Topic 12: Atomic structure
- Topic 13: The periodic table – the transition metals
- Topic 14: Chemical bonding and structure
- Topic 15: Energetics/thermochemistry
- Topic 16: Chemical kinetics
- Topic 17: Equilibrium
- Topic 18: Acids and bases
- Topic 19: Redox processes
- Topic 20: Organic chemistry
- Topic 21: Measurement and analysis

**Option (1 only studied)**
- A. Materials
- B. Biochemistry
- C. Energy
- D. Medicinal chemistry
Practical scheme of work (PSOW)

- Practical activities
- Individual investigation (Internal assessment – IA)
- Group 4 project

Group 4 Chemistry - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Assessment (externally moderated)</strong></td>
<td></td>
</tr>
<tr>
<td>One practical scientific investigation of your choice taking about 10 hours. The individual investigation should cover a topic that is commensurate with the level of the course of study.</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Paper 1 – Multiple Choice Examination [¾ hour]</td>
<td>20 %</td>
</tr>
<tr>
<td>Paper 2 – Short and Extended Response [1 ¼ hours]</td>
<td>40 %</td>
</tr>
<tr>
<td>Paper 3 – Options and Experimental Skills Examination [1 hour]</td>
<td>20 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Assessment (externally moderated)</strong></td>
<td></td>
</tr>
<tr>
<td>One practical scientific investigation of your choice taking about 10 hours. The individual investigation should cover a topic that is commensurate with the level of the course of study.</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Paper 1 – Multiple Choice Examination [1 hour]</td>
<td>20 %</td>
</tr>
<tr>
<td>Paper 2 – Short and Extended Response [2 ¼ hours]</td>
<td>36 %</td>
</tr>
<tr>
<td>Paper 3 – Options and Experimental Skills Examination [1 ¼ hours]</td>
<td>24 %</td>
</tr>
</tbody>
</table>

4.1.3 Physics

Physics is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles – currently accepted as quarks (perhaps $10^{-17}$ m in size), which may be truly fundamental – to the vast distances between galaxies like the Andromeda galaxy ($10^{24}$ m). Students with an aptitude in Mathematics or simply a desire to do fundamental scientific research in fields like Astronomy, Nanotechnology, Rocketry, or Photonics (to name a few), should consider studying this subject, it can also be used as a prerequisite for many other courses in higher education, such as science and engineering.

Syllabus Outline

**Core:**
- Topic 1: Measurements and uncertainties
- Topic 2: Mechanics
- Topic 3: Thermal physics
- Topic 4: Waves
- Topic 5: Electricity and magnetism
- Topic 6: Circular motion and gravitation
- Topic 7: Atomic, nuclear and particle physics
- Topic 8: Energy production

**Additional HL:**
- Topic 9: Wave phenomena
- Topic 10: Fields
- Topic 11: Electromagnetic induction
- Topic 12: Quantum and nuclear physics
Option (1 only studied)
A. Relativity
B. Engineering physics
C. Imaging
D. Astrophysics

Practical scheme of work (PSOW)
- Practical activities
- Individual investigation (Internal assessment – IA)
- Group 4 project

Group 4 Physics - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Level</strong></td>
<td></td>
</tr>
<tr>
<td><em>Internal Assessment (externally moderated)</em></td>
<td>20 %</td>
</tr>
<tr>
<td>One practical scientific investigation of your choice taking about 10 hours. The individual investigation should cover a topic that is commensurate with the level of the course of study.</td>
<td></td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td>50 %</td>
</tr>
<tr>
<td>Paper 1 – Multiple Choice Examination [3⁄4 hour]</td>
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<tr>
<td>Paper 2 – Short and Extended Response [1 ¼ hours]</td>
<td>30 %</td>
</tr>
<tr>
<td>Paper 3 – Options and Experimental Skills Examination [1 hour]</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>Higher Level</strong></td>
<td></td>
</tr>
<tr>
<td><em>Internal Assessment (externally moderated)</em></td>
<td>20 %</td>
</tr>
<tr>
<td>One practical scientific investigation of your choice taking about 10 hours. The individual investigation should cover a topic that is commensurate with the level of the course of study.</td>
<td></td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td>70 %</td>
</tr>
<tr>
<td>Paper 1 – Multiple Choice Examination [1 hour]</td>
<td>20 %</td>
</tr>
<tr>
<td>Paper 2 – Short and Extended Response [2 ¼ hours]</td>
<td>36 %</td>
</tr>
<tr>
<td>Paper 3 – Options and Experimental Skills Examination [1 ¼ hours]</td>
<td>24 %</td>
</tr>
</tbody>
</table>
4.2 Computer Science

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The Diploma Programme computer science course is engaging, accessible, inspiring and rigorous. It has the following characteristics:

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- interacts with and influences cultures, society and how individuals and societies behave
- raises ethical issues
- is underpinned by computational thinking.

Aims

Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the Group 4 Computer Science course emphasizes the need for both a theoretical and practical approach.

It is in this context that the Diploma Programme computer science course should aim to:

1. provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
2. provide a body of knowledge, methods and techniques that characterize computer science
3. enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
4. demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
5. engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
6. develop logical and critical thinking as well as experimental, investigative and problem-solving skills
7. develop and apply the students’ information and communication technology skills in the study of computer science to communicate information confidently and effectively
8. raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
9. develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
10. encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

The assessment objectives for all Group 4 subjects reflect those parts of the aims that will be formally assessed either internally or externally. Wherever appropriate, the assessment will draw upon a range of contexts and identify the social, moral and economic effects of science and technology.

It is the intention of the Diploma Programme computer science course that students achieve the following objectives.

1. Demonstrate knowledge and understanding of:
   a. facts, concepts and terminology
   b. methodologies and techniques
   c. computer science terminology
   d. methods of presenting information.
2. Apply and use:
   a. relevant facts and concepts
   b. relevant design methods and techniques
   c. terminology to communicate effectively
   d. appropriate communication methods to present information.

3. Construct, analyse, evaluate and formulate:
   a. success criteria, solution specifications including task outlines, designs and test plans
   b. appropriate techniques within a specified solution.

4. Demonstrate the personal skills of cooperation and perseverance as well as appropriate technical skills for effective problem-solving in developing a specified product.

Candidates complete a Group 4 project which requires them to carry out an interdisciplinary, practical based research investigation within a specified theme. This work forms part of the IB requirement and is submitted in Year 12.

Syllabus Outline

**Core:**
- Topic 1: System fundamentals
- Topic 2: Computer organization
- Topic 3: Networks
- Topic 4: Computational thinking, problem-solving and programming

**Additional HL*:**
- Topic 5: Abstract data structures
- Topic 6: Resource management
- Topic 7: Control

**Case study** – issued annually by the IB
*HL Computer Science only offered at QASMT

**Option (1 only studied)**
- A. Databases
- B. Modelling and simulation
- C. Web science
- D. Object-oriented programming (OOP)

**Internal assessment**
- Solution - Practical application of skills through the development of a product and associated documentation
- Group 4 project

Group 4 Computer Science - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Level</strong></td>
<td></td>
</tr>
<tr>
<td>Internal Assessment (externally moderated)</td>
<td></td>
</tr>
<tr>
<td>Solution - Practical application of skills through the development of a product and associated documentation</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Paper 1 – Short Answer and Structured questions [2 ¼ hours]</td>
<td>40 %</td>
</tr>
<tr>
<td>Paper 2 – Option Examination [1 ¼ hours]</td>
<td>20 %</td>
</tr>
<tr>
<td>Paper 3 – Pre-seen case study Examination [1 hour]</td>
<td>20 %</td>
</tr>
</tbody>
</table>
GROUP 5 – Mathematics

5.1 Mathematics

The nature of mathematics can be summarized in a number of ways: for example, it can be seen as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. For many people it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live. Mathematics can enter our lives in a number of ways: we buy produce in the market, consult a timetable, read a newspaper, time a process or estimate a length.

Mathematics, for most of us, also extends into our chosen profession: artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognize trends in financial dealings; and engineers need to take account of stress patterns in physical materials.

Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy.

This prevalence of mathematics in our lives provides a clear and sufficient rationale for making the study of this subject compulsory within the DP.

The Mathematics Standard Level (SL) courses cater for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The Mathematics Higher Level (HL) course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The Mathematics Studies Standard Level (SL) course caters for students with varied backgrounds and abilities and whose interests lie outside the area of mathematics. For many students, this course will be their final experience of being taught formal mathematics. The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied; to common real world occurrences.

Aims
The aims of the all the Mathematics subjects in group 5 are to enable students to:

- appreciate the multicultural and historical perspectives of mathematics
- enjoy mathematics and develop an appreciation of its elegance, power and usefulness
- develop logical, critical and creative thinking
- develop an understanding of the principles and nature of the subject
- employ and refine their powers of abstraction and generalisation
- develop patience and persistence in problem solving
• appreciate the consequences arising from technological developments
• transfer skills to alternative situations and to future developments
• communicate clearly and confidently in a variety of contexts.

Having followed any one of the Mathematics courses in group 5, students will be expected to know and use mathematical concepts and principles. In particular, students must be able to:
• read, interpret and solve a given problem using appropriate mathematical terms
• organise and present information and data in tabular, graphical and/or diagrammatic forms
• know and use appropriate notation and terminology
• formulate a mathematical argument and communicate it clearly
• select and use appropriate mathematical strategies and techniques
• demonstrate an understanding of both the significance and the reasonableness of results
• recognise patterns and structures in a variety of situations, and make generalisations
• recognise and demonstrate an understanding of the practical applications of mathematics
• use appropriate technological devices as mathematical tools
• demonstrate an understanding of and the appropriate use of mathematical modelling.

Syllabus Outline - Mathematics SL
Students are required to study seven topics: Algebra, Functions and equations; Circular functions and trigonometry; Matrices; Vectors; Statistics and probability; and Calculus which are assessed through two external examinations at the end of the course.

The students are also expected to complete a portfolio consisting of two pieces of work based on different areas of the syllabus. The portfolio must include one each of a mathematical investigation, and a mathematical modelling task.

Syllabus Outline - Mathematics HL
Students are required to study seven topics: Algebra, Functions and equations; Circular functions and trigonometry; Matrices; Vectors; Statistics and probability; and Calculus. In addition, the students will study one of the options topics: Statistics and probability; Sets, relations and groups; Series and differential equations; and Discrete mathematics. All topics studied will be assessed through three external examinations at the end of the course.

The students are also expected to complete a portfolio consisting of two pieces of work based on different areas of the syllabus. The portfolio must include one each of a mathematical investigation, and a mathematical modelling task.

Syllabus Outline - Mathematical Studies SL
Students are required to study seven topics: Number and Algebra; Sets, Logic and Probability; Functions; Geometry and Trigonometry; Statistics; Introduction to Differential Calculus; and Financial Mathematics which are assessed through two external examinations at the end of the course.

The students are also expected to complete an individual project which involves the collection of information or the generation of measurement. The project is expected to take up about 20 hours of class time.
## Group 5 Mathematics - IBO Assessment Requirements

<table>
<thead>
<tr>
<th>Level</th>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Level</strong></td>
<td><strong>Internal Assessment (externally moderated)</strong></td>
<td>20 %</td>
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<tr>
<td></td>
<td>Portfolio (mathematical investigation and mathematical modeling)</td>
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<tr>
<td><strong>External Assessment</strong></td>
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<tr>
<td></td>
<td>Paper 1 – Non calculator examination [1 ½ hours]</td>
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<tr>
<td></td>
<td>Paper 2 – Calculator examination [1 ½ hours]</td>
<td>40 %</td>
</tr>
<tr>
<td><strong>Higher Level</strong></td>
<td><strong>Internal Assessment (externally moderated)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portfolio (mathematical investigation and mathematical modeling)</td>
<td></td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper 1 – Non calculator examination [2 hours]</td>
<td>30 %</td>
</tr>
<tr>
<td></td>
<td>Paper 2 – Calculator examination [2 hours]</td>
<td>30 %</td>
</tr>
<tr>
<td></td>
<td>Paper 3 – Options examination [1 hour]</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>Mathematical Studies</strong></td>
<td><strong>Internal Assessment (externally moderated)</strong></td>
<td>20 %</td>
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<td><strong>Standard Level</strong></td>
<td>Individual Project</td>
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<td><strong>External Assessment</strong></td>
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</tr>
<tr>
<td></td>
<td>Paper 1 – Calculator examination [1 ½ hours]</td>
<td>40 %</td>
</tr>
<tr>
<td></td>
<td>Paper 2 – Calculator Examination [1 ½ hours]</td>
<td>40 %</td>
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# November 2017 Examination Session

For the IB Diploma Programme starting Term 4 2015

<table>
<thead>
<tr>
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<th>Subject</th>
<th>Standard Level</th>
<th>Higher Level</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>SL</td>
<td>HL</td>
</tr>
<tr>
<td>Group 1</td>
<td><strong>English Literature</strong></td>
<td>SL</td>
<td>HL</td>
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<td><strong>English Language &amp; Literature</strong></td>
<td>SL</td>
<td>HL</td>
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<tr>
<td></td>
<td><strong>French</strong></td>
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<tr>
<td></td>
<td><strong>German</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Mandarin</strong></td>
<td>Ab</td>
<td></td>
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<td></td>
<td><strong>Chinese B</strong></td>
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<td></td>
<td><strong>Spanish</strong></td>
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<tr>
<td>Group 2</td>
<td><strong>Business Management</strong></td>
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<td><strong>Psychology</strong></td>
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<td><strong>Economics</strong></td>
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<td>Group 3</td>
<td><strong>Biology</strong></td>
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<td></td>
<td><strong>Chemistry</strong></td>
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<tr>
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<td><strong>Computer Science</strong></td>
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<td>HL</td>
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<td><strong>Physics</strong></td>
<td>SL</td>
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<td>Group 4</td>
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<td>HL invitation only</td>
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<tr>
<td></td>
<td><strong>Mathematics Studies</strong></td>
<td>SL</td>
<td>HL invitation only</td>
</tr>
</tbody>
</table>

- Students will only be allowed to select those subjects marked by the Blue Shading if they have the recommendation of the Head of Department and approval of the Deputy Principal Studies.
- Because of the increased rigor of HL subjects, students select these first based upon school results.

**Your HL subject selection should reflect those subjects in which you are performing best**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have nominated 3 High Level subjects &amp; 3 Standard Level subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand that my subject selections will depend on the number of students selecting subjects and the availability of teaching staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wish to express interest in NML (Non Mainstream Language)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name:  
Student Signature:  

Parent / Carer Signature:  
Parent / Carer Name:  

Set Plan Teacher Signature:  
Set Plan Teacher Name:  

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