



Made  
for  
*Learning*

## HIGH SCHOOL CURRICULUM GUIDE

### IBDP Years 1 and 2

**RISE**



**COLLÈGE DU LÉMAN**  
International School · Geneva



## THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The IB Diploma Programme offers an international alternative to national curricula and it prepares students for universities worldwide. The main objectives are to develop international students who become responsible global citizens, to educate students who are both knowledgeable and principled and to encourage them to become active, compassionate and lifelong learners.

**In order to meet the IB Diploma Programme requirements students have to:**

- select six subjects and three of these subjects have to be at Higher level and the others at Standard level
- submit an Extended Essay
- follow the Theory of Knowledge course
- fulfil the CAS requirements

**The six subject areas are:**

- Language A with an aim to enhance an interest in language and literature and to appreciate variety of literary forms
- Language B and Language ab initio with an emphasis on language acquisition and use of language
- Individuals and Societies such as History, Geography, Economics, Psychology, Business Management and Environmental Systems and Society
- Experimental Sciences such as Biology, Chemistry, Physics and Sports, Health and Exercise Science
- Mathematics
- The Visual Arts or any additional subject from Language A, Language B, Individuals and Societies or Sciences groups.

## Contents

1	Group 1: Language A .....	6
1.1	Language A .....	6
1.2	English A Literature HL & SL .....	7
1.2.1	Learning objectives .....	7
1.2.2	Content .....	7
1.3	English A Language & Literature HL & SL .....	9
1.3.1	Learning objectives .....	9
1.3.2	Content .....	9
1.4	French A Language & Literature HL & SL .....	10
1.4.1	Learning objectives .....	10
1.4.2	Content .....	11
2	Group 2: Language B .....	12
2.1	Language B .....	12
2.2	English B HL .....	12
2.2.1	Learning objectives .....	12
2.2.2	Content .....	13
2.3	French B HL & SL .....	13
2.3.1	Learning objectives .....	13
2.3.2	Content .....	13
2.4	German B HL & SL .....	14
2.4.1	Learning objectives .....	14
2.4.2	Content .....	14
2.5	Spanish B HL & SL .....	15
2.5.1	Learning objectives .....	15
2.5.2	Content .....	15
2.6	Italian B HL & SL .....	16
2.6.1	Learning objectives .....	16
2.6.2	Content .....	16
2.7	French ab initio .....	17
2.7.1	Learning objectives .....	17

2.7.2 Content .....	18
2.8 Spanish ab initio .....	18
2.8.1 Learning objectives .....	18
2.8.2 Content .....	19
<b>3 Group 3: Individuals and Societies .....</b>	<b>21</b>
3.1 Business Management HL & SL.....	21
3.1.1 Learning objectives .....	21
3.1.2 Content .....	21
3.2 Economics HL & SL.....	21
3.2.1 Learning objectives .....	22
3.2.2 Content .....	22
3.3 Geography HL & SL .....	23
3.3.1 Learning objectives.....	23
3.3.2 Content .....	23
3.4 History HL & SL.....	24
3.4.1 Learning objectives .....	24
3.4.2 Content .....	24
3.5 Psychology HL & SL .....	25
3.5.1 Learning objectives .....	25
3.5.2 Content .....	25
<b>4 Groups 3 &amp; 4: Interdisciplinary Subject.....</b>	<b>27</b>
4.1 Environmental Systems and Society SL.....	27
4.1.1 Learning objectives .....	27
4.1.2 Content .....	27
<b>5 Group 4: Experimental Sciences.....</b>	<b>29</b>
5.1 Biology HL & SL.....	29
5.1.1 Learning objectives .....	29
5.1.2 Content .....	29
5.2 Chemistry HL & SL .....	30
5.2.1 Learning objectives .....	30
5.2.2 Content .....	30
5.3 Physics HL & SL.....	31
5.3.1 Learning objectives .....	31
5.3.2 Content .....	32

5.4 Sports, Exercise and Health Science HL & SL*	32
5.4.1 Learning objectives	32
5.4.2 Content	33
6     Group 5: Mathematics	34
6.1 Analysis and Approaches	34
6.1.1 Learning objectives	34
6.1.2 Content	34
6.2 Applications and Interpretation	35
6.2.1 Learning objectives	35
6.2.2 Content	35
7     Group 6: The Arts	37
7.1 Visual Art HL & SL	37
7.1.1 Learning objectives	37
7.1.2 Content	37
8     IBDP Core	38
8.1 Theory of Knowledge (TOK)	38
8.1.1 Learning objectives	38
8.1.2 Content	38
8.2 Extended Essay	38
8.2.1 Learning objectives	38
8.3 Creativity, Activity and Service (CAS)	39
8.3.1 Learning objectives	39
8.3.2 Content	39

# 1 Group 1: Language A

## 1.1 Language A

The aim of the programme is to promote the appreciation and understanding of English, French or Russian literature and language. The courses are intended to develop students' ability to analyse texts in various forms and to use written and oral language for different purposes and audiences. The programme seeks to help students express themselves, explain ideas, argue points of view and interpret texts with increasing clarity, precision, coherence and imagination.

All courses introduce students to a range of texts from different periods, styles and genres and are aimed at students who enjoy literature. The courses focus on detailed analysis of texts, including the importance of contexts, and examine formal, stylistic and aesthetic qualities of the works.

The aims of all subjects in studies in language and literature are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

### **Language A: Literature**

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and literary textuality, and the relationship between literature and the world.

### **Language A: Language and Literature**

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. 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.

## **1.2 English A Literature HL & SL**

### **1.2.1 Learning objectives**

#### **Understanding and Interpretation**

Knows, understands and interprets: the task and the thoughts, attitudes and feeling of a range of text(s), works and/or performances and their meanings and implications; the contexts in which texts are written and/or received; their elements of literary, stylistic, rhetorical, visual and/or performance craft; and features of particular text types and forms. Supports ideas by relevant references to the text.

#### **Analyse and Evaluate**

Analyse and evaluate: how the writer's choice of such elements as language, structure, technique, literary, stylistic, rhetorical, visual or theatrical techniques shape meaning; relationships among texts; ways in which texts may offer perspectives on human concerns as expected at this grade and level.

#### **Organisation and Development**

Develops ideas in an organised, coherent and persuasive manner in line with the requirements of the task, grade and level. Communicates in a range of styles, registers and for a variety of purposes and situations. Makes links between texts when appropriate.

#### **Use of Language**

Employs clear, varied and accurate language to accomplish the goals of communication as appropriate for the task and this grade and level.

Uses appropriate register, terminology and style, including grammar.

### **1.2.2 Content**

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. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. 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.

### **Readers, writers and texts**

Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.

### **Time and Space**

Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

### **Intertextuality: connecting texts**

Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.

Higher Level - the study of 13 literary works in total.

- a minimum of five must be written originally in English.
- a minimum of four must be a work in translation.

Standard Level – the study of 9 literary works in total.

- a minimum of four must be written originally in English.
- a minimum of three must be a work in translation.

## 1.3 English A Language & Literature HL & SL

### 1.3.1 Learning objectives

#### **Understanding and Interpretation**

Knows, understands and interprets: the task and the thoughts, attitudes and feeling of a range of text(s), works and/or performances and their meanings and implications; the contexts in which texts are written and/or received; their elements of literary, stylistic, rhetorical, visual and/or performance craft; and features of particular text types and forms. Supports ideas by relevant references to the text.

#### **Analyse and Evaluate**

Analyse and evaluate: how the writer's choice of such elements as language, structure, technique, literary, stylistic, rhetorical, visual or theatrical techniques shape meaning; relationships among texts; ways in which texts may offer perspectives on human concerns as expected at this grade and level.

#### **Organisation and Development**

Develops ideas in an organised, coherent and persuasive manner in line with the requirements of the task, grade and level. Communicates in a range of styles, registers and for a variety of purposes and situations. Makes links between texts when appropriate.

#### **Use of Language**

Employs clear, varied and accurate language to accomplish the goals of communication as appropriate for the task and this grade and level.

Uses appropriate register, terminology and style, including grammar.

### 1.3.2 Content

#### **Areas of Exploration**

##### **Readers, writer and texts**

This area of exploration looks at the ways in which texts are produced, read, interpreted, responded to and performed, and explores the role of language and literature. In it, students will be developing the skills and approaches required to engage with how meaning is created in texts. Students will be attentive to the words on the page, the literal meaning of words, the type of text being read, the themes, characters, setting, word choice and stylistic features.

##### **Time and Space**

This area of exploration asks considers how a text interacts with the context in which it is produced and received. In it, students will be developing skills and approaches required to explore how texts are affected by a wide variety of factors such as the life of the author, the times the author lived in, and the way the context of reception and the text impact each other.

Students will look at how the texts they are reading represent, reflect and become part of life and culture.

### **Intertextuality – connecting texts**

This area of exploration focuses on the connections between and among diverse texts, traditions, creators and ideas. In it, students will develop skills and approaches required to compare and contrast texts in order to gain a deeper understanding of the unique characteristics of texts and the interesting connections between them. Students will look at how texts affect each other, and at the wide range of ways texts can be connected and grouped.

#### **Higher Level – Six works, of which:**

- a minimum of two must be written originally in English.
- a minimum of two must be a work in translation.

Works are selected to cover three major literary forms, three periods and two places covering at least two continents.

A number of non-literary texts from a range of different text types, for example, but not limited to: speeches, advertisements, photographs, diaries, cartoons, interviews, infographics, travel writing.

#### **Standard Level – Four works, of which:**

- a minimum of one must be written originally in English.
- a minimum of one must be a work in translation.

Works are selected to cover two major literary forms, two periods and two places covering at least two continents.

A number of non-literary texts from a range of different text types, as above.

## **1.4 French A Language & Literature HL & SL**

### **1.4.1 Learning objectives**

#### **Understanding and Interpretation**

Understands the task and the thoughts, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

**Appreciation of the Writer's Choices**

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

**Organisation and Development**

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. Makes links between texts when appropriate.

**Use of Language**

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

## 1.4.2 Content

Students study a range of non-literary texts which include:

- Le Sommeil délivré d'Andrée Chedid
- Les cahiers de Douais d'Arthur Rimbaud
- Dom Juan et le festin de pierre de Molière
- Des souris et des hommes de John Steinbeck

**HL:**

- L'Ecume de jours de Boris Vian
- Ethiopiques de Léopold Sédar Senghor

## 2 Group 2: Language B

### 2.1 Language B

The IB Language B Standard level and Higher Level course comprise 3 parts: language, texts and cultural awareness. Students are encouraged to develop the four primary language skills of listening, reading, speaking and writing to the best of their ability. The study of literature constitutes an essential component of the HL course.

Five prescribed themes are common to the syllabi of languages B; the themes provide relevant contexts for study at all levels of language acquisition in the Diploma Programme, and opportunities for students to communicate about matters of personal, local, national and global interest. The five prescribed themes are: identities, experiences, human ingenuity, social organisation and sharing the planet. At higher level, students will also read two to three works of literature.

### 2.2 English B HL

#### 2.2.1 Learning objectives

##### **Communication**

Communicates effectively and appropriately in a range of contexts and for a variety of purposes.

##### **Interactivity and Comprehension**

Understands and uses language appropriately to a range of interpersonal and/or intercultural contexts and audiences.

##### **Fluency and Accuracy**

Understands and uses language to express and responds to a range of ideas with fluency and accuracy

##### **Organisation and Presentation**

Identifies, organises and presents ideas of a range of topics.

##### **Reflection and Analysis**

Understands, analyses and reflects upon a range of written, audio, visual and audio-visual texts.

## 2.2.2 Content

The course is designed for non-native speakers at a B2 level. Students who have studied in a B2 class or IG second language are ideal candidates. The course prepares students so that they are able to study successfully at an English-speaking University. It focuses on language acquisition and intercultural understanding. It aims to develop students' ability to understand and use English in a range of contexts and for a variety of purposes, using a variety of different text types; such as formal letters, narratives, diaries, reviews and articles. Students are also encouraged through the course to develop an awareness of and an appreciation for the different perspectives of people from other cultures. At least two works of literature are studied at Higher Level.

## 2.3 French B HL & SL

### 2.3.1 Learning objectives

#### Communication

Communicates effectively and appropriately in a range of contexts and for a variety of purposes.

#### Interactivity and Comprehension

Understands and uses language appropriately to a range of interpersonal and/or intercultural contexts and audiences.

#### Fluency and Accuracy

Understands and uses language to express and responds to a range of ideas with fluency and accuracy

#### Organisation and Presentation

Identifies, organises and presents ideas of a range of topics.

#### Reflection and Analysis

Understands, analyses and reflects upon a range of written, audio, visual and audio-visual texts.

### 2.3.2 Content

- Although the course lays emphasis on communication skills, students are constantly exposed to the language in lessons and have therefore ample opportunity to develop their comprehension skills to the best of their ability. The study of high-quality texts based on respective literature and target language-speaking countries constitutes an essential component of the course. Students have the opportunity to listen to a range of material related to the prescribed themes. The presentation, explanation and review of

grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing.

- Students develop a conceptual understanding of the language in relation with the audience, the context, the purpose and the functioning of the language.
- The course aims to develop, together with the study of the language and of the target culture, the elements characterising the elements of the IB core pedagogy.
- At Higher level it is essential that students acquire a wide range of vocabulary and develop an idiomatic style. All texts are studied for both language learning and cultural awareness. Students are given many opportunities to acquire extensive knowledge of target language speaking countries and are encouraged to refer to it in their final examinations.

## 2.4 German B HL & SL

### 2.4.1 Learning objectives

#### Communication

Communicates effectively and appropriately in a range of contexts and for a variety of purposes.

#### Interactivity and Comprehension

Understands and uses language appropriately to a range of interpersonal and/or intercultural contexts and audiences.

#### Fluency and Accuracy

Understands and uses language to express and responds to a range of ideas with fluency and accuracy

#### Organisation and Presentation

Identifies, organises and presents ideas of a range of topics.

#### Reflection and Analysis

Understands, analyses and reflects upon a range of written, audio, visual and audio-visual texts.

### 2.4.2 Content

The IB Language B Standard level and Higher Level course comprise 3 parts: language, texts and cultural awareness. Students are encouraged to develop the four primary language skills of listening, reading, speaking and writing to the best of their ability. The study of literature constitutes an essential component of the HL course. Students have 6 lessons of Target language a week at HL and 4 at SL.

Note: Students accepted are those recommended by the teacher or those who reached an adequate score in the placement test.

- Although the course lays emphasis on communication skills, students are constantly exposed to the language in lessons and have therefore ample opportunity to develop their

comprehension skills to the best of their ability. The study of high-quality texts based on respective literature and target language-speaking countries constitutes an essential component of the course. Students have the opportunity to listen to a range of material related to the prescribed themes. The presentation, explanation and review of grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing.

- Students develop a conceptual understanding of the language in relation with the audience, the context, the purpose and the functioning of the language.
- The course aims to develop, together with the study of the language and of the target culture, the elements characterising the elements of the IB core pedagogy.
- At Higher level it is essential that students acquire a wide range of vocabulary and develop an idiomatic style. All texts are studied for both language learning and cultural awareness. Students are given many opportunities to acquire extensive knowledge of target language speaking countries and are encouraged to refer to it in their final examinations.

## 2.5 Spanish B HL & SL

### 2.5.1 Learning objectives

#### Communication

Communicates effectively and appropriately in a range of contexts and for a variety of purposes.

#### Interactivity and Comprehension

Understands and uses language appropriately to a range of interpersonal and/or intercultural contexts and audiences.

#### Fluency and Accuracy

Understands and uses language to express and responds to a range of ideas with fluency and accuracy

#### Organisation and Presentation

Identifies, organises and presents ideas of a range of topics.

#### Reflection and Analysis

Understands, analyses and reflects upon a range of written, audio, visual and audio-visual texts.

### 2.5.2 Content

The IB Language B Standard level and Higher Level course comprise 3 parts: language, texts and cultural awareness. Students are encouraged to develop the four primary language skills of listening, reading, speaking and writing to the best of their ability. The study of literature constitutes an essential component of the HL course. Students have 6 lessons of Target language a week at HL and 4 at SL.

Note: Students accepted are those recommended by the teacher or those who reached an adequate score in the placement test.

- Although the course lays emphasis on communication skills, students are constantly exposed to the language in lessons and have therefore ample opportunity to develop their comprehension skills to the best of their ability. The study of high-quality texts based on respective literature and target language-speaking countries constitutes an essential component of the course. Students have the opportunity to listen to a range of material related to the prescribed themes. The presentation, explanation and review of grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing.
- Students develop a conceptual understanding of the language in relation with the audience, the context, the purpose and the functioning of the language.
- The course aims to develop, together with the study of the language and of the target culture, the elements characterising the elements of the IB core pedagogy.
- At Higher level it is essential that students acquire a wide range of vocabulary and develop an idiomatic style. All texts are studied for both language learning and cultural awareness. Students are given many opportunities to acquire extensive knowledge of target language speaking countries and are encouraged to refer to it in their final examinations.

## 2.6 Italian B HL & SL

### 2.6.1 Learning objectives

#### Communication

Communicates effectively and appropriately in a range of contexts and for a variety of purposes.

#### Interactivity and Comprehension

Understands and uses language appropriately to a range of interpersonal and/or intercultural contexts and audiences.

#### Fluency and Accuracy

Understands and uses language to express and responds to a range of ideas with fluency and accuracy

#### Organisation and Presentation

Identifies, organises and presents ideas of a range of topics.

#### Reflection and Analysis

Understands, analyses and reflects upon a range of written, audio, visual and audio-visual texts.

### 2.6.2 Content

The IB Language B Standard level and Higher Level course comprise 3 parts: language, texts and cultural awareness. Students are encouraged to develop the four primary language skills of

listening, reading, speaking and writing to the best of their ability. The study of literature constitutes an essential component of the HL course. Students have 6 lessons of Target language a week at HL and 4 at SL.

Note: Students accepted are those recommended by the teacher or those who reached an adequate score in the placement test.

- Although the course lays emphasis on communication skills, students are constantly exposed to the language in lessons and have therefore ample opportunity to develop their comprehension skills to the best of their ability. The study of high-quality texts based on respective literature and target language-speaking countries constitutes an essential component of the course. Students have the opportunity to listen to a range of material related to the prescribed themes. The presentation, explanation and review of grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing.
- Students develop a conceptual understanding of the language in relation with the audience, the context, the purpose and the functioning of the language.
- The course aims to develop, together with the study of the language and of the target culture, the elements characterising the elements of the IB core pedagogy.
- At Higher level it is essential that students acquire a wide range of vocabulary and develop an idiomatic style. All texts are studied for both language learning and cultural awareness. Students are given many opportunities to acquire extensive knowledge of target language speaking countries and are encouraged to refer to it in their final examinations.

## 2.7 French ab initio

### 2.7.1 Learning objectives

1. Develop international mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

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

## 2.7.2 Content

- French ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge.
- It should be noted that French ab initio is offered at SL only.
- Five prescribed themes are common to the syllabuses of Language ab initio courses; the themes provide relevant contexts for study at all levels of language acquisition in the Diploma Programme, and opportunities for students to communicate about matters of personal, local, national and global interest. The five prescribed themes are: identities, experiences, human ingenuity, social organization and sharing the planet.
- In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.
- The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.
- Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language ab initio students must study authentic texts that explore the culture(s) of the target language.
- A key aim of the language ab initio course is to develop international mindedness through the study of language, culture, and ideas and issues of global significance.

## 2.8 Spanish ab initio

### 2.8.1 Learning objectives

1. Develop international mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

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

## 2.8.2 Content

- French ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge.
- It should be noted that French ab initio is offered at SL only.
- Five prescribed themes are common to the syllabuses of Language ab initio courses; the themes provide relevant contexts for study at all levels of language acquisition in the Diploma Programme, and opportunities for students to communicate about matters of personal, local, national and global interest. The five prescribed themes are: identities, experiences, human ingenuity, social organization and sharing the planet.
- In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

- The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.
- Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language ab initio students must study authentic texts that explore the culture(s) of the target language.
- A key aim of the language ab initio course is to develop international mindedness through the study of language, culture, and ideas and issues of global significance.

# 3 Group 3: Individuals and Societies

## 3.1 Business Management HL & SL

### 3.1.1 Learning objectives

#### **Knowledge and Understanding**

Demonstrates knowledge and understanding of the business management tools, techniques and theories in the syllabus content. Demonstrates knowledge and understanding of business strategies and practices. Demonstrates understanding of the six concepts.

#### **Skills**

Produces well-structured written material using business terminology. Selects and uses quantitative and qualitative business tools, techniques and methods. Selects and uses business material, from a range of primary and secondary sources.

#### **Analysis and Application**

Applies and analyses knowledge and skills to a variety of real-world business situations. Applies and analyses business decisions by explaining the issues at stake, selects and interprets data, and applies appropriate tools, techniques, theories and concepts.

#### **Synthesis and Evaluation**

Demonstrates synthesis and evaluation of business strategies and practices, showing evidence of critical thinking. Demonstrates synthesis and evaluation of business decisions, and formulates recommendations.

### 3.1.2 Content

- Business Organisation and the Environment
- Human Resource Management
- Accounting and Finance
- Marketing
- Operations Management

In addition 6 key concepts underpin the course: globalisation, ethics, culture, change, innovation and strategy.

## 3.2 Economics HL & SL

### 3.2.1 Learning objectives

#### Knowledge and Understanding

Provides comprehensive information and relevant diagrams that are accurately labelled with shifts. Uses correct economics terminology. Makes use of examples and relates factual information, which includes specific facts. Demonstrates wide knowledge and comprehension with a clear understanding

#### Skills

Uses economic knowledge and demonstrates understanding of diagrams. Selects and shows understanding of techniques for analysing diagrams and shifts. Draws accurately labelled diagram axes.

#### Analysis and Application

Produces good analysis & interpretation of information given in a variety of forms and uses some examples within the analysis. Applies knowledge in most situations.

#### Synthesis and Evaluation

Reasons and makes judgments and decisions, including evaluation and conclusions. Shows awareness of the contrasting opportunities and constraints. Makes judgments and decisions and recognizes how these are made within a global context and the increasing level of interdependence and need for sustainable development

### 3.2.2 Content

This two-year course aims to develop a critical understanding of economic theories, models, ideas and tools in the areas of Microeconomics, Macroeconomics, The Global Economy. It seeks to equip students with the tools to apply theories, analyse data and engage with real-world economic issues and problems facing individuals and societies. Students will develop a conceptual understanding of economic choices, interactions, challenges and consequences of economic Decision-making. Topics covered include:

- Economics methodology and thought
- Demand and supply,
- Price Determination,
- Behavioural Economics
- Theory of the firm
- Inflation, Unemployment, Growth, Equity
- Government policies
- International Trade,
- Development Economics
- Environmental Economics.

In addition 9 key concepts underpin the course: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention

Elements of History, Geography, Psychology, Sociology and Political Science will also be incorporated to apply theoretical concepts to real-world examples.

Elements of History, Geography, Sociology and Political Science will also be incorporated to apply theoretical concepts to real-world examples.

### 3.3 Geography HL & SL

#### 3.3.1 Learning objectives

##### **Knowledge and Understanding**

Demonstrates knowledge and understanding of the core geographic concepts and themes.

##### **Skills**

Applies prescribed geographic skills in appropriate contexts.

Produces well-structured written material, using appropriate terminology.

##### **Analysis and Application**

Analyses and applies geographic concepts and theories.

Identifies and interprets geographic patterns and processes in unfamiliar information, data and cartographic material.

##### **Synthesis and Evaluation**

Evaluates geographic concepts, theories and perceptions using appropriate methodology.

Uses geographic concepts and examples to formulate and present an argument.

#### 3.3.2 Content

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. These may be defined on a variety of scales and from a range of perspectives.

**Both HL and SL candidates will study these themes:**

- Changing population
- Global Climate -vulnerability and resilience
- Global resource consumption and security

SL candidates will study two and HL candidates will cover 3 of the following options:

- Freshwater -drainage basins
- Oceans and coastal margins
- Leisure, tourism and sport

HL candidates will also study all the following themes:

- Power, places and networks

- Human development and diversity
- Global risks and resilience

## 3.4 History HL & SL

### 3.4.1 Learning objectives

#### Knowledge and Understanding

Students demonstrate: accurate and relevant knowledge by placing events in their historical context; show an understanding of historical processes; use correct terminology; demonstrate a comprehension of sources and their historical context.

#### Skills

Students show the demands of the question are understood and addressed; demonstrate a clear attempt to structure answers chronologically or thematically; show some awareness and evaluation of different perspectives; demonstrates good evidence of research skills, organisation and referencing.

#### Analysis and Application

Students produce arguments which are clear and coherent and contain relevant, accurate in-depth historical knowledge. The response contains critical analysis and argues to a consistent conclusion. Demonstrates good analysis of historical sources.

#### Synthesis and Evaluation

Students produce answers which are: well-structured and organized; provide evidence of the evaluation of sources and synthesis; demonstrate an awareness of different interpretations of historical issues and events. Historical examples are appropriate, relevant and support the analysis/evaluation.

### 3.4.2 Content

- The consequences of the First World War, including terms and impact of the peace treaties
- 1919-39: League of Nations; international diplomacy; impact of the Great Depression; failure of collective security; causes of the Second World War.
- Weimar Germany 1919-33.
- Nazi Germany : 1933-39.
- The Move to Global War: foreign policies of Japan, Germany, Italy, 1931-41
- The Spanish Civil War 1936-39.
- The Cold War 1945-89
- Castro and Cuba

#### Additional HL Content

- Russia 1855-1924: Tsarist Russia; 1917 Revolutions; Civil War; Lenin and Bolshevik Russia.
- Mussolini, Italy: 1922-39
- France 1919-39

## 3.5 Psychology HL & SL

### 3.5.1 Learning objectives

#### Knowledge and Understanding

Psychology is the rigorous and systematic study of mental processes and behaviour. Biological, cognitive and sociocultural approaches will be studied and critically evaluated to answer some of the questions being asked by psychologists today. Students learn a holistic approach to understanding behaviour leading to an appreciation of the diversity as well as the commonality between themselves and that of others.

#### Skills

Students can demonstrate their psychological knowledge by applying it to real-world situations

#### Analysis and Application

Students can analyze the limitations and strengths of research studies as well as address the larger implications of each study/concept/theory

#### Synthesis and Evaluation

Student can compare and contrast different types of research studies theories and approaches to psychological science.

## 3.5.2 Content

IB Psychology is a two-year course in which students are introduced to the field of Psychological Science by examining research studies and conducting their own research as a part of their internal assessment. Students sit for an examination at the conclusion of the second year of the course to determine the strength of their knowledge of studies and the implications of those studies.

**The areas of study are as follows:**

- Sociocultural Level of Analysis
- Biological level of Analysis
- Cognitive Level of Analysis
- Research Methodology
- Qualitative Research
- Quantitative Research

**Students will also choose topics from the following options:**

- Developmental Psychology
- Abnormal Behaviour and Treatment
- Health Psychology
- Relationships

# 4 Groups 3 & 4: Interdisciplinary Subject

## 4.1 Environmental Systems and Society SL

As a transdisciplinary subject, environmental systems and societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). By choosing to study a transdisciplinary course such as this as part of their diploma, students are able to satisfy the requirements for both groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another group 3 or 4 subject). Transdisciplinary subjects therefore introduce more flexibility into the IB Diploma Programme. The environmental systems and societies course is offered at SL only.

### 4.1.1 Learning objectives

#### Knowledge and Understanding

Demonstrates knowledge and understanding of environmental processes at a variety of scales and shows critical awareness of a diversity of cultural perspectives. Incorporates appropriate environmental terminology.

#### Skills

Demonstrates appropriate practical and research skills necessary to carry out investigations with due regard to precision. Produces well-structured written material, using appropriate terminology. Demonstrates the personal skills of cooperation and responsibility appropriate for effective investigation and problem solving.

#### Analysis and Application

Applies and uses information, terminology, concepts, methodologies and skills with regard to environmental issues. Uses a holistic approach in making reasoned and balanced judgments by using appropriate economic, historical, cultural, socio-political and scientific sources.

#### Synthesis and Evaluation

Articulates and justifies viewpoints on environmental issues with reasoned arguments while appreciating alternative viewpoints. Demonstrates ability to synthesize, analyse and evaluate research questions, hypotheses, methods and scientific explanations with regard to environmental issues.

### 4.1.2 Content

- Provision of a body of knowledge, methodologies and skills that can be used in the analysis of environmental issues at local and global levels.

- Recognition of the extent to which technology plays a role in both causing and solving environmental problems.
- Appreciation of the value of local and international collaboration in resolving environmental problems.
- Understanding that human society is linked to the environment at a variety of scales.

# 5 Group 4: Experimental Sciences

For all Experimental Science subjects, practical experimental work will be carried out as well as an interdisciplinary Group 4 project. The experimental program consists of at least 60 hours of practical work for the HL students and 40 for the SL students, which includes 10 hours for an individual investigation and 10 hours for the Group 4 project.

## 5.1 Biology HL & SL

### 5.1.1 Learning objectives

#### **Knowledge and Understanding**

Articulates an understanding of the required concepts within familiar circumstances. States and correctly uses definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

#### **Analysis**

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols. Manipulates and uses equations and numerical data correctly and appropriately.

#### **Evaluation**

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

#### **Experimental Skills**

Describes a research question which is relevant and focused. Correctly identifies most of the relevant variables. Appropriately records relevant quantitative and qualitative data. Correctly records uncertainties associated with individual measurements and processes the relevant uncertainties.

### 5.1.2 Content

#### **All students will study the topics of:**

- Cell biology,
- Molecular biology,
- Genetics,
- Ecology,
- Evolution and biodiversity,
- Human physiology.

(The concepts introduced in these topics at SL will be further expanded upon for the HL students.)

**In addition, all students will study one option from:**

- Neurobiology and behaviour,
- Biotechnology and bioinformatics,
- Ecology and conservation,
- Human physiology.

(The HL students will study the topics in more depth than the SL students.)

## 5.2 Chemistry HL & SL

### 5.2.1 Learning objectives

#### **Knowledge and Understanding**

Articulates an understanding of the required concepts within familiar circumstances. States and correctly uses definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

#### **Analysis**

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols. Manipulates and uses equations and numerical data correctly and appropriately.

#### **Evaluation**

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

#### **Experimental Skills**

Describes a research question which is relevant and focused. Correctly identifies most of the relevant variables. Appropriately records relevant quantitative and qualitative data. Correctly records uncertainties associated with individual measurements and processes the relevant uncertainties.

### 5.2.2 Content

**All students will study the topics of:**

- Stoichiometry,
- Atomic structure,
- Periodicity,
- Bonding,
- Energetics,
- Kinetics,

- Equilibrium,
- Acids and bases,
- Oxidation and reduction,
- Organic chemistry,
- Measurement and data processing.

(The concepts introduced in these topics at SL will be further expanded upon for the HL students.)

**In addition, all students will study one option from:**

- Materials,
- Biochemistry,
- Energy
- Medicinal chemistry.

(The HL students will study the topics in more depth than the SL students.)

## 5.3 Physics HL & SL

### 5.3.1 Learning objectives

#### **Knowledge and Understanding**

Articulates an understanding of the required concepts within familiar circumstances. States and correctly uses definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

#### **Analysis**

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols. Manipulates and uses equations and numerical data correctly and appropriately.

#### **Evaluation**

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

#### **Experimental Skills**

Describes a research question which is relevant and focused. Correctly identifies most of the relevant variables. Appropriately records relevant quantitative and qualitative data. Correctly records uncertainties associated with individual measurements and processes the relevant uncertainties.

## 5.3.2 Content

**All students will study the topics of:**

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular Motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

(The concepts introduced in these topics at SL will be further expanded upon for the HL students.)

**Additional higher level (HL):**

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

**In addition, all students will study one option from:**

- Relativity
- Engineering Physics
- Imaging
- Astrophysics

## 5.4 Sports, Exercise and Health Science HL & SL\*

### 5.4.1 Learning objectives

#### **Knowledge and Understanding**

Articulates an understanding of the required concepts within familiar circumstances. States and correctly uses definitions. Uses appropriate scientific terminology to aid explanation.

#### **Analysis**

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols. Uses units correctly and appropriately. Manipulates and uses statistics to support logical conclusions. Accounts for levels of uncertainties in measurements.

#### **Evaluation**

Describes a conclusion making comparisons to quantitative and qualitative data and setting the findings in the current scientific context. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

### **Experimental Skills**

Describes a research question which is relevant and focused. Correctly identifies the relevant variables in an investigation. Independently devises an appropriate methodology. Appropriately records relevant quantitative and qualitative data.

## **5.4.2 Content**

**Standard level students will study six compulsory topics in the core.**

- Anatomy
- Exercise physiology
- Energy systems
- Movement analysis
- Skill in sports
- Measurement and evaluation of human performance
- Optimizing physiological performance
- Physical activity and health

**Higher level students will also study**

- Further anatomy
- The endocrine system
- Fatigue
- Friction and drag
- Skill acquisition and analysis
- Genetics and athletic performance
- Exercise and immunity

\* Please note that this course does not include an assessment of your sporting ability.

# 6 Group 5: Mathematics

## 6.1 Analysis and Approaches

### 6.1.1 Learning objectives

#### **Knowledge and understanding:**

Shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident.

#### **Communication:**

Uses appropriate terminology and notation. Working is always shown, when needed, and is usually clear and precise. Reasons clearly. Visual displays are provided, when necessary and are; clear, accurate and purposeful.

#### **Application and reasoning:**

Applies the concept(s) at hand to familiar and more complex situations. Reasons to a good degree of complexity.

### 6.1.2 Content

#### **SL and HL common content:**

- Quadratic Equations and Functions
- Exponentials and Logarithms
- Binomial Theorem
- Functions and graphs, transformations
- Sequences and Series, arithmetic and geometric progressions, applications to finance
- Non-right angled triangle Trigonometry
- Unit circle & Trigonometric functions
- Trigonometric equations & Identities
- Volume and surface area of 3D shapes
- Samples and sampling techniques
- Representation and interpretation of data, measures of central tendency and dispersion
- Bivariate statistics
- Probability and Venn diagrams
- Binomial and normal distributions, including standardisation
- Introduction to Calculus
- Rules of differentiation
- Properties of curves
- Applications of Differential Calculus, including kinematics, optimisation
- Integration
- Applications of Integration

### **HL specific content:**

- Extension of binomial theorem to rational and negative indices
- Counting principles, Mathematical Induction, proof by contradiction, counter examples
- Complex numbers
- Systems of 3 equations
- Polynomials and rational functions
- Reciprocal and inverse trigonometric functions
- Vectors
- Lines and Planes in Space, applications to kinematics
- Bayes' Theorem
- Continuous random variables and probability distributions
- Related rates, l'Hopital's rule, higher order derivatives
- More complex integration techniques
- Maclaurin Series
- First Order Differential Equations

## **6.2 Applications and Interpretation**

### **6.2.1 Learning objectives**

#### **Knowledge and understanding:**

Shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident.

#### **Communication:**

Uses appropriate terminology and notation. Working is always shown, when needed, and is usually clear and precise. Reasons clearly. Visual displays are provided, clear, when necessary and are: accurate and purposeful.

#### **Application and reasoning:**

Applies the concept(s) at hand to familiar and more complex situations. Reasons to a good degree of complexity.

### **6.2.2 Content**

#### **SL and HL common content:**

- Quadratic Equations and Functions
- Binomial Theorem
- Functions and graphs
- Modelling with various types of functions, effectiveness
- Sequences and Series, arithmetic and geometric progressions, applications to finance

- Use of technology to solve polynomial equations, systems of 3 equations
- Non-right angled triangle Trigonometry
- Voronoi diagrams and applications
- Volume and surface area of 3D shapes
- Samples and sampling techniques
- Representation and interpretation of data, measures of central tendency and dispersion
- Bivariate statistics, correlation tests
- Probability and Venn diagrams
- Binomial and normal distributions
- Introduction to Calculus
- Basic rules of differentiation
- Properties of curves, extreme values
- Simple optimisation problems
- Integration, finding definite integrals, Trapezoidal rule

#### **HL specific content:**

- Exponentials and Logarithms
- Matrices, operations, diagonalization (2x2), and applications, transformation matrices
- Composition and transformations of functions
- Further modelling, linearizing and scaling of data
- Extension of binomial theorem to rational and negative indices
- Graph theory, walks, paths, cycles, adjacency matrices
- Complex numbers
- Vectors
- Lines and Planes in Space, applications to kinematics
- Bayes' Theorem
- Continuous random variables and probability distributions
- Non-linear regression, residuals, combination of variables
- Central limit Theorem, confidence intervals, hypothesis testing
- Poisson distributions
- Transition matrices, Markov chains
- Rules of differentiation, trigonometric functions
- Related rates, applications of derivatives to kinematics
- Integration techniques and applications to volume, kinematics
- First Order Separable Differential Equations
- Numerical solutions, Euler's method, including 2nd order
- Coupled differential equations

# 7 Group 6: The Arts

## 7.1 Visual Art HL & SL

### 7.1.1 Learning objectives

#### **Research and investigation**

Produces evidence of critical independent investigation of artists, artworks and artist genres, experimentation and analysis. Communicates a growing awareness of how investigation influences the student's own artwork. Produces well-articulated reflections consistently using appropriate art terminology.

#### **Creativity and development of ideas and personal vision**

Produces work that demonstrates originality and innovative thinking. Works independently. Fulfils stated artistic intentions.

#### **Technical competence**

Demonstrates effective application and manipulation of media, materials and formal qualities.

#### **Design quality and compositional purpose and intent**

Produces work that demonstrates effective resolution of imagery to realise the function, meaning and purpose of the artwork, as appropriate to stated intentions.

### 7.1.2 Content

The IB Visual Arts course is offered at both SL and HL level and is made up of 3 components:

- Comparative Study
- Process Portfolio
- Exhibition

Students explore a range of skills, media and techniques, their work culminating in a final exhibition of their own curation.

# 8 IBDP Core

## 8.1 Theory of Knowledge (TOK)

### 8.1.1 Learning objectives

- Understanding Knowledge Questions  
Focuses on knowledge questions and develops them with investigation of different perspectives. Is able to link effectively to areas of knowledge and/or ways of knowing.
- Quality of Analysis in Writing  
Gives clear arguments supported by effective real-life examples which are effectively evaluated. Extensively explores counterclaims. Draws implications.
- Formulating Knowledge Questions  
Formulates a knowledge question that is clearly connected to a specified real-life situation.
- Quality of Analysis in Presentations  
Effectively explores the knowledge question in the context of the real-life situation. Uses convincing arguments with investigation of different perspectives. Shows the significance of the outcomes to the chosen real-life situation and to others.

### 8.1.2 Content

The Theory of Knowledge (TOK) programme is central to the educational philosophy of the International Baccalaureate and is compulsory for every diploma student. TOK challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. Questions are the very essence of TOK, ageless questions as well as contemporary questions. The most central of these questions is “How do I, or How do we, know that a given assertion is true, or a given judgement is well grounded?” The students learn how to ask about their own knowledge in order to create stronger ones because they know why they know them.

## 8.2 Extended Essay

### 8.2.1 Learning objectives

- An opportunity to carry out a piece of research and develop the following skills:
- motivate oneself to work on the project
- work independently
- manage own time
- organise what resources to use and how you use them
- promote high-level research and writing skills

- present own research in a formal way that academics all over the world would understand
- discuss and share own ideas with a teacher (supervisor)
- be economic with words and get own ideas across succinctly (4000 words)
- draw in links from other elements of the IB Diploma programme such as TOK when discussing the validity of research findings
- reflect on what has been learnt
- help to develop the attributes of the IB Learner Profile.

## 8.2.2 Content

The extended essay is an integral part of the IBDP Core. Students have to complete it in a specific discipline available and demonstrate their knowledge and understanding of the theories, tools and techniques of a specific discipline explored through a topic of their choice. The extended essay is concerned with exploring a specific research question through interpreting and evaluating evidence, and constructing reasoned arguments.<sup>2</sup>

## 8.3 Creativity, Activity and Service (CAS)

### 8.3.1 Learning objectives

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

### 8.3.2 Content

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance
- Activity—physical exertion contributing to a healthy lifestyle
- Service—collaborative and reciprocal engagement with the community in response to an authentic need

Students develop © International Baccalaureate Organization 2025 individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.



**COLLÈGE DU LÉMAN**  
International School · Geneva

Collège du Léman Sàrl | Route de Sauverny 74 | PO Box 156 | CH-1290 Versoix-Genève