



PATHWAYS
WORLD SCHOOL
Learn • Work • Play • Think • LIVE

**International Baccalaureate
Diploma Programme
(IBDP)
Booklet
2009-2011**

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The International Baccalaureate Organization (IBO)

The IBO is a non-profit organization set up in 1968 with its headquarters in Geneva, Switzerland and its examinations office in Cardiff, Wales. In addition there are regional offices and representatives around the world. The IBO public website www.ibo.org has details on the various IB programmes and services.

IBO MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The Pathways Vision

To make Pathways a learning community of motivated students and staff engaged in active learning through the best use of modern technology. To develop young individuals who think, question and are curious through enquiry based learning and project work.

To create responsible global citizens, utilize an international curriculum and principles of student-centred learning.

To impart world class education that shall foster academic excellence, physical fitness, psychological and spiritual health, social consciousness and concern for the environment in each Pathways student through our own systems and practices.

The Learner Profile

The Learner profile outlines the kind of learner an IB student should strive to be

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The Diploma Programme at Pathways World School

The International Baccalaureate Diploma programme is a two-year rigorous and prestigious pre-university qualification. It is highly acclaimed as a solid preparation for higher education and is recognized by universities around the world. The programme is famed for matching breadth with depth and for its holistic outlook.

Parents/guardians of students enrolled in the IBDP are provided a copy of the *General Regulations: Diploma Programme*, after which they are required to sign and return a standard form to the school. Students may be registered for IBDP examinations only on receipt of this form.

The IBDP is portrayed in the shape of a hexagon with the six academic areas around a core. Diploma students are required to do a minimum of six subjects, one subject from each of the six subject groups represented on a hexagon. At least three and not more than four of the selected subjects must be at the Higher Level with the remaining at the Standard Level. Higher level courses cover 240 hours of teaching time while standard level subjects cover 150 hours over the two-year period.

In addition students must fulfil the requirements of the three compulsory components which lie at the core of the hexagon: the Extended Essay, Theory of Knowledge and the Creativity Action and Service Programme (CAS).

Every subject has an internal assessment (coursework) component, which are pieces of work carried out by the student over the two-year period and marked by the teacher. The work is sent to examiners for moderation to ensure the standards are maintained. The weightage accorded to internal assessment varies between 20 to 30 %.

A Pathways student is expected to put in every effort to ensure that the work submitted is of high quality and meets the criteria stipulated by the IBO.

In order to help students to submit quality work on time the DP Coordinator prepares a Student Planner each year.

All teachers of the Diploma Programme are encouraged to use past papers, mark schemes, subject reports, feedback from the IBO, teacher support materials and other materials and publications in their teaching. They can use the IB Resource Room or the Pathways Server to get these materials.

Malpractice and plagiarism are considered serious offences by IB regulations. Students are therefore strongly advised to acknowledge and reference all sources including the internet. In addition, Pathways subscribes to Turnitin, a plagiarism prevention service. Students and teachers are issued a user name and password for use of this service.

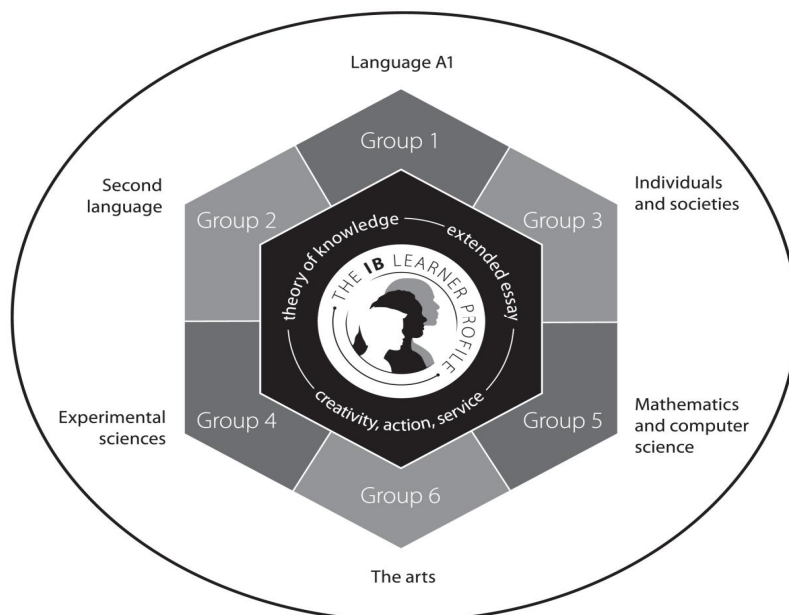
School mock examinations are scheduled in March of year 12 to enable students to get familiar with the exam rubrics and format and to permit both teachers and students to identify strengths and weaknesses. This permits students time to rectify weaknesses prior to the IB final examinations in May of Year 12.

The final written examinations are scheduled in May of the second year of study. The IBDP Coordinator conducts a session to explain and discuss the IB examination rules and regulations and the services available to students for each examination session. Personalized examination schedules are handed over to each student at this session.

Results are available to students on the World Wide Web around the 6th of July for which students are issued a unique user name and personal identification number (PIN). Official results are received by end-August.

At Pathways students are assisted for College Admission by the College Placement Department. Students seeking admission into Indian Universities need to be familiar with the recognition of the IBDP in India. Students returning to Korea need to be familiar with university recognition in the country.

The Diploma Programme Hexagon



| Subjects on offer at PWS | | |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------|-------|
| Group | Subject | Level |
| Group 1 (Language A1) | English A1, Hindi A1 | HL/SL |
| | Self Taught | SL |
| Group 2 (Second Language) | English B, Spanish B, French B | HL/SL |
| | Spanish Ab initio, French Ab initio | SL |
| Group 3 (Individuals & Societies) | Economics, Business & Management, Geography, History, Information Technology in a global Society(ITGS) | HL/SL |
| | EVSS * | SL |
| Group 4 (Experimental Sciences) | Physics, Chemistry, Biology, Design Technology | HL/SL |
| | EVSS * | SL |
| Group 5 (Mathematics & Computer Science) | Mathematics | HL |
| | Mathematics , Maths Studies | SL |
| | Computer Science* | HL/SL |
| Group 6 (The Arts) | Visual Art | HL/SL |
| | Any subject from Group 1 to 4 | |

(Subjects on offer could change depending on the demand)

* EVSS is trans disciplinary subject and can be taken either as a Group 3 or Group 4 subject.

* Computer Science can only be taken with Mathematics

A Diploma Candidate must do one subject from each of the six groups of which at least three and not more than four must be pursued at the Higher Level (HL). In addition a Diploma student is required to complete the three compulsory components at the core of the hexagon. Students are encouraged to choose subjects based on their previous academic records and future career prospects. Students are discouraged to change subjects once the programme commences in August of the first year. All changes in the programme must follow the school procedure.

Group 1 Language A1

Language A1: English HL and SL, Hindi HL and SL

The language A1 course is a literature course undertaken by students in their “best language”, mother tongue or first language. The programme encourages literary appreciation and develops a student’s oral and written skills through a study of a range of literary works.

The Higher Level programme has 4 compulsory components with a total of 15 works:

Part 1 World Literature: three World Literature texts studied as a group and chosen from the IB Prescribed World Literature (PWL) List (Students write 2 essays that are externally assessed).

Part 2 Detailed Study: four works selected from the IB Prescribed Book List (PBL), assessed by a Formal Individual Oral Commentary (IOC) that is internally assessed and externally moderated.

Part 3 Group of Works: four works studied as a group (externally examined).

Part 4 School’s Free Choice: A study of four texts listed by genre, period or theme, which will provide the basis for the internally assessed Individual Oral Presentation (IOP).

The Standard Level has 4 compulsory components with a total of 11 works:

Part 1 World Literature: three World Literature texts studied as a group and chosen from the IB Prescribed World Literature (PWL) List (Students write one essay that is externally assessed).

Part 2 Detailed Study: two works, selected from the IB Prescribed Book List (PBL), assessed by a Formal Individual Oral Commentary (IOC).

Part 3 Group of Works: three works (Studied as a group and externally examined).

Part 4 School’s Free Choice: A study of three texts listed by genre, period or theme, which will provide the basis for the internally assessed Individual Oral Presentation (IOP).

The assessment is as follows:

| | | Higher Level | Standard Level |
|----------------|------------------------------|------------------------------------|-------------------------------------|
| External (70%) | Written Paper Component | Paper 1 Commentary (25%) | Paper 1 Commentary (25%) |
| | | Paper 2 Essay (25%) | Paper 2 Essay (25%) |
| | World Literature assignments | Assignment 1 (10%) | 1 World Literature assignment (20%) |
| | | Assignment 2 (10%) | |
| Internal (30%) | Oral component | Individual oral commentary (15%) | Individual oral commentary (15%) |
| | | Individual oral presentation (15%) | Individual oral presentation (15%) |

Group 2 Second Language

Language B: Hindi HL and SL, French HL and SL, Spanish HL and SL

This foreign language course is designed for students who have some previous experience of the target language. The focus of the programme is on the four primary language skills: listening, speaking, reading and writing. Competence in these language skills will be achieved through an understanding of three interrelated areas which form the basis of the assessment criteria: handling the language accurately (grammar, syntax etc.), cultural interaction – selecting language appropriate to a particular cultural and social context and message – understanding how ideas are organized for appropriate communication. A wide range of texts and materials are used by the teacher to develop language skills and enhance cultural awareness.

Though the nature of the Language B Programme is same for higher and standard level, the two levels differ in the type of texts used and in the breadth and depth of the language used.

The assessment is as below:

| | | Higher Level | Standard Level |
|----------------|-------------------------|----------------------------------|---------------------------------|
| External (70%) | Written Paper Component | Paper 1 Text Handling (40%) | Paper 1 Text Handling (40%) |
| | | Paper 2 Written Production (30%) | Paper 2 Written Response (30%) |
| Internal (30%) | Oral component | Individual Oral (15%) | Individual Oral (15%) |
| | | Interactive Oral Activity (15%) | Interactive Oral Activity (15%) |

Language Ab Initio: French SL, Spanish SL

This course, available only at Standard Level, is designed for beginners who have no previous learning. The main aim of this programme is to develop language skills for everyday social interaction and a basic awareness of the culture or cultures using the target language. The foundation of any ab initio course is the core syllabus which is divided into seven topics: the individual, education and work, towns and services, food and drink, leisure and travel, the environment and health and emergencies. Students are expected to be familiar with these topics in order to develop a vocabulary that is common to everyday life. The four language skills i.e. listening, speaking, reading and writing are developed in an integrated manner and through the use of a wide range of materials and texts.

The assessment for this course is summarized below:

Standard Level

| | | |
|----------------|-------------------------|----------------------------------|
| External (70%) | Written Paper Component | Paper 1 Text Handling (40%) |
| | | Paper 2 Written Production (30%) |
| Internal (30%) | Oral component | Individual Oral (15%) |
| | | Interactive Oral Activity (15%) |

Group 3 Individuals and Societies

Geography

Geography is spatial in its approach and is concerned with the interaction between man and the environment. The IB course enables students to appreciate both the physical and human branches of the subject.

The syllabus at both higher and standard levels is divided into three compulsory sections:

Part 1 Geographical Skills: These are introduced and developed throughout the course in an integrated manner and permit students to use geographical terminology and techniques.

Part 2 Core Themes - Population, Development and Resources: this theme is compulsory at both the higher and standard levels

Part 3 Optional Themes.

HL students study **four** of the optional themes; at least two from section A and at least one from section B. At SL any **two** optional themes may be selected from the three sections.

The assessment pattern is

| | Higher Level | Standard Level |
|----------|-------------------------------------|-------------------------------------|
| External | Paper 1 Core theme (25%) | Paper 1 Core theme (40%) |
| | Paper 2 Optional themes (75%) | Paper 2 Optional themes (40%) |
| Internal | Fieldwork with written report (25%) | Fieldwork with written report (25%) |

History

History is a study of the past to help understanding of the present. The IB course promotes the acquisition of historical knowledge in breadth and depth and of different cultures. One of the main objectives of this programme is to comprehend, analyze and evaluate source material. The IB syllabus outline is below:

Higher level students study one Prescribed subject of the three prescribed by the IBO, two 20th Century World History topics of the six mentioned in the syllabus and one regional option of the five prescribed options. At Pathways, Europe (including Russia/USSR) is currently included as the regional option. Standard level students study one prescribed subject and two 20th Century World History topics.

The assessment pattern is summarized below.

| | Higher Level | Standard Level |
|----------|------------------------------------------|------------------------------------------|
| External | Paper 1 Prescribed subject (20%) | Paper 1 Prescribed subject (30%) |
| | Paper 2 20th Century World History (25%) | Paper 2 20th Century World History (45%) |
| | Paper 3 Regional option (35%) | |
| Internal | Historical Investigation (20%) | Historical Investigation (25%) |

Economics

Economics is essentially about scarcity and resource allocation. Students are required to develop an understanding and knowledge of economic concepts and theories and analyze and evaluate information through these concepts and theories. Application of theory to various situations is also a key requirement of the course.

Both HL and SL students study the five key areas of the curriculum, HL students study supplementary extension material in each topic. The sections are:

- 1 Introduction to Economics
- 2 Microeconomics
- 3 Macroeconomics
- 4 International Economics
- 5 Development Economics

The assessment model is summarized below.

| | Higher Level | Standard Level |
|----------|-----------------------------------|-----------------------------------|
| External | Paper 1 Extended response (20%) | Paper 1 Extended response (25%) |
| | Paper 2 Short answer (20%) | Paper 2 Data response (50%) |
| | Paper 3 Data response (40%) | |
| Internal | Portfolio of 4 commentaries (20%) | Portfolio of 4 commentaries (25%) |

Information Technology in a Global Society(ITGS)

This course explores the impact of IT on Individuals and Society. Through this subject students would analyze and evaluate the ethical considerations of using IT at the local and global levels.

The ITGS syllabus is divided into three sections: Social and ethical issues, IT systems in a social context and Areas of Impact (six areas are identified). The three sections are interconnected and a teacher usually uses an integrated approach. Use of real life situations is encouraged and drawing examples from local, national and global levels is considered essential to the course.

The assessment model is represented below.

| Assessment type | Higher Level | Standard Level |
|-----------------|-----------------------------------|------------------------------------------------------|
| External | Paper 1 Short answer (20%) | Paper 1 Short answer (25%) |
| | Paper 2 Structured question (35%) | Paper 2 Structured question (35%) |
| | Paper 3 case study (25%) | |
| Internal | Portfolio and extension (20%) | Project - product, written report and log book (20%) |

Business and Management

Business and Management is a study of how individuals and groups interact in a business environment. This course is designed to give students an understanding of business principles, practices and skills.

The Higher level syllabus consists of six compulsory modules:

- Introduction to Organizations
- The External Environment
- Marketing
- Human Resource Management
- Operations Management
- Accounting and Finance

The assessment model is summarized below:

| Assessment type | Higher Level |
|------------------------|-------------------------------|
| External | Paper 1 Case study (40%) |
| | Paper 2 Optional themes (35%) |
| Internal | Research Project (25%) |

Group 4 Experimental Sciences

A common curriculum model applies to all of the Group 4 subjects with some modification to the DT course. A common **core** of material is studied by both HL and SL students, and this is supplemented by the study of **two options**. At Higher Level students also study Additional Higher Level (AHL) material. Laboratory investigative work inclusive of the Group 4 Project constitutes 60 hours for the HL programme and 40 hours for SL.

The Group 4 is an interdisciplinary activity in which all Diploma candidates must participate. A topic or problem is selected by the science department and is investigated through each of the four science disciplines. Emphasis during this collaborative exercise is on process rather than product.

The curriculum model for Biology, Chemistry and Physics is outlined below:

| | | Higher Level (hours) | Standard Level (hours) |
|----------------------|-------------------------------|-------------------------|---------------------------|
| Total Teaching Hours | | 240 | 150 |
| Theory | Core | 80 | 80 |
| | Two Options | 45 | 30 |
| | Additional Higher Level (AHL) | 55 | |
| Internal assessment | Investigations | 45-50 | 25-30 |
| | Group 4 project | 10-15 | 10-15 |

The assessment for the Biology, Chemistry and Physics is summarized below:

| Assessment type | Higher Level | Standard Level |
|-----------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------|
| External (76%) | Paper 1 Multiple choice questions (20%) | Paper 1 Multiple choice questions (20%) |
| | Paper 2 data-based questions, short answers & extended response (36%) | Paper 2 data-based questions, short answers & extended response (32%) |
| | Paper 3 Short answers and extended response (20%) | Paper 3 Short answers (24%) |
| Internal (24%) | Investigations and Group 4 interdisciplinary project | Investigations and Group 4 interdisciplinary project |

Biology

Biology is studied around four basic biological concepts that run throughout the course. These concepts serve as themes that unify the various topics of the course. The concepts are:

Structure and Function
Universality versus Diversity
Equilibrium within Systems
Evolution

Core: includes six topics: Statistical analysis, Cells, Chemistry of Life, Genetics, Ecology & Evolution, Human Health and Physiology.

AHL: includes five topics: Nucleic Acids and Proteins, Cell Respiration and Photosynthesis, Genetics, Plant Science and Human Health and Physiology.

Options: Higher level students study two options chosen from the following: Evolution, Neurobiology and behaviour, Microbes and biotechnology, Ecology and conservation, and Further human physiology.

Standard level students study two options chosen from the following: Human Nutrition and Health, Physiology of Exercise, Cells and Energy, Evolution, Neurobiology and behaviour, Microbes and biotechnology, Ecology and conservation.

Chemistry

The Chemistry course permits a balance between academic study and practical and investigation skills. An overview of the IB Chemistry course is presented below.

Core: includes eleven topics in the following subject areas: Stoichiometry, Atomic Theory, Periodicity, Bonding, States of Matter, Energetics, Kinetics, Equilibrium, Acids and bases, Oxidation and reduction and Organic Chemistry.

AHL: includes eight topics on the following subject areas: Bonding, Kinetics, Energetics, Equilibrium, Acids and bases, Oxidation and reduction and Organic chemistry.

Options: Higher level students will study **two options** chosen from the following: Medicine and Drugs, Human biochemistry, Environmental chemistry, Chemical industries, Fuels and energy, Modern analytical chemistry and Further organic chemistry.

Standard level students study **two options** from the following list: Higher physical organic chemistry, Medicines and Drugs, Human biochemistry, Environmental chemistry, Chemical industries, Fuels and energy and Modern analytical chemistry.

Physics

An overview of the Physics course is represented below:

Core: includes eight topics in the following subject areas: Physics and Physical Measurement, Mechanics, Mechanics Thermal Physics, Oscillations and Waves, Electric Current, Fields and forces, Atomic and Nuclear, Physics, Energy, Power and Climate Change.

AHL: includes eight topics in the following subject areas: Motions in fields, Thermal Physics, Wave Phenomenon, Electromagnetic Induction, Quantum Physics and Nuclear Physics, Digital Technology.

Options SL: **Option A:** Sight and move phenomena, **Option B:** Quantum Physics and Nuclear Physics, **Option C:** Digital Technology, **Option D:** Relativity and Particle Physics, **Option E:** Astrophysics, **Option F:** Communications **Option G:** Electromagnetic Waves, **Option H:** Relativity, **Option I:** Medical Physics, **Option J:** Particle Physics

SL Students any two options from A to E and HL: any two from E to J.

Design Technology

The main focus of this course is the **design cycle** and students use this process in both the practical investigative tasks as well as in theory. This subject requires students to experience practical, experimental, investigative and project work in the workshop and classroom. The curriculum model is represented below:

| | | Higher Level (hours) | Standard Level (hours) |
|----------------------|-------------------------------|----------------------|------------------------|
| Total Teaching Hours | | 240 | 150 |
| Theory | Core | 65 | 65 |
| | Options | 45 | 30 |
| | Additional Higher Level (AHL) | 49 | |
| Internal assessment | Investigations | 35-45 | 55 |
| | Design project | 31 | 19 |
| | Group 4 project | 10-15 | 10-15 |

Core: includes seven topics + 1 option topic for SL students and twelve topics +1 option topic for HL students:

Topics for HL & SL Students: Design Process, Product Innovation, Green Design, Materials, Product Development, Product Design and Evaluation,

Topics for HL Students only: Energy, Structures, Mechanical Design, Advanced Manufacturing Techniques and Sustainable Development

Options: Higher level and standard level students will study one **option** from the following two options: Human Factors in Design or CAD/CAM Manufacturing.

Group 5 Mathematics & Computer Science

Mathematics courses are designed to cater to different types of students.

Mathematical Studies SL (First Examinations 2006)

This course is designed to build confidence and encourage students who do not wish to pursue mathematics in their further qualifications. Students are expected to have access to a GDC during this course.

The programme consists of eight topics:

- . Introduction to the graphic display calculator
- . Number and algebra
- . Sets, logic and probability
- . Functions
- . Geometry and trigonometry
- . Statistics
- . Introductory differential calculus
- . Financial mathematics.

The assessment pattern is summarized below:

| | |
|----------|----------------------------------------------------------|
| External | Paper 1-15 compulsory short response questions (40%) |
| | Paper 2 - 5 compulsory extended-response questions (40%) |
| Internal | Project (20%) |

Mathematics Standard Level (First examinations 2008)

This programme is for students who have a sound knowledge and ability in Mathematics. It is suited to students need mathematics to pursue further university studies.

The programme consists of seven topics:

- . Algebra
- . Functions and Equations
- . Circular functions and trigonometry
- . Matrices
- . Vectors
- . Statistics and probability
- . Calculus

The assessment is summarized below:

| | |
|----------------|------------------------------------------------------------------------------------------------------------------------|
| External (80%) | Paper 1 compulsory extended-response and short-response questions (40%) Non Calculator |
| | Paper 2 compulsory extended-response and short-response questions (40%) Calculator |
| Internal (20%) | Portfolio of 2 pieces of work representing 2 types of tasks (20%) mathematical investigation mathematical modelling |

Mathematics Higher Level

Higher Level Mathematics is intended for students with very good background in the subject and who wish to include mathematics as a major component of their future studies.

The programme consists of seven core topics and one option selected from four prescribed topics.

The core topics are:

- . Algebra
- . Functions and equations
- . Circular functions and trigonometry
- . Matrices
- . Vectors
- . Statistics and probability
- . Calculus

The optional topic is chosen from:

- . Statistics and probability
- . Sets, Relations and Groups
- . Series and differential equations
- . Discrete Mathematics

The assessment is summarized below.

| | |
|----------------|------------------------------------------------------------------------------------------------------------------------|
| External (80%) | Paper 1 compulsory extended-response and short-response questions (30%) Non Calculator |
| | Paper 2 compulsory extended-response and short-response questions (30%) Calculator |
| | Paper 3 extended-response questions based mainly on the syllabus options (20%) |
| Internal (20%) | Portfolio of 2 pieces of work representing 2 types of tasks (20%) mathematical investigation mathematical modelling |

Computer Science

Computer Science involves the solving of problems through the use of computers. The emphasis is on a logical approach and analytical thinking.

The programme consists of the following: Common core has three topics (for HL and SL):

- 1 Systems life cycle and software development
- 2 Program construction in Java
- 3 Computing system fundamentals

Additional Higher Level material (HL only):

- 1 Computer mathematics and logic
- 2 Abstract structures and algorithms
- 3 Further system fundamentals
- 4 File organization

The assessment is summarized below. Students who pursue this subject are expected to demonstrate growth and commitment through the study of art and an interrelationship between their research and their artistic production. The core elements as described in the IBO Guide are:

| | Higher Level | Standard Level |
|----------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| External (65%) | Paper 1 short answer questions and six compulsory structured questions (32.5%) | Paper 1 short answer questions and four compulsory structured questions (32.5%) |
| | Paper 2 Three compulsory extended-response and one compulsory question on the case study (32.5%) | Paper 2 Two compulsory extended-response and one compulsory question on the case study (32.5%) |
| Internal (35%) | Program Dossier: an in-depth project | Program Dossier: an in-depth project |

Group 6 The Arts

Students who pursue Visual Art are expected to demonstrate growth and commitment through the study of art and an interrelationship between their research and their artistic production. The core elements as described in the IBO Guide are:

- Introduction to art concepts, criticism and analysis
- Acquisition of studio technical and media skills
- Relation of art to socio-cultural and historical contexts

The course comprises of two linked compulsory parts with activities integrating the two:

Part A: Studio Work practical exploration and artistic production

Part B: Research Workbook Independent critical research and analysis, visual and written,
in more than one culture

The difference between the HL and SL programme is expressed in the number of hours spent on the two parts of the programme and is summarized below:

Higher Level (240 hours)

| | Studio Work | Investigation Workbooks |
|----------------|-------------|-------------------------|
| Option A (HLA) | 60% | 40% |
| Option B (HLB) | 40% | 60% |

Standard Level (150 hours)

| | Studio Work | Investigation Workbooks |
|----------------|-------------|-------------------------|
| Option A (SLA) | 60% | 40% |
| Option B (SLB) | 40% | 60% |

Studio Work involves practical exploration and artistic production.

Investigation work involves independent, contextual, visual and critical investigation and reflection, both visual and written.

| | HLA | SLA | HLB | SLB |
|-------------------------|-----------|----------|-----------|----------|
| Studio Work | 144 hours | 90 hours | 96 hours | 60 hours |
| Investigation Workbooks | 96 hours | 60 hours | 144 hours | 90 hours |

Transdisciplinary Subject

Environmental Systems and Societies SL (Group 3 and 4)

As a transdisciplinary subject environmental systems and societies combines knowledge and skills associated with two groups of the IB hexagon - the experimental sciences and individuals and societies.

The course has seven topics:

- The ecosystem
- Human population, carrying capacity and resource use
- Conservation and diversity
- Pollution and management
- The issue of global warming
- Environmental value system

The assessment pattern is summarized below:

| Assessment Type | |
|-----------------|-----------------------------------------------------------------------------|
| External (80%) | Paper 1 (30%) Short answer and data based question |
| | Paper 2 (50%) Section A - Case study Section B - Structured essay questions |
| Internal (20%) | Practical and fieldwork activity |

The Extended Essay

The Extended Essay (EE) is a piece of personal research of about 4000 words supervised by a teacher at Pathways in accordance with the guidelines published by the IBO. The EE must be in one of the DP subjects and must meet the assessment criteria and follow subject-specific details. All Extended Essays are externally marked on a scale from 0 to 36. The supervisor submits a predicted grade to the IBO.

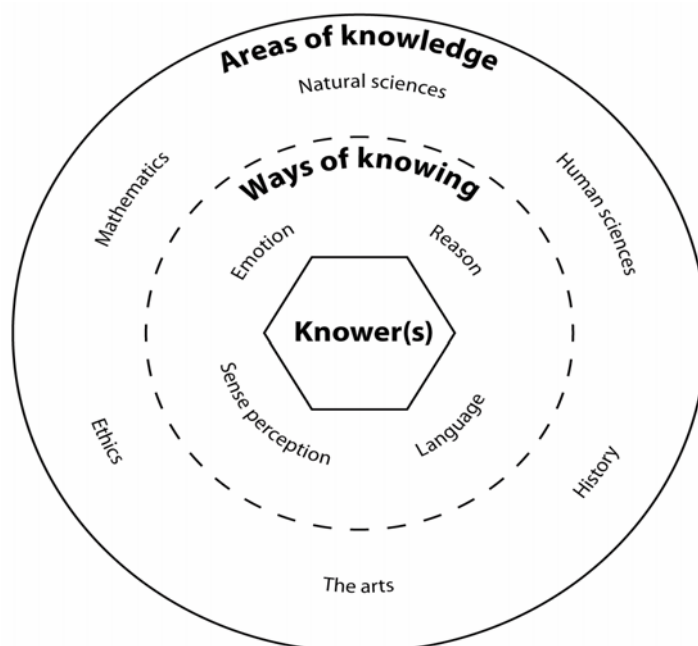
Extended Essay -Grade boundaries*

| | |
|---|-------|
| A | 36-31 |
| B | 30-26 |
| C | 25-18 |
| D | 17-11 |
| E | 10-00 |

*Grade boundaries are subject to change shortly

Theory of Knowledge

The Theory of Knowledge (TOK) course is known as the “flagship” of the DP and encourages students to think critically about knowledge itself. The TOK programme is often represented by the pictorial diagram below.



At the heart of the course is the student as a knower, surrounded by the ways of knowing and the areas of knowledge. The manner and order in which the topics are addressed is decided by the TOK Coordinator and the team of teachers.

The TOK course has two assessment tasks:

| | | |
|--------|----------------------------------|--------------------------------------------------------------|
| Part 1 | Externally assessed 40 points | Essay (1200 – 1600 words) on one of the 10 prescribed titles |
| Part 2 | Internally assessed 20 points | The presentation (individual or group) |
| | | A written presentation planning document and marking form |

The prescribed titles are sent by the IBO each year.

Both tasks are assessed using identified criteria. There are four assessment criteria for each of the tasks.

The TOK Coordinator is expected to predict a grade (A to E) at the end of the course. A student may be awarded three bonus points in conjunction with the Extended Essay as explained above.

The Diploma Bonus points Matrix

| | | Theory of Knowledge | | | | |
|-------------------|---|---------------------|----|----|----|----------|
| | | A | B | C | D | E |
| Extended Essay | A | +3 | +3 | +2 | +2 | +1 F* |
| | B | +3 | +2 | +1 | +1 | F* |
| | C | +2 | +1 | +1 | 0 | F* |
| | D | +2 | +1 | 0 | 0 | F* |
| | E | +1 F* | F* | F* | F* | F |

F* : From 2010 onwards 28 points overall will be required to be eligible for the diploma if a student attains an 'E' grade in either the extended essay or theory of knowledge.

As previously, a grade 'A' in one of the requirements earns an extra point even if the other is a grade 'E'.

Attaining a grade 'E' in both the extended essay and theory of knowledge continues to represent an automatic failure.

Grading

Grading at Pathways follows the IB pattern where IB subjects are graded on the scale 1(lowest) to 7(highest) where a Grade 4 is considered to be pass.

| Grade | Grade Descriptors at Pathways World School | |
|-------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 | Excellent | Demonstrates a comprehensive knowledge and understanding of concepts and principles in the subject area. Analyses and evaluates information and data thoroughly to make appropriate predictions providing detailed explanations. Solves most problems from a variety of contexts, proficiently. |
| 6 | Very Good | Displays very broad knowledge and thorough understanding of subject area. Shows high level of competence at analyses and evaluation, providing explanations for predictions. Demonstrates ability to solve familiar problems and some new problems in contexts beyond the syllabus. |
| 5 | Good | Has a broad knowledge and sound understanding of concepts, and applies them to some contexts. Shows competence at analysis and evaluation, providing explanations to simple phenomena. Solves basic problems with some evidence of critical thinking. |
| 4 | Satisfactory | Has reasonable knowledge and understanding of the subject area with evident gaps. Demonstrates limited ability to apply concepts, is descriptive rather than analytical and evaluative. Solves routine problems and has difficulty with new situations. Lacks clarity and repetitive in communication. |
| 3 | Mediocre | Demonstrates partial knowledge and limited understanding of subject area. Weak at application of concepts and principles. Limited problem solving skills of routine/basic problems. Communication is irrelevant and shows lack of clarity. |
| 2 | Poor | Displays limited ability to recall factual information with basic comprehension of concepts. Shows a lack of evidence of application and minimal ability to manipulate data or solve problems. Responses are often incomplete or irrelevant. |
| 1 | Very Poor | Has fragmented recall of knowledge with little understanding of concepts. Shows very limited or no ability at problem solving. Requires constant supervision within a detailed structure or plan. |

Award of Diploma

A student who excels in all subjects will achieve 42 points. Since 3 additional bonus points may be earned from the combined performance on the TOK and Extended Essay, the maximum total points that a student can aspire for is a perfect 45 points. A candidate will not qualify for the award of the diploma if certain requirements have not been met. (Refer to the *General Regulations: Diploma Programme*.) The following codes indicate which requirements have not been met.

These codes apply to all diploma (and retake) candidates.

- 1 Candidate's total points are less than 24.
- 2 A grade N has been awarded for one or more subjects, theory of knowledge or the extended essay.
- 3 A grade E has been awarded for both theory of knowledge and the extended essay.
- 4 There is a grade 1 awarded in any subject and level.
- 5 CAS requirements have not been completed.
- 6 Candidate is guilty of malpractice.
- 7 There are four or more Grades 3 or below awarded.

These codes apply to diploma (and retake) candidates with 24 to 27 points inclusive.

- 8 There is one or more Grade 2 awarded at higher level.
- 9 There are two or more Grades 2 awarded at standard level.
- 10 Candidate has registered for three higher level subjects, and gained fewer than 12 points on these.
- 11 Candidate has registered for three standard level subjects, and gained fewer than 9 points on these.
- 12 Candidate has registered for four higher level subjects, and gained fewer than 16 points on these.
- 13 Candidate has registered for two standard level subjects, and gained fewer than 6 points on these.

These codes apply to diploma (and retake) candidates with 28 points or more.

- 14 There are two or more grades 2 awarded at higher level.
- 15 There are three grades 2 awarded at standard level.
- 16 Candidate has registered for three higher level subjects, and gained fewer than 11 points on these.
- 17 Candidate has registered for three standard level subjects, and gained fewer than 8 points on these.
- 18 Candidate has registered for four higher level subjects, and gained fewer than 14 points on these.
- 19 Candidate has registered for two standard level subjects, and gained fewer than 5 points on these.

For further information read:

- **The Schools' Guide to the Diploma Programme**
- **A Basis for Practice: the Diploma Programme**
- **A continuum of International Education**

All available at

Pathways World School IB/IGCSE Resource Room

Or online at

<http://www.ibo.org/dp/slideg.cfm>



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME 2009 – 2011
Subject Choice Form

Student's Name: _____

(Choose one subject from each of the 6 groups: 3 of your 6 subjects must be at a Higher Level)

Group 1 - Language A1

| | | |
|---------------|---------------|----------------|
| English A1 HL | English A1 SL | Self Taught SL |
| Hindi A1 HL | Hindi A1 SL | |

Group 2 - Second Language (B or Ab initio)

| | | |
|--------------|--------------|----------------------|
| English B HL | English B SL | |
| Hindi B HL | Hindi B SL | |
| French B HL | French B SL | French Ab initio SL |
| Spanish B HL | Spanish B SL | Spanish Ab initio SL |

Group 3 - Individuals and Societies

| | | |
|--------------------------|---------------------------|----------|
| Geography HL | Geography SL | |
| History HL | History SL | |
| Economics HL | Economics SL | |
| Business & Management HL | Business & Management SL# | |
| ITGS HL | ITGS SL | EVSS SL* |

Group 4 - Experimental Sciences

| | | |
|----------------------|----------------------|----------|
| Biology HL | Biology SL | |
| Chemistry HL | Chemistry SL | |
| Physics HL | Physics SL | |
| Design Technology HL | Design Technology SL | EVSS SL* |

Group 5 - Mathematics

| | | |
|---------------------|---------------------|-----------------|
| Mathematics HL | Mathematics SL | Math Studies SL |
| Computer Science HL | Computer Science SL | |

(Computer Science can only be taken along with Mathematics)

Group 6 – The Arts

| | |
|----------------|----------------|
| Visual Arts HL | Visual Arts SL |
|----------------|----------------|

OR an Optional subject from Groups 1 to 4 OR Computer Science from Group 5

: Level will be reviewed in August 2009

SIGNATURE & DATE: _____