



# **IBDP** **CURRICULUM** **BOOKLET**

**2023 – 2024**



**NEXUS**  
INTERNATIONAL  
SCHOOL

SINGAPORE

# International Baccalaureate Diploma Programme (IBDP) Curriculum



<sup>1</sup> From <https://www.ibo.org/>

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## Introduction from the IB Diploma Programme Coordinator

Welcome to the IB Diploma Programme at Nexus International School (Singapore). My name is Vicky Holdcroft, and I am the IBDP Coordinator. My role is to support our learners enrolled in the Diploma Programme, as well as ensuring that all of the expectations and regulations of the IB Organisation (IBO) are met.

Here at Nexus, we focus on developing the whole young person and strive to create responsible international citizens with a genuine interest in lifelong learning. We believe that the IB Approaches to Learning (ATLs): Critical-thinking, Communication, Social, Self-management and Research skills will lay the foundation for success in life and work. We want our graduates to be prepared to adapt to a rapidly-changing world.

We believe that any candidate is capable of completing the IB Diploma Programme, if they are willing to work hard and have made the right subject choices for themselves, as individuals. The desire to undertake a personal challenge and to engage with learning over an extended period of time is essential for success. Our graduates will leave with a Nexus Graduation Certificate as well as either an IB Diploma or individual IB Course Certificates.

Please contact me if you would like to discuss anything further about the IB Diploma Programme at Nexus.

Vicky Holdcroft

## Introduction from the Year Leaders for years 12 and 13

Welcome to years 12 and 13 at Nexus International School (Singapore). We are the Year Leaders for the IB Diploma Years. Our role is to support our learners from a pastoral perspective. We lead a team of tutors, to establish and maintain a culture which focuses on the 'whole learner'. As a pastoral team, we strive to support each and every learner to help motivate them to achieve their very best, and make the most of all available opportunities.

More details of the Pastoral Programme can be found below under '**The Pastoral Programme**'.

Please contact us if you would like to discuss anything further.

Graeme Massey (Year 12) and Jim Bevan (Year 13)

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## The 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.*<sup>2</sup>

### THE IB LEARNER PROFILE

According to the International Baccalaureate (IB), the Learner Profile:

*“...provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.”<sup>3</sup>*

The key principle behind the Learner Profile is to encourage candidates, through all aspects of their lives, to become:

|                      |                                |
|----------------------|--------------------------------|
| <b>Inquirers</b>     | <b>Communicators</b>           |
| <b>Knowledgeable</b> | <b>Risk takers/ courageous</b> |
| <b>Caring</b>        | <b>Balanced</b>                |
| <b>Open-minded</b>   | <b>Principled</b>              |
| <b>Thinkers</b>      | <b>Reflective</b>              |

In their lives at school, we aim to promote these attributes to ensure that candidates do not become accomplished only in the curricular studies, but are balanced individuals who are prepared for life beyond school.

### THE IB APPROACHES TO LEARNING (ATLs)

Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the IB learner profile attributes, enhance student learning and assist student preparation for DP assessment and beyond.

- Thinking skills
- Communication skills
- Self-Management skills
- Research skills
- Social skills

<sup>2</sup> From <http://www.ibo.org/>

<sup>3</sup> From <http://www.ibo.org/>

# The Nexus International Baccalaureate (IB) Diploma Programme

## REQUIREMENTS

Entrance to the IB Diploma Programme is on a case-by-case basis. For learners to be successful, they need to have a strong work ethic and be able to communicate effectively with their teachers and peers. Learners from many different educational backgrounds may be admitted into the IB Diploma Programme at Nexus. For learners who have studied IGCSEs, we would normally expect them to achieve at least five A\*-C grades or equivalent to enter the programme. The Diploma Programme is delivered in English, so we expect learners to be proficient in English to be able to cope with the demands of the programme.

Our aim is to set learners up for success. With this in mind, all applicants are interviewed by the Head of Secondary to understand and assess if they are ready for the demands of the full IB Diploma Programme or the Courses programme. The ultimate goal of the Nexus IB Diploma Programme is for candidates to receive the IB Diploma or IB Diploma Course Certificate and secure their place in further education or employment as a result. In order to attain the IB Diploma or Courses Certificate, candidates must satisfactorily fulfil all the requirements of the individual courses that they undertake and complete the relevant examinations in their chosen courses.

The IB Diploma Programme is demanding and candidates need to be:

- Motivated both academically and socially;
- Able to cope with the range of subjects;
- Adaptable and flexible in their approach to learning;
- Resourceful and independent;
- Effective at time-management.

Candidates' progress and their suitability for the courses they have undertaken are constantly monitored to ensure that they are deriving maximum benefit from their studies. Each learner has individual targets for their subjects, and they are tracked against these not against whole-cohort targets.

As both the IB Diploma and IB Courses programmes are taught courses, it is essential that candidates maintain good attendance. Anything taught during the course may be examined, so absence from school can be detrimental to a learner's success. Candidates should try to maintain 100% attendance, and any absence must be authorised for medical or school sanctioned reasons. Where candidates do not meet this requirement but have mitigating circumstances, graduation will be at the discretion of the Principal.

## INTERNATIONAL BACCALAUREATE DIPLOMA

The IB Diploma Programme at Nexus follows a pattern which is uniform throughout IB schools worldwide and provides a Diploma to meet university/college admission standards internationally. In the United States and Canada, achievement within an IB Higher Level course is considered a sound basis for awarding advanced placement (AP) credit at many major universities. Similarly in Europe and Australia, the IB Diploma is held in very high regard by major universities and can attract scholarship offers.



The IB Diploma Programme is a challenging programme that provides scope for both academic achievement and worthwhile practical activities in outdoor pursuits and social service. It is international, not only because it is accepted worldwide, but also because it is a cross-cultural programme followed by thousands of young adults who gain increasing knowledge of, and respect for, the cultures of the world.

To obtain an IB Diploma, candidates must study three subjects at Higher Level and three at Standard Level. They must also satisfactorily complete the Creativity, Activity and Service (CAS) Programme, a 4,000-word Extended Essay, and the Theory of Knowledge (TOK) course.

After the final examinations, candidates receive point scores for each of the subjects they have studied. They can also receive up to 3 bonus points for the Theory of Knowledge course and Extended Essay. This means they can score a maximum of 45 points. To successfully gain the IB Diploma they must score a minimum of 24 points in total and 12 points in their Higher Level subjects, though there are numerous other requirements stipulated by the IB which must also be met.

## ASSESSMENT

Nexus follows the International Baccalaureate grading system for the Courses and IB Diploma Programmes. This is a criteria-referenced scale ranging from 7 (high) to 1 (low). Each subject area has [published grade descriptors](#) from IBO and these are expected to form the basis for any grades that are awarded.

## THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

This consists of:

- Six Academic Subjects
- The Theory of Knowledge
- The Extended Essay
- Creativity, Action and Service (CAS)

### Six Academic Subjects

These are made up from three Standard and three Higher Level International Baccalaureate examination courses. These subjects are arranged into groups, and candidates study one from each.

- Group 1: Studies in language and literature (in a learner's strongest language)
- Group 2: Language acquisition (a foreign or second language)
- Group 3: Individuals and societies
- Group 4: Sciences or interdisciplinary (ESS)
- Group 5: Mathematics
- Group 6: Arts and electives

*Details on specific subjects follow*

## Theory of Knowledge (TOK)

The Theory of Knowledge course encourages critical thinking about knowledge itself and is a compulsory part of the IB Diploma programme. All Nexus IB Candidates must take TOK. The course itself aims to help young people make sense of the varied and rich information that they are receiving both from their teachers and from the world outside of the classroom.

In many ways TOK is ideally placed to foster internationalism. In close harmony with the aims of the IB Learner Profile, TOK aims to encourage candidates to develop many of the attributes needed by a citizen of the world: self-awareness; a reflective, critical approach; interest in other people's points of view; and a sense of responsibility.

Click [here](#) for Theory of Knowledge Subject Brief

## Extended Essay (EE)

The extended essay (EE) is a core component of fulfilling the IB diploma. The EE is a process: beginning with a passion, continuing with investigation and research, and finishing with a 4000 word academic paper that reflects the learner's conclusions, based on independent research on a topic that is chosen by the learner but completed under supervision.

The extended essay has two basic purposes; to give learners the experience of doing critical research and to help develop creative and critical thinking. These skills are particularly valued by universities and give the learner the opportunity to carry out an investigation into an academic topic that is of interest to them.

Click [here](#) for Extended Essay Subject Brief

## The IB Diploma : Points Matrix

For each of the six academic subjects studied, candidates can be awarded a maximum of 7 points. However, further bonus points are available and these are awarded according to performance in the Theory of Knowledge and Extended Essay parts of the course. Performance in both is combined on the bonus point matrix below, based on the A - E grading system for each.

|                |            | Theory of Knowledge |                   |                   |                   |                   |                   |
|----------------|------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|                |            | Grade A             | Grade B           | Grade C           | Grade D           | Grade E           | No grade N        |
| Extended Essay | Grade A    | 3                   | 3                 | 2                 | 2                 | Failing condition | Failing condition |
|                | Grade B    | 3                   | 2                 | 2                 | 1                 | Failing condition | Failing condition |
|                | Grade C    | 2                   | 2                 | 1                 | 0                 | Failing condition | Failing condition |
|                | Grade D    | 2                   | 1                 | 0                 | 0                 | Failing condition | Failing condition |
|                | Grade E    | Failing condition   | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |
|                | No grade N | Failing condition   | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |

## Creativity, Activity and Service (CAS)

### What Is CAS?

*“If you believe in something, you must not just think or talk or write, but must act.” - Peterson (2003)*

CAS stands for creativity, activity and service. All candidates participate in a range of CAS experiences for approximately 3 hours a week over a continuous 18-month period of the programme. CAS aims to challenge and extend the individual by developing a spirit of discovery, collaboration and reflection. CAS is a framework for experiential learning with an emphasis on learning by taking part in real tasks that have real consequences and then reflecting on these experiences over time. The experiences may be a single event or an extended series of events. Each candidate must complete at least one CAS project, which is a collaborative experience following the five stages of CAS and lasting at least one month.

### Creativity

Examples of Creativity at Nexus International School (Singapore) include:

- Design of costumes and props for school productions
- Wall mural creation
- Performance in school productions
- Film and website creation
- Chinese dance
- Creation of a multicultural cookbook
- Design of posters for school events
- Glee Club
- Jewellery making classes

### Activity

Examples include:

- Physical labour during residential in Kong Maha, Cambodia.
- Yoga
- Korean MV dance classes
- Table tennis
- Snowboarding lessons
- Participation in school sports teams
- Glee Club
- K-Pop dancing
- Scuba diving

### Service

Examples include:

- International Coastal Cleanup Campaign
- Buddy reading
- Peer tutoring
- Coaching sports teams
- Make A Difference Club (MAD)
- Volunteer at MIND with adults with disabilities
- School Event Assistant
- Volunteer teacher with street kids in East Java, Indonesia
- Run For Hope

## Assessment and Record Keeping

An online assessment record-keeping system called Managebac is used by all IBDP candidates. This helps individuals record the number of CAS hours completed and, more importantly, reflect on progress regularly. Towards the end of each CAS experience, a final self-reflection is completed containing comments from the individual and the supervisor. Candidates are also encouraged to gather photographic evidence of what they have done.

The CAS record is an important resource for Tutors and the CAS coordinator, who will consult it when writing testimonials and university references. Further, the IB may wish to inspect the CAS records at the end of Year 13 before Diplomas are awarded. A Nexus Graduation Certificate will only be issued if a candidate completes a full CAS programme.

Click [here](#) for CAS Subject Brief

## The Nexus IB Diploma Course Programme

*An alternative to the IB Diploma Programme*

The majority of candidates will complete a full IB Diploma however the school may recommend the IB Diploma Course route for specific learners. This allows a greater flexibility in the number of subjects and also the number of HL and SL subjects that are studied.

The IB courses are identical to – and therefore every bit as rigorous as – those studied for the Diploma and will therefore develop a candidate’s potential. They provide the opportunity to enter into foundation and sometimes undergraduate level university courses in countries such as the United States, Australia, United Kingdom and Canada.

All candidates involved in this Programme must also complete the CAS programme and may also participate in the TOK course and the Extended Essay if appropriate.

The decision to recommend the IB Diploma Course is made based on the evidence of a learner’s attitude to learning and progress in specific subjects. The aim is always to ensure that candidates are challenged and keep their academic options open within the range of their academic or linguistic abilities.

## Nexus International School (Singapore) Graduation Certificate

Year 13 Graduates will receive the Nexus International School (Singapore) High School Graduation Certificate in addition to their IB Diploma or individual IB Certificates subject to the following criteria:

- They obtain at least four IB Diploma Certificates
- Their attendance record is good
- They complete all Creativity, Activity, Service (CAS) requirements
- They are in good standing with the school

## University and beyond

Many learners are completing the IB Diploma as a pre-university course. The university and careers guidance offered through the Tutorial Programme to candidates in Years 12 and 13 allows informed decisions to be made and the process involves candidates, teachers and parents. Nexus uses the Cialfo platform to help learners and families access reliable unbiased information and resources related to colleges, courses and scholarships. The platform helps learners aim high and discover their best-fit courses and majors regardless of geography.

The IBDP Coordinator and the University and Careers Advisor are active in remaining up-to-date on information about various occupations and on university courses throughout the world. This is then shared as appropriate. Each candidate will be offered an individual interview to set an action plan for the future and receive personalised guidance.

Following Year 12 workshops, all candidates are interviewed in Term 3 or Term 4 of Year 12 in order to discuss their plans for applications to universities or colleges. Candidates are again counselled in Year 13 to ensure their post-secondary plans are in progress. All candidates and parents are welcome to make individual appointments at any time. It is important for candidates and parents to have a plan for the post-secondary experience and the IB Coordinator, University and Careers Advisor and Form Tutors are here to help.

Some universities require candidates to take the SATs (Scholastic Aptitude Tests) and/or the TOEFL/IELTS English Language Proficiency tests (if the candidate's first language is not English) although an IBDP candidate is often exempt from this requirement. It is advisable to contact universities directly and to start taking the tests in the later part of Year 12 or early in Year 13 if required.

There will be a cost implication for candidates registering for these tests. It should be understood that particular university courses may require other tests. For example, candidates interested in Medicine in the United Kingdom must take the BMAT or UKCAT tests and if they wish to pursue Law in the UK they will need to take the National Admissions Test for Law (LNAT). Therefore it is in the interest of the candidate to contact the IBDP Coordinator, Phase Leader and their Form Tutor early.

Learners in Year 12 are encouraged to consider arranging summer programmes. Experiences such as these help learners identify their skills and interests and support them in writing personal statements. Applying for university is a competitive process and learners can distinguish themselves from learners with similar grades through their additional activities and experiences. Self-awareness and reflection can bolster a university application and make a learner a more attractive applicant. Organising work experience internships may also be required for some courses such as medicine, law, veterinary sciences, dental and some engineering courses. Such work experience provides valuable learning for all candidates and as such is a recommended part of the university preparation; again, Nexus staff would be happy to offer further advice. It is essential for candidates to contact their target institutions to build up a relationship but also to garner answers about what entry requirements are needed along with ensuring the course and the institution are a good social and academic fit.

## The Scholastic Aptitude Tests (SATs)

### INTRODUCTION

The SATs provide a common standard against which candidates applying for a place at a university or college in the United States and some other countries can be compared. They are designed to predict how well a candidate will do in their first year at an American university or college.

Many, but not all, American universities require SATs scores. The tests are evaluated by the university alongside the candidate's other academic achievements when considering whether to offer the candidate a place on a degree course. The SAT scores support but cannot replace a strong academic record at Nexus on the IB Programme.

SATs are set by the American Educational Testing Service via a central organisation called the College Board (<http://www.collegeboard.com>).

### ASSESSMENT

All Nexus IB candidates will be offered the opportunity to receive SAT specific tutoring through an external company. This may be provided at a reduced rate for Nexus candidates and will take place after school in the weeks preceding the SAT tests. The tests can be taken on six separate dates in the year and candidates may take the tests more than once if they want to improve upon their scores. There will be a cost implication for candidates registering for these tests and they must be booked at one of the SAT test centres in Singapore. Advice will be provided as needed.

It should be noted that many universities from around the world, including the United Kingdom, will consider a very strong SAT score favourably; these can therefore be included in any such application.

## The Pastoral Programme

The pastoral side of the IB programme is overseen by our two year leaders. Jim Bevan is the Year Leader for Year 13, and Mr Massey is the Year Leader for Year 12. Tutor groups meet each morning for Reflection Time, as well as a 30-minute session each Friday afternoon delivered by tutors. It may be supported by specialised staff when required and include assemblies. The list below gives an idea of what these sessions will focus on.

| Component                       | Description   |
|---------------------------------|---|
| Careers Education               | Including university application procedures, writing a curriculum vitae and covering letter, future education choices, awareness of transferable skills and producing personal statements |
| Study Skills And Target Setting | Including personal organisation, time management, essay writing skills, target setting and revision plans   |
| Citizenship And Community       | Including preparing candidates to play an active role in communities on different scales and what it means to be a good citizen   |

|  |   |
|--|---|
| Health Education   | Mindfulness, including physical and mental health. Learning life skills such as budgeting and cooking. Drugs and substance misuse and the prevention of sexually transmitted infections are also covered. |
| Relationships  | Including conflict resolution and effective relationship building   |
| Residential Visit -Year 12<br>(If travel guidelines allow) | The focus of this overseas visit is team working, CAS and to give the candidates the ability to prepare for the first year of the Diploma Programme   |

## Residential Visits

Residential Visits are an integral part of the Secondary School curriculum and therefore contribute to the fulfilment of the School's Mission Statement. They provide our candidates with an opportunity to develop through experience.

Year 12 candidates attend a Residential Visit which focuses on Creativity, Activity and Service (CAS). Although the Year 12 Residential Visit endeavours to establish the same objectives as those in years 7 to 11, one of the main aims of the Year 12 visit is a week of CAS – a compulsory requirement of the IB Diploma. This enables the CAS team to spend extended periods of time developing each candidate's leadership and team-working qualities, discussing issues in small groups and developing the confidence of the candidates. This is also an opportunity for candidates to have some social time together during a very demanding year. It has an extremely positive effect on all candidates.

As with Residential Visits in every year, the emphasis is on:

- Independence and self-discipline;
- Self-confidence and self-esteem;
- The development of sound relationships among candidates;
- The development of sound relationships between candidates and staff;
- Flexibility and consideration for others;
- Initiative and problem-solving skills;
- Leadership skills;
- The ability to work with others in a team;
- Communication skills;
- The ability to enjoy the environment without destroying it;
- The opportunity to socialise and have fun.

# Group 1 - Language and Literature

Language A: Chinese A: Language and Literature  
English A: Language and Literature  
School Supported Self Taught Language A:  
Literature

*“It is literature which for me opened the mysterious and decisive doors of imagination and understanding. To see the way others see. To think the way others think. And above all, to feel.”*

*– Salman Rushdie*



## English A: Language and Literature

*Offered at Standard Level and Higher Level*

### AIMS

The course aims to encourage learners to:

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

Click [here](#) for the Language A: Language and Literature Subject Guide

## Chinese A: Language and Literature

*Offered at Standard Level and Higher Level*

### AIMS

The course aims to encourage learners to:

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

Click [here](#) for the Language A: Language and Literature Subject Guide

## English A: Language and Literature

*Offered at Standard Level and Higher Level*

### AIMS

The course aims to encourage learners to:

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

Click [here](#) for the Language A: Language and Literature Subject Guide

## School Supported Self Taught Language A: Literature

*Available at Standard Level only*

**For candidates who do not have Chinese or English as their mother tongue, this option is available.**

Language A: Literature is a literature course that may be studied in as many as eighty languages. School Supported Self Taught Language A provides an opportunity for candidates to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. It is a course that requires a high degree of self-motivation and maturity. A candidate must be fluent in their mother tongue and must be able to read, write, listen and discuss to a high academic standard if they are to succeed in this course.

An external tutor will be recommended who will be responsible for developing the mother tongue language and preparing the candidate for assessment. A weekly lesson in school will support the development of skills in the common language of English.

## Group 2 - Language Acquisition

Language B: Chinese B (Mandarin)

French B

Spanish B

English B

Ab Initio Languages: Spanish ab initio

French ab initio

Mandarin ab initio

*“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”*

*– Nelson Mandela*

## Language B : Chinese B (Mandarin), English B, French B, Spanish B

*Offered at Standard Level and Higher Level*

### AIMS

The course aims to:

- Provide the candidates with the linguistic skills necessary for further study in the language
- Promote an understanding of the countries where the language is spoken
- Explore the culture(s) connected to the language
- Enable the candidates to cope with the language demands of day-to-day transactional and social contacts

The skills to be developed through the study of various themes are:

- Text handling; written production; listening; interaction
- Oral proficiency

### COURSE STRUCTURE

Courses will be offered in French, Spanish and Mandarin, subject to demand and availability. English Language B is also available for candidates who study a non-English Language A course in Group 1 and this combination leads to the award of a 'Bilingual Diploma'.

The Higher Level course is only suitable for those candidates who have clearly recognisable skills in the language and who can already use and manipulate the language to a high standard. The Standard Level course is normally taken by candidates who have a good grade at IGCSE or its equivalent. The syllabi at Higher and Standard Level are similar in content although study in the former will be more intensive and proficiency levels achieved should thus be much higher. Materials used in class will cover a range of topics, both literary and non-literary.

Click [here](#) for Language B Subject Brief

## Ab initio Languages : French ab initio, Spanish ab initio, Mandarin ab initio

*Available at Standard Level only*

### **AIMS**

The courses aim to:

- Furnish candidates with a solid grounding in the language, focusing on the key skills of reading, speaking, listening and writing
- Provide candidates with the skills required for everyday communication
- Provide the candidates with an insight into the culture of the countries where the target language is spoken

### **COURSE STRUCTURE**

Courses will be offered in French and Spanish subject to demand and availability. Candidates will be exposed to written and spoken language and will carry out tasks in listening, reading, speaking and writing. The tasks will be topic based and practical in nature, the emphasis being on the ability to communicate effectively in the target language. While this course is solely aimed at beginners, the achievement of a good grade will demand a considerable amount of hard work on the part of the candidate as the level expected at the end of Year 13 is well in advance of that required for IGCSE.

Click [here](#) for Ab Initio Languages Subject brief

## Group 3 - Individuals and Societies

Business Management

Economics

Geography

History

Psychology

*“A different voice may be particularly effective in disturbing the existing participants into re-examining matters they had come to take for granted.*

*- Stefan Collini*

## Business Management

*Offered at Standard Level and Higher Level*

### AIMS

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

- Encourage a holistic view of the world of business
- Empower learners to think critically and strategically about individual and organisational behaviour
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the learner to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations
- Develop an understanding of the importance of innovation in a business environment

Click [here](#) for Business Management Standard Level Subject Brief

Click [here](#) for Business Management Higher Level Subject Brief

## Economics

*Offered at Standard Level and Higher Level*

### AIMS

The aims of the course are to:

- Provide candidates with a core knowledge of economics
- Encourage candidates to think critically about economics
- Promote an awareness and understanding of internationalism in economics
- Encourage candidates' development as independent candidates
- Enable candidates to distinguish between positive and normative economics
- Enable candidates to recognise their own tendencies for bias

Click [here](#) for Economics Standard Level Subject Brief

Click [here](#) for Economics Higher Level Subject Brief

## Geography

*Offered at Standard Level and Higher Level*

### AIMS

The IB Geography programme aims are to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

### COURSE STRUCTURE

Fieldwork is a mandatory part of IB Geography and there are a number of day trips and residential fieldwork opportunities throughout the two year course. Additional costs will be incurred for these.

Click [here](#) for Geography Standard / Higher Level Subject Brief (First Assessment 2019)

## History

*Offered at Standard Level and Higher Level*

### AIMS

The course aims to:

- Develop and extend knowledge of the 19th and 20th centuries
- Develop a greater understanding of our own times through critical reflection upon the past
- Develop an awareness of one's own historical identity through the study of the historical experiences of other
- Develop skills in research, thinking, questioning, interpreting, evaluating and explaining
- Prepare for careers involving information, law, politics, diplomacy, management, business and the professions



## Internal Assessment

Learners will complete an Internal Assessment on a historical event or individual of their own choosing. This provides learners with an opportunity to study the history of their own country if they want.

Click [here](#) for History Standard Level Subject Brief

Click [here](#) for History Higher Level Subject Brief

## Psychology

*Offered at Standard Level and Higher Level*

### **AIMS**

The course aims to:

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- Understand diverse methods of inquiry and understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- Ensure that ethical practices are upheld in all psychological inquiry and discussion
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change

Click [here](#) for Psychology Subject Brief

## Group 4 - Experimental Sciences

Biology

Chemistry

Environmental Systems and Societies

Physics

Sports, Exercise and Health Science

Computer Science

*“The most exciting phrase to hear in science, the one that heralds the most discoveries, is not "Eureka!" (I found it!) but 'That's funny...”*

*– Isaac Asimov*

## Biology

*Offered at Standard Level and Higher Level*

### AIMS

The aims of the course are to develop an understanding of life processes through the study of:

- The structure and function of biological systems
- The universality and diversity of life and life processes
- The maintenance of equilibrium in biological systems
- Evolution as the unifying principle of Biology

Click [here](#) for Biology Subject Brief

## Chemistry

*Offered at Standard Level and Higher Level*

### AIMS

To study Chemistry is to study the composition and properties of substances and the nature of the reactions by which they can be produced or converted into other substances. The IB Chemistry course aims to help candidates understand:

- The world around them
- How to make better materials
- How to get the energy we need
- How to protect the environment

Click [here](#) for Chemistry Level Subject Brief

## Environmental Systems and Societies

*Available at Standard Level only*

ESS is a Trans-disciplinary Subject: Trans-disciplinary subjects are located in more than one option group and satisfy the requirements of either Groups 3 (Humanities) or Group 4 (Experimental Sciences). However at Nexus we offer this as a Group 4 subject.

The systems approach provides the core methodology of the ESS course. It is complemented by other influences, such as economic, historical, cultural, socio-political and scientific factors, to provide a holistic perspective on environmental issues. During the course, learners will look at examples on a variety of scales, from local to global, and in an international context.

### AIMS

The course aims to:

- Acquire the knowledge and understandings of environmental systems at a variety of scales
- Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- Appreciate the dynamic interconnectedness between environmental systems and societies
- Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- Be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- Develop awareness of the diversity of environmental value systems
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- Engage with the controversies that surround a variety of environmental issues
- Create innovative solutions to environmental issues by engaging actively in local and global contexts

Click [here](#) for Environmental Systems and Societies Subject Brief

## Physics

*Offered at Standard Level and Higher Level*

### AIMS

The course encourages candidates to:

- Explain the behaviour of the Universe, from the smallest quark to the largest galactic structures
- Study the theories and methodology that have been successful in creating our present understanding of the physical universe
- Appreciate the importance of experimentation in this acquisition of knowledge and to be competent in its application
- Learn how our knowledge of Physics is applied to develop technology

Click [here](#) for Physics Level Subject Brief

## Sports, Exercise and Health Science (SEHS)

*Available at Standard Level and Higher Level*

### AIMS

The aims of the course are to develop an understanding of life processes through the study of:

- The disciplines of anatomy, physiology, biomechanics, psychology and nutrition
- How to apply scientific principles to the analysis of human performance through experimental research
- The nature of international sporting competitions and the international bodies which regulate them
- Ethical issues that exist within sporting competitions

Click [here](#) for SEHS Standard Level Subject Brief

Click [here](#) for SEHS Higher Level Subject Brief

## Computer Science

*Available at Standard Level and Higher Level*

### **AIMS**

The aims of the course are to develop an understanding of how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved.

- Provide a body of knowledge, methods and techniques that characterise computer science.
- Enable learners to apply and use a body of knowledge, methods and techniques that characterise computer science.
- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems.
- Develop an appreciation of the possibilities and limitation associated with continued developments in IT systems and computer science.
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Click [here](#) for Computer Science Standard Level Subject Brief

Click [here](#) for Computer Science Higher Level Subject Brief

## Group 5 - Mathematics

Mathematics: applications and interpretation, Standard Level

Mathematics: analysis and approaches, Standard Level

Mathematics: analysis and approaches, Higher Level

*“Solving a problem for which you know there’s an answer is like climbing a mountain with a guide, along a trail someone else has laid. In mathematics, the truth is somewhere out there in a place no one knows, beyond all the beaten paths. And it’s not always at the top of the mountain. It might be in a crack on the smoothest cliff or somewhere deep in the valley.”*

*– Yōko Ogawa, The Housekeeper and the Professor*

## Mathematics: applications and interpretation, Standard Level

### AIMS

Candidates are encouraged to:

- Enjoy mathematics and develop an appreciation of its elegance and power;
- Develop logical, critical and creative thinking;
- Develop an understanding of the principles and nature of the subject;
- Develop patience and persistence in problem solving;
- Transfer skills to alternative situations and to future developments;
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- Appreciate the contribution of mathematics to other disciplines, as a particular “area of knowledge” in the TOK course.

### COURSE STRUCTURE

This course has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for candidates with varied mathematical backgrounds and abilities. Candidates taking this course are well prepared for a career in social sciences including psychology, languages or the arts.

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 emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Mathematics: applications and interpretation is for learners 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. Learners who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

Click [here](#) for Mathematics: applications and interpretation, Standard Level Subject Brief



## Mathematics: analysis and approaches, Standard Level

### AIMS

Candidates are encouraged to:

- Enjoy mathematics, and develop an appreciation of its elegance and power;
- Develop logical, critical and creative thinking;
- Develop an understanding of the principles and nature of the subject;
- Develop patience and persistence in problem solving;
- Transfer skills to alternative situations and to future developments;
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- Appreciate the contribution of mathematics to other disciplines, as a particular “area of knowledge” in the TOK course.

### COURSE STRUCTURE

This course caters for candidates with a good background in mathematics, who are competent in a range of analytical and technical skills. Learners can expect to develop a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics and business.

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

Learners who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions, enjoy the recognition of patterns, and understand the mathematical generalisation of these patterns.

Click [here](#) for Mathematics: analysis and approaches, Standard Level Subject Brief

## Mathematics: analysis and approaches, Higher Level

### AIMS

Candidates are encouraged to:

- Enjoy mathematics, and develop an appreciation of its elegance and power;
- Develop logical, critical and creative thinking;
- Develop an understanding of the principles and nature of the subject;
- Develop patience and persistence in problem solving;
- Transfer skills to alternative situations and to future developments;
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- Appreciate the contribution of mathematics to other disciplines, as a particular “area of knowledge” in the TOK course.

### COURSE STRUCTURE

This course caters for candidates with a very strong background in mathematics, who are highly competent in a broad range of analytical and technical skills. The majority of these candidates will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses related to its theory or application, such as physics, engineering or computer science.

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

Learners who choose Mathematics: analysis and approaches at Higher Level should be extremely comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. These learners will enjoy spending time with problems and derive pleasure and satisfaction from solving very challenging problems.

Click [here](#) for Mathematics: analysis and approaches, Higher Level Subject Brief

## Group 6 - Arts and Electives

Music

Visual Arts

Theatre

*“There is a vitality, a life force, an energy, a quickening that is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and will be lost.”*

*- Martha Graham*

## Music

*Offered at Standard Level and Higher Level*

### AIMS

The aims of the course at both Standard and Higher Levels are to:

- Give candidates the opportunity to explore and enjoy the diversity of music throughout the world
- Encourage candidates to develop perceptual and critical thinking skills through a breadth of musical experiences, where they will learn to recognise, speculate, analyse, identify, discriminate and hypothesise in relation to music
- Enable candidates to develop creatively their knowledge, abilities and understanding through performance and composition
- Assist candidates to develop their potential as musicians both personally and collaboratively, in whatever capacity, to the full

The IBDP Music comprises both internal and external assessments and is entirely based on coursework. Standard level has 3 components which are; exploring music in context, experimenting with music, and presenting music. Higher level learners present a further component called 'The Contemporary Music Maker'. Learners will engage with settings in real life music-making that reflect the dynamic and mutual influence of music and technology at the heart of the contemporary musical experience.

Over the course of 2 years learners will explore, research and submit work based on the following areas of study.

1. Music for sociocultural and political expression
2. Music for listening and performance
3. Music for dramatic impact, movement and entertainment
4. Music technology in the digital age.

Learners must share their knowledge of the above 4 through personal, local and global contexts, presenting assessments of research, performance and creating through exploration, experimenting and presenting.

The IB course contains three compulsory components:

### **EXPLORING MUSIC IN CONTEXT EXPERIMENTING WITH MUSIC PRESENTING MUSIC**

HL learners must do an additional compulsory component:

### **THE CONTEMPORARY MUSIC MAKER**

The Areas of Inquiry and Contexts are relevant to all components, and in order to satisfy the requirement for a study of diverse music, learners must make an effort to incorporate all of them.

### **EXPLORING MUSIC IN CONTEXT**

HL - 20% External Assessment/SL - 30% External Assessment

Learners select samples of their work for a portfolio submission

- a. Written work demonstrating engagement with, and understanding of, diverse musical material.
- b. Practical exercises:
  - Creating: one creating exercise
  - Performing: one performed adaptation of music from a local or global context for the learner's own instrument
- c. Supporting audio material

### **EXPERIMENTING WITH MUSIC**

HL - 20% Internal Assessment/SL - 30% Internal Assessment

Learners submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.

- a. A written experimentation report.
- b. Practical musical evidence of the experimentation process
  - Three related excerpts of creating
  - Three related excerpts of performing

### **PRESENTING MUSIC**

HL - 30% External Assessment/SL - 40% External Assessment

Learners submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.

- a. Presenting as a researcher - Programme notes
- b. Presenting as a creator - Composition and/or improvisation
- c. Presenting as a performer - Solo and/or ensemble

## THE CONTEMPORARY MUSIC MAKER

HL ONLY - 30% Internal Assessment

Learners will be expected to collaborate with others in an Arts context, and submit a continuous multimedia presentation documenting their real-life project. Learners submit multimedia presentation (maximum 15 minutes), evidencing a leadership role in:

- a. The project proposal
- b. The process and evaluation
- c. The realised project, or curated selections of it (Total 7 minutes)

Click [here](#) for Music Subject Brief

## Visual Arts

*Offered at Standard Level and Higher Level*

### AIMS

The course aims to:

- Provide candidates with the opportunities to develop aesthetic, imaginative and creative skills
- Explore, value and create artwork which is influenced by personal and cultural contexts
- Support learners to become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas with confidence and competence
- Promote a lifelong engagement with the arts.

Click [here](#) for Visual Arts Standard Level Subject Brief

Click [here](#) for Visual Arts Higher Level Subject Brief

### CURRICULUM MODEL

#### Theoretical practice

Using investigative strategies, critical thinking, comparative analysis and reflection, students will examine various art forms and artists from different times, places and cultures. They will investigate different techniques and processes, enquiring into their contextual evolution. They will explore ways of communicating knowledge in both visual and written forms.

#### Art-making practice

Through exploration and experimentation students will discover and apply a variety of artistic techniques. They will develop their own concepts throughout this explorative process and, with reflection and self-evaluation, produce a considered body of work.

#### Curatorial practice

Through careful, informed viewing of artworks and exhibitions students will develop an ability to formulate their own considered response. They will begin to articulate your intentions for developing and displaying their own work. They will also consider the relationship between artist and audience and what it means to exhibit work; learn to select and present their own work effectively; and articulate intentions and the connections between their artworks.

## COMPONENTS OF THE COURSE AND ASSESSMENT MODEL

| External assessment tasks   |   | SL  | HL  |
|---|---|-----|-----|
| Task 1: Comparative study <ul style="list-style-type: none"> <li>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</li> </ul> |   | 20% | 20% |
| At SL: Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 pages.  | At HL: As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 pages). |     |     |
| Task 2: Process portfolio <ul style="list-style-type: none"> <li>Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</li> </ul>          |   | 40% | 40% |
| At SL: 9–18 pages. The submitted work should be in at least two different art-making forms.   | At HL: 13–25 pages. The submitted work should be in at least three different art-making forms.  |     |     |

| Internal assessment task  |  | SL  | HL  |
|---|--|-----|-----|
| Task 3: Exhibition <ul style="list-style-type: none"> <li>Students 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.</li> </ul> |  | 40% | 40% |
| At SL: 4–7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).  | At HL: 8–11 pieces with exhibition text for each. A curatorial rationale (700 words maximum) |     |     |



## Theatre

*Offered at Standard Level and Higher Level*

### AIMS

The aims of the Arts at IBDP is to:

- Explore the diversity of the arts across time, cultures and contexts
- Develop as imaginative and skilled creators and collaborators
- Express ideas creatively and with competence in forms appropriate to the artistic discipline
- Critically reflect on the process of creating and experiencing the arts
- Develop as informed, perceptive and analytical practitioners
- Enjoy lifelong engagement with the arts.

In addition, the aims of the theatre course at SL and HL are to enable students to:

- Inquire into theatre and its contexts
- Develop and practically apply theatre performance and production skills and elements, led by intentions
- Create, present and evaluate theatre work both independently and collaboratively 10. acquire the perspectives and intentions of an internationally-minded theatre-maker

Click [here](#) for Theatre Subject Brief