

IB at BeBe: Subject Content and Assessment

Language A Literature: German HL

Content German

Syllabus component
Part 1: Works in translation SL: Two works HL: Three works All works are chosen from the titles in the prescribed literature in translation (PLT) list.
Part 2: Detailed study SL: Two works HL: Three works All works are chosen from the prescribed list of authors (PLA) for the language A being studied, each from a different genre.
Part 3: Literary genres SL: Three works HL: Four works All works are chosen from the prescribed list of authors (PLA) for the language A being studied, all from the same genre.
Part 4: Options SL: Three works HL: Three works Works are freely chosen in any combination.
Total teaching hours

Assessment German

Assessment component	Weighting
<p>External assessment (4 hours)</p> <p>Paper 1: Literary commentary (2 hours) The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)</p> <p>Paper 2: Essay (2 hours) The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)</p> <p>Written assignment Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.</p>	<p>70%</p> <p>20%</p> <p>25%</p> <p>25%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral commentary and discussion (20 minutes) Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)</p> <p>Individual oral presentation (10–15 minutes) The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)</p>	<p>30%</p> <p>15%</p> <p>15%</p>

Language B: English Language HL

Content English

The core—with topics common to both levels—is divided into **three** areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select **two** from the following **five** options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Also, at HL, students read **two** works of literature.

Assessment English

Assessment component	Weighting
External assessment	70%
Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on five written texts, based on the core.	25%
Paper 2 (1 hour 30 minutes): Written productive skills Two compulsory writing exercises. Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core.	25%
Written assignment: Receptive and written productive skills Creative writing of 500–600 words plus a 150–250 word rationale, based on one or both of the literary texts read.	20%
Internal assessment Internally assessed by the teacher and externally moderated by the IB.	30%
Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity Based on the core: Three classroom activities assessed by the teacher.	10%

Language B: French Language SL

Content French

The core—with topics common to both levels—is divided into **three** areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select **two** from the following **five** options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Assessment French

Assessment component	Weighting
External assessment	70%
Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on four written texts, based on the core.	25%
Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise of 250–400 words from a choice of five, based on the options.	25%
Written assignment: Receptive and written productive skills Inter-textual reading followed by a written task of 300–400 words plus a 150–200 word rationale, based on the core.	20%
Internal assessment Internally assessed by the teacher and externally moderated by the IB.	30%
Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity Based on the core: Three classroom activities assessed by the teacher.	10%

Language A Literature Self-Taught: Russian SL

Content Russian Self-Taught

Syllabus component
<p>Part 1: Works in translation SL: Two works HL: Three works All works are chosen from the titles in the prescribed literature in translation (PLT) list.</p>
<p>Part 2: Detailed study SL: Two works HL: Three works All works are chosen from the prescribed list of authors (PLA) for the language A being studied, each from a different genre.</p>
<p>Part 3: Literary genres SL: Three works HL: Four works All works are chosen from the prescribed list of authors (PLA) for the language A being studied, all from the same genre.</p>
<p>Part 4: Options SL: Three works HL: Three works Works are freely chosen in any combination.</p>

Assessment Russian Self-Taught

Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1: Guided literary analysis (1 hour 30 minutes) The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. (20 marks)</p> <p>Paper 2: Essay (1 hour 30 minutes) The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)</p> <p>Written assignment Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.</p>	<p>70%</p> <p>20%</p> <p>25%</p> <p>25%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral commentary (10 minutes) Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. (30 marks)</p> <p>Individual oral presentation (10–15 minutes) The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)</p>	<p>30%</p> <p>15%</p> <p>15%</p>

History HL/SL

Content History

Prescribed subjects

The move to global war

World history topics

Authoritarian states (20th century)

The Cold War: Superpower tensions and rivalries (20th century)

HL options: Depth studies

History of Europe

Internal assessment

Historical investigation

Assessment History SL

Assessment component	Weighting
External assessment (2 hours 30 minutes)	75%
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)	30%
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)	45%
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	

Assessment History HL

Assessment component	Weighting
External assessment (5 hours)	80%
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)	20%
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)	25%
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)	35%
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%
Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	

Mathematics HL

Content Mathematics HL

Syllabus component
All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as prior learning.
Topic 1 Algebra
Topic 2 Functions and equations
Topic 3 Circular functions and trigonometry
Topic 4 Vectors
Topic 5 Statistics and probability
Topic 6 Calculus
Option syllabus content Students must study all the sub-topics in one of the following options as listed in the syllabus details.
Topic 7 Statistics and probability
Topic 8 Sets, relations and groups
Topic 9 Calculus
Topic 10 Discrete mathematics
Mathematical exploration Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Assessment component

External assessment (5 hours)

Paper 1 (2 hours)

No calculator allowed. (120 marks)

Section A

Compulsory short-response questions based on the core syllabus.

Section B

Compulsory extended-response questions based on the core syllabus.

Paper 2 (2 hours)

Graphic display calculator required. (120 marks)

Section A

Compulsory short-response questions based on the core syllabus.

Section B

Compulsory extended-response questions based on the core syllabus.

Paper 3 (1 hour)

Graphic display calculator required. (60 marks)

Compulsory extended-response questions based mainly on the syllabus options.

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration

Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)

Mathematics SL

Content Mathematics SL

Syllabus component
All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as prior learning.
Topic 1 Algebra
Topic 2 Functions and equations
Topic 3 Circular functions and trigonometry
Topic 4 Vectors
Topic 5 Statistics and probability
Topic 6 Calculus
Mathematical exploration Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Assessment Mathematics SL

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour 30 minutes) No calculator allowed. (90 marks) Section A Compulsory short-response questions based on the whole syllabus. Section B Compulsory extended-response questions based on the whole syllabus.	40%
Paper 2 (1 hour 30 minutes) Graphic display calculator required. (90 marks) Section A Compulsory short-response questions based on the whole syllabus. Section B Compulsory extended-response questions based on the whole syllabus.	40%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Biology SL/HL

Content Biology

Syllabus component
Core
1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology
Additional higher level (AHL)
7. Nucleic acids
8. Metabolism, cell respiration and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology
Option
A. Neurobiology and behaviour
B. Biotechnology and bioinformatics
C. Ecology and conservation
D. Human physiology
Practical scheme of work
Practical activities
Individual investigation (internal assessment–IA)
Group 4 project

Assessment Biology SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	¾
Paper 2	40	20	20	1¼
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Assessment Biology HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	12	12	1¼
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Chemistry SL/HL

Content Chemistry

Syllabus component
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
Option
A. Materials
B. Biochemistry
C. Energy
D. Medicinal chemistry
Practical scheme of work
Practical activities
Individual investigation (internal assessment—IA)
Group 4 project

Assessment Chemistry SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	$\frac{3}{4}$
Paper 2	40	20	20	$1\frac{1}{4}$
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Assessment Chemistry HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	$2\frac{1}{4}$
Paper 3	24	12	12	$1\frac{1}{4}$
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Physics SL/HL

Content Physics

Syllabus component
Core <ol style="list-style-type: none">1. Measurements and uncertainties2. Mechanics3. Thermal physics4. Waves5. Electricity and magnetism6. Circular motion and gravitation7. Atomic, nuclear and particle physics8. Energy production
Additional higher level (AHL) <ol style="list-style-type: none">9. Wave phenomena10. Fields11. Electromagnetic induction12. Quantum and nuclear physics
Option <ol style="list-style-type: none">a. Relativityb. Engineering physicsc. Imagingd. Astrophysics
Practical scheme of work <ul style="list-style-type: none">• Practical activities• Individual investigation (internal assessment – IA)• Group 4 project

Assessment Physics SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	¾
Paper 2	40	20	20	1¼
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Assessment Physics HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	12	12	1¼
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Music SL Solo and Group Performance

Content Music

Syllabus component
Musical perception This component is compulsory for SL and HL students.
Creating This component is compulsory for HL and SLC* students only.
Solo performing This component is compulsory for HL and SLS* students only.
Group performing This component is compulsory for SLG* students only.
Total teaching hours

* SL students must choose **one** of three options:

- creating (SLC)
- solo performing (SLS)
- group performing (SLG).

Assessment Music

Assessment component	Weighting
<p>External assessment (75 teaching hours)</p> <p><i>Listening paper (2 hours)</i> Four musical perception questions (80 marks)</p> <p>Section A Students answer one question. Question 1 or question 2 (20 marks)</p> <p>Section B Students answer three questions. Question 3 or question 4 (20 marks) Question 5 (20 marks) Question 6 (20 marks)</p> <p><i>Musical links investigation</i> A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)</p>	<p>50%</p> <p>30%</p> <p>20%</p>
<p>Internal assessment (75 teaching hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students choose one of the following options.</p> <p><i>Creating (SLC)</i> Two pieces of coursework, with recordings and written work (30 marks)</p> <p><i>Solo performing (SLS)</i> A recording selected from pieces presented during one or more public performance(s), 15 minutes (20 marks)</p> <p><i>Group performing (SLG)</i> A recording selected from pieces presented during two or more public performances, 20–30 minutes (20 marks)</p>	<p>50%</p>

Visual Arts SL

Content Visual Arts

Mapping the course

Students are required to investigate the core syllabus areas through exploration of the following practices:

- theoretical practice
- art-making practice
- curatorial practice.

The table below shows how these activities link with the core syllabus areas at both SL and HL.

	Visual arts in context	Visual arts methods	Communicating visual arts
Theoretical practice	Students examine and compare the work of artists from different cultural contexts. Students consider the contexts influencing their own work and the work of others.	Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved.	Students explore ways of communicating through visual and written means. Students make artistic choices about how to most effectively communicate knowledge and understanding.
Art-making practice	Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work.	Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques and media.	Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
Curatorial practice	Students develop an informed response to work and exhibitions they have seen and experienced. Students begin to formulate personal intentions for creating and displaying their own artworks.	Students evaluate how their ongoing work communicates meaning and purpose. Students consider the nature of "exhibition" and think about the process of selection and the potential impact of their work on different audiences.	Students select and present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss how artistic judgments impact the overall presentation.

Assessment Visual Arts

Assessment tasks	Weighting
<p>External assessment</p> <p>Part 1: Comparative study</p> <p>Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • SL students submit a list of sources used. 	<p>20%</p>
<p>Part 2: Process portfolio</p> <p>Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> • SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table. 	<p>40%</p>
<p>Internal assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition</p> <p>Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> • SL students submit a curatorial rationale that does not exceed 400 words. • SL students submit 4–7 artworks. • SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>SL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	<p>40%</p>