



Suzhou Singapore International School

苏州新加坡外籍人员子女学校

GRADE 11 & 12
CURRICULUM
GUIDE



Dear Parents,

Welcome to the Grade 11 and 12 SSIS diploma programme. The purpose of this curriculum booklet is to provide you with sufficient information regarding the pathways on offer to enable you to select the best possible combination of studies for your son/daughter. It is our strong belief that an IB style education will equip them with the skills required for a life-long education that will continue to pay dividends in any area they choose to apply it in. The programme presents a combination of academically rigorous, yet holistic curricula that “aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (IBO Mission Statement). This booklet outlines the diploma courses on offer.

The SSIS programme promotes the education of the whole person, emphasising intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, this programme offers the breadth for educating the whole person as a lifelong learner.

All students who graduate from SSIS will receive the SSIS Diploma. We also encourage all students to complete the IB diploma programme (IBDP) or IBDP certificate courses in subjects of their choice, depending on their academic needs and future plans. IB subjects have varied internal and external assessment structures which offer sufficient scope for students to become independent lifelong learners.

The selection of courses offered under six groups of study offers substantial variety for students. In addition to the six subject areas, Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS) form the core of the IBDP. TOK and EE provide opportunities for students to develop their critical thinking and research skills beyond the scope of their six academic subjects, thereby fostering development of the academic rigour essential for higher education. Finally, Creativity, Activity, Service (CAS) encourages students to participate in creative and service-oriented activities, while emphasising the importance of reflection, and contributes towards SSIS's goal of developing the whole person.

Irrespective of the program, SSIS provides support and assistance to enable students to reach their goals. Teachers and college counsellors are always available to have discussions with students and offer advice on subjects and university requirements.

Yours faithfully,

Laurence Mueller

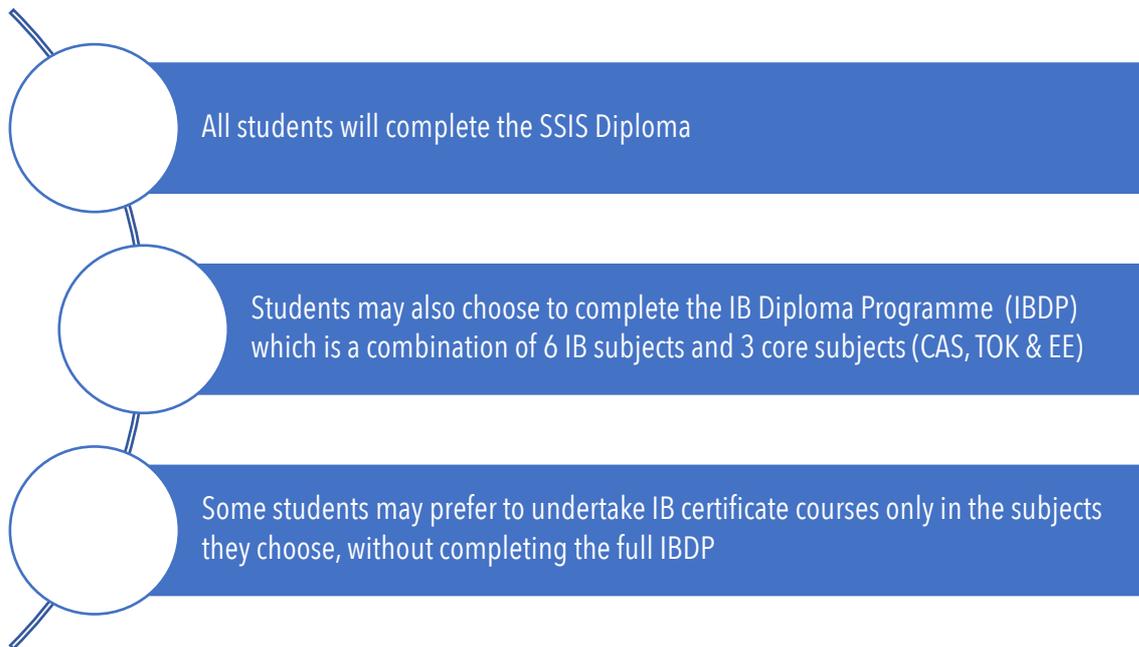
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Student pathways



Some examples:

After consultation with parents, teachers and college counsellors, **student X** chooses to complete courses without undertaking the IB certificate. the HSD only. Upon graduation, they receive the SSIS Diploma. They are choosing to study in the USA and their university also requires them to sit the SAT exam. This is an external exam developed by the College Board of the US. As SSIS is an accredited SAT exam center, students can sit the exam at SSIS.

After consultation with parents, teachers and college counsellors, **student Y** completes the IBDP. They choose 6 subjects and complete the 3 core subjects. Upon successful completion of the 2-year program and sitting the IBDP exams, they receive the SSIS Diploma and an IB diploma from the International Baccalaureate Organisation (IBO).

After consultation with parents, teachers and college counsellors, **student Z**, who has a passion for the arts, completes an IB certificate course in visual arts. Upon successful completion of the 2-year programme, they receive the SSIS Diploma and an IB certificate in visual arts from the IBO.

What is the International Baccalaureate?



The International Baccalaureate Organisation (IBO) was established in 1968 to meet the educational needs of students in international schools. From these early days it has grown to an organisation that teaches over one million students in 3681 schools in 146 countries. The IB is now taught in both international schools and state sector schools across the globe, with the highest number of schools being in the United States. The IBO is based in Geneva.

Why has SSIS chosen to be an IB World School?



The IB is a holistic curriculum that helps prepare students for the realities of life in the 21st century. Heavily focused on critical thinking and problem solving, it attempts to encourage international mindedness, compassion, tolerance and a love for learning.

Curriculum

The IBDP is a comprehensive two-year pre-university course that aims to prepare students for the rigours of university but also to be caring, compassionate, global citizens with an appreciation of lifelong learning. Students must do a range of subjects, one taken from each of the six groups, doing three subjects at Higher Level and three at Standard Level over two years, as well as compulsory studies in Theory of Knowledge (TOK), Creativity Service and

Action (CAS), and a 4000-word extended research essay (EE). Students are examined at the end of their second year.



The broad range of subjects including the core mean that the IBDP provides a curriculum of breadth. Because of this, graduates with IB qualifications are recognised for their endeavours by universities around the world.

University recognition – IB Diploma
The IBDP is widely recognised and valued by universities, with credit for first-year university subjects often given for subjects

studied in the IBDP. Nevertheless, it is important to check your target university to see specific university and course requirements. We will offer clear, informed guidance on university selection and options over the course of your time at SSIS.

Curriculum team

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Subject options

Group 1 - English

- | | | |
|----|----------------------------------|-------|
| 1. | English A: Language & Literature | HL/SL |
| 2. | English B | HL/SL |

Group 2 - Languages

- | | | |
|----|---|-------|
| 3. | Chinese A: Language & Literature German A: Language & Literature
Japanese A: Language & Literature | HL/SL |
| 4. | Korean A: Literature Spanish A: Literature | HL/SL |
| 5. | Chinese B French B Spanish B | HL/SL |
| 6. | Chinese-Mandarin ab initio French ab initio Spanish ab initio | SL |

Group 3 - Individuals and Societies

- | | | |
|-----|---------------------|-------|
| 7. | Business Management | HL/SL |
| 8. | Economics | HL/SL |
| 9. | History | HL/SL |
| 10. | Psychology | HL/SL |

Group 4 - Experimental Sciences

- | | | |
|-----|------------------------------------|-------|
| 11. | Biology | HL/SL |
| 12. | Chemistry | HL/SL |
| 13. | Design Technology | HL/SL |
| 14. | Physics | HL/SL |
| 15. | Sports and Exercise Health Science | HL/SL |

Group 5 - Mathematics

- | | | |
|-----|--|-------|
| 16. | Mathematics: Analysis and Approaches | HL/SL |
| 17. | Mathematics: Applications and Interpretation | SL |

Group 6 - The Arts and Electives

- | | | |
|-----|---|-------|
| 18. | Music | HL/SL |
| 19. | Theatre | HL/SL |
| 20. | Visual Arts | HL/SL |
| 21. | Free elective (another subject from Groups 2, 3 or 4, except Design Technology) | HL/SL |

Note: Subjects offered will be dependent on student interest. SSIS is committed to offering as many subjects as possible to maximize the opportunities for our cohort.

Standard Level and Higher Level explained:

IBDP students choose three subjects at Standard Level and three at Higher Level. Standard Level subjects contain 150 hours of teaching time over the two years, whilst higher level subjects have 240 hours of teaching time. Higher Level is differentiated from Standard Level by the depth and breadth of work studied as opposed to the difficulty.

Diploma courses

The IBDP has a reputation for being academically rigorous; nonetheless the IB strives to be flexible and inclusive in its educational philosophy. There are however, some compulsory elements to student choices.

Students must take one subject from groups 1 to 5. Their sixth choice can be in the arts or one from any other group.

Compulsory subjects

1. English and Mathematics are compulsory for all students.
2. Theory of Knowledge (TOK) is compulsory for IBDP students; however, all students can opt into TOK if they so choose.
3. Creative, Activity and Service (CAS) participation is compulsory for all students. This is excellent for boosting one's curriculum vitae and for adding depth to personal statements.
4. The Extended Essay (EE) is compulsory for IBDP students; however, all students can opt into EE if they so choose.

The Core programme

Creativity, Activity and Service (CAS)



CAS is a core requirement for all students, where they participate in extra-curricular activities related to creativity, activity and service, underpinned by the idea that the students “think globally, act locally”. It is an excellent opportunity to get involved in activities both inside and outside of school. Students are given a structured and reflective framework through which to explore their passions, talents and skills, thus supporting a holistic education.

CAS allows students to develop their personal interests and try out new things and is critical to developing internationally aware, healthy young people. The requirement of meeting eight defined outcomes spread across the three areas over two years is an expansive opportunity for students to cultivate themselves beyond the purely academic rigours of school life.

Activities planned and completed as part of the CAS programme significantly augment a student's curriculum vitae and help differentiate them at both university and employment-related interviews.

Theory of Knowledge (TOK)

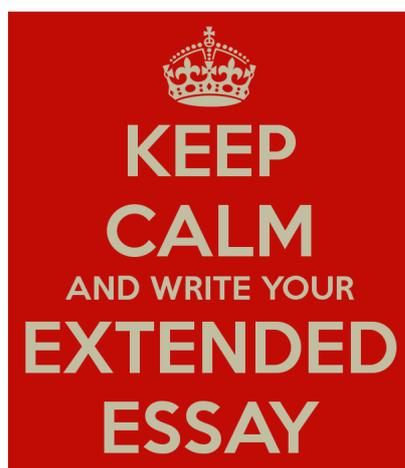


academic disciplines?

The Theory of Knowledge (TOK) course encourages critical thinking about knowledge that enables students to make sense of the knowledge society in which they participate. By its very nature, TOK is an interdisciplinary course that aims to identify and critically analyse how we learn. TOK transcends and unifies different academic disciplines and encourages appreciation of other cultural perspectives. TOK is taught over the two years of the IBDP.

TOK requires students to consider how knowledge is produced, disseminated, evaluated as well as the very nature of knowledge itself. During lessons, students consider questions such as: What counts as knowledge? How is knowledge produced? What are the limits of knowledge? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having knowledge? What are the differences in the ways that knowledge is generated in

The Extended Essay (EE)



The Extended Essay (EE) is the final compulsory element of the IBDP. Students are required to plan, research and write a 4000-word essay on a subject of their choice (accompanied by a 500-word reflection on the process). Each student is allocated an EE supervisor who provides comprehensive guidance about planning, drafting and refining the EE. The EE is seen by universities as a very positive and preparatory undertaking, because completion of the EE ensures that students understand the conventions of academic writing, research and intellectual honesty. EEs often form the basis of university theses and academic journal publications, and as such, the EE constitutes the perfect stepping stone to the rigours of university life.

ASSESSMENT

How does assessment work?

The maximum total marks available is 45. Each of the six subjects are given a final mark out of 7 meaning that a total of 42 is available for subjects areas, whilst a total of 3 marks is given for the EE and TOK assessments combined (see grade matrix below). Each subject area has between 20–35% coursework that is internally marked and externally moderated. The remainder of the marks, constituting the final examinations, are externally marked by IBDP examiners. A student needs to achieve a minimum of 24 marks to receive the IB Diploma and must successfully complete all three elements of the core.

Pass requirements

From the May 2015 session the following failing conditions have come into effect:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject (usually as a result of academic malpractice or failure to submit work).
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Note: A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

How grades are awarded for TOK and EE

		Theory of knowledge (TOK)					
		Grade awarded	A	B	C	D	E
Extended essay	A	3	3	2	2	Failing condition	
	B	3	2	2	1		
	C	2	2	1	0		
	D	2	1	0	0		
	E	Failing condition					

Above is the points matrix for the core elements of the IB. As an example, a student receiving a grade B in their Extended Essay and a grade C in TOK would receive two marks toward their final score out of 45.

Course descriptions

Group 1: English A: Language and Literature (HL/SL)

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

Course content

In the English A: Language and Literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting human experience and shaping the world. Students will also learn about their own roles as producers of language and develop their analytic reading and writing skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements impact meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Assessment in Grades 11 and 12

Throughout the course, students will be required to keep a portfolio of their written work, presentations, class notes and annotations. Further, students will be required to develop select items from their portfolios to develop formal assessments. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Guided textual analysis The paper consists of two non-literary passages, from two different text types, each accompanied by a question	75	135	35	35
2	Comparative essay The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.	105	105	35	25
HL essay Students submit an essay (1,200-1,500 words) on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course.				-	20
Internal assessment: Individual oral Supported by an extract from both one non-literary text and one literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.				30	20

Why choose this course?

Students completing this course will gain a thorough knowledge of a range of texts and an understanding of diverse cultural perspectives. They will also develop skills in close analysis and the ability to support an argument both orally and in clearly expressed writing. This course might suit students who prefer or enjoy studying non-fiction as much as literature texts. As well as providing an excellent grounding for any arts or humanities-based degree, the course will complement higher education courses such as media, education and journalism.

Group 1: English B (HL/SL)

English B is a language acquisition courses designed for students with some previous experience of the language. The aim of the subject is to help refine language skills in reading, writing, listening, and speaking, with the ultimate aim of helping students to both understand and express complex ideas clearly. Furthermore, students study the English language in the context of learning about diverse cultures where that language is spoken. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture.

Course content

1. **Theme 1: Identities** – Students explore the nature of the self and what it is to be human.
2. **Theme 2: Experiences** – Students explore and tell the stories of the events, experiences and journeys that shape our lives.
3. **Theme 3: Human ingenuity** – Students explore the ways in which human creativity and innovation affect our world.
4. **Theme 4: Social organization** – Students explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.
5. **Theme 5: Sharing the planet** – Students explore the challenges and opportunities faced by individuals and communities in the modern world.

Assessment

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Productive skills: Writing One writing task (250–400 words) from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions	75	90	25	25
2	Receptive skills Comprehension exercises on three audio passages and three written texts, drawn from all five themes	105	120	50	50
Internal assessment: Individual oral					
SL: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.					
HL: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.				25	25

Why choose this course?

English B is designed for students who speak the it as an additional language, and who have already studied it for some time, but have chosen their mother tongue as the Language A component. Ability in languages opens many doors, particularly in areas such as business, law, international relations, hospitality management, interpretation and translation.

Group 2: Chinese A: Language & Literature | German A: Language and Literature | Japanese A: Language & Literature (HL/SL)

This course studies the complex and dynamic nature of language, exploring both its practical and aesthetic dimensions. The course explores the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Course content

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

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Guided textual analysis The paper consists of two non-literary passages, from two different text types, each accompanied by a question	75	135	35	35
2	Comparative essay The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.	105	105	35	25
HL essay Students submit an essay (1,200-1,500 words) on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course.				-	20
Internal assessment Individual oral Supported by an extract from both one non-literary text and one literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.				30	20

Why choose this course?

Students completing this course will gain a thorough knowledge of a range of texts and an understanding of diverse cultural perspectives. They will also develop skills in close analysis and the ability to support an argument both orally and in clearly expressed writing. This course might suit students who prefer or enjoy studying non-fiction as much as literature texts. As well as providing an excellent grounding for any arts or humanities-based degree, the course will complement higher education courses such as media, education and journalism.

Group 2: Korean A: Literature | Spanish A: Literature (HL/SL)

In the Language A: Literature course, students will focus on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

Course content

Students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

Assessment in Grades 11 and 12

Throughout the course, students will be required to keep a portfolio of their written work, presentations, class notes and annotations. Further, students will be required to develop select items from their portfolios to develop formal assessments. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Guided textual analysis The paper consists of two passages, from two different literary forms, each accompanied by a question	75	135	35	35
2	Comparative essay The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course	105	105	35	25
HL essay Students submit an essay (1,200-1,500 words) on one literary text or a body of work studied during the course				-	20
Internal assessment: Individual oral Supported by an extract from one literary work in the target language, and an extract from one literary work in translation students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.				30	20

Why choose this course?

Students completing this course will gain a thorough knowledge of a range of texts and an understanding of diverse cultural perspectives. They will also develop skills in close analysis and the ability to support an argument both orally and in clearly expressed writing. This course might suit students who prefer literature texts. As well as providing an excellent grounding for any arts or humanities-based degree, the course will complement higher education courses such as media, education and journalism.

Group 2: Chinese B | French B | Spanish B (HL/SL)

Language B subjects are language acquisition courses designed for students with some previous experience of the language. The aim of the subject is to help refine language skills in reading, writing, listening, and speaking, with the ultimate aim of helping students to both understand and express complex ideas clearly. Furthermore, students study the target language in the context of learning about diverse cultures where that language is spoken. Students continue developing their knowledge of vocabulary and grammar, and their conceptual understanding of how language works, to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture.

Course content

1. **Theme 1: Identities** – Students explore the nature of the self and what it is to be human.
2. **Theme 2: Experiences** – Students explore and tell the stories of the events, experiences and journeys that shape our lives.
3. **Theme 3: Human ingenuity** – Students explore the ways in which human creativity and innovation affect our world.
4. **Theme 4: Social organization** – Students explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.
5. **Theme 5: Sharing the planet** – Students explore the challenges and opportunities faced by individuals and communities in the modern world.

Assessment

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Productive skills: Writing One writing task (250–400 words) from a choice of three, each from a different theme, choosing a text type from those listed in the examination instructions	75	90	25	25
2	Receptive skills Comprehension exercises on three audio passages and three written texts, drawn from all five themes	105	120	50	50
Internal assessment: Individual oral					
SL: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.					
HL: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.				25	25

Why choose this course?

Language B is designed for students who speak the target language as an additional language, and who have already studied it for some time, but have chosen their mother tongue as the Language A component. As this is a challenging skills-based course, students who are more engaged will naturally take advantage of more opportunities to use and improve their skills. Ability in languages opens many doors, particularly in areas such as business, law, international relations, hospitality management, interpretation and translation.

Group 2: Chinese-Mandarin ab initio | French ab initio | Spanish ab initio (SL)

Ab initio is a language acquisition course designed for students with no previous experience in, or very little exposure to, the language. Ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts. At SSIS, students may choose to study Chinese-Mandarin, French or Spanish at the beginner level.

Course content

1. **Theme 1: Identities** – Students explore the nature of the self and how we express who we are. The prescribed topics are personal attributes, personal relationships, eating and drinking, physical well-being.
2. **Theme 2: Experiences** – Students explore and tell the stories of the events, experiences and journeys that shape our lives. The prescribed topics are daily routine, leisure, holidays, festivals and celebrations.
3. **Theme 3: Human ingenuity** – Students explore the ways in which human creativity and innovation affect our world. The prescribed topics are transport, entertainment, media, technology.
4. **Theme 4: Social organization** – Students explore the ways in which groups of people organize themselves, or are organized, through common systems or interests. The prescribed topics are neighborhood, education, the workplace, social issues.
5. **Theme 5: Sharing the planet** – Students explore the challenges and opportunities faced by individuals and communities in the modern world. The prescribed topics are climate, physical geography, the environment, global issues.

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	Format	Time (mins)	Weighting (%)	
External assessment	Paper 1 Productive skills–writing	60	25	
	Paper 2 Receptive skills	Listening	45	25
		Reading	60	25
Internal assessment	Individual oral assessment	7-10	25	

Why choose this course?

Ab initio enables students to communicate in the target language in a range of contexts and for a variety of purposes. An open door to intercultural understanding and open-mindedness, students develop their appreciation of language and culture. It provides students with a basis for further study, work and leisure through the use of the target language.

Group 3: Business Management (HL/SL)

Business Management is a challenging and dynamic subject. The role of businesses, as distinct from other organisations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organising resources. Profit-making, risk-taking and operating in a competitive environment characterise most business organizations. Six concepts underpin the course and are explored throughout the two-year course: change, culture, ethics, globalisation, innovation and strategy (CUEGIS).

Course content

1. **Unit 1: Business organization and environment** – Students learn to analyse organisations’ internal and external environments. Unit 1 also introduces different types of business organisations.
2. **Unit 2: Human resource management** – Students explore how businesses recruit, organize, develop, motivate and lead their most important resource; their people.
3. **Unit 3: Finance and accounts** – Students learn how businesses represent themselves numerically through accounts, and how to analyse the contents of the accounts.
4. **Unit 4: Marketing** – Students learn about the marketing mix of the four Ps: product, price, promotion and place (distribution). At HL, the marketing mix is expanded to the seven Ps: students also explore how people, processes and physical evidence can be applied to the marketing of services.
5. **Unit 5: Operations management** – Students learn how organisations manage their operations, whether in terms of achieving an optimal cost-quality ratio or the shortest supply chain; using the most ethical means or the latest innovative techniques; or applying the highest levels of quality assurance.

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations and quizzes. Students will also be assessed through informal assessments including homework and classroom participation. All students will receive an HSD grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Based on a case study issued in advance, with additional unseen material	75	135	30	35
2	Based on a series of mini-case studies	105	135	45	40
Internal assessment					
SL: Written commentary Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words.				25	25
HL: Research project Students research and report on an issue facing an organisation or a decision to be made by an organisation. Maximum 2000 words.					

Why choose this course?

This is a suitable subject for students who would like to follow a career in business, encompassing management, administration, finance and economics, accountancy, marketing and human resources. It also complements many other fields.

Note: The IBO is currently reviewing this subject’s curriculum for implementation in August 2022.

Group 3: Economics (HL/SL)

Economics is an exciting and challenging subject that enables students to understand the complexities and interdependence of choices made by societies when allocating scarce resources. Economic theories, models, policies, and key concepts are explored through investigation of current real-world issues. Students develop knowledge, critical thinking and writing skills, values and attitudes that will benefit them in university and beyond, while also encouraging them to act responsibly as global citizens.

Course content

1. **Unit 1: Introduction to economics** – Students explore how economists use models to study the allocation of scarce resources to meet societies' seemingly unlimited wants and needs.
2. **Unit 2: Microeconomics** – Students analyse how resources are allocated in individual markets. Students also learn about the role and effectiveness of government intervention when markets fail to distribute resources among firms and households in an allocatively efficient manner.
3. **Unit 3: Macroeconomics** – Students examine how individual markets combine to create an economy, and the actions taken by governments to achieve macroeconomic objectives. The effectiveness of government intervention in the macroeconomy is a focus of this unit.
4. **Unit 4: The global economy** – Students examine how resources are allocated internationally. Benefits of trade and protectionism are a focus, as are economic development and barriers to economic development.

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations and quizzes. Students will also be assessed through informal assessments including homework and lesson participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Extended response (i.e. essay) paper	75	75	30	20
2	Data response paper featuring short-answer questions, calculation questions and an essay	105	105	40	30
3	Policy paper featuring short-answer questions, calculation questions and an essay (HL only)	-	105	-	30
Internal assessment				30	20
Students produce a portfolio of three commentaries on published news articles relating to different units of the syllabus (excluding the introductory unit). Each commentary is a maximum of 800 words. Students complete the <i>Microeconomics</i> commentary during Grade 11, and the commentaries for the <i>Macroeconomics</i> and <i>The global economy</i> are completed during Grade 12.					

Why choose this course?

Economics provides valuable knowledge and skills relevant to a wide variety of careers including business and finance, economic development, government and public policy, education, law and international trade, marketing and retail, real estate and urban planning.

Group 3: History (HL/SL)

History is a rigorous and exhilarating discipline. The history course at SSIS is a world history course based on a comparative and multi-perspective approach to history. Students study a variety of types of history, including political, economic, social and cultural, and the course offers a balance of structure and flexibility.

Course content

1. **Unit 1: Industrial development** – Students compare and contrast the origin, development and impact of industrial development of Britain and Japan.
2. **Unit 2: World War I** – Students investigate causes and effects of the war via a global perspective that considers the motivations underlying countries' actions.
3. **Unit 3: Civil War** – Students explore the Russian Civil War from 1917 to 1921, examining the causes, reasons for the outcome, and the effects from multiple perspectives.
4. **Unit 4: Japanese expansion** – Students analyze the changes that occurred in Japan from the 1900s onward to investigate causes of Japanese expansion in Asia in the 1920s and 1930s.
5. **HL Unit 1: Soviet Union and post-Soviet Russia** - students investigate political and social aspects of Russian society from 1929 to 2000.
6. **HL Unit 2: Europe and World War I** - students investigate the conditions from 1871 in Europe leading to the World War I. The content covered focuses only on European participants.
7. **HL Unit 3: Diplomacy in Europe** - students explore the end of World War I and the interwar years until the end of World War II. The unit is an investigation into the causes and impacts of World War II.

Assessment in Grades 11 and 12

Throughout the History course students will complete a variety of formal assessments including: tests, projects, presentations and quizzes. Students will also be assessed through informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Based on a case study studied during lessons, the students use source documents to answer questions.	60	60	30	20
2	Based on content studied during lessons, the students answer two essay questions.	90	90	45	25
3	HL only: HL students answer three essay style questions of their choice based on class content.	-	150	-	35
Internal Assessment					
Historical investigation: Students research and report on a historical topic of their choice via a 2,200-word essay.				25	20

Why choose this course?

History is especially useful for students pursuing a law or journalism undergraduate course, but knowledge of history is also helpful for students of many other undergraduate courses, including economics, business, English, and political science.

Group 3: Psychology (HL/SL)

Psychology is the rigorous and systematic study of mental processes and behavior. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that can describe or explain mental processes and behavior on its own, because human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behavior and mental processes requires a multidisciplinary approach and the use of a variety of research techniques, whilst recognising that behavior is not a static phenomenon. Instead, behavior is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

Course content

1. **Unit 1: Biological approaches to understanding behaviour** – Students learn about the brain and behaviour, hormones and behaviour, genetics and behaviour, and the role of animal research in understanding human behaviour.
2. **Unit 2: Cognitive approach to understanding behaviour** – Students examine cognitive processing, reliability of cognitive processes, emotion and cognition, and cognitive processing in the digital world.
3. **Unit 3: Sociocultural approach to understanding behaviour** – Students examine the individual and the group, cultural origins of behaviour and cognition, cultural influences on individual attitudes, identity and behaviour, the influence of globalization on individual attitudes, identities and behaviour.
4. **Unit 4: Abnormal psychology** – Students explore factors influencing diagnosis, etiology of abnormal psychology, and treatment of disorders *or* **Health psychology**, which examines the determinants of stress, problems related to stress and promoting health.
5. **Unit 5: Psychology of human relationships** – Students explore personal relationships, group dynamics, and social responsibility.

Assessment in Grades 11 and 12

Throughout the Psychology course students will complete a variety of formal assessments including: tests, projects, presentations and quizzes. Students will also be assessed through informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	CORE: Biological, Cognitive, Sociocultural	120	120	50	40
2	OPTIONS: Human Relationships, Abnormal Psychology	60	120	25	20
3	HL only - Qualitative research methods	-	60	-	20
Internal Assessment				25	20
Experimental study - externally moderated by the IBO					

Why choose this course?

Students interested in human behavior enjoy studying psychology. Psychology is a diverse field with many different career paths. Psychologists conduct research, serve as consultants in organizations, diagnose and provide clinical treatment, and teach disciplines related to mental health. In addition to independent work, many psychologists cooperate with other professionals, including physicians, lawyers, therapists, social workers, teachers and computer programmers in the field of artificial intelligence.

Group 4: Biology (HL/SL)

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

Course content

1. **Unit 1: Cell Biology** – Study of cell theory, stem cells, single and multicellular organisms and structure, cell division and function of organelles in cells
2. **Unit 2: Molecular Biology** – Study of biology molecules, metabolism, water, carbohydrates and lipids, proteins, enzymes, DNA, RNA, cellular respiration and photosynthesis
3. **Unit 3: Genetics** – Genes, chromosomes, mutations, prokaryotic and eukaryotic, meiosis, inheritance, Mendelian genetics, non-Mendelian genetics, genetic modification and biotechnology
4. **Unit 4: Ecology** – Communities, populations, ecosystems, species, carbon cycling, flow of energy, climate change
5. **Unit 5: Evolution and Heredity** – Natural selection, genetic evidence, classification of biodiversity, cladistics
6. **Unit 6: Physiology** – Digestion, circulatory system, immune system, pulmonary system, nervous system, reproductive system

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations, labs, and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	30 (SL)/ 40 (HL) multiple choice questions	45	60	20	20
2	Data-based, short answer and extended response questions	75	135	40	36
3	Data-based, short answer and extended response	60	75	20	24
Internal Assessment					
6–12 page investigation and write-up on science topic of student's choosing inside the biology curriculum				20	20

Why should choose this course?

By studying biology students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the sciences. Students interested in the life sciences such as botany, zoology, genetics, medicine, psychology, biophysics, biochemistry, and pharmacology should take this subject.

Group 4: Chemistry (HL/SL)

Chemistry provides students with higher-order investigative experiences and activities to promote a deeper understanding of critical concepts in chemistry. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course aims to help students develop the ability to analyse scientific literature critically and to develop manipulative and experimental skills necessary to perform scientific investigations. In order to study chemistry, students should also have an interest in mathematics.

Course content

Core topics - All students	Additional HL topics
Stoichiometric relationships	Atomic structure
Atomic structure	The Periodic table - the transition metals
Periodicity	Chemical bonding and structure
Chemical bonding and structure	Energetics/thermochemistry
Energetics/thermochemistry	Chemical kinetics
Chemical kinetics	Equilibrium
Equilibrium	Acids and bases
Acids and bases	Redox processes
Redox processes	Organic chemistry
Organic chemistry	Measurement and analysis
Measurement and data processing	

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations, labs, and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam Paper	External assessment	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Based on multiple choice questions	45	60	20	20
2	Based on short answer and extended response questions	75	135	40	36
3	Analysis of experimental results and one of 4 options	60	75	20	24
Internal assessment (HL and SL are the same)				20	20
Students will self-design, execute and analyse a scientific investigation, writing it up in 6-12 pages.					

Why choose this course?

Chemistry is essential for anyone wishing to do further study in areas such as: chemical engineering, medicine, dentistry, environmental sciences, pharmacology, biological sciences, forensics, food science, and laboratory technology.

Group 4: DESIGN TECHNOLOGY (HL/SL)

Inquiry and problem-solving are at the heart of the subject. Design Technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently.

Students achieve a high level of design literacy through developing critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. Teacher-directed activities form part of a student's learning experience. These activities are intended to reinforce the understanding of both the taught topic content and also support the internal assessment project.

Course content

	HL only
Topic 1: Human factors and ergonomics	Topic 7: User centered design (UCD)
Topic 2: Resource management and sustainable production	Topic 8: Sustainability
Topic 3: Modelling	Topic 9: Innovation and markets
Topic 4: Raw material to final product	Topic 10: Commercial production
Topic 5: Innovation and design	
Topic 6: Classic design	

Assessment in Grade 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations, labs, and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam Paper	External assessment	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Based on multiple choice questions	45	60	30	20
2	Based on structured, short answer and extended response questions	90	90	30	30
3	HL only: Structured questions, case study	-	90	-	20
Internal assessment					
Each student is required to complete a design project. This is a major component of the course and is conducted over four separate core criteria and an additional two criteria for HL students.				40	40

Why choose this course?

Students explore and study the design process, the role of designers, product development and product innovation as well as developing an understanding and knowledge of materials and environmental awareness in green design. Design Technology may lead students to further study in architecture, design management, furniture design, the fashion and textiles industry, industrial design, interior design, materials science, transport design, advertising, marketing, product design and engineering.

Group 4: Physics (HL/SL)

Physics is the study of fundamental particles, waves and interactions. Keep asking any "why" or "how" to any question you like, and eventually you will need to think about such interactions. Physics gives you the tools to start answering these questions. For example, why do objects fall to Earth? How do electric and magnetic interactions combine in a generator to allow us to get electricity? Physics focuses on the fundamental answers to these types of questions and sits at the crossroads of mathematics and everyday experience.

Course content

1. **Mechanics, Circular Motion and Gravitation** – This is often considered the "basic" topic of Physics. It involves learning how particles, projectiles and real-objects move and interact. Includes force, energy, velocity, acceleration and many more
2. **Electromagnetism** – Applies and moves beyond Newton's Laws to explore the world of electricity, especially direct current circuits, batteries and electrical components such as motors
3. **Waves** – Includes mechanical waves such as sound and electromagnetic ones such as light and radio waves. Concepts include energy, amplitude, frequency, interference, intensity and many more
4. **Thermal Physics** – Ideal gases, fluids and solids such as metal are considered. Transfers of energy involving flow of fluids, diffusion of free electrons and radiation of heat from objects such as stars are studied
5. **Atomic, Nuclear and Quantum Physics** – Digging deeper into fundamental particles and interactions, we will look at the structure of the atom and find out which sub-atomic particles they are made of and explain why some atoms may be unstable
- 6.

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, labs, presentations and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Based on multiple choice questions	45	60	20	20
2	Based on structured and short response questions	75	135	40	36
3	Analysis of experimental results and one of 4 options	60	75	20	24
Internal Assessment (HL and SL are the same)				20	20
Students will self-design, execute and analyse a scientific investigation.					

Why should choose this course?

Physics is essential for anyone wishing to take on an engineering-based or physics-based degree. It is highly recommended for anyone looking to go into any field related to science, mathematics or problem solving. Physics graduates are employed in fields such as IT, insurance or finance as well as more obvious choices such as engineering or scientific research.

Group 4: Sports, Exercise and Health Science (HL/SL)

Sports, Exercise and Health Science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. The attainment of success in life is the result of innate ability, skill and the dedicated pursuit of a programme of physical and mental training accompanied by appropriate nutrition. SEHS has been designed thoughtfully and analytically, considering physiological, biomechanical and psychological demands of life and sporting activity, to develop student understanding in these areas. In a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, personal knowledge and understanding of how the body functions is an essential life skill that can be obtained from this subject.

Course content

1. **Topic 1: Anatomy** – Helps us understand how the bones, muscles and joints of the body are connected and how these connections guide our movement (biology-based)
2. **Topic 2: Exercise Physiology** – Understanding how the cardiovascular and respiratory systems work together to supply the body with oxygen and nutrients according to different fitness levels and situations (biology-based)
3. **Topic 3: Nutrition and Energy Systems** – Understanding how diet is digested and absorbed, and how it contributes to energy (ATP) provision during rest and exercise (chemistry and biology-based)
4. **Topic 4: Movement Analysis** – Understanding muscle contraction and the forces within and on the body, and the effects of these forces in day-to-day activities and within sporting environment (physics-based)
5. **Topic 5: Skill and Skill Learning** – Understanding the factors that influence skill learning, performance and theories of skill learning such as selective attention, memory, practice, feedback (biology and psychology)
6. **Topic 6: Measurement in sport** – Understanding experiment design and evaluation principles, fitness components and training principles (biology and math)

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations, labs, and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)
		SL	HL	SL & HL
1	30 (SL)/40 (HL) multiple-choice questions	45	60	20
2	Short and extended response questions	75	135	35
3	Several short-answer questions (SL & HL) and extended-response questions (HL only) in each of the two options studied	60	75	25
Internal assessment: 12-page scientific investigation and write-up on a topic of student's choosing within the SEHS curriculum.				20

Why choose this course?

SEHS is an excellent stepping stone to career paths that diagnose, provide treatment and help prevent health issues, and promote health and well-being in order for optimal physical and mental body function. Examples of careers include nursing, physiotherapy or physical therapy, osteopathy, podiatry, chiropractic, occupational therapy, dietetics, nutrition, performance analytics, sports psychology, public health management, sports management, PE teaching, personal training, and life coaching.

Group 5: Mathematics: Analysis and Approaches (SL/HL)

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. It 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.

Course content

1. **Unit 1: Numbers and Algebra** – Numbers and algebra allow us to represent patterns, show equivalencies and make generalizations which enable us to model real-world situations.
2. **Unit 2: Functions** – Models are depictions of real-life events using expressions, equations or graphs while a function is defined as a relation or expression involving one or more variables.
3. **Unit 3: Geometry and Trigonometry** – Geometry and trigonometry allow us to quantify the physical world, enhancing our spatial awareness in two and three dimensions.
4. **Unit 4: Statistics and Probability** – Statistics is concerned with the collection, analysis and interpretation of data and the theory of probability can be used to estimate parameters, discover empirical laws, test hypotheses and predict the occurrence of events.
5. **Unit 5: Calculus** – Calculus describes rates of change between two variables and the accumulation of limiting areas. Understanding these rates of change and accumulations allow us to model, interpret and analyse real world problems and situations.

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations, and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	No technology allowed. Short-response and extended-response questions	90	120	40	30
2	Technology allowed. Short-response and extended-response questions	90	120	40	30
3	Technology allowed. Two extended-response problem-solving questions	-	60	-	20
Internal assessment					
6–12 page investigation and write-up on mathematics topic of student's choosing inside the subject curriculum				20	20

Why choose this course?

This subject is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and to develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take it will be those who enjoy the thrill of mathematical problem solving and generalisation. It is often a required pre-requisite subject for those wishing to study engineering, mathematics, architecture, physical sciences, and economics at university. Some universities also require it for students wanting to study psychology or business.

Group 5: Mathematics: Applications and Interpretation (SL)

This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. 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.

Course content

1. **Unit 1: Numbers and Algebra** – Numbers and algebra allow us to represent patterns, show equivalencies and make generalizations which enable us to model real-world situations.
2. **Unit 2: Functions** – Models are depictions of real-life events using expressions, equations or graphs while a function is defined as a relation or expression involving one or more variables.
3. **Unit 3: Geometry and Trigonometry** – Geometry and trigonometry allows us to quantify the physical world, enhancing our spatial awareness in two and three dimensions.
4. **Unit 4: Statistics and Probability** – Statistics is concerned with the collection, analysis and interpretation of data and the theory of probability can be used to estimate parameters, discover empirical laws, test hypotheses and predict the occurrence of events.
5. **Unit 5: Calculus** – Calculus describes rates of change between two variables and the accumulation of limiting areas. Understanding these rates of change and accumulations allow us to model, interpret and analyse real world problems and situations.

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments including: tests, projects, presentations, and quizzes. Students will also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Exam paper	External assessment (Written exams)	Time (mins)		Weighting (%)	
		SL	HL	SL	HL
1	Technology allowed. Short-response questions	90	120	40	30
2	Technology allowed. Extended-response questions	90	120	40	30
3	Technology allowed. Two extended-response problem-solving questions	-	60	-	20
Internal assessment					
6–12 page investigation and write-up on mathematics topic of student's choosing inside the curriculum				20	20

Why choose this course?

Mathematics: Applications and Interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. It is often considered a suitable pre-requisite for university study in the social sciences, natural sciences, medicine, statistics, and some business programs.

Group 6: Music (HL/SL)

Music is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

Course content

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

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

An exploration portfolio: Students will complete written work demonstrating engagement with, and understanding of, diverse musical material, along with practical exercises in creating and performing

An experimentation report: Students will complete written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing

A musical presentation: Students will produce finished works in creating and performing, supported by programme notes

A collaborative project: Students will undertake a continuous multimedia presentation documenting a real-life project, containing evidence of the project proposal, the process and evaluation, and the realized project, or curated selections of it.

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments which may include: projects, presentations, performances, compositions and quizzes. Students may also be assessed on informal assessments including homework and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Assessment	Weighting (%)	
	SL	HL
Exploring music in context (external): 2400-word essay and 4-minute recording.	30	20
Experimenting with music (internal): 1500 words and 10 minutes of audio recording	30	20
Presenting music (external): 600-word program notes and 20 minutes of audio recording	40	30
Collaborative contemporary music project (internal): 15-minute presentation recording	-	30

Why choose this course?

The course is ideal for students who are interested in both the practical and theoretical aspects of music-making, respond to a creative approach to composition and performance, value collaboration, wish to experience a DP arts course and/or plan to study music in university or college.

Group 6: Theatre (SL/HL)

The theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and as part of an ensemble. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. Participation in the theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

Course content

1. Staging play texts	2. Exploring world theatre traditions	3. Collaboratively creating original theatre	4. Performing theatre theory (HL only)
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Production proposal: Students will choose a published play text not previously studied and formulate a vision for the design and theoretical staging of the entire play for an audience.

Research presentation: Students will plan, deliver and video record an individual research presentation providing evidence of academic and practical exploration and learning of a world theatre tradition not previously studied.

Collaborative project: Students collaboratively create and perform an original piece of theatre from a starting point of choice. The piece is presented to an audience as a fully-realized production.

Solo theatre piece: (HL only) Students will research a theatre theorist not previously studied, identify an aspect of theory and create and present a solo theatre piece that demonstrates the practical application of this theory for an audience.

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments which may include: projects, performances, and formal research. Students may also be assessed on informal assessments including homework, process journal and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

External assessment	Weighting (%)	
	SL	HL
Research presentation (External): Video recording of the student's research presentation; list of all sources cited and any additional resources.	30	20
Collaborative project (External): 10 pages of written text and images; list of works cited and video recording (7-10 min max).	40	25
Solo theatre piece (External, HL only): Report (2,500 words maximum); list of all primary/secondary sources cited and continuous unedited video recording (4-7minutes).	-	35
Production Proposal (Internal): 12 pages of written text and images; list of works cited.	30	20

Why choose this course?

The theatre course is designed for both students who wish to pursue theatre in higher education and for those who wish to further their technical and performance skills. Students of theatre are empowered to become imaginative and skilled creators and collaborators, confident public speakers, and creative problem solvers. The analytical, self-reflective, and evaluation skills developed by the theatre course are invaluable skills which will serve any student in the long term, regardless of career or academic pursuits.

Note: The IBO is currently reviewing this subject's curriculum for implementation in August 2022.

Group 6: Visual Arts (HL/SL)

The 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.

Course content

1. Visual arts in context
2. Visual arts methods
3. Communicating visual arts

Comparative study: Students will produce screens (for example, PowerPoint slides) which examine and compare at least 3 artworks, at least 2 of which should be by different artists, plus a list of sources used.

HL addition: Screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined.

Process portfolio: Students will produce screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.

Exhibition: Students will produce a curatorial rationale, a selection of artworks with exhibition text (stating the title, medium, size and intention) for each artwork.

Assessment in Grades 11 and 12

Throughout the course students will complete a variety of formal assessments which may include: projects, presentations, exhibitions, artworks and quizzes. Students may also be assessed on informal assessments including homework, art journal and classroom participation. All students will be awarded an SSIS Diploma grade.

IB assessment for students choosing the Diploma or Subject Course option

Assessment	Weighting (%)	
	SL	HL
Comparative study (External): SL – 10 to 15 screens examining 3 artworks and a list of sources used HL – 10 to 15 screens examining 3 artworks plus 3 to 5 screens about the student's own practices and a list of sources used	20	20
Process portfolio (External): SL – 9 to 18 screens which evidence sustained art-making processes HL – 13 to 25 screens which evidence sustained art-making processes	40	40
Exhibition (Internal): SL – 400-word curatorial rationale and 4-7 artworks with exhibition text HL – 700-word curatorial rationale and 8-11 artworks with exhibition text	40	40

Why should you choose this course?

The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Students will be empowered to become autonomous, informed and skilled visual artists.