



SUBJECT SELECTION HANDBOOK

# SENIOR

# IBDP 2024

WERRIBEE SECONDARY COLLEGE

*Live Worthily*





## OUR MOTTO

Live worthily.

## OUR VISION

Werribee Secondary College is a leader in international education in the Victorian state education system. We implement the best quality educational practices evident throughout Australia and internationally. The Werribee Secondary College community “lives worthily”.

We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.

## OUR MISSION

At Werribee Secondary College we strive for success in all the chosen endeavours of our students. We nurture the values of respect and responsibility. We **respect** and are **responsible** for embracing our identity and that of others; taking care of our local and global communities, and valuing the right to learn.

### We respect and are responsible for our:

- Learning** *I respect my own right to learn and that of others, and I recognise my responsibility to become a lifelong learner.*
- Identity** *I respect the diverse cultures, religions, languages, beliefs, genders, sexual orientation and the specific needs of those around me. I respect my own role within this community and take responsibility to show respect for both myself and others.*
- Community** *I respect the local and global communities within which I live. I understand my responsibility in protecting these communities to ensure a safe and sustainable future in which everyone feels they belong.*



Dear Student and Parents,

This is an exciting time for students as they approach the end of their secondary schooling and plan for their life after Werribee Secondary College.

There are many options for both parents and students to consider in choosing the right pathway. Our students have the choice of three certificates:

- **International Baccalaureate Diploma Programme (IBDP)**
- **Victorian Certificate of Education (VCE)**
- **\* Victorian Certificate of Education (VCE) (VM & VPC) Vocational Major and Victorian Pathways Certificate (\*New in 2023)**

We encourage families to discuss the pathway that is best. We ask that you consider the following when making pathway decisions:

- **What your child enjoys**
- **What he/she would like to do in the future**
- **What they are good at**

Students have been involved in a number of information sessions about each of the certificates and will also be completing information sessions about individual subjects over the coming weeks. We hope that this will allow students to make informed decisions about the certificate they would prefer to undertake over the next couple of years. All students have the choice of which pathway is best to meet their goals. They will go through a course counselling process where they can discuss the direction they wish to pursue in the future. The students will be given advice about Vocational Education and Training (VET), prerequisites, subjects and ATAR's. There are many areas that are taken into account by the Middle and Senior School's when supporting the student as they make realistic pathway choices. These include, but are not limited to the areas mentioned above and the following:

- **Academic progress in Year 10**
- **Work and study habits**
- **Goals**
- **Prerequisites required for tertiary courses**

The transition from Middle School to Senior School and from Year 11 to Year 12, can be an anxious time for both students and parents. We encourage students and parents to actively communicate with a member of the Senior School office should any issues or concerns arise, so that we can provide a source of support and guidance for students in their attempt to maximize their learning outcomes and achieve their preferred pathway.

The Senior School office is not the only place students and parents can get support, they can also speak with the wellbeing team, IB Coordinator and the Careers Office. You will find all the staff very approachable and happy to help.

We look forward to working with you.

**- Senior School Team**



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## ABOUT THE INTERNATIONAL BACCALAUREATE (IB)

Students at Werribee Secondary College have the opportunity to study the IB Diploma Programme as an alternative to the VCE. The IB Diploma Programme provides a cohesive and comprehensive program for motivated students. The IB Diploma Programme equips students with the skills to effectively participate in a rapidly evolving global society. It encourages students across the globe to become active and compassionate lifelong learners. The IB Diploma Programme is highly regarded by both Australian and International universities, the Diploma is recognised as an excellent tertiary preparation course.

### **The IB Diploma is characterised by its:**

- Academic breadth, depth and rigour which are recognised by universities world-wide
- Emphasis on the promotion of international awareness among students
- Attention to developing socially responsible citizens of the world with an awareness of global perspectives

The unique features of the IB: the Extended Essay; the Theory of Knowledge (ToK); and the Creativity, Activity and Service (CAS) Program, embrace the culture and ethos of Werribee Secondary College attitudes and values. CAS develops the role of service to the community, a sense of global humanity and tolerance.

**The Extended Essay and Theory of Knowledge are both highly academic and can be seen as providing a pathway from the senior secondary years to university study.**



The IB Curriculum model represents six academic subject areas surrounding the core. Subjects are studied concurrently for two years. Subject scores are criterion marked and overall results are not ranked. Diploma candidates are required to select one subject from each of the six subject areas, with:

- at least three, and not more than four, taken at Higher Level (HL)
- the remaining subjects taken at Standard Level (SL)

**Students are able to explore some subjects in depth and others more broadly; which represents academic breadth over early specialisation.**

Subject choice requirements ensure that the science-orientated student is challenged to learn a foreign language and the natural linguist becomes familiar with the scientific processes. While balance is maintained, flexibility is catered for, with the student choosing their Higher Level subjects to pursue areas of personal interest and to meet special requirements for university entrance.





## IB SCORES

The range of scores that students have attained remains statistically stable, and universities all over the world value the rigour and consistency of the Diploma Programme assessment practice. These scores are recognised globally. Further information is provided below:

- [http://research.acer.edu.au/cgi/viewcontent.cgi?article=1032&context=higher\\_education](http://research.acer.edu.au/cgi/viewcontent.cgi?article=1032&context=higher_education)
- <http://www.ibo.org/research/programme-impact-research/diploma-studies/>

The highest possible score is 45 points. The IB scores are recognised and used worldwide for university selection. In Australia this score is converted to an ATAR.

### The 2022 International Baccalaureate Combined Rank and Notional ATAR table

This table converts an IB Admissions Score (IBAS) awarded to a passing IB Diploma student to its notional Australian Tertiary Admission Rank (ATAR) value for the 2022-23 selection year.

IBAS	Rank	IBAS	Rank	IBAS	Rank
45.75	99.95	38.25	96.00	30.75	84.55
45.50	99.95	38.00	95.75	30.50	84.10
45.25	99.90	37.75	95.45	30.25	83.55
45.00	99.85	37.50	95.20	30.00	83.00
44.75	99.80	37.25	94.90	29.75	82.40
44.50	99.75	37.00	94.55	29.50	81.85
44.25	99.70	36.75	94.25	29.25	81.35
44.00	99.60	36.50	93.90	29.00	80.85
43.75	99.55	36.25	93.60	28.75	80.35
43.50	99.45	36.00	93.25	28.50	79.85
43.25	99.35	35.75	92.95	28.25	79.30
43.00	99.30	35.50	92.60	28.00	78.75
42.75	99.20	35.25	92.30	27.75	78.15
42.50	99.10	35.00	91.95	27.50	77.60
42.25	98.95	34.75	91.65	27.25	77.05
42.00	98.85	34.50	91.30	27.00	76.50
41.75	98.70	34.25	90.85	26.75	75.90
41.50	98.55	34.00	90.40	26.50	75.35
41.25	98.40	33.75	89.95	26.25	74.70
41.00	98.25	33.50	89.50	26.00	74.05
40.75	98.05	33.25	89.05	25.75	73.35
40.50	97.90	33.00	88.60	25.50	72.70
40.25	97.70	32.75	88.15	25.25	72.10
40.00	97.50	32.50	87.70	25.00	71.45
39.75	97.30	32.25	87.25	24.75	70.85
39.50	97.10	32.00	86.80	24.50	70.20
39.25	96.90	31.75	86.35	24.25	69.60
39.00	96.70	31.50	85.90	24.00	68.95
38.75	96.45	31.25	85.45		
38.50	96.25	31.00	85.00		



## IB LEARNER PROFILE

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

### AS IB LEARNERS WE STRIVE TO BE:

#### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

#### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

#### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

#### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

#### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. At Werribee Secondary College we believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities





## IB 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 DIPLOMA PROGRAMME: CURRICULUM

IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. In groups 6 students may choose either Art or a second science subject, Chemistry.

<b>Group 1</b>	Language A1 (First Language)	English A –Language and Literature (SL or HL)
<b>Group 2</b>	Language A2, B, <i>ab initio</i> (Second Language)	Spanish ( <i>Ab initio</i> ) (SL) Spanish B (SL or HL) Chinese B (SL or HL)
<b>Group 3</b>	Individuals and Societies	Business Management (SL or HL) Economics (SL or HL) Global Politics (SL or HL) History (SL or HL) Psychology (SL or HL)
<b>Group 4</b>	Experimental Sciences	Biology (SL or HL) Computer Science (SL or HL) Environmental Systems and Societies (SL only) Physics (SL or HL)
<b>Group 5</b>	Mathematics	Maths Analysis & Approaches (SL or HL) Maths Application & Interpretation (SL or HL)
<b>Group 6</b>	The Arts	Music (SL or HL) Theatre Arts (SL or HL) Visual Arts (SL or HL)  <b>Or</b> Chemistry (SL or HL)
<b>Core subjects</b>	Theory of Knowledge (TOK) Creativity, Activity and Service (CAS) Extended Essay (EE)	

### ASSESSMENT:

Assessment is criterion-based, therefore student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities all over the world value the rigour and consistency of Diploma Programme assessment practice. Students must adhere to the Academic Honesty Policy for all tasks, Final Submission Academic Honesty Form must be signed by students and teachers prior to submission to the IBO.

- Scores of 1 (lowest) to 7 (highest) per subject.
- A bonus mark out of 3 awarded for TOK and EE.
- Highest possible score is 45 points
- Passing of CAS requirements

Written examinations at the end of the two-year programme are marked by external IB examiners.

Assessment: <http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>





## THE DIPLOMA PROGRAMME: CORE CURRICULUM

### THEORY OF KNOWLEDGE (TOK)

#### Introduction Video

Students study the ‘nature of knowledge’ and reflect on ‘how we know what we claim to know’.

Theory of knowledge is a compulsory course of study in the IB Diploma. It draws together all the knowledge that is learned in other courses and questions the validity of what we know, prompting critical engagement. At the centre of the course is the student as a ‘knower’.

#### **Aims:**

- To help students to discover the richness of knowledge, and to realize how empowering knowledge can be.
- To examine how knowledge is built up, examined, and evaluated by individuals and societies.
- To reflect on how we learn – both inside and outside school – and to make links between the academic disciplines and our thoughts, feelings and actions.
- To reinforce that there are many different ways of thinking and knowing – perspectives being shaped by historical, socio-cultural and individual positions which may obscure the way we see the world.
- To explore some of the responsibilities that may come with knowledge.

(From: theoryofknowledge.net)

KNOWLEDGE THEMES	AREAS OF KNOWLEDGE (AOK)	KNOWLEDGE QUESTIONS (KQ)
The core theme – Knowledge and the Knower – encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong. There are then five optional themes, of which two are chosen to examine in detail, based on student interest. These optional themes are: knowledge and technology; knowledge and language; knowledge and politics, knowledge and religion; and knowledge and indigenous societies.	The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use difference methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.	The course centres on the exploration of knowledge questions. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”. Through an investigation of ‘real-life situations’ students explore the implications of knowledge and knowledge / or knowledge controversies / issues.

#### **ASSESSMENT:**

##### **Internal Assessment: (33%) The TOK Exhibition**

The exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment; it is marked by the teacher and is externally moderated by the IB.

##### **External Assessment: (67%) The TOK Essay**

The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1600 words and must be on one of the six prescribed titles issues by the IB for each examination session.



## CREATIVITY, ACTIVITY, AND SERVICE (CAS)

### Introduction Video

Students are involved in and reflect on a range of activities alongside their academic studies. Via the CAS project students develop the skills of collaboration, problem-solving and decision making. The emphasis is on learning by doing **real tasks** that have **real consequences** and then **reflecting** on these experiences over time.

Education of the whole person:

- **Creativity** – develop creative skills
- **Activity** – take initiative (develop your physical condition)
- **Service** – develop empathy/change challenges attitudes

Students will produce a CAS portfolio that is compulsory and can be externally moderated.

## THE EXTENDED ESSAY (EE)

### Introduction Video

Students investigate a topic of special interest to them related to one of the six subjects studied or in World Studies. This provides practical preparation for university academic writing.

The Extended Essay is:

- compulsory for all Diploma Programme students,
- **externally assessed** and, in combination with the grade for TOK, contributes up to three points to the total score for the IB diploma,
- an independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school,
- presented as a formal piece of academic writing containing no more than 4,000 words,
- the result of approximately 40 hours of work by the student,
- concluded with a short interview, or Viva Voce, with the supervising teacher (recommended).

In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice.



## GROUP 1: LANGUAGE AND LITERATURE

### IB ENGLISH A: LANGUAGE & LITERATURE

#### **Prior Learning:**

There are no formal pre-requisites for students undertaking the Language & Literature courses. It is recommended that students have had experience of writing critical essays about texts.

#### **Aims:**

The English A: Language & Literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore 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 effect 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.

#### **Syllabus and text choice:**

Readers, writers and texts	<ul style="list-style-type: none"> <li>• Non-literary texts are chosen from a variety of sources and media</li> <li>• Study of the non-literary texts and literary works focuses on the nature of language and communication</li> <li>• Study includes the investigation of how texts themselves operate, the contexts and complexities of production and reception.</li> <li>• Focus is on the development of personal and critical responses</li> </ul>
Time and space	<ul style="list-style-type: none"> <li>• Non-literary texts reflect a range of historical and/or cultural perspectives.</li> <li>• Study focuses on the contexts of language use and the ways literary and non-literary texts might both reflect and shape society at large.</li> <li>• Focus is on the consideration of personal and cultural perspectives, and an awareness of the ways in which context is tied to meaning.</li> </ul>
Intertextuality: connecting texts	<ul style="list-style-type: none"> <li>• Study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions</li> <li>• Focus is on the development of critical response grounded in an understanding of the complex relationships among texts.</li> </ul>

#### **Standard Level Assessment**

**Internal assessment** (30%) Individual Oral Presentation 15 minutes

**External assessment** (70%) Paper 1 Guided Textual Analysis (35 %) 1 hour 15 min examination  
 Paper 2 Comparative Essay (35 %) 1 hour 45 min examination

#### **Higher Level Assessment**

An increased number of works (texts) are studied at a greater depth by students undertaking the higher level course.

**Internal assessment** (20%) Individual Oral Presentation 15 minutes

**External assessment** (80%) Paper 1 Guided Textual Analysis (35 %) 2 hour 15 min examination  
 Paper 2 Comparative Essay (25 %) 1 hour 45 min examination  
 Higher Level Essay (20%) (1200 to 1500 words)



## GROUP 2: LANGUAGE ACQUISITION

### IB SPANISH AB INITIO, SPANISH B & CHINESE B (SL/HL)

#### **Prior learning**

The language ab initio course is designed for students with **little or no prior experience** of the language they wish to study. Language B course is offered for students with some previous experience of Chinese or Spanish. The school will work with the student to determine what is the most appropriate level for the candidate.

#### **Spanish ab initio, Spanish B & Chinese B:**

The language course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language course is organized into three themes. Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Language is available at SL only.

**Texts chosen from themes allow students to compare the language and culture(s) to other languages and cultures with which they are familiar:**

Theme	Guiding principle
<b>Identities</b>	Explore the nature of the self and how we express who we are
<b>Experiences</b>	Explore and tell the stories of the events, experiences and journeys that shape our lives.
<b>Human ingenuity</b>	Explore the ways in which human creativity and innovation affect our world.
<b>Social organization</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.
<b>Sharing the planet</b>	Explore the challenges and opportunities faced by individuals and communities in the modern world.

#### **Standard Level:**

##### **Internal Assessment: (25%)**

Individual oral assessment a conversation with the teacher, based on a visual stimulus and at least one additional course theme (30 marks)

##### **External Assessment: (75%)**

Examinations at the end of the second year.

Paper 1 (1 hour) Written task (30 marks) (25%)

Paper 2 (1 hour 45 minutes)

Separate sections for listening and reading (65 marks) (50%)

Listening comprehension (45 minutes)

Reading comprehension (1 hour)



## GROUP 3: INDIVIDUALS AND SOCIETY

### IB ECONOMICS

#### [Introduction Video](#)

#### **Prior Learning:**

There are no formal prerequisites for students undertaking the Economics course.

#### **Aims:**

The study of Economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. 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, are emphasised. In addition, it cultivates an awareness of development issues that nations face as they undergo the process of change. These economic theories are to be applied to real world situations.

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. Issues such as fluctuations in economic activity, international trade, economic development and environmental sustainability feature prominently.

MICROECONOMICS	MACROECONOMICS	INTERNATIONAL ECONOMICS	DEVELOPMENT ECONOMICS
Competitive Markets: Demand and Supply, Elasticity, Government Intervention, Market Failure, Theory of the Firm (HL only)	Level of overall economic activity, Aggregate Demand and Aggregate Supply, Macroeconomic Objectives, Fiscal, monetary and Supply-side Policies	International Trade Exchange Rates, Balance of Payments Economic, Integration Terms of Trade (HL only)	Measuring Economic Development, Role of Domestic Factors, Role of International Trade, Role of Foreign Direct Investment, Role of Foreign Aid and Multilateral Development Assistance, Role of International Debt, Balance between Markets and Intervention

#### **Standard Level Assessment:**

##### **Internal Assessment:** (20%)

Students produce a portfolio of four commentaries (650-750 words each), based on different sections of the syllabus based on a news media extract, linking economic theory to a real world situation.

**External Assessment** (80%) Examinations at the end of the second year.

Paper 1 (1 hour) Extended Response question paper (40%)

Paper 2 (2 hours) Data response paper (40%)

#### **Higher Level Assessment:**

##### **Internal Assessment:** (20%)

Students produce a portfolio of four commentaries (650-750 words each), based on different sections of the syllabus based on a news media extract, linking economic theory to a real world situation.

**External Assessment** (80%) Examinations at the end of the second year.

Paper 1 (1 hour) Extended Response question paper (30%)

Paper 2 (2 hours) Data response paper (30%)

Paper 3 (1 hour) Short-answer paper (20%)





## IB BUSINESS MANAGEMENT

### Prior Learning:

There are no formal pre-requisites for students undertaking Business Management.

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.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

### Aims:

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

Business organization and environment	Human resource management	Finance and accounts	Marketing	Operations management
1.1 Introduction to business management 1.2 Types of organizations 1.3 Organizational objectives 1.4 Stakeholders 1.5 External environment 1.6 Growth and evolution 1.7 Organizational planning tools (HL only)	2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation 2.5 Organizational (corporate) culture (HL only) 2.6 Industrial/employee relations (HL only)	3.1 Sources of finance 3.2 Costs and revenues 3.3 Break-even analysis 3.4 Final accounts (some HL only) 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis (HL only) 3.7 Cash flow 3.8 Investment appraisal (some HL only) 3.9 Budgets (HL only)	4.1 The role of marketing 4.2 Marketing planning (including introduction to the four Ps) 4.3 Sales forecasting 4.4 Market research 4.5 The four Ps (product, price, promotion, place) 4.6 The extended marketing mix of seven Ps (HL only) 4.7 International marketing (HL only) 4.8 E-commerce	5.1 The role of operations management 5.2 Production methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Production planning (HL only) 5.6 Research and development (HL only) 5.7 Crisis management and contingency planning (HL only)

### Standard Level:

**Internal Assessment:** (25%) An individual research project undertaken by the student.

**External Assessment:** (75%) Examinations at the end of the second year.

Paper 1 Structured and extended response questions (2.25 hours) (35%)

Paper 2 Structured and extended response questions (2.25 hours) (40%)



## IB GLOBAL POLITICS

**Prior Learning:** There are no formal pre-requisites for students undertaking Global Politics. It is recommended that students have had experience of writing critical essays and good research skills and practices.

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The Diploma Programme global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasised as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power.

CORE	ENGAGEMENT ACTIVITY	HL Extension: global political challenges
<p><b>Core units: people, power and politics</b> Four compulsory units:</p> <ol style="list-style-type: none"> <li>1. Power, sovereignty and international relations</li> <li>2. Human rights</li> <li>3. Development</li> <li>4. Peace and conflict</li> </ol>	<p>An engagement on a political issue of personal interest, complemented with research</p>	<p>Political issues in two of the following six global political challenges researched and presented through a case-study approach:</p> <ol style="list-style-type: none"> <li>1. Environment</li> <li>2. Poverty</li> <li>3. Health</li> <li>4. Identity</li> <li>5. Borders</li> <li>6. Security</li> </ol>

### Standard Level

**Internal Assessment** (25%) Written report

**External Assessment** (75%) Examinations at the end of the second year

Paper 1 (1 hour and 15 minutes) Four structured short answer questions

Paper 2 (1 hour and 45 minutes) Two timed essays

### Higher Level

**Internal Assessment** (40%) Historical Investigation and Two video-recorded oral presentations

**External Assessment** (60%) Examinations at the end of the second year.

Paper 1 (1 hour and 15 minutes) Four structured short answer questions

Paper 2 (2 hour and 45 minutes) Three timed essays



## IB HISTORY

### Introduction Video

**Prior Learning:** There are no formal pre-requisites for students undertaking History. It is recommended that students have had experience of writing critical essays and good research skills and practices.

**Aims:**

The IB Diploma Programme history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history.

The aims of the history course at SL and HL include:

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

PRESCRIBED SUBJECT 3	WORLD HISTORY TOPICS	HL DEPTH STUDIES: HISTORY OF EUROPE
<p><b>Move to Global War</b> The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion.</p>	<p><b>Authoritarian States (20<sup>th</sup> Century)</b> This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power.</p>	<p><b>The Soviet Union and Post-Soviet Russia (1924-2000)</b> This section investigates the Soviet Union from Stalin's leadership, events throughout the Cold War until the eventual breakdown of the Soviet system by 1991, through to the leadership of Yeltsin in the new Russian Federation by 2000.</p>
	<p><b>Cold War: Superpower Tensions and Rivalries (20<sup>th</sup> Century)</b> This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states.</p>	<p><b>Imperial Russia and the Russian Revolution (1855-1924)</b> This section deals with modernization and conservatism in tsarist Russia and the eventual collapse of the tsarist autocracy, as well as the revolutions of 1917, the Civil War and the rule of Lenin. <small>[1] [SEP]</small></p>
		<p><b>Versailles to Berlin</b> This section addresses international relations in Europe from 1919 to 1945: peace agreements, League of Nations, foreign policies, and WW2.</p>

**Standard Level**

**Internal Assessment** (25%) Historical Investigation

**External Assessment** (75%) Examinations at the end of the second year

Paper 1 (1 hour) One source-based paper

Paper 2 (1 hour and 30 minutes) Two timed essays

**Higher Level**

**Internal Assessment** (20%) Historical Investigation

**External Assessment** (80%) Examinations at the end of the second year.

Paper 1 (1 hour) One source-based paper

Paper 2 (1 hour and 30 minutes) Two timed essays

Paper 3 (2 hours and 30 minutes) Three timed essays



## IB PSYCHOLOGY

### Introduction Video

#### **Prior Learning:**

There are no formal pre-requisites for students undertaking Psychology. It is recommended that students have had experience of writing critical essays.

#### **Aims:**

- Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- 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 enquiry
- 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

CORE	OPTIONS	SIMPLE EXPERIMENTAL STUDY	QUALITATIVE RESEARCH METHODOLOGY (HL ONLY)
The levels of analysis focus on the synthesis of three fundamental influences on behaviour: <ul style="list-style-type: none"> <li>• Biological</li> <li>• Cognitive</li> <li>• Sociocultural</li> </ul>	Abnormal psychology, Developmental psychology, Health psychology, Human relationships	Students plan and undertake a simple experimental study and produce a report of their study e.g. manipulate a single independent variable and measure the effect on a dependent variable, while controlling other variables.	Research of behaviour in a natural setting followed by an attempt to interpret the behaviour and the meanings that people have given to their experiences.

#### **Standard Level:**

**Internal Assessment:** (25%) A report of an experimental study conducted by the student.

**External Assessment:** (75%) Examinations at the end of the second year.

Paper 1 (2 hours) (50%)

Paper 2 (1 hour) (25%)

#### **Higher Level:**

**Internal Assessment:** (20%) A report of an experiment study conducted by the student

**External Assessment:** (80%) Examinations at the end of the second year.

Paper 1 (2 hours) (35%)

Paper 2 (2 hours) (25%)

Paper 3 (1 hour) (20%)



## GROUP 4: EXPERIMENTAL SCIENCES

### IB BIOLOGY

#### Introduction Video

#### **Prior Learning:**

There are no formal prerequisites for students undertaking the Biology course.

#### **Aims:**

Biology is the study of life. An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. 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. Through studying biology, students 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 this subject.

CORE	ADDITIONAL HIGHER LEVEL TOPICS	OPTION TOPICS
Cell Biology Molecular Biology Genetics Ecology Evolution and Biodiversity Animal Physiology	Nucleic Acids Metabolism, Respiration and Photosynthesis Plant Biology Genetics and Evolution Animal Physiology	One of the following: <ul style="list-style-type: none"> <li>• Neurobiology and Behaviour</li> <li>• Biotechnology and Bioinformatics</li> <li>• Ecology and Conservation</li> <li>• Human Physiology</li> </ul>

#### **Standard Level:**

**Internal assessment:** (20%) Individual Investigation

**External assessment** (80%) Examinations at the end of the second year.

Paper 1 (45 minutes) (20%)

Paper 2 (1 hour 15 minutes) (40%)

Paper 3 (1 hour)(20%)

#### **Higher Level:**

**Internal assessment:** (20%) Individual Investigation

**External assessment:** Examinations at the end of the second year.

Paper 1 (1 hour) (20%)

Paper 2 (2 hour 15 minutes) (36%)

Paper 3 (1 hour and 15 minutes) (24%)





## IB COMPUTER SCIENCE

### **Prior Learning:**

There are no formal prerequisites for students undertaking the Computer Science course.

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

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.

Computational thinking involves the ability to:

- think procedurally, logically, concurrently, abstractly, recursively and think ahead
- utilize an experimental and inquiry-based approach to problem-solving
- develop algorithms and express them clearly
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

CORE	OPTION	INTERNAL ASSESSMENT
<ul style="list-style-type: none"> <li>• Topic 1: System fundamentals</li> <li>• Topic 2: Computer organization</li> <li>• Topic 3: Networks</li> <li>• Topic 4: Computational thinking, problem-solving and programming</li> </ul> <p><b>HL extension</b></p> <ul style="list-style-type: none"> <li>• Topic 5: Abstract data structures</li> <li>• Topic 6: Resource management</li> <li>• Topic 7: Control</li> </ul> <p><b>Case study</b> Additional subject content introduced by the annually issued case study</p>	<p>Students study one of the following options:</p> <p>Option A: Databases Option B: Modelling and simulation Option C: Web science Option D: Object-oriented programming (OOP)</p>	<p><b>Solution</b> Practical application of skills through the development of a product and associated documentation</p> <p><b>Group 4 project</b></p>

### **Standard Level:**

**Internal assessment:** (30%) Solution

**External assessment** (70%) Examinations at the end of the second year.

Paper 1 (1 hour and 30 minutes) (45%)

Paper 2 (1 hour) (25%)

### **Higher Level:**

**Internal assessment:** (20%) Individual Investigation

**External assessment:** (80%) Examinations at the end of the second year.

Paper 1 (2 hours and 10 minutes) (40%)

Paper 2 (1 hour 20 minutes) (20%)

Paper 3 (1 hour) (20%)



## IB ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL only)

*(Offered as a group 4 subject in 2023)*

### Introduction Video

#### **Prior Learning:**

There are no formal pre-requisites for students undertaking Environmental Systems and Societies (ESS).

**It is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL).**

Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

#### **Aims:**

- Demonstrate knowledge and understanding of relevant:
  - facts and concepts
  - methodologies and techniques
  - values and attitudes
- Apply this knowledge and understanding in the analysis of:
  - explanations, concepts and theories
  - data and models
  - case studies in unfamiliar contexts
  - arguments and value systems
- Evaluate, justify and synthesize, as appropriate:
  - explanations, theories and models
  - arguments and proposed solutions
  - methods of fieldwork and investigation
  - cultural viewpoints and value systems
- Engage with investigations of environmental and societal issues at the local and global level through:
  - evaluating the political, economic and social contexts of issues
  - selecting and applying the appropriate research and practical skills necessary to carry out investigations
  - suggesting collaborative and innovative solutions that demonstrate awareness

CORE STUDY OF	PRACTICAL SCHEME OF WORK
<ul style="list-style-type: none"> <li>• Foundations of environmental systems and societies</li> <li>• Ecosystems and ecology</li> <li>• Biodiversity and conservation</li> <li>• Water and aquatic food production systems and societies</li> <li>• Soil systems and terrestrial food production systems and societies</li> <li>• Atmospheric systems and societies</li> <li>• Climate change and energy production</li> <li>• Human systems and resource use</li> </ul>	<p>Practical work is an important aspect of the course, whether in the laboratory, classroom, or out in the field.</p> <ul style="list-style-type: none"> <li>• Practical activities</li> <li>• Individual investigation</li> </ul>

#### **Standard Level:**

**Internal Assessment:** (25%) An individual investigation conducted by the student.

**External Assessment:** (75%) Examinations at the end of the second year.

Paper 1 Case Study (1 hour) (25 %)

Paper 2 Short Answer and structured Essays (2 hours) (50%)



## IB PHYSICS

### **Prior Learning:**

There are no formal pre-requisites for students undertaking Physics.

To study physics is to attempt to understand the nature of the universe itself. It is the search for answers from how the universe exploded into life in the Big Bang to what the nature of time is itself. Some of the greatest discoveries in history have been made by physicists and these discoveries have revolutionized our world—and physicists are continuing to change the way we think today.

Physics encompasses everything that we do as human beings. The very meaning of the word is “the study of nature”. Indeed, when the discipline was first defined, it was about observing the Milky Way, the entire known universe at the time, while wondering about the existence of the atom. As with the universe, physics knowledge is constantly expanding. The existence of black holes, gravitational forces so strong that even light is unable to escape, was first theorized in the 18th century. In 2019, an image of a black hole was captured for the first time.

However, physics is not just about staring into the vastness of space or scrutinizing the tiniest particles that make up the fabric of the universe. The fact is that discoveries in physics are the root of ideas that revolutionize the technology used in our daily lives. It is an everyday, grounded science encompassing advances in communication, medical technology and renewable energy.

It is above all a creative discipline. Physics requires solid knowledge of basic principles and a willingness to put them to the test in new ways. It requires curiosity and an appetite to explore what might be.

SYLLABUS COMPONENT	EXPERIMENTAL PROGRAM
A. Space, time and motion B. The particulate nature of matter C. Wave behaviour D. Fields E. Nuclear and quantum physics	Practical work Collaborative sciences project Scientific investigation

### **Standard Level:**

**Internal assessment:** (20%) Individual Investigation

**External assessment** (80%) Examinations at the end of the second year.

Paper 1 (1 hour 30 minutes) (36%)

Paper 2 (1 hour 30 minutes) (44%)

### **Higher Level:**

**Internal assessment:** (20%) Individual Investigation

**External assessment:** (80%) Examinations at the end of the second year.

Paper 1 (2 hours) (36%)

Paper 2 (2 hours 30 minutes) (44%)



## GROUP 5: MATHEMATICS

### MATHEMATICS: ANALYSIS AND APPROACHES (SL OR HL)

#### Introduction Video

#### **Prior Learning:**

Successful completion of Year 10 Mainstream, High or SELP Mathematics.

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

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

#### **Mathematics: analysis and approaches: Distinction between SL and HL**

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

TOPICS
<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Functions</li> <li>• Geometry and Trigonometry</li> <li>• Statistics and Probability</li> <li>• Calculus</li> </ul>
<p><b>Mathematical Exploration</b> Investigate, problem-solving and modelling skills development leading to an individual exploration.</p>

#### **Standard Level:**

##### **Internal assessment:**

Individual Exploration Written piece of work based on student interest (20%)

**External assessment:** Examinations at the end of the second year (80%)

Paper 1 No technology allowed (90 minutes) (40%)

Paper 2 Technology required (90 minutes) (40%)

#### **Higher Level:**

##### **Internal assessment:**

Individual Exploration Written piece of work based on student interest. (20%)

**External assessment:** Examinations at the end of the second year.

Paper 1 No technology required (2 hours) (30%)

Paper 2 Technology required (2 hours) (30%)

Paper 3 Technology required (1 hour) (20%)



## MATHEMATICS: APPLICATION AND INTERPRETATION (SL OR HL)

*(Mathematics is a prerequisite for many university courses)*

### **Prior Learning:**

Successful completion of Year 10 Mainstream, High or SELP Mathematics.

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

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

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

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

TOPICS	The “toolkit” and Mathematical exploration
Topic 1—Number and algebra	Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.
Topic 2—Functions	
Topic 3—Geometry and trigonometry	
Topic 4—Statistics and probability	
Topic 5—Calculus	

### **Standard Level:**

#### **Internal assessment:**

Mathematical Exploration(20%)

**External assessment:** Examinations at the end of the second year. (80%)

Paper 1 Technology required (90 minutes) (40%)

Paper 2 Technology required (90 minutes) (40%)

### **Higher Level:**

#### **Internal assessment:**

Mathematical Exploration (20%)

**External assessment:** Examinations at the end of the second year.

Paper 1 Technology required (2 hours) (30%)

Paper 2 Technology required (2 hours) (30%)

Paper 3 Technology required (1 hour) (20%)





## GROUP 6: THE ARTS (OR AN ALTERNATIVE SCIENCE)

### IB VISUAL ARTS

#### Introduction Video

#### **Prior Learning:**

There are no prerequisites for entry into this study area, however an 'Art' Elective (Visual Arts, Printmaking, Photography, Media and 3D Art) background prior to the Diploma level will help prepare the student for the requirements of the study.

#### **Aims:**

The IB Visual Arts (Diploma Programme) will foster creativity and exploration by encouraging research into different cultural approaches within the 'Visual Arts', as well as utilizing the students own cultural background to connect with their knowledge investigations and creative artworks. The IB Visual Arts course enables students to participate in artistic exploration and production, as well as independent, visual and critical investigation. Students are encouraged to achieve actively through instruction, individual experimentation, creative thinking and problem-solving. Study of the 'Visual Arts' provides students with the opportunity to develop a critical, creative and personal view of themselves in relation to the world.

PRACTICES	VISUAL ARTS IN CONTEXT	VISUAL ARTS METHODS	COMMUNICATING
<b>Theoretical practice</b>	Examine and compare the work of artists from different times, places and cultures, using a range of critical methodologies. Consider the cultural contexts (historical, geographical, political, social and technological factors) influencing their own work and the work of others.	Look at different techniques for making art. Investigate and compare how and why different techniques have evolved and the processes involved.	Explore ways of communicating through visual and written means. Make artistic choices about how to most effectively communicate knowledge and understanding.
<b>Art-making practice</b>	Make art through a process of investigation, thinking critically and experimenting with techniques. Apply identified techniques to their own developing work.	Experiment with diverse media and explore techniques for making art. Develop concepts through processes that are informed by skills, techniques and media.	Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
<b>Curatorial practice</b>	Develop an informed response to work and exhibitions they have seen and experienced. Begin to formulate personal intentions for creating and displaying their own artworks.	Evaluate how their ongoing work communicates meaning and purpose. Consider the nature of "exhibition" and think about the process of selection and the potential impact of their work on different audiences.	Select and present resolved works for exhibition. Explain the ways in which the works are connected. Discuss how artistic judgments impact the overall presentation.
<b>Visual arts journal</b>	The visual arts journal underpins every aspect of the course. Students will use the journal, which can take many forms, to record all aspects of their art-making journey, including experiments with media, research, reflections, observations and personal responses. Although not directly assessed, elements of this journal will contribute directly to the work submitted for assessment.		

#### **Assessment:**

##### **Internal Assessment:**

Exhibition: (40%) Students submit 8-11 Art works with exhibition text for each, along with a written curatorial rationale.

##### **External assessment:**

Comparative study: An independent critical and contextual investigation exploring artworks, objects and artefacts from differing cultural contexts (20%)

Process Portfolio: Evidence of experimentation, exploration, manipulation and refinement, of a variety Visual Arts activities (40%)



## IB MUSIC

### Introduction Video

#### **Prior Learning**

There are no prerequisites for entry into this study area, however playing an instrument and/or a ‘Music’ elective background prior to the Diploma level will help prepare the student for the requirements of the study

#### **Aims:**

The study of music allows for exploration of the shared human perceptions and emotions which temper our lives; those common or singular experiences which by other means are imperfectly expressed, or cannot be expressed at all. What does the study of music entail? We learn to hear pitch in sound and pattern in rhythm. We learn to listen and look for distinctions and beauty. We learn to be surprised, moved and inspired by the similarities and differences in music.

Higher Level students must complete all three components of the course.

Standard Level students must choose between the options: Performing and Creating.

<b>CORE</b>	<b>OPTION: SOLO PERFORMANCE</b>	<b>OPTION: CREATING</b>	<b>OPTION: GROUP PERFORMANCE</b>
Musical Perception	This is designed for the student who has a background in musical performance. The program for the presentation should be suitable for the chosen instrument or voice, with attention given to the balance of styles and character, if appropriate It is not necessarily in the student’s interest to submit a presentation where the students performs on more than one instrument or both sings and plays.	This is designed for the student who has a background in musical composition. Composition can begin from imitating other music, or from the sheer joy of improvising. Students may also arrange existing music for an ensemble or experiment with music technology.	This is designed for students with a general interest in music, or those without prior experience, particularly members of ensembles. Within this component is also a significant piece of coursework that establishes musical links across two musical cultures. This is an opportunity for the students to engage in a sustained investigation into aspects of music that really interests them.

#### **Standard Level:**

**Internal Assessment:** (50%)

Creating, Solo or Group Performing

**External assessment:** (50%) Examinations held at the end of the second year.

Listening paper (2 hours 15 minutes) (30%)

Musical Investigation (20%)

#### **Higher Level:**

**Internal Assessment:** (50%)

Creating (25%)

Solo Performing (25%)

**External assessment:** (50%) Examinations held at the end of the second year.

Listening paper (2 hours 15 minutes) (30%)

Musical Investigation (20%)



## IB THEATRE ARTS

### **Prior Learning:**

There are no prerequisites for entry into this study area, however a 'Drama' elective prior to the Diploma level will help prepare the student for the requirements of the study.

### **Aims:**

The IB Theatre (Diploma Programme) is a practical subject that results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. It is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their process and modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

<b>PRACTICES</b>	<b>THEATRE IN CONTEXT</b>	<b>THEATRE PROCESSES</b>	<b>PRESENTING THEATRE</b>
<b>Working with play texts</b>	Research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators	Take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.	Direct at least one scene or section from one published play text which is presented to others.
<b>Examining world theatre traditions</b>	Research and examine the various contexts of at least one world theatre tradition	Practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.	Present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition.
<b>Collaboratively creating original theatre</b>	Students reflect on their own personal approaches, interests and skills in theatre. They research and examine at least one starting point and the approaches employed by one appropriate professional theatre company, and consider how this might influence their own personal approaches.	Respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.	Participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others.
<b>Theatre journal</b>	Students keep a theatre journal throughout the two-year theatre course which charts their development and their experiences of theatre as a creator, designer, director, performer and spectator.		

### **Assessment:**

#### **Internal Assessment:**

Collaborative Project: (35%) Students collaboratively create and present an original piece of theatre (lasting 13-15 minutes) for and to a specified target audience, created from a starting point of their choice.

#### **External assessment:**

Director's Notebook: (35%) Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.

Research Presentation: (30%) Students plan and deliver an individual presentation (15 mins max) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.



## IB CHEMISTRY

### [Introduction Video](#)

#### **Prior Learning:**

There are no formal pre-requisites for students undertaking the Chemistry course. It is recommended that students have had experience of designing and carrying out laboratory experiments.

#### **Aims:**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

CORE	GROUP PROJECT	OPTION TOPICS
Stoichiometric Relationships Atomic Structure Periodicity Chemical Bonding and Structure Energetics/Thermochemistry Chemical Kinetics Equilibrium Acids and Bases Redox Processes Organic Chemistry Measurement and Data Processing Measurement and Analysis	Experimental research and presentation	One of the following: <ul style="list-style-type: none"><li>• Biochemistry</li><li>• Materials</li><li>• Energy</li><li>• Medicinal Chemistry</li></ul>

#### **Standard Level:**

**Internal assessment:**(20%) Individual Investigation

**External assessment** (80%) Examinations at the end of the second year.

Paper 1 (45 minutes) (20%)

Paper 2 (1 hour 15 minutes) (40%)

Paper 3 (1 hour) (20%)

#### **Higher Level:**

**Internal assessment:** (20%) Individual Investigation

**External assessment:** Examinations at the end of the second year.

Paper 1 (1 hour) (20%)

Paper 2 (2 hour 15 minutes) (36%)

Paper 3 (1 hour and 15 minutes) (24%)



## ACADEMIC HONESTY AND INTEGRITY POLICY

### Rationale

The Academic Honesty Policy provides a framework to ensure that the values and expectations which relate to the academic work and professional work ethic at Werribee Secondary College is upheld at all times. The values and expectations of the students and staff relate to the school values and guiding statement. Academic honesty requires one to behave in a manner that supports our school values and guiding statement. All members of the Werribee Secondary College community are required to know and comply with this policy.

### Scope of this policy

This policy applies to all assessments across all subjects and all year levels at Werribee Secondary College.

### A. Academic Honesty – What it is

Academic honesty is a set of principles that inform the values of honest and responsible behaviour in an academic setting.

Assignments and coursework are designed to enable students to learn and demonstrate new ideas; grading and marking are designed to provide feedback on how students have progressed. Therefore, for the results and feedback to hold meaning, all assessment needs to result from the student's own achievements and effort.

All policies and procedures that relate to academic honesty at Werribee Secondary College align with the policies and procedures set by the Department of Education Victoria.

Refer also to the following policies:

1. Werribee Secondary College Assessment Policy
2. Student Engagement and Wellbeing policy

### B. Academic Misconduct – What it is – What it can look like

Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. Plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- b. Collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
- c. Duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements.
- d. Misconduct during an examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other students, or communicating with another student).
- e. Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

*("Article 20", 2014, IBO)*



### **Some examples of the forms that academic misconduct can take:**

- Presenting segments of or whole works by another person as your own.
- Including quotes and materials from another's works within your own without adequate acknowledgement.
- Paraphrasing the work or ideas of another person without adequate acknowledgement.
- Copying work and ideas from another student - within OR outside the College community.

### **Referencing**

Werribee Secondary College educates its staff and students on the importance of Copyright and respecting the works and ideas of others. One method of respecting original owners of works and ideas is to acknowledge the source of information by correct referencing. The College currently uses Modern Language Association 7th edition (MLA 8) as its preferred style of referencing.

#### *Examples of MLA 8 style referencing*

Intext Citation: (Rowling. 21-26) Works Cited List: Rowling, J.K. Harry Potter and the Goblet of Fire. London: Bloomsbury, 2004. Print.

Intext Citation: (Sutherland) Works Cited List: Sutherland, Natalie. "What Qualification Should You Take On?" Training.com.au. N.P., 9 Dec. 2016. Web. 21 Nov. 2018.

### **ROLES AND RESPONSIBILITIES**

It is the role of the whole College community to understand, respect and practice academic honesty. The whole College community encompasses the Principals, teachers, education support staff, librarians, students and parents.

#### **Expectations of Heads of College**

- Establish and maintain a current academic honesty policy.
- Provide teachers with effective training opportunities.
- Support teachers and students to adhere to the school's academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for students if they engage in academic misconduct.

#### **Expectations of the Senior Years Program Coordinator**

- Ensure that the school's academic honesty policy is aligned with the Senior Years Program (eg. VCE and IB) expectations and undergoes a periodic review. See Appendix for processes and forms.
  - Ensure that teachers, candidates and legal guardians are aware of senior program requirements concerning academic honesty.
  - Agree with all senior teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
  - Ensure candidates and invigilators are provided with relevant information about the conduct of examinations and related assessments.



### **Expectations of Heads of Faculty**

- Ensure that academic honesty skills (correct citing, good researching etc) are included within the curriculum.
- Promote and support academic honesty within their team of teachers.
- Set clear expectations for course work and assignments and provide guidance to staff and students.
- Be a role model of academic integrity to other teachers and staff.

### **Expectations of the Teachers**

- Set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted.
- Discuss and promote the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct
- Assess student work objectively to the best of their ability.

### **Expectations of the Student**

- Understand that academic honesty is inherent to best academic practice.
- Ensure that all work follows the guidelines of best academic honesty practices.
- Utilise the support provided to adhere to best academic practice.
- Correctly and adequately acknowledge sources.
- Understand academic honesty and the potential consequences of academic misconduct.

### **Expectations of Parents/Guardians**

- Support their student.
- Understand academic honesty and the potential consequences of academic misconduct.
- Be aware of and understand the internal procedures taken by the College to confirm authenticity of work.

### **PROCESS FOR SUSPECTED ACADEMIC MISCONDUCT**

In a school setting, most acts of academic dishonesty are not intentional. The Werribee Secondary College community believes in seizing those opportunities to teach integrity, responsibility and honesty as such incidents are teachable moments. If there is a suspected case of academic dishonesty, the following steps will be taken if the Academic Honesty Policy has been breached.

#### **Years 7-10**

##### **First Incident:**

1. The teacher will inform the Year Level Coordinator, record the incident on Compass as a first offence and inform the parents through a chronicle entry.
2. The class teacher will meet with the student to talk with them about the reasons for the possible misconduct.
3. The student will receive individual support in learning how, when and where to cite. In this instance, the teacher will explain why the student’s behaviour is academically dishonest and work out how to solve the problem, e.g. re-submit work, or come to a better understanding of academic honesty.
4. The year-level coordinator will monitor the occurrence in case it is a problem across the board.





**Second Incident:**

1. The teacher will inform the Year Level Coordinator, record the incident on Compass as a second offence and inform the parents through a chronicle entry.
2. Parents will be contacted and the teacher will hold a meeting with both the parents and the student to discuss the incident and come up with a solution.
3. The student will attend a lunchtime detention where they will be asked to resubmit the assessment.
4. If the student fails to attend the lunchtime detention, the assessment will remain ungraded.

**Third Incident:**

1. The teacher will inform the Year Level Coordinator, record the incident on Compass as a third offence and inform the parents through a chronicle entry.
2. Parents will be contacted and the teacher and the year-level coordinator will hold a meeting with both the parents and the student to discuss the incident and come up with a solution.
3. The student will attend an after-school detention.
4. This offence requires consultation with the sub-school director. Work that is plagiarised may not meet the assessment criteria so it may remain ungraded and could affect the overall grade level achievement.

**Senior Years (Year 11 and 12)**

*(The following process is aligned with the VCAA rules on school-based assessments)*

**Step 1. Reporting alleged breaches of academic honesty**

- The Year Level Coordinator is the initial point of contact for reports of breaches of academic honesty.
- Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.
- Allegations should be handled sensitively and may need to be kept confidential.
- On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school.
- The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

**Step 2. Preliminary investigation**

On receipt of an allegation, the Year Level Coordinator will,

- Assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.
- Detailed records of the preliminary investigation should be kept and may be used in any later decision-making.
- If further investigation is required, the case will be escalated to principal class or delegate (sub-school director). The school may decide if it is appropriate to appoint an external person to carry out the investigation and report back to the school.



### Step 3. Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached rules for academic honesty (or VCAA School-based Assessment rules or IB Assessment rules).

In this case:

- The evidence should be put to a decision-maker for determination whether the allegations are proven, or not proven.
- The investigator must approach the investigation with an open mind, and act fairly and without bias. They should consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not. Some or all of the information and evidence gathered during the investigation may show that the allegations against the student are unfounded – this evidence should not be discounted.
- The investigation may include discussions with the study teacher supervising the assessment and any other witnesses, including other students.

#### **Relevant evidence includes:**

- Any instructions given to students by the teacher about the conditions under which the School-based Assessment (or IB assessment) was to be undertaken (including the VCAA examination rules).
- The student's work if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material.
- Samples of other work by the student for comparison, if relevant.
- The teacher's record of authentication.
- The teacher's opinion about the student's work.
- Accurate notes of conversations with witnesses, the teacher and the student.

#### **If this investigation suggests there is any substance to any allegation:**

- The student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond to the allegation.
- Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview.
- The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.
- If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.
- The student's parents or guardians may be advised of the nature of the allegations, depending on the school's policy in relation to reporting discipline matters.
- If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements (or IB requirements).

#### **The student may be asked to:**

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.



#### **Step 4: Decision-making**

##### **The decision-maker**

The principal (decision-maker) has the authority to decide if a student has breached the rules for academic honesty. The principal may wish to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may wish to delegate their authority to make decisions about alleged breaches of VCAA examination and authentication rules to a hearing panel formed by senior staff members appointed by the principal.

The following are required for the decision making:

- It is important that the decision-maker is not the investigator of the allegations.
- The material gathered during the investigation should be provided to the decision-maker, including evidence (if any) that suggests the allegations are not proven, as well as any responses the student provided during the course of the investigation.
- If the decision-maker forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, the decision-maker should confirm in writing to the student that no further action will be taken.
- If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting should be convened.
- The decision-maker should reserve their judgment until they have heard from the student at the meeting or hearing.
- The principal (decision-maker) will apply the following principles to make the decision regarding alleged breaches of rules:
  - The decision-maker must act fairly and without bias.
  - The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker.

##### **Before the hearing or meeting,**

The student must be given notice which include the following:

- the date, time, place and likely duration of the meeting or hearing
- the allegation/s against the student
- the names of all decision-makers
- advice that the student may bring a support person to the meeting or hearing
- the name of a contact person if the student has queries about the meeting or hearing
- a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
- the possible outcomes, including penalties

It is generally appropriate, depending on the age and circumstances of the student, to allow a parent, guardian or other support person to be present at any interview, meeting or hearing.

The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student, but that is appropriate given the nature of the allegation/s.



### **At the hearing or meeting:**

At the meeting or hearing, the principal or delegate (decision-maker) must explain the purpose of the meeting or hearing to the student, and confirm the allegation/s against the student and the possible outcome.

- The decision-maker may ask questions of the student.
- The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing.
- The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation/s (and the student's defence) is supported by evidence that is relevant and credible.
- The decision-maker must take into account all relevant factors and no irrelevant factors.
- The decision-maker must decide on the balance of probabilities whether the allegation/s is proven – the allegation/s does not have to be proven beyond reasonable doubt.
- The decision-maker must decide, in relation to an allegation/s found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate.

### **Possible penalties include:**

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the assessment schedule (IB or VCAA).
- refusal to accept the part of the student's work found to have been completed in contravention of assessing body's (IB or VCAA) rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit or IB course.
- refusal to accept any part of the work, awarding an N for the outcomes

The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's capacity to appeal the decision to the VCAA.

The decision maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

The college will follow recommended sanctions and penalties by the relevant assessing body, eg. VCAA, IB.

### **After the meeting or hearing**

The school must write to the student to confirm:

- the findings of the decision-maker in relation to the allegation/s against the student (setting out each allegation, and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation/s, in case the student wishes to appeal a decision.



### **How this document is communicated**

This Academic Honesty Policy has been developed collaboratively with staff at Werribee Secondary College in accordance with VCAA and IB regulations.

All students will receive a copy of the Academic Honesty Policy upon enrolment for new students or confirmation of subjects for continuing students. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

The librarian will conduct a session about academic honesty at the beginning of each school year.

Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

### **Review of this policy**

This policy will be reviewed and updated in 2022 by the staff at Werribee Secondary College.

#### Works Cited

“Article 20: Candidates suspected of academic misconduct.” General regulations: Diploma Programme. Cardiff: International Baccalaureate Organization, 2014. PDF.

IB learner profile. N.p.: International Baccalaureate Program, 2013. PDF.

VCE and VCAL Administrative Handbook, 2019.PDF

### **Appendices**

#### Appendix 1: Electronic Version

[WSC Authentication Form for all Assessments](#). This form is shared to all senior years teachers.

#### Appendix 2: WSC Academic Honesty Process

Step 1. All students will receive a copy of the Academic Honesty Policy upon confirmation of enrolment for new students or confirmation of subjects for continuing students.

Step 2. Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy.

Step 3. A staff briefing will be conducted each year to ensure that all staff (current and new) understand the policy and processes involved.

Step 4. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

Step 5. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

Step 6. The librarian will conduct a session about academic honesty at the beginning of each school year. This process will be reinforced in each of the subjects.

Step 7. The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

#### Appendix 3. Acknowledgement of the Academic Honesty Policy Form

This electronic form must be submitted by all students at the start of each year. This form is shared to the Senior Years Team.

[Acknowledgement of the Academic Honesty Policy](#)