

## International Baccalaureate

# IB Course Content & Assessment<sup>1</sup>

### Group 1: German HL & Russian Self-Taught SL Literature A (Aug. 2019 updated Guide)

#### **Content**

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

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

#### **Time and space**

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

#### **Intertextuality: Connecting texts**

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

#### **Assessment**

Assessment component	Weighting
External assessment (4 hours)	80%
Paper 1: Guided literary analysis (2 hours 15 minutes)	35%

<sup>1</sup> All texts, slightly abridged, from IBO Resources, copyright protected and available in full at: [www.ibo.org](http://www.ibo.org)

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

### Group 2: Language (May 2019 updated Guide)

#### English HL

##### **Content**

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

*The five prescribed themes are:* identities, experiences, human ingenuity, social organization, sharing the planet

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

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**Productive skills:** Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

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

### Assessment

Assessment component	Weighting
External assessment (3 hours 30 minutes) <ul style="list-style-type: none"> <li>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</li> <li>Paper 2 (2 hours) Receptive skills—Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</li> </ul>	75% 25% 50%
Internal assessment: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%

### French/Russian SL

**Content same as above**

### Assessment

Assessment component	Weighting
External assessment (3 hours 30 minutes) <ul style="list-style-type: none"> <li>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</li> <li>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) 50% Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</li> </ul>	75% 25% 50%
Internal assessment: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

### French Ab Initio SL

**Content**

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At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts. *The five prescribed themes are:* identities, experiences, human ingenuity, social organization, sharing the planet

**Receptive:** Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.

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

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

### Assessment

Assessment component	Weighting
External assessment (3 hours 30 minutes)	75%
<ul style="list-style-type: none"> <li>Paper 1 (1 hour) Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions</li> <li>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) 50% Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes</li> </ul>	25%  50%
Internal assessment: A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

## Group 3: History SL/HL Europe (May 2019 updated Guide)

### Content

- Prescribed subject for Paper 1: The move to global war, Japanese, German and Italian expansion prior to WWII
- World history topics for Paper 2: Focus on Authoritarian states (20th century) and The Cold War: Superpower tensions and rivalries (20th century)
- HL option: History of Europe

### Assessment

Assessment component	Weighting SL/HL
External assessment (5 hours)	75/80% 30/20%

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<ul style="list-style-type: none"> <li>Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</li> <li>Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</li> <li>HL Only: Paper 3 (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)</li> </ul>	45/25%
Internal assessment: Students are required to complete a historical investigation into a topic of their choice. (25 marks)	HL 35%
	25/20%

### Group 4: Natural Sciences

Biology SL/HL (Updated Guide Aug. 2018)

#### **Content**

##### Core

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology

##### *Additional higher level*

7. Nucleic acids
8. Metabolism, cell respiration and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology

##### Options

- A. Neurobiology and behaviour
- B. Biotechnology and bioinformatics
- C. Ecology and conservation
- D. Human physiology

#### **Assessment**

Assessment component	Weighting SL/HL
External assessment (5 hours)	
<ul style="list-style-type: none"> <li>Paper 1 30 multiple-choice questions on core material</li> <li>Paper 2 Data-based question, short-answer and extended-response questions on core material.</li> <li>Paper 3 Questions on core and SL/HL option material</li> </ul>	20/20%
	40/36%
	20/24%
Internal assessment: Students are required to complete a scientific investigation about 6 to 12 pages long taking about 10 hours.	20%

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## Chemistry SL/HL (Updated Guide Aug. 2018)

### Content

#### Core

1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding and structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium
8. Acids and bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing

#### *Additional higher level (AHL)*

12. Atomic structure
13. The periodic table—the transition metals
14. Chemical bonding and structure
15. Energetics/thermochemistry
16. Chemical kinetics
17. Equilibrium
18. Acids and bases
19. Redox processes
20. Organic chemistry
21. Measurement and analysis

#### Options

- A. Materials
- B. Biochemistry
- C. Energy
- D. Medicinal chemistry

#### Assessment

Assessment component	Weighting SL/HL
External assessment (5 hours)	
<ul style="list-style-type: none"> <li>• Paper 1 30 multiple-choice questions on core material</li> <li>• Paper 2 Data-based question, short-answer and extended-response questions on core material.</li> <li>• Paper 3 Questions on core and SL/HL option material</li> </ul>	20/20% 40/36% 20/24%
Internal assessment: Students are required to complete a scientific investigation about 6 to 12 pages long taking about 10 hours	20%

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### Physics SL/HL (Updated Guide Aug. 2018)

#### Content

##### Core

1. Measurements and uncertainties
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear and particle physics
8. Energy production

##### *Additional higher level (AHL)*

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum and nuclear physics

##### Options

- A. Relativity
- B. Engineering physics
- C. Imaging
- D. Astrophysics

#### Assessment

Assessment component	Weighting SL/HL
External assessment (5 hours)	
<ul style="list-style-type: none"> <li>• Paper 1 30 multiple-choice questions on core material</li> <li>• Paper 2 Data-based question, short-answer and extended-response questions on core material.</li> <li>• Paper 3 Questions on core and SL/HL option material</li> </ul>	20/20% 40/36% 20/24%
Internal assessment: Students are required to complete a scientific investigation about 6 to 12 pages long taking about 10 hours	20%

### Group 5: Mathematics Analysis and Approaches SL (Feb. 2019 Guide)

#### Content Topics:

1. Number and algebra
2. Functions
3. Geometry and trigonometry
4. Statistics and probability
5. Calculus

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### Assessment

Assessment component	Weighting
<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1 (90 minutes)</b></p> <p><i>Section A:</i> Compulsory short-response questions based on the syllabus.</p> <p><i>Section B:</i> Compulsory extended-response questions based on the syllabus.</p>	<p><b>80%</b></p> <p><b>40%</b></p>
<p><b>Paper 2 (90 minutes)</b></p> <p><i>Section A:</i> Compulsory short-response questions based on the syllabus.</p> <p><i>Section B:</i> Compulsory extended-response questions based on the syllabus</p>	<p><b>40%</b></p>
<p><b>Internal assessment: Mathematical exploration</b></p> <p>Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p><b>20%</b></p>

## Group 6: The Arts

### Music (Feb. 2020 Guide)

#### Content

**Exploring music in context.** Students learn how to engage with a diverse range of music to broaden their musical horizons and expand their own music-making, demonstrate diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts.

**Experimenting with music.** Students connect theoretical studies to practical work and gain understanding. Through this theoretical and practical work as researchers, creators and performers, students experiment with a range of musical material across local and global contexts.

**Presenting music.** Students prepare finished pieces that will be performed to an audience. In working towards completed musical works, students expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.



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**The contemporary music maker (HL only).** Builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. Students create a project that draws on the competencies, skills and processes in all of the musical roles of the music course, and is inspired by real-life practices of music-making.

### Assessment

<p><b>Exploring music in context</b> Students select samples of their work for a portfolio submission (maximum <b>2,400 words</b>). Student submit:</p> <ul style="list-style-type: none"> <li>• written work demonstrating engagement with, and understanding of, <b>diverse</b> musical material               <ul style="list-style-type: none"> <li>○ practical exercises: creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style)</li> <li>○ performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes)</li> </ul> </li> </ul>	External	30%	20%
<p><b>Experimenting with music</b> Students 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 <b>rationale</b> and <b>commentary</b> for each process. Students submit:</p> <ul style="list-style-type: none"> <li>• a written experimentation report that supports the experimentation (maximum 1,500 words)</li> <li>• practical musical evidence of the experimentation process               <ul style="list-style-type: none"> <li>○ three related excerpts of creating (total maximum 5 minutes)</li> <li>○ three related excerpts of performing (total maximum 5 minutes)</li> </ul> </li> </ul>	Internal	30%	20%
<p><b>Presenting music</b> Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:</p> <ul style="list-style-type: none"> <li>• Presenting as a researcher               <ul style="list-style-type: none"> <li>○ programme notes (maximum <b>600 words</b>)</li> </ul> </li> <li>• Presenting as a creator               <ul style="list-style-type: none"> <li>○ composition and/or <b>improvisation</b> (maximum <b>6 minutes</b>)</li> </ul> </li> <li>• Presenting as a performer</li> </ul>	External	40%	30%

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<ul style="list-style-type: none"> <li>○ solo and/or <b>ensemble</b> (maximum <b>12 minutes</b>)</li> <li>○ excerpts, where applicable (maximum <b>2 minutes</b>)</li> </ul>			
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### Visual Arts (Guide updated Feb. 2017)

#### Content

The visual arts core syllabus at SL consists of three equal interrelated areas: communicating visual arts, visual arts methods (at least 2 forms) and visual arts in context. Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts.

#### Assessment

<p><b>External assessment Part 1: Comparative study</b> Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. Students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</p>	20%
<p><b>External assessment Part 2: Process portfolio</b> 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. Students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities and must be in at least two art-making forms, each from separate columns of the art-making forms table.</p>	40%
<p><b>Internal assessment:</b> Exhibition. A selection of 4-7 resolved artworks showing evidence of technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Students submit a curatorial rationale that does not exceed 400 words and exhibition text (stating the title, medium, size and intention) for each selected artwork.</p>	40%

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