

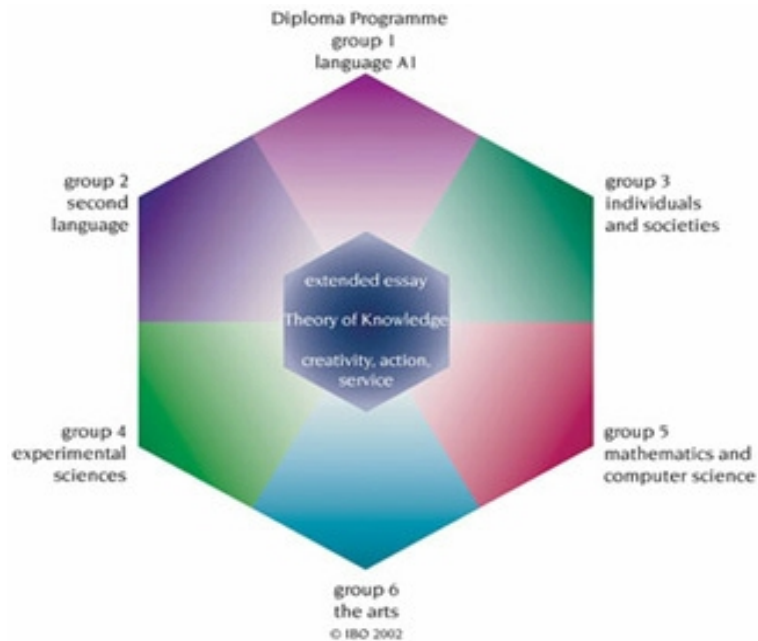
# INTERNATIONAL SCHOOL OF HELSINGBORG



DIPLOMA PROGRAMME

COURSES ON OFFER 2006

# Diploma Curriculum Model



1. Language A1 – *English A1*
2. Second Language – *Swedish A2, French B, French Ab Initio, Spanish Ab Initio, A1 Self Taught\**
3. Individuals and Societies – *Business and Management, History, Information Technology in a Global Society, Philosophy*
4. Experimental Sciences – *Biology, Chemistry, Physics*
5. Mathematics and Computer Science – *Mathematics, Maths Studies*
6. The Arts – *Visual Art*

You must choose one subject out of each group. If you don't want to study Visual Art you can choose a second subject out of groups 2, 3 or 4.

\*The self taught option for group two applies if your native language is offered at Diploma level, yet not at the school. This can only be taken at Standard Level, and will follow the A1 course outline.

GROUP 1

*Language*  
*A1*

English A1





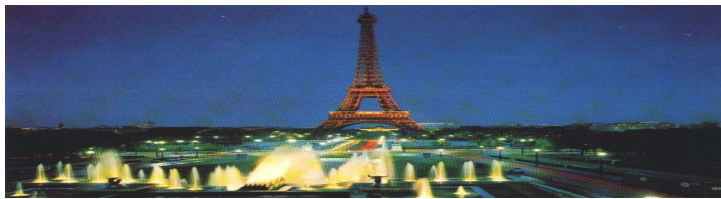
# GROUP 2

## *Second Language*

Swedish A2



French B



French Ab Initio



Spanish Ab Initio



## Nature of the course

Swedish A2 is designed for candidates with a high level of competence in the target language, and can be studied at either higher level (HL) or standard level (SL). The syllabus and assessment provide students with the opportunity to study language, texts and culture, and to develop their analytical skills. The course also explores what aspects of a literary text are specific to the target language and its associated culture and what aspects cut across cultural and linguistic boundaries, hence enriching the international awareness of the students and developing their attitudes of tolerance, empathy and respect for different perspectives.

At the end of the Swedish A2 course candidates are expected to:

- Communicate clearly, fluently and effectively in a wide range of situations
- Understand and use accurately the oral and written forms of the language, in a wide range of styles and situations
- Express ideas with clarity and fluency
- Select a register and style that are appropriate to the situation
- Engage in critical examination of a wide range of texts in different forms, styles and register
- Appreciate various techniques and styles employed by writers and speakers of the language
- Show sensitivity to the culture related to the language studied

## Course outline

- Literary Option – Hjalmar Bergman, Jan Guillou, Hjalmar Söderberg
- Media and Culture – advertising, film, sensationalism, radio and TV
- Literary Option – Selma Lagerlöf, Göran Tunström, August Strindberg
- Social Issues (HL only) – education, drugs, health and welfare systems

## Assessment outline

- |   |     | <b>HL</b> | <b>SL</b> |
|---|-----|-----------|-----------|
| • Paper 1 – Comparative commentary  | 25% | 2hrs      | 1½hrs     |
| <i>The paper consists of two pairs of unseen texts, each linked by theme. Candidates write one comparative commentary on one of the two pairs.</i>  |     |           |           |
| • Paper 2 – Essay   | 25% | 2hrs      | 1½hrs     |
| <i>The paper consists of 10 essay questions, two for each of the language and culture, and media and culture options, one for each of the other three cultural options and three on the literary options. Candidates answer one essay question.</i> |     |           |           |
| • Written tasks   | 20% |           |           |
| <i>Candidates complete two written tasks. One is based on a literary option, the other on a cultural option. The combined maximum word limit for both tasks is 1500 words.</i>  |     |           |           |
| • Individual oral   | 15% |           |           |
| <i>This activity is based on a text taken from a cultural or literary option studied. The task is internally assessed and externally moderated by the IBO.</i>  |     |           |           |
| • Interactive oral activity   | 15% |           |           |
| <i>The mark of one other activity that is based on either a cultural or literary option studied, whichever was not the focus of the individual oral.</i>  |     |           |           |

For further information: [bengt.rosberg@helsingborg.se](mailto:bengt.rosberg@helsingborg.se)



## French Language B

The French Language B course is a language learning course for students with some previous experience of learning French.

The main focus of the course is on language acquisition and the development of skills up to a fairly sophisticated degree at higher level.

The French Language B course gives students the opportunity to reach a higher degree of competence in the language and explore the culture(s) using the language.

The French Language B course is available at standard (SL) and higher level (HL):

**Language B SL** is for a student who may not intend continuing study of French beyond the Diploma Programme and who has 2 to 5 years experience of French.

**Language B HL** is for a student who intends to study the language at this level for a future career, or to meet a Diploma Programme requirement and who has 4 to 5 years experience of the target language.

### Objectives

HL	SL
<ul style="list-style-type: none"><li>• communicate clearly and effectively in a <b>wide range</b> of situations</li><li>• understand and use accurately oral and written forms of the language that are <b>essential for effective communication</b> in a range of <b>styles</b> and situations</li><li>• understand and use a <b>wide range</b> of vocabulary</li><li>• select a register <b>and style</b> that are appropriate to the situation</li><li>• express ideas with general clarity and fluency</li><li>• structure arguments in a clear, coherent and convincing way</li><li>• understand and <b>analyse moderately complex</b> written and spoken material</li><li>• assess subtleties of the language in a <b>wide range</b> of forms, styles and registers</li><li>• show an awareness of, and sensitivity to, the culture(s) related to the language studied.</li></ul>	<ul style="list-style-type: none"><li>• communicate clearly and effectively in a <b>range</b> of situations</li><li>• understand and use accurately oral and written forms of the language that are <b>commonly encountered</b> in a range of situations</li><li>• understand and use a <b>range</b> of vocabulary <b>in common usage</b></li><li>• select a register that is <b>generally</b> appropriate to the situation</li><li>• express ideas with general clarity and <b>some</b> fluency</li><li>• structure arguments in a <b>generally</b> clear, coherent and convincing way</li><li>• understand and <b>respond appropriately to</b> written and spoken material <b>of average difficulty</b></li><li>• assess <b>some subtleties</b> of the language in a range of forms, styles and registers</li><li>• show an awareness of, and sensitivity to, <b>some elements</b> of the culture(s) related to the language studied.</li></ul>

## Language

The four primary language skills to be developed in an integrated way are: listening, speaking, reading and writing.

Competence in each of the primary language skills involve an understanding of three interrelated areas:

- language handling the language system accurately (grammar, syntax, etc)
- cultural interaction selecting language appropriate to a particular cultural and social context
- message understanding ideas and how they are organized in order to communicate them appropriately

## Cultural Awareness

During the Language B course the students will be exposed to a range of texts with different communicative purposes that will make them aware of how the culture may influence the language.

## ASSESSMENT OUTLINE

HL	SL
<p><b>External Assessment: Written Component</b> 70%</p> <p>Two written papers externally set and externally assessed</p> <p><b>Paper 1: Text Handling</b>                      11/2 hours 40%</p> <p><b>Reading 27%</b> Questions based on a number of written texts</p> <p><b>Written response 13%</b> A short writing exercise in response to a written text</p> <p><b>Paper 2: Written Production 11/2 hours</b> 30%</p> <p>One writing task from a choice of six</p> <p><b>Internal Assessment: Oral Component</b> 30%</p> <p>Two oral activities to be internally assessed by the teacher and externally moderated by the IBO</p> <p><b>Individual Oral 15%</b> Based on a stimulus chosen by the candidate</p> <p><b>Interactive Oral Activity 15%</b> The mark of one interactive oral activity</p>	<p><b>External Assessment: Written Component</b> 70%</p> <p>Two written papers externally set and externally assessed</p> <p><b>Paper 1: Text Handling</b>                      11/2 hours 40%</p> <p><b>Reading 30%</b> Questions based on a number of written texts</p> <p><b>Written response 10%</b> A short writing exercise in response to a written text</p> <p><b>Paper 2: Written Production 11/2 hours</b> 30%</p> <p>One writing task from a choice of four</p> <p><b>Internal Assessment: Oral Component</b>                      30%</p> <p>Two oral activities to be internally assessed by the teacher and externally moderated by the IBO</p> <p><b>Individual Oral 15%</b> Based on a stimulus chosen by the candidate</p> <p><b>Interactive Oral Activity 15%</b> The mark of one interactive oral activity</p>



## French *Ab Initio*

The French *ab initio* course is a language learning course for beginners, designed to be followed over two years by students who:

- have little or no previous experience of the language
- are taught outside the country or countries where the language is spoken.

The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. The French *ab initio* course is only available at standard level.

The French *ab initio* course aims to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language, through the study of a core syllabus and language-specific syllabuses.

The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. At the end of the French *ab initio* course candidates will be expected to demonstrate an ability to:

- communicate information and some basic ideas clearly and effectively, in a limited range of situations
- understand and use accurately the essential spoken and written forms of the language in a limited range of situations
- understand and use a limited range of vocabulary in common usage
- use a register that is generally appropriate to the situation
- show an awareness of some elements of the culture(s) related to French.

### Language

The four primary language skills to be developed in an integrated way are: listening, speaking, reading and writing.

### Core Syllabus

The core syllabus must be the foundation for any language *ab initio* course. It is divided into seven topics with which the students should become familiar in order to develop a vocabulary range that covers the most common situations in everyday life.

These topics are:

- the individual
- education and work
- town and services
- food and drink
- leisure and travel
- the environment
- health and emergencies.

### Cultural Awareness

During the language *ab initio* course students are expected to become familiar with aspects of the everyday life and culture of the countries in which the language is spoken.

The study of particular features of the culture is not an end in itself but a means by which the students learn about a different way of life, and consequently develop their language skills.

## ASSESSMENT OUTLINE

### **External Assessment: Written Component** **70%**

Two written papers externally set and externally assessed

#### **Paper 1: Text Handling** **11/2 hours** **40%**

Text handling exercises based on four written texts  
A short writing exercise in response to the fourth text

#### **Paper 2: Written Production** **11/2 hours** **30%**

Section A: Short writing task  
One writing task from a choice of two

Section B: Extended writing task  
One writing task from a choice of three

### **Internal Assessment: Oral Component** **30%**

Two oral activities to be internally assessed by the teacher and externally moderated by the IBO

#### **Individual Oral** **15%**

Short interview with the teacher

#### **Interactive Oral Activity** **15%**

The mark of one interactive oral activity



## Spanish *ab initio*

The language *ab initio* course is designed to be followed over two years by beginner students who have no previous experience of learning Spanish. The main focus of the course is on the acquisition of Spanish in everyday situations.

### Aims

The aims of the Spanish *ab initio* course are:

- enable students to understand and use Spanish in a range of contexts and for a variety of purposes
- enable students to use the language appropriately
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
- develop students' awareness of the relationship between the languages and cultures with which they are familiar.

### Objectives

The overall objective of this course is for the student to achieve communicative competence in a variety of everyday situations. At the end of the course students are expected to demonstrate ability to:

- communicate information and some basic ideas clearly and effectively, in a limited range of situations
- understand and use accurately the essential spoken and written forms of the language in a limited range of situations
- use a register that is generally appropriate to the situation
- show an awareness of some elements of the cultures related to the language studied.

### Syllabus

The syllabus is built up around the four primary language skills: listening, speaking, reading and writing. It is in addition divided into seven topics with which the students should become familiar in order to acquire the vocabulary necessary for everyday situations. The topics are:

- the individual
- education and work
- town and services
- food and drink
- leisure and travel
- the environment
- health and emergencies.

**Assessment**

Assessments will be done continuously throughout the course to help you reinforce your learning and to measure your progress. A “mock” International Baccalaureate exam will take place in the spring term of the second year and the final written examinations will be in May of the second year. The final assessment consists of a written examination, a text handling paper, an individual oral assessment and a interactive oral assessment acted out in a group.

# GROUP 3

## *Individuals & Societies*



Business &  
Management

History



I.T.G.S.

Philosophy



# Business and Management



The aims of the programme are to:

- promote the importance of exploring business issues from different cultural perspectives
- encourage a holistic view of the world of business
- enable the student to develop the capacity to think critically
- enhance the student's ability to make decisions
- enable a student to appreciate the pace, nature and significance of change

## Syllabus Outline

Standard level

The standard level (SL) consists of four compulsory modules and a written assignment.

Modules

1. Introduction to Organisations
2. Marketing
3. Human Resource Management
4. Accounting and Finance

Higher level(HL) consists of these four modules and an additional two modules. Students also complete a research assignment.

The additional two modules are :

5. Operations Management
6. The External Environment

# History

## IB Diploma Programme

### Nature of the course

The aim of history in the Diploma Programme is to explain trends and developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context, and promotes a better understanding of the present through an understanding of the past. Candidates should become aware that historical accounts involve judgments based on qualitative evidence and that these judgments might be revised. By studying history they are taught to understand why the work of historians differs over time and in different parts of the world, whilst being encouraged to reflect upon the role of the historian. The course helps to foster respect and understanding of people and events in cultures different from their own.

At the end of the history course candidates are expected to:

- Comprehend, analyse, evaluate and integrate source material critically as historical evidence
- Demonstrate historical understanding of 20<sup>th</sup> century world history through the acquisition, selection, effective use and synthesis of knowledge
- Explain different approaches to, and interpretations of, historical events and topics
- Place events in their historic context
- Explain the causes and effects of historical continuity and change
- Present historical explanations from an international perspective
- Present arguments that are clear, coherent, relevant and well substantiated

### Course and assessment outline

Topic	Assessment	Time	HL	SL
Prescribed subject: <ul style="list-style-type: none"> <li>• <i>The Cold War, 1960 to 1979</i></li> </ul>	Paper 1 – <i>source-based analysis and evaluation of various historic documents.</i>	1hr	20%	30%
20 <sup>th</sup> century world history topics: <ul style="list-style-type: none"> <li>• <i>Causes, practices and effects of war</i></li> <li>• <i>The rise and rule of single-party states</i></li> <li>• <i>The state and its relationship with religion and with minorities</i></li> </ul>	Paper 2 – <i>essay questions. Five questions on each topic. Candidates must answer two, each selected from a different topic.</i>	1½hrs	25%	45%
Regional option: <ul style="list-style-type: none"> <li>• <i>Europe (including Russia/ USSR)</i></li> </ul>	Paper 3 – <i>essay questions. 25 questions and candidates must answer three.</i>	2½hrs	35%	-
Historical investigation	<i>Written historical enquiry of 1500-2000 words.</i>	-	20%	25%

For further information: [bengt.rosberg@helsingborg.se](mailto:bengt.rosberg@helsingborg.se)



## Information Technology in a Global Society

There has been a massive rise in the use of computers in modern society. The aim of this course is to investigate the impact of technology on global and local societies.

We look at

- Business
- Health
- Art, Entertainment, Leisure
- Politics and Science
- Environment
- Education

Through those areas of impact we look at specific technologies

- Basic hardware and software
- Applications
- Communications (The Internet and personal /social communication)
- Integrated Systems (Robotics, Artificial Intelligence, Expert Systems)

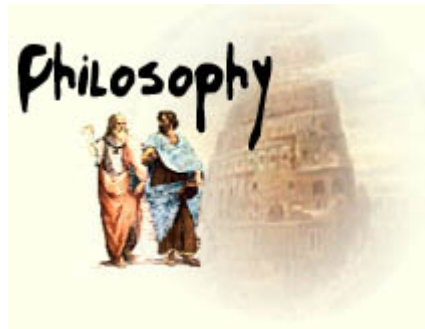
In ITGS there are three exam papers and one piece of internal assessment.

The internal assessment is 3 responses to articles in newspapers regarding IT.

We use a variety of resources including text books, Internet, movie clips, magazines.

The course is offered at both higher and standard level.





The word philosophy comes from the Greek "Lover of Wisdom". In the IB Diploma the emphasis is very much on doing Philosophy rather than learning Philosophy. We spend time in class finding out about different philosophical theories and then reflect on what they mean to us.

There are three units in the Philosophy course.

### **Core Theme**

If the definition of person or identity in the first topic is the starting point for the investigation of the Core Theme, it may be enriched by the study of specific individual and social experiences mentioned in the second topic, The Human Condition. Becoming aware of the human condition can inspire us to examine our characteristics: self-conscious beings, capable of using language and making value judgements; or, made of mind and body, we combine reason, emotions and experiences in our understanding of ourselves, others and the

### **Religion**

In this topic we look at the nature of religion in the world, can we prove the existence of a higher being by experience or observation or reasoning.

### **Theories and Problems of Ethics**

Practical decision making and the conduct by which people live their lives.

### **Assessment**


There are two exams in Philosophy and two pieces of internal assessment

- Writing a philosophical dialogue
- Taking a non philosophical piece and writing a short philosophical paper on it, e.g.; our IB7 class recently made an episode of the Simpsons into a philosophical essay.


Other possible topics for study are:

World Religions, politics, technology, art


FOR CENTURIES,  
DEBATES HAVE BEEN  
RAGING OVER THE  
CONCEPT OF FREE WILL




FATALISTS CLAIM  
THAT EVERY  
ACTION, EVENT,  
AND VIRTUAL  
FIBRE OF  
EXISTENCE IS  
PRE-ORDAINED..




THIS ALEXANDER, IN THE  
OPINION OF SOME, ANY  
SENSE OF PERSONAL  
RESPONSIBILITY - IF ALL  
IS WRITTEN IN THE  
CARDS, WHO CAN BE  
BLAMED? ARE WE  
MERE Pawns OF A  
SUPREME BEING?



PROponents OF FREE  
WILL DECLARE THAT EACH  
OF US CONTROLS THE  
DESTINIES  
INJURED AND  
WE MUST REAP  
THE CONSEQUENT  
HARVEST...



ALTHOUGH, AS A  
TRUE PHILOSOPHER, I  
MUST REMAIN  
IMPARTIAL...



I HATE TO THINK THAT  
I'M DOING THIS  
UNDER DURESS.



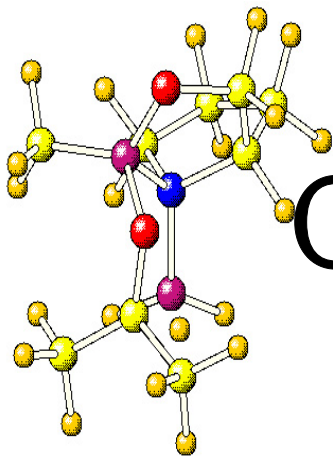
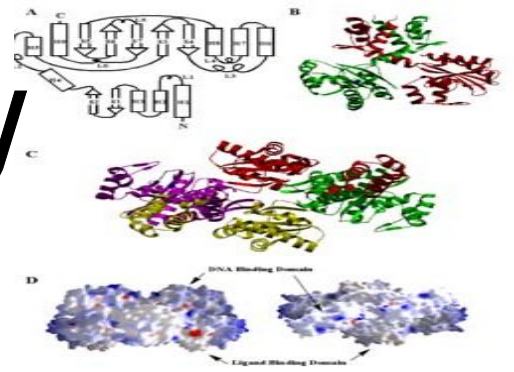
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# GROUP 4

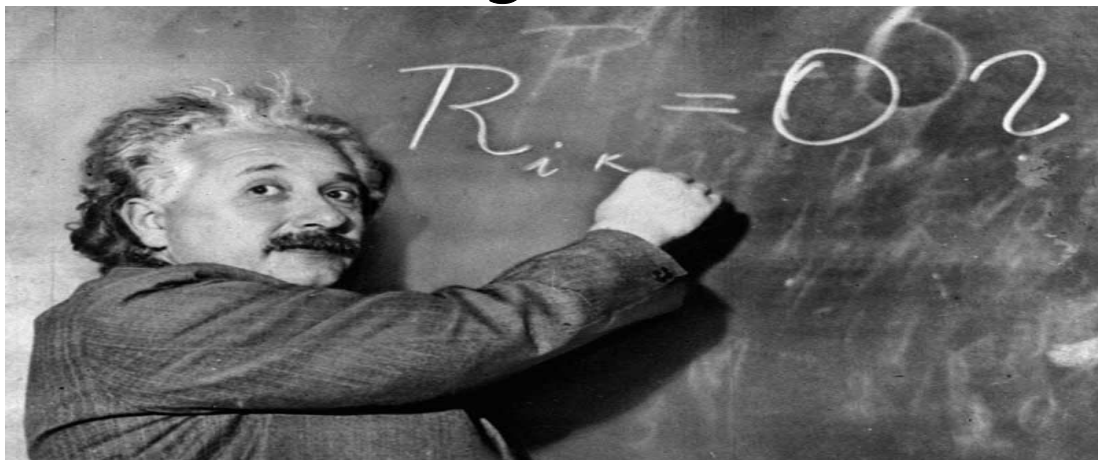
*Experimental Sciences*

Biology



Chemistry

Physics





## BIOLOGY

Biology is a group 4 subject, a science. There are 5 core topics that both Standard Level (SL) and Higher Level (HL) students cover: (80 hours)

- 1) Cells
- 2) The Chemistry of Life
- 3) Genetics
- 4) Ecology and Evolution
- 5) Human Health and Physiology

As well as the core subjects HL students study these topics further for an additional 55 hours.

In addition both HL and SL student must complete two options which in the past were:

- |                               |       |
|-------------------------------|-------|
| 1) Evolution                  | 15/22 |
| 2) Neurobiology and Behaviour | 15/22 |

In addition to the in class work there are laboratory exercises. HL students must have a total of 60 hours in the lab, and SL students must have 40 hours.

**Total Hours for**            **HL: 240 Hours**  
   **SL: 150 Hours**

### Assessment:

Biology can be studied at both HL and SL. HL students are expected to know the material in more detail and also there are higher expectations on laboratory reports.

<b>Higher Level</b>	<b>Standard Level</b>
<p><b>Internal Assessment (24%)</b> There are 8 criteria that must be assessed two times</p> <p><b>External Assessment (76%)</b> Consist of 3 exam papers:</p> <ol style="list-style-type: none"> <li>1) Multiple choice – Covers core material plus additional higher level.</li> <li>2) Short and Long questions – Covers core material plus additional higher level.</li> <li>3) Short answer- Covers options</li> </ol>	<p><b>Internal Assessment (24%)</b> There are 8 criteria that must be assessed two times</p> <p><b>External Assessment (76%)</b> Consist of 3 exam papers:</p> <ol style="list-style-type: none"> <li>1) Multiple choice – Covers core material.</li> <li>2) Short and Long questions – Covers core material plus.</li> <li>3) Short answer- Covers options</li> </ol>

**Resources:** Textbooks – Advanced Biology by Michael Kent



# *International School of Helsingborg*

## *Chemistry – Diploma Programme*

### **Course Description:**

This course focuses on the concepts and theories that form the basis of modern chemistry. This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure.

Emphasis will also be placed on the importance of chemistry in other branches of science. The course is available at both higher level and standard level and therefore it accommodates students who wish to study science in higher education and those who do not.

### **Syllabus Overview:**

The syllabus for the Diploma Programme chemistry course is divided into three parts: the core, the additional higher level (AHL) material and the options. Some topics that we study are provided below:

Organic chemistry	Oxidation and reduction
Acids and bases	Equilibrium
Kinetics	Energetics
States of matter	Bonding
Periodicity	Atomic theory
Stoichiometry	Energy and Fuels
Chemical industries	Environmental chemistry
Human biochemistry	Medicines and Drugs

### **External Assessment (76%)**

- Consists of 3 written papers

### **Internal Assessment (24 %)**

- Investigations will include: short labs, long term practical, computer simulations, fieldwork etc.

### **The Group 4 Project**

- Students will analyze a topic which can be investigated in both Chemistry and Bio in our case.
- 10-15 hours allocated for the G4 project.



# Diploma Physics

Why do physics?

Careers in physics, science, engineering, telecommunication, computing, medicine, veterinary science, understanding of what goes on around you. Intellectually challenging and FUN!

## Syllabus Overview

### Standard Level: 150 hours.

Topics

- 1           **Physics and physical measurement**  
Gives you the tools to be able to do scientific experiments accurately.
- 2           **Mechanics**  
The most obvious part of physics, easily observable, and measurable. Colliding objects, accelerating objects, forces. (Given in data booklet)
- 3           **Thermal physics**  
The physics of heat, how much energy is need to boil water? How much energy is in ice? Why can we not reach absolute zero?
- 4           **Waves**  
Why is the sky blue? Why is sunset red? Why are x-rays dangerous? Is light a particle or a wave? Why do wine glasses break when the lady sings?
- 5           **Electricity and magnetism**  
Phenomenon of electromagnetism. How do trains “hover” on hover-rail? How does a motor work.
- 6           **Atomic and nuclear physics.**  
Unpeeling the layers of the atom. What is inside, why does it behave the way it does? How can an electron be in two places at once?

### Higher Level: 150 + 90 hours.

Topics

- 6           Measurement and uncertainties
- 7           Mechanics
- 8           Thermal physics
- 9           Wave phenomena
- 10          Electromagnetism
- 11          Quantum physics and nuclear physics

Options

Options Standard Level

- A           Mechanics extension
- B           Quantum physics and nuclear physics
- C           Energy extension

Options SL/HL

- D           Biomedical physics
- E           The history and development of physics
- F           Astrophysics
- G           Relativity
- H           Optics

Assessment:

24% - Lab Work (+Group 4 project)

76% - Final Exams – May 2008 – (3 papers)

# GROUP 5

# Mathematics

Percents, Fractions, Decimals

$\frac{1}{4}$  as a percent (out of 100)

A. Find ratio  
 $\frac{1}{4} \times \frac{25}{25} = \frac{25}{100} = 25\%$

B.  $\frac{1}{4} \rightarrow 4 \overline{) 11.00} = 2.75$   
 $\frac{1}{4} = 0.25 = 25\%$

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$\frac{1}{4} = \frac{25}{100} = .25 = 25\%$

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$10\% = \frac{10}{100} = .10 = .1$

# Maths Studies





# Mathematics HL

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students 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 such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

## SYLLABUS OUTLINE

The course consists of the study of seven core topics and one option topic.

### Core syllabus content 190 hrs

#### Requirements

All topics in the core 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 presumed knowledge (PK).

Topic 1—Algebra	20 hrs
Topic 2—Functions and equations	26 hrs
Topic 3—Circular functions and trigonometry	22 hrs
Topic 4—Matrices	12 hrs
Topic 5—Vectors	22 hrs
Topic 6—Statistics and probability	40 hrs
Topic 7—Calculus	48 hrs
<u>Option syllabus content</u>	40 hrs

#### Requirements

Students must study all the sub-topics in one of the following options as listed in the syllabus details.

Topic 8—Statistics and probability	40 hrs
Topic 9—Sets, relations and groups	40 hrs
Topic 10—Series and differential equations	40 hrs
Topic 11—Discrete mathematics	40 hrs

#### Portfolio 10 hrs

Two pieces of work, based on different areas of the syllabus, representing the following two types of tasks:

- mathematical investigation
- mathematical modelling.

## ASSESSMENT OUTLINE

External assessment	5 hrs	80%
Paper 1	2 hrs	30%
Paper 2	2 hrs	30%
Paper 3	1 hr	20%
Internal assessment		20%

# Mathematics SL



This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

## SYLLABUS OUTLINE

The course consists of the study of seven topics.

Total 150 hrs

Syllabus content

140 hrs

### Requirements

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 presumed knowledge (PK).

<b>Topic 1—Algebra</b>	<b>8 hrs</b>
<b>Topic 2—Functions and equations</b>	<b>24 hrs</b>
<b>Topic 3—Circular functions and trigonometry</b>	<b>16 hrs</b>
<b>Topic 4—Matrices</b>	<b>10 hrs</b>
<b>Topic 5—Vectors</b>	<b>16 hrs</b>
<b>Topic 6—Statistics and probability</b>	<b>30 hrs</b>
<b>Topic 7—Calculus</b>	<b>36 hrs</b>
<b>Portfolio</b>	<b>10 hrs</b>

## ASSESSMENT OUTLINE

*External assessment* 3 hrs 80%

Written papers

Paper 1 1 hr 30 min 40%

15 compulsory short-response questions based on the whole syllabus

Paper 2 1 hr 30 min 40%

5 compulsory extended-response questions based on the whole syllabus

*Internal assessment* 20%

### Portfolio

A collection of two pieces of work assigned by the teacher and completed by the student during the course. The pieces of work must be based on different areas of the syllabus and represent the two types of tasks:

- mathematical investigation
- mathematical modelling.

The portfolio is internally assessed by the teacher and externally moderated by the IBO.

# Maths Studies

Standard Level only



This course caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

## Core syllabus content 150 hrs

The course consists of the study of eight topics.

### Requirements

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 presumed knowledge (PK).

### Syllabus content 130 hrs

Topic 1—Introduction to the graphic display calculator 3 hrs

Topic 2—Number and algebra 14 hrs

Topic 3—Sets, logic and probability 20 hrs

Topic 4—Functions 24 hrs

Topic 5—Geometry and trigonometry 20 hrs

Topic 6—Statistics 24 hrs

Topic 7—Introductory differential calculus 15 hrs

Topic 8—Financial mathematics 10 hrs

### Project 20 hrs

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

## **ASSESSMENT OUTLINE**

External assessment details 3 hrs 80%

### General

#### Paper 1 and paper 2

These papers are externally set and externally marked. Together they contribute 80% of the final mark for the course. These papers are designed to allow students to demonstrate what they know and what they can do.

#### Paper 1 1 hr 30 min 40%

This paper consists of 15 compulsory short-response questions.

#### Paper 2 1 hr 30 min 40%

This paper consists of 5 compulsory extended-response questions.

Internal assessment 20%

GROUP 6

# *The Arts*

Visual Art





## **IB Diploma art course information for students**

The IB art program offers the opportunity to discover a "visual language" that is unique to every student. Art stretches the capacity of the mind beyond logical thought to discover creativity, imagination and an enhanced visual perception. It offers each candidate the chance to explore areas that may not have been previously touched upon, and to find their own special direction. Experimentation plays a large role in IB art. Students are actively encouraged to follow their curiosity and to record their findings in order to develop. By the end of the two years it should be clear that there has been growth, with a strong and creative body of work that shows variation, an open mind and strong technical skills. Students are expected to look wider than the arts for inspiration, encircling other aspects of their life and environment. The course is based on both studio work *and* independent research.

The course will be structured so that there is strong teacher input in year 1, with more self-study and planning in year 2. There will be opportunities for gallery visits and trips, and for discovering art from different cultures and periods in time.

### **Assessment for higher level and standard A.**

#### **A Studio work 70% of grade – *External***

This will include opportunities to explore and make different art forms in conjunction with the:

#### **B Research Workbook 30% of grade – *Internal***

This will involve recording detailed notes, drawings and practical experiments that meet and cover all IB criteria.

There is no written examination for IB art. There is, however, an interview with an appointed outside examiner, that takes approximately 45 minutes.

A minimum of 12 studio pieces and 1 research workbook must be submitted by both Higher and Standard Level A candidates at the end of the second year (usually April).



# INTERNATIONAL SCHOOL OF HELSINGBORG



## DIPLOMA COURSE APPLICATION FORM

Candidate

name:

\_\_\_\_\_

Group 1		HL SL
Group 2		HL SL
Group 3		HL SL
Group 4		HL SL
Group 5		HL SL
Group 6		HL SL

If you choose to take seven subjects, please register this below.

Group 7		HL SL
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You must choose at least three High Level subjects, yet for more than four you'll need special permission from the International Baccalaureate Organization.

This form is to be completed and handed in by January 30<sup>th</sup>.

Candidate

signature:

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