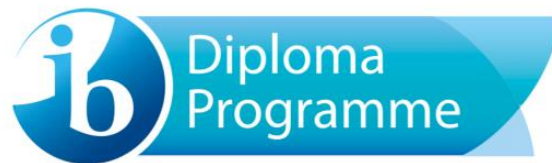




## Merici College

# International Baccalaureate Diploma Programme Subject Guide 2023



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## Table of Contents

WELCOME .....	3
MERICI COLLEGE MISSION AND VISION .....	4
IB MISSION STATEMENT .....	6
The IB LEARNER PROFILE .....	6
THE DIPLOMA PROGRAMME .....	7
THE DIPLOMA PROGRAMME CURRICULUM CORE .....	10
CORE: THEORY OF KNOWLEDGE (ToK) .....	10
CORE: EXTENDED ESSAY (EE).....	11
CORE: CREATIVITY, ACTIVITY, SERVICE (CAS) .....	12
AWARD OF THE DIPLOMA.....	18
ENQUIRY UPON RESULTS AND REMARKS.....	19
UNIVERSITY ENTRANCE.....	20
GROUP 1: ENGLISH LANGUAGE & LITERATURE (HL & SL) .....	23
GROUP 1: ENGLISH LITERATURE (HL & SL).....	25
GROUP 2: LANGUAGE ACQUISITION AB INITIO (SL) .....	27
GROUP 2: LANGUAGE ACQUISITION LANGUAGE B (HL & SL).....	28
GROUP 3: INDIVIDUALS & SOCIETIES WORLD RELIGION – COMPULSORY SL .....	31
GROUP 3: INDIVIDUALS & SOCIETIES PSYCHOLOGY (HL & SL) .....	33
GROUP 3: INDIVIDUALS & SOCIETIES HISTORY (HL & SL) .....	35
GROUP 3: INDIVIDUALS & SOCIETIES BUSINESS AND MANAGEMENT (HL & SL) .....	36
GROUP 3: INDIVIDUALS & SOCIETIES SOCIAL & CULTURAL ANTHROPOLOGY (HL & SL).....	38
GROUP 4: SCIENCES BIOLOGY (HL & SL).....	40
GROUP 4: SCIENCES CHEMISTRY (HL & SL) .....	42
GROUP 4: SCIENCES SPORTS, EXERCISE AND HEALTH SCIENCE (HL & SL).....	45
GROUP 4: PHYSICS (HL & SL).....	47
GROUP 5: MATHEMATICS (APPLICATIONS AND INTERPRETATION & ANALYSIS AND APPROACHES) .....	50
GROUP 5: MATHEMATICS APPLICATIONS AND INTERPRETATIONS (SL) .....	52
GROUP 5: MATHEMATICS ANALYSIS AND APPROACHES (HL & SL) .....	54
GROUP 6: THE ARTS VISUAL ARTS (HL & SL) .....	56
ACADEMIC INTEGRITY POLICY .....	60
CONTACTS.....	60

## WELCOME

Welcome to the IB Diploma Programme Journey. This is an exciting time for learners to be part of an international programme of education, connected to a global community through shared experiences.

The International Baccalaureate Diploma Programme (DP) is a rigorous, demanding, yet highly rewarding two-year course of study that aims to prepare students for future study and employment. It offers students the opportunity to select a broad curriculum of study that is future focused and encourages international mindedness. The world class education that the IB DP offers is an excellent opportunity for students to develop as a whole person, through the CAS (Creativity, Activity, Service), the ToK course (Theory of Knowledge) and the Extended Essay in addition to the subjects studied.

The IB DP is an inclusive programme and those students who are willing to work hard and seek increased learning opportunities and challenge will find greater success and rewards in their IB journey. Angela Duckworth defines Grit as "...the tendency to sustain interest in and effort toward very long-term goals." (Duckworth, 2013). The design of the IB DP as a two-year programme, culminating in examination period at the end of the second year, means that students will be preparing for success over this extended period. Grit and self-control will be key characteristics of a successful Diploma candidate.

At Merici College, we are excited to support and guide students through their learning, providing them the opportunities to develop as a person as well as a student through the application of the IB Learner Profile and a focus on approaches to learning as well as the content required, so learning is transferable and long term. We are in a unique position to provide an international education in a Catholic setting, the only IB DP Catholic school in Canberra.

Welcome aboard.



Ms Natalie Fairfax

Head of IB

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\*All information in this handbook has been written according to subject handbooks and policies, correct at time of printing. All assessment procedures are updated yearly and can be found at: International Baccalaureate Organization. (2021) *Diploma Programme Assessment procedures 2022*. Cardiff. IBO and individual subject guides as well as the most recent assessment procedures documents published by the IB are available via our school website: [www.merici.act.edu.au](http://www.merici.act.edu.au).

## **MERICI COLLEGE MISSION AND VISION**

### **MISSION STATEMENT**

**Merici College empowers women to love life, have hope, be faithful and build futures more wondrous than they dare to dream.**

#### **VISION**

Merici College endeavours to be a vibrant, faithful learning community that fosters excellence, and takes positive action to build a shared global future.

#### **PURPOSE**

To educate women so that they are empowered to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

#### **VALUES**

##### **Fidelitas**

We are a faithful community.

'Act, bestir yourselves, have faith and confidence. You will see wonders.'(Angela Merici's Counsels)

##### **Integritas**

We are a principled community.

'See how important integrity is. For this reason long for it, search for it, embrace it, hold onto it with all your strength.' (Angela Merici's Counsels)

##### **Communitas**

We are an inclusive community.

'Let the quality of our relationships be characterised by goodness, kindness, gentleness and attentiveness to the needs of every person.' (Angela Merici's Counsels)

##### **Spes**

We are a hope-filled community.

'Hold this for certain ... every request you ask of God will certainly be granted.' (Angela Merici's Counsels)

As a Catholic community aspiring for excellence, Merici College is inspired by our Catholic teachings:

"Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things." (Philippians 4:8)

We are an innovative, progressive and caring learning community, committed to the well-being of our students and driven by our Catholic values. We work in partnership with parents to provide a nurturing and inclusive environment, which develops young women who can lead and have impact within their communities by showing respect for others, empathy, intercultural understanding and positive stewardship. In order to facilitate the ongoing spiritual, emotional, academic and social development of our young women, Merici College has a comprehensive Pastoral Care system based on Christian beliefs. We create a positive and inclusive learning environment that develops and challenges students who are compassionate, confident and active members of our global community. Our vision for each young woman is that she feels fully prepared to meet the challenges of an increasingly globalised world where differences are valued and respected.

We take St Angela Merici as our guide and as such view each student as a unique individual with inherent dignity.

"The more you esteem them, the more you will love them; the more you love them, the more you will care for and watch over them. And it will be impossible for you not to cherish them day and night, and to have them all engraved in your heart, one by one, for this is how real love acts and works." (St Angela Merici)

Teaching and Learning at Merici College is designed, implemented and evaluated to achieve excellence in education. We promote enthusiasm and energy for learning within our classrooms by utilising a variety of strategies to meet individual student needs. We encourage ownership of learning, higher-order and critical thinking and reflection to empower students and allow them to develop the self-discipline and drive required to become life-long learners.

Our focus is on developing students holistically, so that they become compassionate and active members of our global community: young women who value ethical behaviour, who have a strong yet realistic sense of their own worth, and who are ready to take their place the world.

"Love your daughters equally, do not have any preference for one rather than the other, because they are all children of God, and you do not know what He wishes to make of them." (St Angela Merici)

## 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 IB LEARNER PROFILE

An IB education fosters international-mindedness by helping students reflect on their own perspective, culture and identities, and then on those of others. By learning to appreciate different beliefs, values and experiences, and to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress toward a more peaceful and sustainable world.<sup>1</sup>

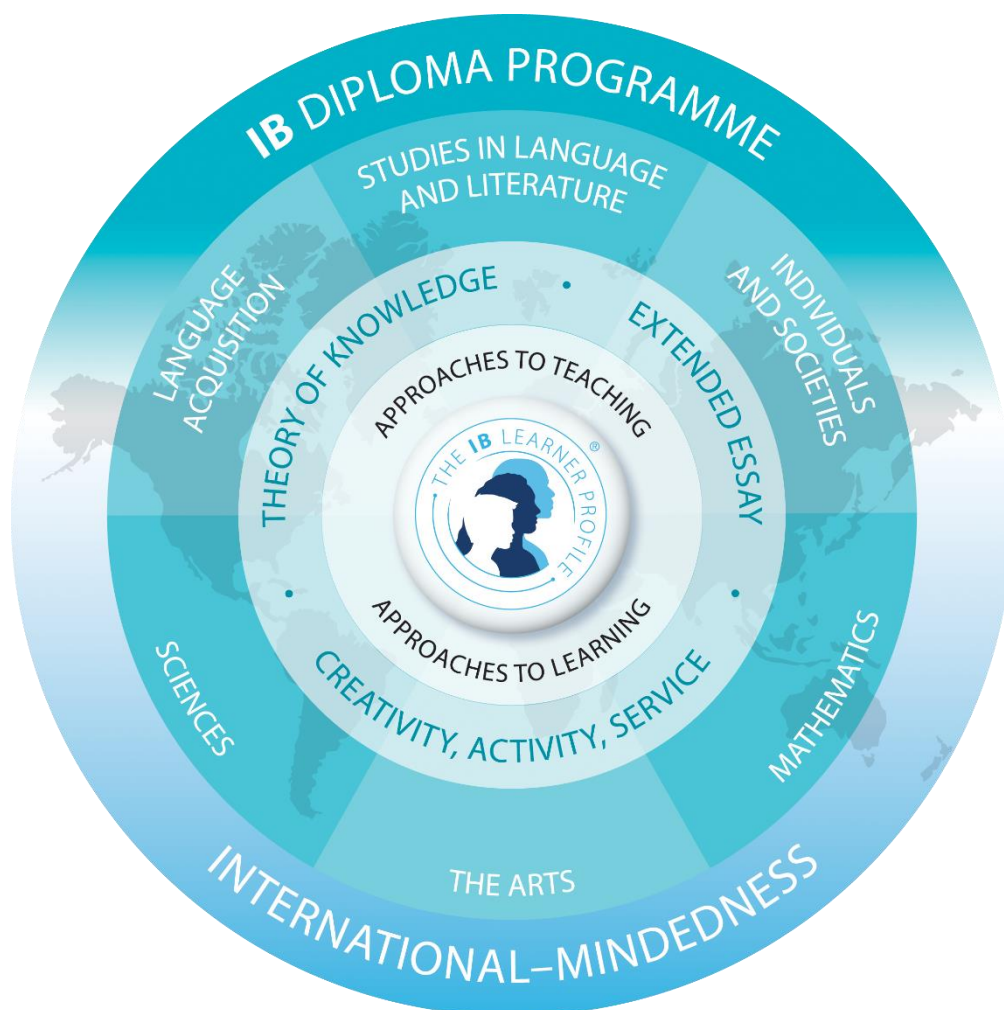
IB learners strive to be:

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.

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<sup>1</sup> What is an IB Education? pg 2 <https://ibo.org/globalassets/what-is-an-ib-education-2017-en.pdf>

## THE DIPLOMA PROGRAMME



*The Diploma Programme Model*

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognised, university-entrance qualification for students. It is a rigorous pre-university course of study designed for 16 to 19-year-old students and is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three core components: Theory of Knowledge (ToK), Creativity, Activity and Service (CAS), and the Extended Essay (EE)

## Entry to the Diploma Programme Pathway

There are no prerequisites as such to entering the Diploma Programme at Merici College. The decision to enrol in the IB Diploma Programme is one that should be made by the student with advice and guidance from their family and staff at Merici College. All students entering Year 11 at Merici will engage with course counselling to ensure the pathway they take is suitable for them and their future direction. It is advised that if students know what university course they wish to apply for that they check any prerequisites for their courses and/or seek advice from the career's adviser at Merici. Most Australian universities recognise and accept the IB Diploma and in many cases have early entrance. There are also more universities who are accepting students who do not obtain their full diploma.

There are some requirements for individual courses. For example, Language Acquisition. Please check individual subjects for guidance on acceptance into the course. Students wishing to study a course at Higher Level (HL) will make their HL choices in consultation with the Studies Coordinator of that course, to ensure the student has the best chances of success in the Diploma.

### HL Recommendations

To support students in the process of selecting courses for IB Diploma, the following courses will require students to obtain a teacher recommendation if they wish to study this subject at Higher Level:

Group 2: Language Acquisition (French, Chinese)

Group 5: Mathematics (Analysis and Approaches)

These courses at Higher Level require a solid foundation and assumed knowledge so the recommendation is to ensure students are placed at a position where they have the best chance of success in the Diploma. The letter of recommendation will be provided from the students current Mathematics and Languages teacher which will outline the most appropriate course and level for that student.

Students are required to study at/or below the level or below the level the courses recommended to them. Any concerns with the level recommended can be discussed with the Deputy Principal of Learning. For those students arriving new to Merici College in Year 11 or 12, the college may use the latest academic report issued to the student, contact the previous school and/or students could be asked to complete an assessment to assist with offering appropriate advice for course selection.

### Is the IB Diploma for me?

The Diploma Programme is not for every student. The courses can be demanding and require a time commitment to all areas of the DP. Indeed, it may not even be the right choice for some high-achieving students. Entry into the programme should be based on (a) meeting the prerequisites of the subject, (b) the amount of effort you are willing to put into your academic studies (including extracurricular activities), and (c) your academic and career goals.

Some students may find more success investing their time and effort into a more specialised academic pathway or into a more vocational based pathway. Course counselling will be provided to students and their families to seek the best option for further study.



Success in the DP is influenced by several factors:

- Self-motivation
- A desire to seek out challenges and embrace them
- Self-management/organisational skills
- Strong English ability
- Competency in Mathematics
- Previous success in the courses selected
- Strong critical and analytical thinking
- Active participation in class discussion
- Openness to, and tolerance of, different perspectives, beliefs and ideas
- Stress management skills
- A supportive home environment
- A broad and balanced approach to education - beyond the academic and beyond the classroom
- A willingness to seek assistance when needed

### **Will I have 'Study' Periods?**

Diploma students have a full schedule with very few 'free' or 'study' lines. However, in the subject areas where students are studying at SL level, in discussion with the class teacher and subject programme, SL students will be given 'release time' while HL students continue to study the HL material if they have been scheduled more time than required to meet the minimum.

During this release time students will be expected to sign into the DP class and then will be allowed to either remain in the class and use the time to study for another subject or study in another area in the school such as the library as discussed and negotiated by the class teacher. In addition, the scheduled 'core' time while will be mainly used for ToK, also has provisions for independent study time for CAS and EE requirements which does not have to be completed in a classroom environment. This time is useful for completing CAS reflections, researching for EE, collecting EE data, making appointments with your EE and CAS advisors as well as other study requirements. If students are not using this time and cannot provide evidence of their progress with their DP studies, this release time may be more structured or withdrawn after liaising with the DP Coordinator, parents and Deputy Principal of Learning.

### **What will studying the IB DP cost?**

Families of students opting to study the IB DP will not be charged any additional fees to enrol, however, will be charged for the final IB DP examinations. These charges will be invoiced to IB DP Families in Year 12 and are non-refundable if a student for any reason is unable to sit for these exams. Costs vary year to year, however, at time of printing an approximate cost for a student studying the whole IB DP is \$140 SGD per subject studied ( $140 \times 6 = 840$ ). Students are not charged for their Core (CAS, ToK, EE).

There are additional fees charged to families if they wish to request remarks/enquiries on results, obtain legalization of results, request to re-sit examinations and other IB related charges such as late fees when a candidate wishes to amend their EE topic after they have been registered as a candidate or if they wish to change levels of the examination studied (HL to SL). For more information on finance related matter and the IB DP, please contact the Head of IB.

## **THE DIPLOMA PROGRAMME CURRICULUM CORE**

There are three core components of the Diploma Programme: Theory of Knowledge (ToK), Creativity, Activity and Service (CAS), and the Extended Essay (EE), and they provide students with additional skills for future study and life balance.

### **Core Time**

These aspects of the core of the Diploma are developed in timetabled 'Core' classes. While the bulk of this time is devoted to ToK, regularly scheduled sessions support students with their work on CAS and the EE. Once the requirements of ToK, CAS and the EE have been met, this time is devoted to having students prepare for the November examinations. In addition to the timetabled sessions for core, Extended Essay preparation will include some full and half day 'prep' time where you will be briefed about the requirements of the EE and engage in support with research.

## **CORE: THEORY OF KNOWLEDGE (ToK)**

Facilitator: Dr Stephen Powell

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### **Course Description**

ToK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The following 12 concepts have particular prominence within, and thread throughout, the TOK course: evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyse evidence that is expressed in rational argument. It is a key element in encouraging students to appreciate other cultural perspectives. The course is unique to the Diploma Programme.

The TOK curriculum is made up of three deeply interconnected parts.

- The core theme—Knowledge and the knower: This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- Optional themes: This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people's perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.

• Areas of knowledge: The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

Students complete one hundred hours of class time over the two-year ToK course.

## Assessment

Students are officially assessed for their IB Diploma, based solely on two pieces of work:

1) The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB. Each student must create an individual exhibition. Group work may not be undertaken by students.

2) 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 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

The final ToK grade (A-E Grade) and the final Extended Essay grade (A-E Grade) are entered into the Diploma points matrix (see below) to award a possible maximum of 3 extra points to be added to a student's Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

## CORE: EXTENDED ESSAY (EE)

Facilitator: Ms Natalie Fairfax

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### Course Description

The Extended Essay is a research essay where students investigate a topic of interest in one of the IB Diploma subject areas (it does not have to be one of the subjects studied by the student but is recommended to be). The 4,000-word essay requirement acquaints Diploma candidates with independent research and writing skills expected by universities. The IB recommends that a student spends a total of about 40 hours of private study, writing and research time to the essay. The essay permits students to deepen their programmes of study, for example by selecting a topic in a subject of interest. It is accompanied by a 500-word reflection. Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.

The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher.

### Organisation of the Extended Essay

There are six required elements of the extended essay:

- Title page
- Contents page

- Introduction
- Body of the essay
- Conclusion
- References and bibliography

### Assessment

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject-specific).

The final Extended Essay grade and the final ToK grade are entered into the Diploma points matrix (see below) to award a possible maximum of three extra points to be added to a student’s Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

### The Diploma Points matrix for Core

ToK/EE	A	B	C	D	E or N
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E or N	Failing Condition				

### CORE: CREATIVITY, ACTIVITY, SERVICE (CAS)

Facilitator: Mrs Stephanie Spiller

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#### Course Description

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 organised 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

The IB's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others: students may, for example, participate in theatre or sports and service-learning activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work co-operatively with other people. All CAS activities should be first approved by the CAS Facilitator and undertaken under appropriate supervision. CAS activities should be ongoing, challenging and a new experience for the student.

## **Assessment**

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.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS or combine two or all three strands.

There are three formal documented interviews students must have with their CAS coordinator/advisor. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasises reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

## What IB subjects can I study at Merici?

In choosing a subject, an essential consideration should be the personal interest of the student.

To be eligible for the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:

- Group 1: Language A (studies in Literature and/or Language and Literature)
- Group 2: Language Acquisition (Second language)
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: Arts OR one subject from groups 1-4

Normally, three subjects (and not more than four) are taken at higher level (HL – 240 hours over 2 years), and the other subjects at taken at standard level (SL – 150 hours over 2 years). Subjects are measured by internal and external assessment.

<b>Group 1</b>	Language and Literature	English Language and Literature English Literature	HL SL HL SL
<b>Group 2</b>	Language Acquisition	Chinese (Mandarin) B Chinese (Mandarin) (Pamoja Taught) Spanish (Pamoja Taught) Spanish B French (Pamoja Taught) French B Italian B	HL SL Ab initio Ab initio HL SL Ab initio HL SL HL SL
<b>Group 3</b>	Individuals and Societies	World Religions (Compulsory)  <b>Other Group 3 subjects available in Group 6.</b> Psychology Business Management History	SL  HL SL HL SL HL SL
<b>Group 4</b>	Sciences	Biology Chemistry Sports, Exercise and Health Science Physics	HL SL HL SL HL SL HL SL
<b>Group 5</b>	Mathematics	Mathematics: Analysis and Approaches Mathematics: Applications and Interpretations	HL SL SL
<b>Group 6</b>	The Arts	Visual Arts  Any other subject from Groups 1-4*	HL SL
<b>Core</b>		ToK CAS EE	100 hours

\*Subject to timetable availability and student demand

## Pamoja Online Learning

Pamoja is the online provider for IB authorised courses. They are taught online by experienced teachers trained in digital learning strategies and in IB requirements. All courses follow IB course guides and meet IB course requirements. They require approximately the same amount of study time as face-to-face higher and standard level courses. Student engagement and activities are tracked by Pamoja teachers to provide support at the point it is needed. Merici College provides a designated member of staff to be the conduit between Pamoja and the student, providing a first point of contact to keep track of student progress, and provide face-to-face support if needed. Students use Pamoja's online platform to access content at any time, interact with Pamoja teachers and join discussions with other students from around the world.

Merici College will offer the following subjects through Pamoja:

- Spanish Ab initio
- Mandarin Ab initio
- French Ab initio

For more information about Pamoja visit <https://pamojaeducation.com>

*\*There is the option for students to take additional subjects with Pamoja, subject to availability of a school-based support person, student scheduling of classes and the students individual needs.*

## How will my learning be assessed?

### Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

Each subject area has published grade descriptors and grade boundaries.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students). At Merici College, IB Diploma students are required to sit practice exams. These will take place during August in DP Year 2. This is to prepare students for their final exams at the end of Year 12. If a student is absent for a practice exam with a valid reason, she will be required to contact the Head of Senior School to reschedule.

You will be assessed against IB standards in your subject from day one of your programme. However, the grades you are given will be of three kinds.

## **Semester Grades**

Work students complete in class or for homework during a semester will be used by subject teachers to get an idea of how they are performing against the IB subject standards and do not count towards the award of your IB Diploma.

Teachers will look for evidence of learning in the classwork and homework in tasks such as a test, or a set of problems tasked as homework, a presentation to class or an oral examination. All semester grades are given using the IB 1-7 scale in subjects, or A-E for the core elements of ToK. In addition, progress with CAS and Extended Essay is 'rated' as satisfactory or unsatisfactory, based on an online portfolio. At the end of the semester teachers will look overall at all evidence of learning and make a judgement against the IB standards and award students a 1-7 grade for each subject. However, note that the semester grade is not the same as the final exam grade – it is measuring students performance under very different conditions.

Semester 1 runs from February to July

Semester 2 runs from July to December

Semester 3 runs February to July

Semester 4 runs July to mid October (after that, students will be on study leave then sit their final IB Examinations).

## **Examination Grades**

In addition to semester grades, students will have internal, Merici based examinations. The examinations are carried out under the same conditions and rules as the final IB examinations. Examinations are cumulative or 'synoptic' – that is, they cover everything you have learnt up to that point. Examination grades are used as evidence when teachers must make predicted grades, for example when applying to university.

Note however that the school's internal examination grades do not affect your final IB grade – that depends only on internal assessments you complete over the two years of the programme, and on your performance in the final examinations in November (or May session exams) of grade 12.

## **Official IB Grades/Scores**

These grades/scores count towards the Diploma. They include the internal assessment items and are weighted differently in each subject area according to IB requirements. Students also sit external examinations. The performance in the Core (EE score, CAS requirements, ToK presentation and essay) all contribute towards the award of your Diploma.



## Sample Diploma Scoring Grid

Student A: Completed Diploma Requirements (Pass):

	IB Grade Awarded	Total Points: 40
<b>HL Subjects</b>		High level of achievement Diploma Awarded
Mathematical Applications and Interpretations	6	
Psychology	7	
English Literature	7	
<b>SL Subjects</b>		
World Religions	6	
Spanish Ab initio	6	
Biology	6	
ToK/EE	2	
CAS requirements	Completed and documented	

Student B: Completed Diploma Requirements (Pass):

	IB Grade Awarded	Total Points: 30
<b>HL Subjects</b>		Good level of achievement Diploma Awarded
Mathematical Analysis and Approaches	5	
Chemistry	5	
English Language and Literature	6	
<b>SL Subjects</b>		
World Religions	4	
French B	4	
Biology	5	
ToK/EE	1	
CAS requirements	Completed and documented	

Student C: Completed Diploma Requirements (Pass):

	IB Grade Awarded	Total Points: 24
<b>HL Subjects</b>		Passing Score Diploma Awarded
Mathematical Applications and Interpretations	3	
Psychology	4	
English Literature	5	
<b>SL Subjects</b>		
World Religions	4	
Spanish Ab initio	4	
Biology	4	
ToK/EE	0	
CAS requirements	Completed and documented	

Student D: Incomplete Diploma Requirements (FAIL):

	IB Grade Awarded	Total Points: 28
<b>HL Subjects</b>		Diploma NOT Awarded and student gets course scores only due to a grade 1 being achieved in one subject.
Mathematical Analysis and Approaches	3	
French	5	
English Language and Literature	6	
<b>SL Subjects</b>		
World Religions	1	
Psychology	5	
Biology	6	
ToK/EE	2	
CAS requirements	Completed and documented	

Student E: Incomplete Diploma Requirements (FAIL):

	IB Grade Awarded	Total Points: 28
<b>HL Subjects</b>		Diploma NOT Awarded and student gets course scores only due to failing Core requirements.
Mathematical Analysis and Approaches	3	
French	5	
English Language and Literature	6	
<b>SL Subjects</b>		
World Religions	1	
Psychology	5	
Biology	6	
ToK/EE	2	
CAS requirements	Completed hours but documentation not complete	

## AWARD OF THE DIPLOMA

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (ToK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). The award of the IB Diploma is made externally by the IB.

There is a maximum of seven points available for each of the six required elective courses; in addition, there are three points available for the combination of ToK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level.

In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

The highest total that a Diploma Programme student can be awarded is 45 points. If a candidate scores less than 24 points, the Diploma is not awarded. ToK and the EE are graded A–E, with A being the highest grade. The ToK and EE grades are then combined in the Diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed to pass the Diploma Programme.

A '4' in the DP programme is commonly seen as 'meeting standard' to achievement in external examinations. Students who are at risk of scoring less than 4 should engage in dialogue with relevant IB Staff. Their subject teacher and their parents must be included in this dialogue which should focus on implementing measures to improve learning. During Term 4, Year 11, students at risk of not meeting the IB requirements are encouraged to meet with the IB DP Coordinator, their parents and Head of Senior School. This provides an opportunity for the student to change her approach to learning, improve performance and allow for discussion of the future of her place in the Diploma Programme.

The IB Diploma will be awarded to a candidate whose total score is 24 points or more, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma.
- All CAS requirements have been met.
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in both of them.
- There is no grade 1 in any subject.
- There is no grade 2 at higher level.
- There is no more than one grade 2 at standard level;
- Overall, there are no more than three grade 3s or below;
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level);
- At least nine points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least six points at standard level);
- The final award committee has not judged the candidate to be guilty of malpractice.

A candidate will not qualify for the award of the diploma if certain requirements have not been met. (Refer to the General regulations: Diploma Programme.) The following codes indicate which requirements have not been met.

<b>Code</b>	<b>Requirement not met</b>
1	CAS requirements have not been met.
2	The candidate's total points are fewer than 24.
3	An "N" has been given for TOK, the EE or for a contributing subject.
4	A grade E has been awarded for one or both of TOK and the EE.
5	There is a grade 1 awarded in a subject/level.
6	Grade 2 has been awarded three or more times (SL or HL).
7	Grade 3 or below has been awarded four or more times (SL or HL).
8	The candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9	The candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

## **ENQUIRY UPON RESULTS AND REMARKS**

Once results are published, the student may request in writing to enquire to the IB about their results. The following are available when requested by the IB DP coordinator. A candidate's grade may be lowered or raised as a consequence of a category 1 remark. Any request for remark or reports can only be made after discussion with the IB DP Coordinator to ensure that students and their families are aware of the procedures, costs and possible outcomes.

- Category 1 re-mark: The re-mark of externally assessed material for an individual candidate
- Category 1 report: A report on a category 1 re-mark for an individual candidate
- Category 2A: The return of externally assessed material by component for all candidates
- Category 2B: The return of externally assessed material by subject/level for an individual candidate
- Category 3 re-moderation: The re-moderation of marks for internal assessment by subject/level

Please note that the outcomes of enquiry upon results (EuR) requests are sent to the DP coordinator. The IB will not communicate the outcome to anyone other than the DP coordinator.

A fee is payable for each of the above categories and this will be charged to IB DP students and their families when they are making a request for a remark, (except when a grade is changed because of a category 1 re-mark). The categories for enquiries upon results are normally independent of each other and may be requested in any order up to 15 March, two months after the issue of results. However, a request for a category 1 report must be preceded by a category 1 re-mark and must be requested within one month of receipt of the result of the category 1 re-mark. None of the above categories can be requested more than once for the same subject/level.

## **UNIVERSITY ENTRANCE**

The IB Diploma is a rigorous and demanding program that provides students with a first-class preparation for their future after ISP. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognise the IB Diploma as an entrance qualification to higher education degree courses.

The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities. Many universities accept students based on their raw IB score out of 45. Students studying the IB are also eligible for early entrance programs. Please contact UAC for more information <https://www.uac.edu.au/>.

Students undertaking the Diploma Programme do not get awarded an ATAR. Instead, they are awarded a UAC (University Admissions Criteria) rank. This is equivalent to an ATAR.

The following table applies to Australian students applying for University through UAC in 2022 to commence study in 2023. This table is subject to adjustment every year. Currently, an IB student's UAC rank is based on the overall score out of 45 based on subject grades.

## 2022 UAC Conversion Table

Overall score	UAC rank for entry in 2021	UAC rank for entry in 2022
45	99.95	99.95
44	99.75	99.75
43	99.55	99.45
42	99.20	99.10
41	98.70	98.55
40	98.05	97.90
39	97.30	97.10
38	96.45	96.25
37	95.45	95.20
36	94.05	93.90
35	92.80	92.60
34	91.50	91.30
33	90.00	89.50
32	88.15	87.70
31	86.40	85.90
30	84.30	84.10
29	81.90	81.85
28	79.25	79.85
27	77.40	77.60
26	75.10	75.35
25	72.00	72.70
24	69.10	70.20

### New Method

For 2023 IB graduates who are applying for admission to tertiary courses commencing in 2024, a more finely grained conversion schedule for IB scores will be introduced. The International Baccalaureate will provide UAC access to percentage marks for each subject, offering more conversion points and more detailed information about diploma students on the same overall score.

The change will provide more gradations for IB students on the same score and a more accurate mapping of their score to a UAC rank.

### UAC Rank Conversion Table

Current Combined Rank Process: All applicants with the same IB score achieve the same combined rank.		
IB Diploma Score		Combined Rank
38 (high in each subject band)	➡	96.70
38 (average in each subject band)	➡	96.70
38 (below average in each subject band)	➡	96.70
38 (low in each subject band)	➡	96.70
37 (high in each subject band)	➡	95.75
37 (average in each subject band)	➡	95.75

\*Example values only; the exact combined rank conversion values are set based on data for each year.

Current Combined Rank Process: All applicants with the same IB score achieve the same combined rank.		
IB Diploma Score		Combined Rank
38 (high in each subject band)	➡	96.90
38 (average in each subject band)	➡	96.70
38 (below average in each subject band)	➡	96.45
38 (low in each subject band)	➡	96.25
37 (high in each subject band)	➡	96.00
37 (average in each subject band)	➡	95.75

## TRANSFERRING STUDENTS

### **Transfer into ACT Board of Senior Secondary Studies (BSSS) system**

Students who enrol in the IB programme at Merici are committing to a 2-year programme. If at the end of Year 11, students do not wish to continue in the IB programme and wish to transfer into the BSSS system they will be treated by the BSSS as an interstate student or international student. Refer to the Board of Senior Secondary Studies Policies and Procedures Manual. This can only occur after a period of course counselling and dialogue with all relevant stakeholders including parents and the Deputy Principal of Learning.

### **Transfer from the BSSS system**

It will not be possible for a student from a non IB Diploma school or from the BSSS system (after 3 weeks of commencing Year 11) to enrol in the IB Programme at Merici. They must remain in the BSSS system.

### **Transfer from another IB Diploma school**

This will be assessed on a case by case basis based on Merici subject offerings, amount of work completed by the individual student at the time of arrival and IB policies and procedures.

## **GROUP 1: ENGLISH LANGUAGE & LITERATURE (HL & SL)**

Coordinator: Mr Luke Nott, English Department

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### **Course Description**

Merici College is offering Language A in English only. 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.

In the Language A: Language and Literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. 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. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

### **Distinction between SL and HL**

The model for Language A: Language and Literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that is equivalent in teaching and learning time.

In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary text or texts, or a literary text or work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

## Assessment

Standard level			
External Assessment	70%	<p><b>Paper 1: Guided textual analysis (1 hour 15 minutes)</b> The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p>	(35%)
		<p><b>Paper 2: Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</p>	(35%)
<p><b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	30%	<p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes)</p> <p>Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)</p>	(30%)
Higher level			
External Assessment	80%	<p><b>Paper 1: Guided textual analysis (2 hours 15 minutes)</b> The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</p>	(35%)
		<p><b>Paper 2: Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</p>	(25%)
		<p><b>Higher level (HL) essay</b> Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.</p>	(20%)
<p><b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	20%	<p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes)</p> <p>Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	(20%)



## **GROUP 1: ENGLISH LITERATURE (HL & SL)**

Coordinator: Mr Luke Nott, English Department

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### **Course Description**

Merici College is offering Language A in English only. 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.

In the Language A: Literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

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.

### **Distinction between SL and HL**

The model for Language A: Literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study 9 works, while HL students are required to study 13.

In paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study.

## Assessment

Standard level			
External Assessment	70%	<b>Paper 1: Guided literary analysis (1 hour 15 minutes)</b> The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	(35%)
		<b>Paper 2: Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	(35%)
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%	This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes)  Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	(30%)
Higher level			
External Assessment	80%	<b>Paper 1: Guided literary analysis (2 hours 15 minutes)</b> The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	(35%)
		<b>Paper 2: Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	(25%)
		<b>Higher level (HL) essay</b> Students submit an essay on one literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.	(20%)
<b>Internal Assessment</b> This component is internally assessed by the Teacher and externally moderated by the IB at the end of the course.	20%	This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes)  Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	(20%)

## **GROUP 2: LANGUAGE ACQUISITION AB INITIO (SL)**

Coordinator: Mrs Jen Baines, Languages Department

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### **Languages Available**

Students may select from the following language options at Ab initio level:

- Spanish (Online with Pamoja) with school appointed support person.
- French (Online with Pamoja) with school appointed support person.
- Mandarin (Online with Pamoja) with school appointed support person.

### **Course Description**

Language 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 should be noted that language ab initio is offered at SL only. 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, nor is it fair for those students who are genuine beginners of the language.

Receptive: Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics (identities, experiences, human ingenuity, social organization, sharing the planet). They understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive: Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

### **Prescribed themes**

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

### **Prescribed topics**

Because a structured learning environment is crucial for the success of beginning language learners, the language ab initio syllabus prescribes four topics for each of the five prescribed themes. Thus, in total there are 20 topics that must be addressed in the language ab initio course.

Themes	Topics
Identities	Personal attributes • Personal relationships • Eating and drinking • Physical wellbeing
Experiences	Daily routine • Leisure • Holidays • Festivals and celebrations
Human ingenuity	Transport • Entertainment • Media • Technology
Social organization	Neighbourhood • Education • The workplace • Social issues
Sharing the planet.	Climate • Physical geography • The environment • Global issues

## Assessment

Ab initio			
External Assessment	75%	<b>Paper 1 (1 hour) Productive skills—writing (30 marks)</b> Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	(25%)
		<b>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</b> Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn	(50%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	(25%)

## GROUP 2: LANGUAGE ACQUISITION LANGUAGE B (HL & SL)

Coordinator: Mrs Jen Baines, Languages Department

### Languages Available

Students may select from the following language options at Language B level.

- Mandarin (HL & SL)
- French (HL & SL)
- Spanish (HL & SL)
- Italian (HL & SL)

\*If there is a language you wish to study that is not listed, please contact us to discuss if there are other possible options available to you.

### Course Description

In the language B 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 B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of **two literary works is required at HL**.

### Prescribed themes

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest. The five prescribed themes must all be addressed equally in the language B course.

There are no prescribed topics at Language B level and teachers are free to select from the optional topics, building a programme that suits students' needs and interests.

Themes	Guiding Principle	Optional Topics
Identities	Explore the nature of the self and what it is to be human.	• Lifestyles • Health and wellbeing • Beliefs and values • Subcultures • Language and identity
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	Social relationships • Community • Social engagement • Education • The working world • Law and order
Sharing the planet.	Explore the challenges and opportunities faced by individuals and communities in the modern world.	The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environment

### Distinction between SL and HL

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. **The study of two literary works originally written in the target language is required only at language B HL.** The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

### Language B SL

Receptive skills: Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and

wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

**Productive skills:** Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

**Interactive skills:** Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.

### Language B HL

At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

**Receptive skills:** Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyse arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning.

**Productive skills:** Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples.

They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

**Interactive skills:** Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication.

### Assessment

Standard level			
External Assessment	75%	<b>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks)</b>	(25%)
		One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	
		<b>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</b>	(50%)
		Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	

<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>25%</b>	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	<b>(25%)</b>
<b>Higher level</b>			
<b>External Assessment</b>	<b>75%</b>	<b>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks)</b> One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	<b>(25%)</b>
		<b>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks)</b> Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	<b>(50%)</b>
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>25%</b>	Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	<b>(25%)</b>

### GROUP 3: INDIVIDUALS & SOCIETIES WORLD RELIGION – COMPULSORY SL

Coordinator: Mr Andrew Blakey, Religious Education Department

#### Course Description

This course has been made compulsory at Merici to ensure we meet our CE requirements of 120 hours of religious instruction over 2 years. This course has its exam in the May session, and students will be registered as ‘Anticipated’ diploma students so the result will carry over to the November session main exams. So in the second year of the Diploma after the May exams, students will be released from their World Religions study as they will have completed the course. This ‘additional’ time can be used to focus on other subjects course requirements.

The course is organised in 3 parts.

Part 1: Introduction to world religions. Five world religions to be studied from a choice of nine, at least one to be chosen from each of the three columns in the chart of world religions. This part is guided by three fundamental questions:

- What is the human condition?
- Where are we going?
- How do we get there?

Hinduism	Judaism	Taoism
Buddhism	Christianity	Jainism
Sikhism	Islam	Bahá’i Faith

The shaded religions are the choices being offered at Merici College for World Religions.

Part 2: In-depth studies. Two world religions to be studied from a choice of six, each chosen from a different column. In-depth studies are guided through themes: Rituals, Sacred texts, Doctrines/beliefs, Religious experience and Ethics and moral conduct.

Hinduism	Judaism
Buddhism	Christianity
Sikhism	Islam

The two depth studies selected for study at Merici are:

- Christianity
- Hinduism

Part 3: Internal assessment is an Investigative study of an aspect of the religious experience, practice or belief of a group and/or individual adherents. The focus for the study can be a visit to a sacred place, building or a museum, a study of artefacts, attendance at an act of worship, an interview or interviews with religious adherents, or a study using a range of sources. However, it is important to emphasize that this is an academic exercise, which requires preliminary research.

#### Assessment

Standard level			
External Assessment	75%	<p><b>Paper 1 (1 hour 15 minutes) Part 1: Introduction to world religions</b>            Nine stimulus response questions, one on each of the nine world religions. The paper is divided into three sections (A, B and C) based on the columns of religions. Students should answer <b>five</b>, at least one from each section.            (45 marks)</p>	(30%)
		<p><b>Paper 2 (1 hour 30 minutes) Part 2: In-depth studies of six world religions</b>            Fourteen essay questions based on the guiding themes, seven in each section. The paper is divided into two sections based on the columns of in-depth religions. Each section comprises two questions on each of the three religions and one open-ended question.             Students answer two questions, each chosen from a different section.            (30 marks)</p>	(45%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%	<p>Any religion can be the focus of the study.            Method: Written analysis with structured format based on an investigative study. 1,500–1,800 words            (30 marks)</p>	(25%)



## **GROUP 3: INDIVIDUALS & SOCIETIES PSYCHOLOGY (HL & SL)**

Coordinator: Mr Andrew Blakey, Religious Education Department

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### **Course Description**

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- biological approach to understanding behaviour
- cognitive approach to understanding behaviour
- sociocultural approach to understanding behaviour.

The biological approach to behaviour looks at: the brain and behaviour (SL and HL), hormones and pheromones and behaviour (SL and HL), genetics and behaviour (SL and HL), the role of animal research in understanding human behaviour (HL only).

The cognitive approach to understanding behaviour looks at: cognitive processing (SL and HL), reliability of cognitive processes (SL and HL), emotion and cognition (SL and HL), cognitive processing in the digital world (HL only).

The sociocultural approach to behaviour looks at: the individual and the group (SL and HL), cultural origins of behaviour and cognition (SL and HL), cultural influences on individual attitudes, identity and behaviours (SL and HL), the influence of globalization on individual attitudes, identities and behaviour (HL only).

Students also study research methods of Psychology.

Relevant to all the topics are:

- the contribution of research methods used in the biological, cognitive and sociocultural approaches to understanding human behaviour
- ethical considerations in the investigation of the biological, cognitive and sociocultural approaches to understanding human behaviour.

There are four options covering areas of applied psychology:

- abnormal psychology
- developmental psychology
- health psychology
- psychology of human relationships.

SL students study one option, while HL students study two.

## Distinction between SL and HL

There are three main distinctions between this course at SL and at HL. The following extensions to the core approaches are studied at HL only:

- the role of animal research in understanding human behaviour
- cognitive processing in the digital world
- the influence of globalization on individual attitudes, identities and behaviour.

This differentiation is reflected in paper 1 section B of the external assessment. SL students are required to study one option while HL students study two options. This differentiation is reflected in paper 2 of the external assessment.

Both SL and HL students will be expected to show their understanding of approaches to research in the internal assessment and for criterion D (critical thinking) in paper 1 section B and paper 2 responses. Additionally, HL students will be directly assessed on their understanding of approaches to research in paper 3 of the external assessment. This will cover both qualitative and quantitative research methods.

## Assessment

Standard level			
External Assessment	75%	<p><b>Paper 1 (2 hours)</b> Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks) (Total 49 marks)</p> <p><b>Paper 2 (1 hour)</b> One question from a choice of three on one option (22 marks)</p>	(50%)  (25%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%	Experimental study A report on an experimental study undertaken by the student (22 marks)	(25%)
Higher level			
External Assessment	80%	<p><b>Paper 1 (2 hours)</b> Section A: Three short-answer questions on the core approaches to psychology (27 marks)  Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic (22 marks) (Total 49 marks)</p> <p><b>Paper 2 (2 hours)</b> Two questions; one from a choice of three on each of two options (Total 44 marks)</p> <p><b>Paper 3 (1 hour)</b></p>	(40%)  (20%)  (20%)

		Three short-answer questions from a list of six static questions on approaches to research (24 marks)	
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>20%</b>	Experimental study A report on an experimental study undertaken by the student (22 marks)	<b>(20%)</b>

## GROUP 3: INDIVIDUALS & SOCIETIES HISTORY (HL & SL)

Coordinator: Mrs Stephanie Spiller, Global Studies Coordinator

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### Course Description

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

There are six key concepts that have prominence throughout the DP history course:

Change, Continuity, Causation, Consequence, Significance, Perspectives.

### Prescribed subject being studied at Merici College:

- Rights and protest

### World History Topics

- Topic (10) Authoritarian States
- Topic (12) The Cold War: Superpower tensions and rivalries

### HL Depth Studies: History of the Americas

- Topic (12) The Great Depression and the Americas (mid 1920s-1939)
- Topic (10) Emergence of the Americas in global affairs (1880-1929)
- Topic (17) Civil rights and social movements in the Americas post 1945

### Distinction between SL and HL

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

## Assessment

Standard level			
External Assessment	75%	<b>Paper 1 (1 hour)</b> Source-based paper based on the five prescribed subjects. Choose <b>one</b> prescribed subject from a choice of five. Answer four structured questions. (24 marks)	(30%)
		<b>Paper 2 (1 hour 30 minutes)</b> Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	(45%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%	20 Hours Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	(25%)
Higher level			
External Assessment	80%	<b>Paper 1 (1 hour)</b> Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	(20%)
		<b>Paper 2 (1 hour 30 minutes)</b> Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	(25%)
		<b>Paper 3 (2 hours 30 minutes)</b> Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	(35%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	20 Hours Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	(20%)

## GROUP 3: INDIVIDUALS & SOCIETIES BUSINESS AND MANAGEMENT (HL & SL)

Coordinator: Mrs Stephanie Spiller, Global Studies Department

### Course Description

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations. The curriculum model for Diploma Programme business management is a core curriculum for HL and SL consisting of five obligatory units with common content and learning outcomes. In addition to the core, HL students are expected to complete extension areas of study in all five units, adding depth and breadth to the course.

- Unit 1: Business organization and environment
- Unit 2: Human resource management

- Unit 3: Finance and accounts
- Unit 4: Marketing
- Unit 5: Operations management

### Distinction between SL and HL

The HL course in business management differs from the SL course in business management in terms of the:

- recommended hours devoted to teaching (240 hours for HL compared to 150 hours for SL)
- extra depth and breadth required (extension units for HL)
- nature of the internal assessment task
- nature of the examination questions.

### Assessment

Standard level			
External Assessment	75%	<b>Paper 1 (1 hour and 15 minutes) (40 marks)</b> Based on a case study issued in advance, with additional unseen material for section B. Section A Syllabus content: Units 1–5 Students answer two of three structured questions based on the pre-seen case study. (10 marks per question 2 X 10 = 20)	(30%)
		Section B Syllabus content: Units 1–5 Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks)	(45%)
Internal Assessment	25%	<b>Written commentary - 15 teaching Hours</b> Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words. (25 marks)	(25%)
		<b>Paper 2 (1 hour and 45 minutes) (50 marks)</b> Section A Syllabus content: Units 1–5 Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks) Section B Syllabus content: Units 1–5 Students answer one of three structured questions based on stimulus material. (20 marks) Section C Syllabus content: Units 1–5 Students answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks).	
Higher level			
External Assessment	75%	<b>Paper 1 (2 hour and 15 minutes) (60 marks)</b> Based on a case study issued in advance, with additional unseen material for sections B and C. Section A	(35%)

		<p>Syllabus content: Units 1–5 including HL extension topics Students answer two of three structured questions based on the pre-seen case study. (10 marks per question)</p> <p>Section B Syllabus content: Units 1–5 including HL extension topics Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks)</p> <p>Section C Syllabus content: Units 1–5 including HL extension topics Students answer one compulsory extended response question primarily based on the additional stimulus material. (20 marks)</p> <p><b>Paper 2 (2 hour and 15 minutes) (70 marks)</b></p> <p>Section A Syllabus content: Units 1–5 including HL extension topics Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks)</p> <p>Section B Syllabus content: Units 1–5 including HL extension topics Students answer two of three structured questions based on stimulus material. (20 marks per question)</p> <p>Section C Syllabus content: Units 1–5 including HL extension topics Students answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks)</p>	(40%)
<p><b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	25%	<p><b>Research project - 30 teaching hours</b> Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words. (25 marks)</p>	(25%)

### **GROUP 3: INDIVIDUALS & SOCIETIES SOCIAL & CULTURAL ANTHROPOLOGY (HL & SL)**

Coordinator: Mrs Stephanie Spiller, Global Studies Department

#### **Course Description**

Social and cultural anthropology is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. Social and cultural anthropology places special emphasis on comparative perspectives that make explicit our own cultural assumptions and those of others. The social and cultural anthropology course for both SL and HL students is designed to engage students with the concepts, methods, language and theories of the discipline.

Areas of anthropological inquiry in this course are: belonging; classifying the world; communication, expression and technology; conflict; development; health, illness and healing; movement, time and space; production, exchange and consumption; and the body.

These areas are explored through the key anthropological concepts of belief and knowledge, change, culture, identity, materiality, power, social relations, society, and symbolism. Moreover, anthropology contributes to an understanding of contemporary real-world issues such as war and conflict, the

environment, poverty, injustice, inequality, and human and cultural rights, providing a uniquely rich context in which to explore them.

### Distinction between SL and HL

The following represents how the SL and HL course will differ in terms of breadth and depth. •

- Different internal assessment activities
- Part 1: Engaging with anthropology There are HL extension topics for students. In terms of assessment, there is an extension question on anthropological ethics.
- Anthropological thinking: theories  
 SL students will be expected to demonstrate an understanding of anthropological theories as they relate to the ethnographic material they study to AO2 level. At HL, more range and depth is expected, including specific theories in greater detail than at SL; HL students will be assessed to AO3 level. Theories will not be prescribed for either SL or HL but will depend on the ethnographic material studied. Theory is assessed on paper 2 for SL students and on papers 1 and 2 for HL students.
- Engaging with ethnography  
 SL students study three areas of inquiry, reading one complete monograph for each area, plus a range of supplementary material. HL students study four areas of inquiry, reading one complete monograph for each area, plus a range of supplementary material. In terms of assessment, HL students will complete an additional essay question.

### Assessment

Standard level			
External Assessment	80%	<b>Paper 1 (1 hour and 30 minutes)</b> (30 marks) Three compulsory questions based on an unseen text, covering part 1 of the syllabus, engaging with anthropology. One compulsory question. This question will be one of the six “big” anthropological questions from part 1 of the syllabus engaging with anthropology.	(40%)
		<b>Paper 2 (1 hour and 30 minutes)</b> (30 marks) Section A: one compulsory question based on part 2 of the syllabus, engaging with ethnography. This question requires students to make meaningful connections between a key concept, ethnographic material (within the context of an area of inquiry) and a specific contemporary example of a real-world issue. Section B: nine areas of inquiry, each containing two questions; students choose one question from one of the areas of inquiry they have studied. The questions are based on part 2 of the syllabus, engaging with ethnography.	(40%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	<b>Compulsory Activities - 30 Hours</b> Four compulsory activities based on part 3 of the syllabus, engaging in anthropological practice. 1. Observation report 2. Methodological and conceptual extension of initial fieldwork 3. Second fieldwork data collection and analysis 4. Critical reflection Word Limit: 2,000	(20%)
Higher level			





studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Assessment objectives” section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

## Mathematical Requirements

All Diploma Programme biology students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division
- carry out calculations involving means, decimals, fractions, percentages and ratios
- represent and interpret frequency data in the form of bar charts, graphs and histograms, including direct and inverse proportion
- plot graphs (with suitable scales and axes) involving two variables that show linear or non-linear relationships
- plot and interpret scattergraphs to identify a correlation between two variables, and appreciate that the existence of a correlation does not establish a causal relationship
- determine the mode and median of a set of data, calculate and analyse standard deviation
- select statistical tests appropriate for the analysis of particular data and interpret the results.

## Assessment

Standard level			
External Assessment	80%	<b>Paper 1 (45 minutes) 30 marks</b> 30 multiple-choice questions on core material, about 15 of which are common with HL. The use of calculators is not permitted. No marks are deducted for incorrect answers.	(20%)
		<b>Paper 2 (1¼ hours) 50 marks</b> Data-based question. Short-answer and extended-response questions on core material. One out of two extended response questions to be attempted by candidates. The use of calculators is permitted.	(40%)
		<b>Paper 3 (1 hour) 35 marks</b> This paper will have questions on core and SL option material. Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material. Section B: short-answer and extended-response questions from one option. The use of calculators is permitted.	(20%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	Individual scientific investigation – 10 teaching hours	(20%)
Higher level			
External Assessment	80%	<b>Paper 1 (1 hour) 40 marks</b> 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. The use of calculators is not permitted.	(20%)



<ul style="list-style-type: none"> <li>• Chemical kinetics</li> <li>• Equilibrium</li> <li>• Acids and bases</li> <li>• Redox processes</li> <li>• Organic chemistry</li> <li>• Measurement and data processing</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical kinetics</li> <li>• Equilibrium</li> <li>• Acids and bases</li> <li>• Redox processes</li> <li>• Organic chemistry</li> <li>• Measurement and analysis</li> </ul>	
<b>Practical Work</b>		

### Distinction between SL and HL

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the "Assessment objectives" section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

### Mathematical Requirements

Mathematical requirements All Diploma Programme chemistry students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division
- carry out calculations involving means, decimals, fractions, percentages, ratios, approximations and reciprocals
- use scientific notation (for example,  $3.6 \times 10^6$ )
- use direct and inverse proportion
- solve simple algebraic equations
- plot graphs (with suitable scales and axes) including two variables that show linear and non-linear relationships
- interpret graphs, including the significance of gradients, changes in gradients, intercepts and areas
- interpret data presented in various forms (for example, bar charts, histograms and pie charts).

### Assessment

Standard level			
External Assessment	80%	<b>Paper 1 (45 mins) 30 marks</b> 30 multiple-choice questions on core, about 15 of which are common with HL. The use of calculators is not permitted. Students will be provided with a periodic table. No marks are deducted for incorrect answers.	(20%)
		<b>Paper 2 (1¼ hours) 50 marks</b> Short-answer and extended-response questions on core material. The use of calculators is permitted. A chemistry data booklet is to be provided by the school.	(40%)
		<b>Paper 3 (1 hour) 35 marks</b> This paper will have questions on core and SL option material. Section A: one data-based question and several short-answer questions on experimental work.	(20%)

		Section B: short-answer and extended-response questions from one option. The use of calculators is permitted. A chemistry data booklet is to be provided by the school.	
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>20%</b>	Individual scientific investigation – 10 teaching hours	<b>(20%)</b>
<b>Higher level</b>			
<b>External Assessment</b>	<b>80%</b>	<b>Paper 1 (1 hour) 40 marks</b> 40 multiple-choice questions on core and AHL, about 15 of which are common with SL. The use of calculators is not permitted. Students will be provided with a periodic table. No marks are deducted for incorrect answers.	<b>(20%)</b>
		<b>Paper 2 (2¼ hours) 90 marks</b> Short-answer and extended-response questions on the core and AHL material. The use of calculators is permitted. A chemistry data booklet is to be provided by the school.	<b>(36%)</b>
		<b>Paper 3 (1¼ hours) 45 marks</b> This paper will have questions on core, AHL and option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. The use of calculators is permitted. A chemistry data booklet is to be provided by the school.	<b>(24%)</b>
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>20%</b>	Individual scientific investigation – 10 teaching hours	<b>(20%)</b>

## The Group 4 Project

The Group 4 project is an interdisciplinary activity in which all Diploma Programme science students **must** participate. Students from the different group 4 subjects analyse a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the processes involved in, rather than the products of, such an activity.

## GROUP 4: SCIENCES SPORTS, EXERCISE AND HEALTH SCIENCE (HL & SL)

Coordinator: Mrs Joanne Aboud, Science Department

### Course Description

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. Apart from being worthy of study in its own right, SEHS is a good preparation for courses in higher or further education related to sports fitness and health and serves as useful preparation for employment in sports and leisure industries.

Core Units	Additional Higher Level Units (AHL)	Options
<ul style="list-style-type: none"><li>Anatomy</li><li>Exercise physiology</li><li>Energy systems</li><li>Movement analysis</li><li>Skill in sport</li><li>Measurement and evaluation of human performance</li></ul>	<ul style="list-style-type: none"><li>Further anatomy</li><li>The endocrine system</li><li>Fatigue</li><li>Friction and drag</li><li>Skill acquisition and analysis</li><li>Genetics and athletic performance</li><li>Exercise and immunity</li></ul>	<ul style="list-style-type: none"><li>Optimizing physiological performance</li><li>Psychology of sports</li><li>Physical activity and health</li><li>Nutrition for sports, exercise and health</li></ul>
<b>Practical Work</b>		

### Distinction between SL and HL

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the "Assessment objectives" section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

### Mathematical Requirements

All DP sports, exercise and health science students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division
- carry out simple calculations involving means, decimals, fractions, percentages, ratios, approximations, reciprocals and scaling
- use scientific notation (for example,  $3.6 \times 10^6$ )
- use direct and inverse proportion
- represent and interpret frequency data in the form of bar charts, column graphs and histograms, and interpret pie charts
- determine the mode and median of a set of data, calculate and analyse standard deviation

- select statistical tests appropriate for the analysis of particular data and interpret the results
- plot and interpret graphs (with suitable scales and axes) involving two variables that show linear or non-linear relationships
- plot and interpret scattergrams to identify a correlation between two variables, and appreciate that the existence of a correlation does not establish a causal relationship
- recognize and use the relationships between length, surface area and volume.

## Assessment

Standard level			
External Assessment	80%	<b>Paper 1(45 mins)</b> 30 multiple-choice questions that test knowledge of the core only. The questions are designed to be short, one- or two-stage problems. The use of calculators is not permitted. Students are expected to carry out simple calculations. No marks are deducted for incorrect answers.	(20%)
		<b>Paper 2 (1¼ hours)</b> Paper 2 tests knowledge of the core only. In section A, there is a data-based question that requires students to analyse a given set of data. The remainder of section A is made up of short-answer questions.  In section B, students are required to answer one question from a choice of three. These extended-response questions may involve writing a number of paragraphs, solving a substantial problem or carrying out a substantial piece of analysis or evaluation. A calculator is required for this paper.	(35%)
		<b>Paper 3 (1 hour)</b> Paper 3 tests knowledge of the options and addresses objectives 1, 2 and 3. Students are required to answer several short-answer questions in each of the two options studied. A calculator is required for this paper.	(25%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	Individual investigation – 10 teaching hours	(20%)
Higher level			
External Assessment	80%	<b>Paper 1 (1 hour)</b> Paper 1 is made up of 40 multiple-choice questions that test knowledge of the core and AHL topics. Approximately 15 of the 40 questions will be common with the SL paper. The questions are designed to be short, one- or two-stage problems. No marks are deducted for incorrect responses. Calculators are not permitted, but students are expected to carry out simple calculations.	(20%)
		<b>Paper 2 (2 hours 15 minutes)</b> Paper 2 tests knowledge of the core and AHL topics. The questions address objectives 1, 2 and 3, and the paper is divided into two sections. In section A, there is a data-based question that requires students to analyse a given set of data. The remainder of section A is made up of short-answer questions.	(35%)

		In section B, students are required to answer two questions from a choice of four. These extended-response questions may involve writing a number of paragraphs, solving a substantial problem or carrying out a substantial piece of analysis or evaluation. A calculator is required for this paper.  <b>Paper 3 (1 hour 15 minutes)</b> Paper 3 tests knowledge of the options and addresses objectives 1, 2 and 3. Students are required to answer several short-answer and extended-response questions in each of the two options studied. A calculator is required for this paper.	(25%)
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	Individual investigation - 10 teaching hours	(20%)

## GROUP 4: PHYSICS (HL & SL)

Coordinator: Mrs Joanne Aboud, Science Department

### Course Description

Core Units	Additional Higher Level Units (AHL)	Options
<ul style="list-style-type: none"> <li>• Measurements and uncertainties</li> <li>• Mechanics</li> <li>• Thermal physics</li> <li>• Waves</li> <li>• Electricity and magnetism</li> <li>• Circular motion and gravitation</li> <li>• Atomic, nuclear and particle physics</li> <li>• Energy production.</li> </ul>	<ul style="list-style-type: none"> <li>• Wave phenomena</li> <li>• Fields</li> <li>• Electromagnetic induction</li> <li>• Quantum and nuclear physics</li> </ul>	<ul style="list-style-type: none"> <li>• Relativity</li> <li>• Engineering physics</li> <li>• Imaging</li> <li>• Astrophysics</li> </ul>
<b>Practical Work</b>		

### Distinction between SL and HL

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the "Assessment objectives" section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

## Mathematical Requirements

All Diploma Programme physics students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division
- carry out calculations involving means, decimals, fractions, percentages, ratios, approximations and reciprocals
- carry out manipulations with trigonometric functions
- carry out manipulations with logarithmic and exponential functions (HL only)
- carry out manipulations with radians
- use scientific notation (for example,  $3.6 \times 10^6$ )
- use direct and inverse proportion
- solve simple algebraic equations • solve linear simultaneous equations
- plot graphs (with suitable scales and axes) including two variables that show linear and non-linear relationships
- interpret graphs, including the significance of gradients, changes in gradients, intercepts and areas
- draw lines (either curves or linear) of best fit on a scatter plot graph
- on a best-fit linear graph, construct linear lines of maximum and minimum gradients with relative accuracy (by eye) taking into account all uncertainty bars
- interpret data presented in various forms (for example, bar charts, histograms and pie charts)
- represent arithmetic mean using  $\bar{x}$  notation (for example,  $\bar{x}$ )
- express uncertainties to one or two significant figures, with justification.

## Assessment

Standard level			
External Assessment	80%	<b>Paper 1(45 mins)</b> Marks: 30 <ul style="list-style-type: none"> <li>• 30 multiple-choice questions on core, about 15 of which are common with HL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is not permitted.</li> <li>• No marks are deducted for incorrect answers.</li> <li>• A physics data booklet is provided.</li> </ul>	(20%)
		<b>Paper 2 (1¼ hours)</b> Marks: 50 <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions on core material.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the PRC)</li> <li>• A physics data booklet is provided.</li> </ul>	(40%)
		<b>Paper 3 (1 hour)</b> Marks: 35 <ul style="list-style-type: none"> <li>• This paper will have questions on core and SL option material.</li> <li>• Section A: one data-based question and several short-answer questions on experimental work.</li> <li>• Section B: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the PRC.)</li> <li>• A physics data booklet is provided.</li> </ul>	(20%)



<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>20%</b>	Individual investigation – 10 teaching hours	<b>(20%)</b>
<b>Higher level</b>			
<b>External Assessment</b>	<b>80%</b>	<b>Paper 1 (1 hour)</b> Marks: 40 <ul style="list-style-type: none"> <li>• 40 multiple-choice questions on core and AHL, about 15 of which are common with SL.</li> <li>• The questions on paper 1 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is not permitted.</li> <li>• No marks are deducted for incorrect answers.</li> <li>• A physics data booklet is provided.</li> </ul>	<b>(20%)</b>
		<b>Paper 2 (2 hours 15 minutes)</b> Marks: 90 <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions on the core and AHL material.</li> <li>• The questions on paper 2 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the PRC.)</li> <li>• A physics data booklet is provided.</li> </ul>	<b>(36%)</b>
		<b>Paper 3 (1 hour 15 minutes)</b> Marks: 45 <ul style="list-style-type: none"> <li>• This paper will have questions on core, AHL and option material.</li> <li>• Section A: one data-based question and several short-answer questions on experimental work.</li> <li>• Section B: short-answer and extended-response questions from one option.</li> <li>• The questions on paper 3 test assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is permitted. (See calculator section on the PRC.)</li> <li>• A physics data booklet is provided.</li> </ul>	<b>(24%)</b>
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>20%</b>	Individual investigation - 10 teaching hours	<b>(20%)</b>

## The Group 4 Project

The Group 4 project is an interdisciplinary activity in which all Diploma Programme science students **must** participate. Students from the different group 4 subjects analyse a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the processes involved in, rather than the products of, such an activity.

## **GROUP 5: MATHEMATICS (APPLICATIONS AND INTERPRETATION & ANALYSIS AND APPROACHES)**

Coordinator: Mr Ed Mickleburgh, Mathematics Department

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### **Course Overview**

There are two subjects offered in Group 5: Mathematics: analysis and approaches and Mathematics: applications and interpretation. Both are offered at SL and analysis and approaches is offered at HL.

The format of the syllabus is the same for each mathematical subject and each level (HL and SL). This structure gives prominence and focus to the aspects of teaching and learning, including conceptual understandings, content and enrichment.

There are five topics and within these topics there are sub-topics. The five topics are:

- number and algebra
- functions
- geometry and trigonometry
- probability and statistics
- calculus

And in addition: The 'toolkit' and Mathematical exploration – Investigative, problem-solving and modelling skills development leading to an individual exploration. A written piece of work that involves investigating. All topics are compulsory.

Each topic begins with SL content which is common to both Mathematics: analysis and approaches and to Mathematics: applications and interpretation.

Each topic has SL content followed by advanced higher level (AHL) content. SL students should cover all SL content, and HL students, all SL and AHL content.

Mathematics: analysis and approaches and Mathematics: applications and interpretation are both offered at SL and HL. Therefore, great care should be taken to select the course and level that is most appropriate for an individual student.

In making this selection, individual students should be advised to take into account the following factors:

- their own abilities in mathematics and the type of mathematics in which they can be successful
- It is highly advantageous that students completing the DP have previously studied 10A Mathematics at Merici College or an equivalent level of mathematics from the school they are joining us from
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the DP or Career-related Programme (CP)
- their academic plans, in particular the subjects they wish to study in the future
- their choice of career.

## Prior Learning Topics for all Mathematics courses

Prior to starting a DP mathematics course students have extensive previous mathematical experiences, but these will vary. It is expected that mathematics students will be familiar with the following topics before they take the examinations because questions assume knowledge of them. Any topics listed here that are unknown to students at the start of the course must be highlighted to teacher so they can be included at an early stage.

This lists the knowledge, together with the syllabus content, that is essential for successful completion of the mathematics course.

### Number and algebra

- Number systems: natural numbers  $N$ ; integers,  $Z$ ; rationals,  $Q$ , and irrationals; real numbers,  $R$
- SI (Système International) units for mass, time, length, area and volume and their derived units, eg. speed
- Rounding, decimal approximations and significant figures, including appreciation of errors
- Definition and elementary treatment of absolute value (modulus),  $|a|$
- Use of addition, subtraction, multiplication and division using integers, decimals and fractions, including order of operations
- Prime numbers, factors (divisors) and multiples
- Greatest common factor (divisor) and least common multiples (HL only)
- Simple applications of ratio, percentage and proportion
- Manipulation of algebraic expressions, including factorization and expansion
- Rearranging formulae
- Calculating the numerical value of expressions by substitution
- Evaluating exponential expressions with simple positive exponents
- Evaluating exponential expressions with rational exponents (HL only)
- Use of inequalities,  $<, \leq, >, \geq$ , intervals on the real number line
- Simplification of simple expressions involving roots (surds or radicals)
- Rationalising the denominator (HL only)
- Expression of numbers in the form  $a \times 10^k$ ,  $1 \leq a < 10$ ,  $k \in Z$
- Familiarity with commonly accepted world currencies
- Solution of linear equations and inequalities
- Solution of quadratic equations and inequalities with rational coefficients (HL only)
- Solving systems of linear equations in two variables
- Concept and basic notation of sets. Operations on sets: union and intersection
- Addition and subtraction of algebraic fractions (HL only).

### Functions

- Graphing linear and quadratic functions using technology
- Mappings of the elements of one set to another. Illustration by means of sets of ordered pairs, tables, diagrams and graphs.

## Geometry and trigonometry

- Pythagoras' theorem and its converse
- Mid-point of a line segment and the distance between two points in the Cartesian plane
- Geometric concepts: point, line, plane, angle
- Angle measurement in degrees, compass directions
- The triangle sum theorem
- Right-angle trigonometry, including simple applications for solving triangles
- Three-figure bearings
- Simple geometric transformations: translation, reflection, rotation, enlargement
- The circle, its centre and radius, area and circumference. The terms diameter, arc, sector, chord, tangent and segment
- Perimeter and area of plane figures. Properties of triangles and quadrilaterals, including parallelograms, rhombuses, rectangles, squares, kites and trapezoids; compound shapes
- Familiarity with three-dimensional shapes (prisms, pyramids, spheres, cylinders and cones)
- Volumes and surface areas of cuboids, prisms, cylinders, and compound three-dimensional shapes

## Statistics and probability

- The collection of data and its representation in bar charts, pie charts, pictograms, and line graphs
- Obtaining simple statistics from discrete data, including mean, median, mode, range
- Calculating probabilities of simple events
- Venn diagrams for sorting data
- Tree diagrams

## Calculus

- $\text{Speed} = \text{distance}/\text{time}$

## **GROUP 5: MATHEMATICS APPLICATIONS AND INTERPRETATIONS (SL)**

Coordinator: Mr Ed Mickleburgh, Mathematics Department

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### Course Description

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

This course has an emphasis on statistics, modelling and use of technology. It is appropriate for those with an interest in the applications of mathematics and how technology can support this. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, medicine, statistics, business, some economics courses, psychology and design.

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.

## Assessment

Standard level			
External Assessment	80%	<p><b>Paper 1 (1 hour 30 minutes) 80 marks</b></p> <p>This paper consists of compulsory short-response questions. Questions on this paper will vary in terms of length and level of difficulty.</p> <p>A GDC is required for this paper, but not every question will necessarily require its use.</p> <p>Individual questions will not be worth the same number of marks. The marks allocated are indicated at the start of each question.</p> <p>Knowledge of all topics is required for this paper. However, not all topics are necessarily assessed in every examination session. The intention of this paper is to test students' knowledge and understanding across the breadth of the syllabus. However, it should not be assumed that the separate topics are given equal emphasis.</p>	(40%)
		<p><b>Paper 2 (1 hour 30 minutes) 80 marks</b></p> <p>This paper consists of compulsory extended-response questions. Questions on this paper will vary in terms of length and level of difficulty.</p> <p>A GDC is required for this paper, but not every question will necessarily require its use.</p> <p>Individual questions will not be worth the same number of marks. The marks allocated are indicated at the start of each question.</p> <p>Knowledge of all topics is required for this paper. However, not all topics are necessarily assessed in every examination session. The intention of this paper is to assess students' knowledge and understanding of the syllabus in depth. The range of syllabus topics tested in this paper may be narrower than that tested in paper 1.</p>	(40%)
Internal Assessment	20%	The internal assessment requirements at SL and at HL is an individual exploration. 10-15 hours teaching time	(20%)

## GROUP 5: MATHEMATICS ANALYSIS AND APPROACHES (HL & SL)

Coordinator: Mr Ed Mickleburgh, Mathematics Department

### Course Description

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

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.

### 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.

### Assessment

Standard level			
External Assessment	80%	<b>Paper 1 (1 hour 30 minutes) 80 marks</b> This paper consists of section A, short-response questions, and section B, extended-response questions. Students are not permitted access to any calculator on this paper. Section A This section consists of compulsory short-response questions based on the whole syllabus. It is worth approximately 40 marks. The intention of this section is to assess students across the breadth of the syllabus. However, it should not be assumed that the separate topics are given equal emphasis. Section B This section consists of a small number of compulsory extended-response questions based on the whole syllabus. It is worth approximately 40 marks. Individual questions may require knowledge of more than one topic.  The intention of this section is to assess students across the breadth of the syllabus in depth. The range of syllabus topics tested in this section may be narrower than that tested in section A.	(40%)



		<p>The intention of this section is to assess students across the breadth of the syllabus. However, it should not be assumed that the separate topics are given equal emphasis.</p> <p>Section B</p> <p>This section consists of a small number of compulsory extended-response questions based on the whole syllabus. It is worth approximately 55 marks.</p> <p>Individual questions may require knowledge of more than one topic. The intention of this section is to assess students across the breadth of the syllabus in depth. The range of syllabus topics tested in this section may be narrower than that tested in section A.</p> <p><b>Paper 3 (1 hour) 55 marks</b></p> <p>This paper consists of two compulsory extended-response problem-solving questions.</p> <p>A GDC is required for this paper, but not every question part will necessarily require its use.</p> <p>Syllabus coverage</p> <p>Where possible, the first part of each question will be on syllabus content leading to the problem-solving context. Therefore, knowledge of all syllabus topics is required for this paper.</p>	(20%)
<p><b>Internal Assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	20%	<p>The internal assessment requirements at SL and at HL is an individual exploration. 10-15 hours teaching time</p>	(20%)

## GROUP 6: THE ARTS VISUAL ARTS (HL & SL)

Coordinator: Ms Alison McEwen, Arts Department

### Course Description

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment



with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

### Distinction between SL and HL

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

### Assessment

Standard level			
External Assessment	60%	<b>Part 1:</b> Comparative study Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. <ul style="list-style-type: none"> <li>• SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</li> <li>• SL students submit a list of sources used.</li> </ul>	(20%)
		<b>Part 2:</b> Process portfolio Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. <ul style="list-style-type: none"> <li>• SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.</li> </ul>	(40%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	40%	<b>Part 3:</b> Exhibition Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. <ul style="list-style-type: none"> <li>• SL students submit a curatorial rationale that does not exceed 400 words.</li> </ul>	(40%)

		<ul style="list-style-type: none"> <li>• SL students submit 4–7 artworks.</li> <li>• SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</li> </ul>	
<b>Higher level</b>			
<b>External Assessment</b>	<b>60%</b>	<p><b>Part 1:</b> Comparative study Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> <li>• HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</li> <li>• HL students submit 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.</li> <li>• HL students submit a list of sources used.</li> </ul> <p><b>Part 2:</b> Process portfolio Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> <li>• HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.</li> </ul>	<p><b>(20%)</b></p> <p><b>(40%)</b></p>
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>40%</b>	<p><b>Part 3:</b> Exhibition Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> <li>• HL students submit a curatorial rationale that does not exceed 700 words.</li> <li>• HL students submit 8–11 artworks.</li> <li>• HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. HL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</li> </ul>	<b>(40%)</b>

## Visual Arts Journal

The visual arts journal Throughout the course students at both SL and HL are required to maintain a visual arts journal. This is their own record of the two years of study and should be used to document:

- the development of art-making skills and techniques
- experiments with media and technologies
- the investigation of their own art development in the context of related art genres
- personal reflections
- their responses to first-hand observations
- creative ideas for exploration and development
- their evaluations of art practices and art-making experiences
- their responses to diverse stimuli and to artists and their works, especially in relation to their own art
- detailed evaluations and critical analysis
- records of valued feedback received
- challenges they have faced and their achievements.

## ACADEMIC INTEGRITY POLICY <sup>2</sup>

The Merici College statements of mission and philosophy are clear and are aligned with the International Baccalaureate (IB) and the College community demonstrates and supports this philosophy. As part of this philosophy, it is expected that all students work with integrity and respect the work of others, and teachers support the development of academic integrity and information literacy across the college.

Academic integrity is embedded in the teaching and learning within the College and specifically the IB DP courses actively promote the understanding and practice of academic integrity in line with the IB standards and practices.

Merici College has developed and implements this International Baccalaureate (IB) Academic Integrity Policy which has practices that are fair, transparent and consistent. It has developed systems to inform the College community and promote the ongoing implementation of academic honesty and demonstrates pedagogical leadership aligned with this philosophy in the Teaching and Learning Core Document 2020. <sup>3</sup>

This policy also defines the parameters of academic integrity, outlines the responsibilities of senior students regarding appropriate referencing of source materials including visual images in all assessments and the procedures followed if academic misconduct is suspected.

The Merici College Referencing Guide (2022) is our core document for students, parents and staff outlining the format required for referencing at Merici College, based on Harvard formatting. The minimum information required in the DP for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable.

Merici College's International Baccalaureate Academic Integrity Policy Diploma Programme can be found here: <https://www.merici.act.edu.au/school-policies>.

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<sup>2</sup> T:\Deputy Principal Learning\International Baccalaureate\Policies and Procedures\Merici Policies + Procedures\Academic Integrity.docx

<sup>3</sup> Merici College, (2022). *Merici College Referencing Guide*. ACT.