



**INTERNATIONAL
SCHOOL LAREN**
Building bridges for life

Think Big. Aim High. Act Now.

International School Laren

Diploma Programme 2023-2025

*Course Selection Handbook for grade 10
students and parents*

Dear grade 10 students and parents,

The Diploma Programme (IBDP) is a 2-year programme for upper school students that strives to develop responsible, caring, thoughtful, and sceptical global citizens with a lifelong learning attitude. It prepares for university and higher education. The diploma is recognized by over 5000 universities in 100 different countries.

At the International School Laren, Diploma Programme students engage in context-based and inquiry-rich learning, both in their subjects and in the core.

This handbook aims to help you select the subjects, by describing the course content of the subjects offered by ISL, including the core components.

Diploma Programme students chose 6 subjects from 5 of 6 different subject groups, 3 on a higher level (HL) and 3 on a standard level (SL). The choice of these subjects depends on the career aspirations as well as on the academic performance of the student.

Before starting the subject selection, it is vital to begin researching your interests (in careers). The mentor will guide you through this process with the support of our online career support platform, Unifrog. You can also make appointments with the career counsellor (Mr Hoan Nguyen) for more specific information, advice and guidance. He can help to figure out what universities in different countries will look for and what combination of standard level and higher level courses you should take to be eligible for university admission. Please also check admission requirements with individual universities, as admission requirements may vary.

Besides interests and future career planning, actual grades and teacher recommendations are important for subject selection. Choices will be carefully analysed by the teachers, the IBDP Coordinator, and the Head of School, and discussed with the student and their parents during the subject selection interview, after submitting the subject selection (April-May).

The subject choices will be finalised after the third term. In case you don't meet the criteria for a certain subject and/or level (see Promotion Criteria booklet), you'll receive a notice from your mentor. You can then discuss and finalise your subject choice with the IBDP coordinator.

You will receive the finalised subject choices together with the final report.

Questions can be asked to your mentor, the student counsellor (h.nguyen@atscholen.nl), or the IBDP coordinator (l.westgeest@atscholen.nl).

Key Features of the Diploma Programme

The International Baccalaureate Diploma Programme (IBDP) offers students a curriculum that creates

- a passion for life-long learning
- international mindedness and global citizenship
- university recognition throughout the world
- self-management, research, and critical thinking skills
- resilience
- transferable skills to embrace the future world
- cross-cultural, inclusive, practical, and student-centred learning

Assessment

Through assessments we measure the extent to which students master the academic skills. These assessments can be both formative and summative, and include the assessment of skills such as problem-solving, understanding knowledge, applying knowledge, analysing, evaluating, presenting, and constructing arguments.

Students will be summatively assessed approximately twice a term during grades 11 and 12. These summative tests will inform students and parents about academic progress. Official IBDP assessments consist of an internal assessment and the IB exams. IB Internal assessments are either initially marked by the teacher and then moderated by the IB or sent directly to the IB to be marked by external examiners. The IB exams take place in April/May of grade 12 and are marked by external IB examiners.

DP subjects are graded 1-7, with 7 being the highest grade and 1 the lowest. Exceptions are Theory of Knowledge (TOK) which is graded internally from 1-10, with 10 being the highest grade, and Creativity, Activity, Service (CAS), for which the Attributes of Learning skills (ATL) are used.

The IB Diploma is awarded to students who gain at least 24 points, passing scores for EE and TOK, as well as completion of the CAS portfolio. The highest total that an IBDP student can be awarded is 45 points (6 subjects x 7 + 3 core points for EE/TOK = 45).

Expectations and procedures

Each SL subject will have 3 hours of teaching in the timetable, and an HL subject 5 hours. Students will need to spend an additional 18 hours per week of independent study outside the classroom (3 hours for each HL subject and 2 for each SL subject and extra time for TOK, CAS and the EE). This homework and self-study includes practice questions, writing drafts, making notes, reading, researching, reflecting, and revising. It is highly recommended to use free periods in the timetable at school for this.



Diploma Programme course selection

The IBDP curriculum consists of six subject groups and three core subjects (compulsory for all): theory of knowledge (TOK); extended essay (EE); and creativity, activity, and service (CAS).

You choose 6 subjects, one from groups 1 - 5, and then either one from group 6 or another from groups 3 and 4:

Three or four subjects at higher level (HL), and the remaining at standard level (SL). HL subjects differ from SL subjects in that they cover a broader array of topics and require a deeper level of understanding. Typically, students take the subjects at HL that they are most passionate about, and score best in.

In the school year 2023- 2024, the ISL offers the following subjects on HL or SL, unless indicated otherwise:

Group	Subjects offered
Group 1: Studies in Language and Literature	Dutch A: Language and Literature English A: Language and Literature Self Taught Language A: Literature (SL)
Group 2: Language Acquisition	Dutch B
Group 3: Individuals and Societies	Business Management Economics Global Politics
Group 4: Sciences	Biology Chemistry Physics Sports, Exercise and Health Sciences
Group 5: Mathematics	Maths AA: Analysis and Approaches Maths AI: Applications and Interpretations (SL)
Group 6: Arts	Film Music
Core (compulsory for all)	Creativity, Activity, Service Extended Essay Theory of Knowledge



Students make a preliminary subject selection early in Spring. Based on these choices, a tentative timetable is made. At the end of the year, students have the opportunity to finalise their selection, after which a definitive timetable is generated.

We strive to ensure that students can take their first choice of subjects, but it is not always possible to create a timetable permitting all subject combinations.

More information about subject choice and university admissions can be found here:

https://www.ibo.org/university-admission/support-students-transition-to-higher-education/faqs-for-counsellors-students-and-parents/#dp_briefs

The following section in this booklet contains IB subject descriptions to help you understand the course content and to make a balanced decision for your IBDP subjects.

More detailed information will be offered to students by the subjects teachers, during the subject carousel in February/March.



IB Diploma Programme subjects at ISL

The IBDP Core

- Theory of knowledge
- Extended Essay
- Creativity, Action, Service

Group 1: Language and literature

- Dutch and English
- School supported self-taught language

Group 2: Language B (language acquisition)

- Dutch B

Group 3: Individuals and society

- Business Management
- Economics
- Global Politics

Group 4: Sciences

- Biology
- Chemistry
- Physics
- Sports, exercise and health science

Group 5: Mathematics

- Mathematics: application and interpretations
- Mathematics: approaches and analysis

Group 6: Arts

- Film
- Music



The IBDP Core: CAS, EE and TOK (Mandatory)

The 3 parts of the core are mandatory for all students and consist of theory of knowledge (TOK), the extended essay (EE) and creativity, service and action (CAS). You cannot be awarded the IB diploma if you have not completed one of these components, even if you have met all the other subject requirements.

Theory of Knowledge

The central question in TOK is: how do we know what we claim we know? You learn to think critically and inquire about the process of knowing, rather than learn a specific body of knowledge. What does it mean to know something? How can we arrive at that knowledge? How confident can we be? How do we know what is morally right or wrong? How reliable is 'proof' in Natural Sciences?

TOK is different from a philosophy course. You will ask broad questions that can be applied to more than one scenario, instead of debating specific questions in specific situations.

Subject topics

- What is knowledge?
- What are the ways of knowing?
- Knowledge claims and knowledge questions
- Ethics
- Knowledge in the natural sciences
- Religious knowledge systems
- Knowledge in the arts

Why take this subject?

You will learn to think critically using knowledge questions, and connecting these questions to the world around you, to communicate ideas and develop clear, relevant reasoning, to collaborate, to think creatively and, to consider the implications of arguments and conclusions.

University programs often require some basic understanding of epistemology. TOK students develop research and analytical skills that can be useful at university and future careers.

Assessment

Internal assessment (externally moderated): TOK exhibition, with commentaries that assess the ability of the student to show how TOK manifests in the world around us.

External assessment (externally graded): TOK essay in response to one of the six prescribed titles issued by the IB for each examination session.

Examination papers: none



The Extended Essay

The Extended Essay (EE) is a compulsory 4,000-word independent research essay on a topic of your interest. You are expected to use formal academic writing and show high-level research and writing skills. You are supposed to devote a total of 40 hours of study and writing time to the essay.

Topics may be chosen from a list of IBDP subjects and are normally one of your six chosen subjects. You are assigned a supervisor for support and guidance through the process.

Why take this subject?

You will learn to pursue independent research on a focused topic, develop research and communication skills, as well as creative and critical thinking skills, and you will experience the excitement of intellectual discovery.

It offers an opportunity to prepare for the kinds of undergraduate research required at tertiary level.

Assessment

You are assessed on the essay itself and on a series of three reflections you write during your research project journey.



Creativity, Activity, and Service

Creativity, activity, service (CAS) is at the heart of the IBDP, as being the IB Learner Profile in action: students engage in a variety of creative, physically demanding, and altruistic activities or experiences. It offers you opportunities for personal growth, embracing new challenges, and becoming more balanced by setting personal goals, all through experiential learning.

You can develop your own CAS programme, which needs to consist of a reasonable balance between creativity, action and service::

- Creativity: arts, and other experiences that involve creative thinking
- Activity: physical exertion contributing to a healthy lifestyle
- Service: unpaid and voluntary exchange that has a learning benefit for the student

Why take this subject?

The emphasis in CAS is on experiential learning by doing real-life tasks and reflecting on these experiences. You will explore new possibilities and challenge yourself to understand that you are a member of a local and global community with responsibilities towards others and the environment. At the same time, CAS is an important counterbalance to the academic pressures of the DP.

Assessment

Students are graded on a pass/fail basis in CAS. Students gain a passing grade for the program if they address all three strands of the program (Creativity, Activity, and Service), and if they meet all seven of the CAS learning outcomes.

Group 1: Language and literature

Language and Literature: English and Dutch

The language A subjects are designed to help you develop a sophisticated understanding of literary and non-literary texts and to explore writers from a variety of cultures.

It is suitable for students who have experience using the language in an academic context.

Bilingual diploma

You can opt for a second group 1 subject, instead of a group 2 subject. With successful completion of two group 1 languages (awarded with at least a grade 3), a bilingual diploma will be awarded.

Why take this subject?

You will learn to argue and debate, and develop skills in listening, reading, writing, viewing, presenting, and performing. You will interpret, analyse, and evaluate a wide range of texts, from blog posts to analytical essays, from different periods, styles, and cultures. Furthermore, you develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to international mindedness and multiple perspectives and meanings.

You must be willing to use the target language in the classroom.

Assessment

Internal assessment (externally moderated):

Individual oral, a timed spoken analysis on two of the texts studied in relation to a global issue of your choice

Examinations:

Paper 1: Timed written commentary of an unseen non-literary text

- SL has a guided choice of one text and must write for 75 minutes
- HL compares two texts with guidance and must write for 135 minutes

Paper 2: Timed comparative essay on the literature studied

Written Assignment (HL only): Extended essay of 1200-1500 words on either

Admission criteria

SL: Overall grade of 4+ in the language and literature of choice

HL: Overall grade of 5+ in the language and literature of choice

School Supported Self-Taught (SSST) Literature (SL)

The language A subjects are designed to help you develop a sophisticated understanding of literary and non-literary texts and to explore writers from a variety of cultures.

It is suitable for students who have experience using the language in an academic context.

Why take this subject?

You will study in detail different genres and periods and the relationships between works (literary texts), to strengthen literary analysis and promote a lifelong enjoyment of reading literature. It is a highly academic course, and you are expected to develop writing and oral skills to an advanced level. You will have to study a total of 9 literary texts over the 2-year course

The subject is for students who are not able to enter the Dutch A or Dutch B subject, and are fluent (reading, writing, and speaking) in another language than English. The school-supported self-taught language offers the opportunity to study your mother tongue language. It is, however, a self-study subject. You will get guidance from the language coordinator in completing the course and you will be assigned an online tutor, but you will have regularly scheduled lessons. This requires a high level of intrinsic motivation and excellent organisational skills.

Costs for tutoring are for the students themselves.

Assessment

Internal assessment (externally moderated):

Individual Oral (SSST variant). Supported by an extract of one work originally written in the language studied and one from a work studied in translation, students prepare a response of 15 minutes in relation to a global issue of the student's choice.

Examinations:

Paper 1: Guided literary analysis. The paper consists of two passages, from two literary forms, each accompanied by a question. Students choose one passage and write an analysis of it.

Paper 2: Comparative essay. Students write a comparative essay based on two works.

Admission criteria

SSST is only available for students that are not able to start either Dutch A or Dutch B. Excellent self-management is expected.

Group 2: Language B (language acquisition)

Dutch B

ISL offers Dutch as a Language B course. Language B is designed for students with some experience in the target language. Therefore, students with the target language as their mother tongue, or with A-level competency, may **not** take this as a language B course.

Why take this subject?

Students (SL and HL) will develop the necessary skills and intercultural understanding to be able to communicate successfully in that language in familiar and unfamiliar contexts using a range of written, spoken, and multimedia material. They will learn to describe situations, narrate events, compare, explain problems, and formulate their opinion on various topics related to the course content. The key to success lies within the use of language in and outside the classroom.

SL and HL students will study 5 prescribed themes:

- Identities: exploring the nature of self and what it is to be human.
- Experiences: exploring and telling stories of events, experiences, and journeys that shape our lives.
- Human ingenuity: exploring how human creativity and innovation affect our world.
- Social organisation: exploring ways in which groups of people organise themselves, or are organised, through common systems or interests.
- Sharing the planet: exploring challenges and opportunities faced by individuals and communities in the modern world.

Distinctions in SL and HL can be found in the level of competency that is expected. HL students are required to study two literary works and students are expected to use and understand more complex language than SL students.

Assessment

Internal assessment (externally moderated):

Individual Oral.

Examinations:

Paper 1: written task

Paper 2: Listening and reading

Admission criteria

SL: Overall grade of 4+ in Dutch language acquisition

HL: Overall grade of 5+ in Dutch language acquisition

Group 3: Individuals and societies

Courses in individuals and societies embrace the way people interact with each other and the world around them, how societies have changed and differ using past, local and global perspectives.

ISL offers the following group 3 courses, both at SL and HL:

- Business Management
- Economics
- Global politics

Business Management

The role of business is to produce and sell goods and services that meet human needs and wants by organising resources. Most business organisations are characterised by profit-making, risk-taking, and operating in a competitive environment.

Why take this subject?

You study functions, management processes, and decision-making in contemporary contexts of strategic uncertainty. You examine how business decisions are influenced by internal and external factors, and how these decisions impact its stakeholders. You explore how individuals and groups interact with an organisation, how they may be successfully managed, and how they can ethically optimise the use of scarce resources with concern for sustainability.

HL Business Management differs in the amount and complexity of course content.

Assessment

Internal assessment (externally moderated):

Research report on an issue facing an organisation or a decision to be made by an organisation.

Examinations:

Paper 1: based on a pre-released statement and extra unseen data

Paper 2: Based on unseen stimulus material with a quantitative focus

Paper 3 (HL only): Based on unseen stimulus material about a social enterprise

Admission criteria

SL: Overall grade of 4+ in mathematics (extended)

HL: Overall grade of 5+ in mathematics (extended)

Business management is for any student, as the course requires no specific prior learning. However, it is necessary to be at home with graphs and data in written, numerical, and graphical forms. Students with less affinity for the manipulation of percentages and index numbers may opt for SL rather than HL.

Students interested in further academic studies in business management should research specific university admission requirements as these might require a minimum level of mathematics.

Economics

Economics is all about scarcity. In a rapidly changing and expanding world, there are unlimited needs and wants, with limited resources, and choices must be made. The economics course uses economic theories, models, and key concepts to examine how these choices are made:

- At the level of producers and consumers in individual markets (microeconomics)
- At the level of the government and the national economy (macroeconomics)
- At an international level (the global economy)

Why take this subject?

Economics SL and HL aim to enable students to develop a critical understanding of economic theories, models, ideas, and tools in microeconomics, macroeconomics, and the global economy. They will apply these models, theories, ideas, and tools to analyse economic data in real-world issues and develop a conceptual understanding of choices, interactions, challenges, and consequences of economic decision-making.

HL economics differs in the amount and complexity of course content.

Assessment

Internal assessment (externally moderated):

Portfolio with 3 commentaries based on different units of the syllabus

Examinations:

Paper 1: extended response paper based on all units of the syllabus

Paper 2: data response paper based on all units of the syllabus

Paper 3 (HL only): policy paper based on all units of the syllabus

Admission criteria

SL: Overall grade of 4+ in economics

HL: Overall grade of 5+ in economics

Students interested in further academic studies in economics should research specific university admission requirements as these might require a minimum level of mathematics.

Global politics

Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

Why take this subject?

IBDP global politics explores fundamental political concepts: power, equality, sustainability, and peace in a range of contexts. Students develop an understanding of the local, national, international, and global dimensions of political activity in real-life examples and case studies, and how this may affect their own lives.

The course is made up of the following units:

- The foundation unit about power, sovereignty, and international relations
- Human rights
- Development
- Peace and conflict

In addition, the HL course also includes the research and presentation of two of the 6 global political challenges through case-studies, environment, poverty, health, identity, borders, and security.

The IBDP global politics course is suitable for those who have an interest in issues affecting the world today. Students will need to have advanced research and academic writing skills. HL students will also need presentation skills.

Assessment

Internal assessment (externally moderated):

Written report on a political issue explored through engagement and research

HL extension: two video-recorded oral presentations of two case studies

Examinations:

Paper 1: stimulus-based paper, based on a topic from one of the four core units

Paper 2: extended response paper based on the four core units

Admission criteria

SL: Overall grade of 4+ in history

HL: Overall grade of 5+ in history

Group 4: Sciences

By studying sciences students become aware of how scientists work and communicate with each other. The subject focuses on a practical approach through experimental work. Students will develop manipulative skills, design investigations, collect data, analyse results. And evaluate and communicate their findings.

Mathematical and language competence are requirements for all these courses. In particular:

- Biology: use of statistics, spreadsheets, and many types of graphs. Strong literacy skills as there is a great deal of new vocabulary and students are expected to describe complex processes in detail.
- Chemistry: confidence with algebraic skills, scientific notation, logarithms, and with ratios and proportions.
- Physics: confidence with algebraic skills and line graphs. The mathematics course applications and interpretations SL is not suitable for physics HL.

The group 4 project

The group 4 project is an interdisciplinary science project in which students from the different group 4 subjects work together. It allows students to appreciate the environmental, social, and ethical implications of science and mirrors the work of real scientists. It can be practically or theoretically based and aims to develop an understanding of the relationships between the scientific disciplines and their influence on other areas of knowledge.

ISL offers the following group 4 courses, both at SL and HL:

- Biology
- Chemistry
- Physics
- Sports, exercise and health science

Biology

Biology is the study of life. Biologists try to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Practical work is an important part of the course and helps develop knowledge and the ability to gather data, analyse it statistically, and evaluate scientific information.

Topics covered in the SL/HL course are e.g. cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. HL biology also includes more about DNA, metabolism, genetics, and evolution, animal physiology (muscles).

Why take this subject?

Biology is an excellent course for all students, especially those interested in continuing their career in a wide range of sciences, such as forestry, agricultural sciences, environmental sciences, microbiology, biochemistry, health-related subjects

(check specific university requirements!), veterinary sciences, nursing, physiotherapy, biophysical sciences).

Assessment

Internal assessment (externally moderated):

A 10-hour individual investigation with a lab report.

Examinations:

Paper 1: Multiple choice questions and data-based questions on the core units

Paper 2: Data-based and extended questions

Admission criteria

SL: Overall grade of 4+ in biology

HL: Overall grade of 5+ in biology

Chemistry

Chemistry is an experimental science that aims to equip students with knowledge and a deeper understanding of the structure of matter, the chemical processes and analytical methods.

Topics covered in the SL/HL course are models of the particulate nature of matter, models of bonding and structure, classification of matter, chemical reactions, chemical change, and their mechanisms.

HL chemistry includes the same topics in greater depth.

Why take this subject?

Chemistry is relevant for careers and studies in Medicine, Pharmacy, Process Technology, Material Science, Food Technology, Forensic Science, Dentistry, Veterinary Science, and Geology. The chemistry course allows students to develop a wide range of practical skills and to increase their facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

Assessment

Internal assessment (externally moderated):

A 10-hour individual investigation with a lab report.

Examinations:

Paper 1: Multiple choice questions and data-based questions

Paper 2: Data-based and extended questions

Admission criteria

SL: Overall grade of 4+ in chemistry

HL: Overall grade of 5+ in chemistry

Physics

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Topics covered in the SL/HL course are space, time and motion, the particulate nature of matter, wave behaviour, fields, and nuclear and quantum physics. HL physics includes the same topics in greater depth and or with extra content.

Why take this subject?

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic, and environmental implications of the work of physicists.

Assessment

Internal assessment (externally moderated):

A 10-hour individual investigation with a lab report.

Examinations:

Paper 1: Multiple choice questions and data-based questions

Paper 2: Data-based and extended questions

Admission criteria

SL: Overall grade of 4+ in physics

HL: Overall grade of 5+ in physics



Sports, exercise and health science (SEHS)

SEHS is an experimental science course where physics meets biology, combining knowledge of anatomy and physiology, biomechanics, psychology and nutrition, with practical skills.

Topics include anatomy, movement analysis, energy systems, skills in sports, and measurement and evaluation of human performances.

HL SEHS includes further anatomy, the endocrine system, fatigue, friction and drag, skill acquisition and analysis, genetics and athletic performance, and exercise and immunity.

Why take this subject?

SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. It is a good preparation for courses in higher or further education related to sports fitness and health and serves as a useful preparation for employment in sports and leisure industries.

Assessment

Internal assessment (externally moderated):

A 10-hour individual investigation with a lab report.

Examinations:

Paper 1: Multiple choice questions

Paper 2: Data-based and extended questions

Paper 3: Questions in each of the options

Admission criteria

SL: Overall grade of 4+ in physics and/or biology

HL: Overall grade of 5+ in physics and/or biology

Group 5: mathematics

The IBDP mathematics courses are designed around the fact that different students have different needs, interests, motivation and abilities in the subject. Students develop their mathematics fluency, their mathematical thinking, and skills to recognize mathematics around them and to use mathematics in either abstract or contextual settings.

Students choosing their mathematics are advised to consider the following factors:

- The recommendation of their grade 10 teacher (e.g. Math A&A HL is only accessible for students with extended maths in grade 10)
- Their mathematics abilities and the type of mathematics they can be successful in.
- Own interest in mathematics
- Other subject choices in the IBDP
- Future academic plans since university courses can have specific mathematics requirements

ISL offers mathematics analysis & approaches (SL and HL) and mathematics applications & interpretation (SL only).

Both courses share some of the same content, organised around the following topic: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

The HL course will be more in-depth than the SL course.



Mathematics applications and interpretation (SL only)

Mathematics applications and interpretations are designed for students who enjoy describing the real world and solving practical problems using mathematics or mathematical modelling. The course will give students a firm base in understanding, also in topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Besides that, this course is designed to build confidence and encourage an appreciation of mathematics.

Why take this subject?

This course is aimed at students who are interested in university studies such as social sciences, natural sciences, statistics, some economical courses, psychology, and design. It is recommended to be aware of the general requirements of students' university choices.

Assessment

Internal assessment (externally moderated):

An individual exploration

Examinations:

Paper 1: Short-response question on syllabus (technology allowed)

Paper 2: Extended-response questions on the syllabus (technology allowed)

Paper 3 (HL ONLY): Extended-response problem-solving questions (technology allowed)

Admission criteria

SL: Overall grade of 4+ in mathematics (extended)

HL: Overall grade of 5+ in mathematics (extended)



Mathematics analysis and approaches (SL and HL)

Students of mathematics: analysis and approaches are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches have a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas.

Why take this subject?

This course is aimed at students who are interested in university studies such as mathematics or studies with a large mathematical content such as engineering, (business) economics, health-related studies such as medicines or physics. It is recommended to be aware of the general requirements of students' university choices.

The HL course caters to students with a strong background in mathematics and who are competent in a range of analytical and technical skills. It is a demanding course, and therefore only accessible for students who have taken the extended mathematics in grade 10 and achieved an overall grade of at least a 5.

Assessment

Internal assessment (externally moderated):

An individual exploration

Examinations:

Paper 1: Questions on syllabus (technology not allowed)

Paper 2: Questions on syllabus (technology allowed)

Paper 3 (HL ONLY): Extended-response problem-solving questions (technology allowed)

Admission criteria

SL: Overall grade of 4+ in mathematics (extended)

HL: Overall grade of 5+ in mathematics extended only

Group 6: the arts

Studying arts requires a high level of cognitive activity, both intellectual and emotional. It develops creative critical thinking, technical skills and critical art appreciation which allows students to discover ways to interpret and comment critically on the human condition.

Engagement in the arts promotes a sense of identity and makes a unique contribution to the development of each student.

The ISL offers two arts subjects:

- Film (SL and HL)
- Music (SL and HL)

Film

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film.

Why take this subject?

Students examine concepts, theories, practices, and ideas from multiple perspectives, challenging their views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis, and imaginative synthesis through practical engagement in the art, craft, and study of film.

HL film allows for greater breadth and depth in teaching and learning through an additional assessment task, requiring HL students to reflect on the core syllabus areas to formulate their intentions for a completed film. They work collaboratively as a core production team to effectively communicate on screen.

Students should keep in mind that IBDP film is the most theoretical course of the group 6 courses.

Assessment

Internal assessment (externally moderated):

Film portfolio

HL ONLY: collaborative film project

External assessment:

Textual analysis of a prescribed film

Comparative study

Admission criteria

SL: Overall grade of 4+ in cultural and artistic awareness

HL: Overall grade of 5+ in cultural and artistic awareness

Music

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

Why take this subject?

Students will explore diverse musical material through the lenses of four areas of inquiry:

- Music for sociocultural and political expression
- Music for listening and performing
- Music for dramatic impact, movement, and entertainment
- Music technology in the electronic and digital age

Assessment

Internal assessment (externally moderated):

Experimentation report with evidence of musical processes

HL ONLY: continuous multimedia presentation

External assessment:

Music portfolio

Written work demonstrating engagement and understanding, and practical exercises

Admission criteria

SL: Overall grade of 4+ in music

HL: Overall grade of 5+ in music