International Baccalaureate Diploma Programme

2026 Subject Guide

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Merici College

International Baccalaureate Diploma Programme Subject Guide 2026

Wise Street BRADDON, ACT
Telephone: (02) 6243 4100
Facsimile: (02) 6243 4199
Email: principal.merici@merici.act.edu.au
Website: www.merici.act.edu.au

Mrs Anna Masters
Principal

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WELCOME

Welcome to the IB Diploma Programme Journey. This is an exciting time for learners to be part of an international programme of education, connected to a global community through shared experiences.

The International Baccalaureate Diploma Programme (DP) is a rigorous, demanding, yet highly rewarding two-year course of study that aims to prepare students for future study and employment. It offers students the opportunity to select a broad curriculum of study that is future focused and encourages international mindedness. The world class education that the IB DP offers is an excellent opportunity for students to develop as a whole person, through the CAS (Creativity, Activity, Service), the ToK course (Theory of Knowledge) and the Extended Essay in addition to the subjects studied.

The IB DP is an inclusive programme and those students who are willing to work hard and seek increased learning opportunities and challenge will find greater success and rewards in their IB journey. Angela Duckwork defines Grit as "…the tendency to sustain interest in and effort toward very long-term goals." (Duckworth, 2013). The design of the IB DP as a two-year programme, culminating in examination period at the end of the second year, means that students will be preparing for success over this extended period. Grit and self-control will be key characteristics of a successful Diploma candidate.

At Merici College, we are excited to support and guide students through their learning, providing them the opportunities to develop as a person as well as a student through the application of the IB Learner Profile and a focus on approaches to learning as well as the content required, so learning is transferable and long term. We are in a unique position to provide an international education in a Catholic setting, the only IB DP Catholic school in Canberra.

Welcome aboard.

Elizabeth Chase
Head of IB
Natalie.fairfax@merici.act.edu.au

*All information in this handbook has been written according to subject handbooks and policies, correct at time of printing. All assessment procedures are updated yearly and can be found at: International Baccalaureate Organization. (2023) *Diploma Programme Assessment procedures 2023*. Cardiff. More information about policies are available via our school website: www.merici.act.edu.au.

MERICI COLLEGE MISSION AND VISION

MISSION STATEMENT

Merici College empowers women to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

VISION

Merici College endeavours to be a vibrant, faithful learning community that fosters excellence, and takes positive action to build a shared global future.

PURPOSE

To educate women so that they are empowered to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

VALUES

Fidelitas

We are a faithful community.

'Act, bestir yourselves, have faith and confidence. You will see wonders.'(Angela Merici's Counsels)

Integritas

We are a principled community.

'See how important integrity is. For this reason long for it, search for it, embrace it, hold onto it with all your strength.' (Angela Merici's Counsels)

Communitas

We are an inclusive community.

'Let the quality of our relationships be characterised by goodness, kindness, gentleness and attentiveness to the needs of every person.' (Angela Merici's Counsels)

Spes

We are a hope-filled community.

'Hold this for certain … every request you ask of God will certainly be granted.' (Angela Merici's Counsels)

As a Catholic community aspiring for excellence, Merici College is inspired by our Catholic teachings:

"Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things." (Philippians 4:8)

We are an innovative, progressive and caring learning community, committed to the well-being of our students and driven by our Catholic values. We work in partnership with parents to provide a nurturing and inclusive environment, which develops young women who can lead and have impact within their communities by showing respect for others, empathy, intercultural understanding and positive stewardship. In order to facilitate the ongoing spiritual, emotional, academic and social development of our young women, Merici College has a comprehensive Pastoral Care system based on Christian beliefs. We create a positive and inclusive learning environment that develops and challenges students who are compassionate, confident and active members of our global community. Our vision for each young woman is that she feels fully prepared to meet the challenges of an increasingly globalised world where differences are valued and respected.

We take St Angela Merici as our guide and as such view each student as a unique individual with inherent dignity.

> "The more you esteem them, the more you will love them; the more you love them, the more you will care for and watch over them. And it will be impossible for you not to cherish them day and night, and to have them all engraved in your heart, one by one, for this is how real love acts and works." (St Angela Merici)

Teaching and Learning at Merici College is designed, implemented and evaluated to achieve excellence in education. We promote enthusiasm and energy for learning within our classrooms by utilising a variety of strategies to meet individual student needs. We encourage ownership of learning, higher-order and critical thinking and reflection to empower students and allow them to develop the self-discipline and drive required to become life-long learners.

Our focus is on developing students holistically, so that they become compassionate and active members of our global community: young women who value ethical behaviour, who have a strong yet realistic sense of their own worth, and who are ready to take their place the world.

"Love your daughters equally, do not have any preference for one rather than the other, because they are all children of God, and you do not know what He wishes to make of them." (St Angela Merici)

IB MISSION STATEMENT

The International Baccalaureate 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 organisation works with schools, governments and international organisations 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 IB LEARNER PROFILE

An IB education fosters international-mindedness by helping students reflect on their own perspective, culture and identities, and then on those of others. By learning to appreciate different beliefs, values and experiences, and to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress toward a more peaceful and sustainable world. [1]

IB learners strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

[1] What is an IB Education? pg 2 https://ibo.org/globalassets/what-is-an-ib-education-2017-en.pdf

THE DIPLOMA PROGRAMME

The Diploma Programme Model

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognised, university-entrance qualification for students. It is a rigorous pre-university course of study designed for 16 to 19-year-old students and is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three core components: Theory of Knowledge (ToK), Creativity, Activity and Service (CAS), and the Extended Essay (EE)

Entry to the Diploma Programme Pathway

There are no prerequisites as such to entering the Diploma Programme at Merici College. The decision to enrol in the IB Diploma Programme is one that should be made by the student with advice and guidance from their family and staff at Merici College. All students entering Year 11 at Merici will engage with course counselling to ensure the pathway they take is suitable for them and their future direction. It is advised that if students know what university course they wish to apply for that they check any prerequisites for their courses and/or seek advice from the career's advisor at Merici. Most Australian universities recognise and accept the IB Diploma and in many cases have early entrance. There are also more universities who are accepting students who do not obtain their full diploma.

There are some requirements for individual courses. For example, Language Acquisition. Please check individual subjects for guidance on acceptance into the course. Students wishing to study a course at Higher Level (HL) will make their HL choices in consultation with the Studies Coordinator of that course, to ensure the student has the best chances of success in the Diploma.

HL Recommendations

To support students in the process of selecting courses for IB Diploma, the following courses will require students to obtain a teacher recommendation if they wish to study this subject at Higher Level:

Group 2: Language Acquisition (French, Chinese and Italian)

These courses at Higher Level require a solid foundation and assumed knowledge so the recommendation is to ensure students are placed at a position where they have the best chance of success in the Diploma. The letter of recommendation will be provided from the students current Mathematics and Languages teacher which will outline the most appropriate course and level for that student.

Students are required to study at/or below the level or below the level the courses recommended to them. Any concerns with the level recommended can be discussed with the Deputy Principal of Teaching and Learning. For those students arriving new to Merici College in Year 11 or 12, the College may use the latest academic report issued to the student, contact the previous school and/or students could be asked to complete an assessment to assist with offering appropriate advice for course selection.

Is the IB Diploma for me?

The Diploma Programme is not for every student. The courses can be demanding and require a time commitment to all areas of the DP. Indeed, it may not even be the right choice for some high-achieving students. Entry into the programme should be based on (a) meeting the prerequisites of the subject, (b) the amount of effort you are willing to put into your academic studies (including extracurricular activities), and (c) your academic and career goals.

Some students may find more success investing their time and effort into a more specialised academic pathway or into a more vocational based pathway. Course counselling will be provided to students and their families to seek the best option for further study.

Success in the DP is influenced by several factors:

- Self-motivation
- A desire to seek out challenges and embrace them
- Self-management/organisational skills
- Strong English ability
- Competency in Mathematics
- Previous success in the courses selected
- Strong critical and analytical thinking
- Active participation in class discussion
- Openness to, and tolerance of, different perspectives, beliefs and ideas
- Stress management skills
- A supportive home environment
- A broad and balanced approach to education - beyond the academic and beyond the classroom
- A willingness to seek assistance when needed

Will I have 'Study' Periods?

Diploma students have a full schedule with very few 'free' or 'study' lines. However, in the subject areas where students are studying at SL level, in discussion with the class teacher and subject programme, SL students will be given 'release time' while HL students continue to study the HL material if they have been scheduled more time than required to meet the minimum.

During this release time students will be expected to sign into the DP class and then will be allowed to either remain in the class and use the time to study for another subject or study in another area in the school such as the library as discussed and negotiated by the class teacher. In addition, the scheduled 'core' time while will be mainly used for ToK, also has provisions for independent study time for CAS and EE requirements which does not have to be completed in a classroom environment. This time is useful for completing CAS reflections, researching for EE, collecting EE data, making appointments with your EE and CAS advisors as well as other study requirements. If students are not using this time and cannot provide evidence of their progress with their DP studies, this release time may be more structured or withdrawn after liaising with the DP Coordinator, parents and Deputy Principal of Learning.

What will studying the IB DP cost?

Families of students opting to study the IB DP will not be charged any additional fees to enrol, however, will be charged for the final IB DP examinations. These charges will be invoiced to IB DP Families in Year 12 and are non-refundable if a student for any reason is unable to sit for these exams. Costs vary year to year, however, at time of printing an approximate cost for a student studying the whole IB DP is $140 SGD per subject studied (140 x 6 = 840). Students are not charged for their Core (CAS, ToK, EE).

There are additional fees charged to families if they wish to request remarks/enquiries on results, obtain legalisation of results, request to re-sit examinations and other IB related charges such as late fees when a candidate wishes to amend their EE topic after they have been registered as a candidate or if they wish to change levels of the examination studied (HL to SL). For more information on finance related matter and the IB DP, please contact the Head of IB.

THE DIPLOMA PROGRAMME CURRICULUM CORE

There are three core components of the Diploma Programme: Theory of Knowledge (ToK), Creativity, Activity and Service (CAS), and the Extended Essay (EE), and they provide students with additional skills for future study and life balance.

Core Time

These aspects of the core of the Diploma are developed in timetabled 'Core' classes. While the bulk of this time is devoted to ToK, regularly scheduled sessions support students with their work on CAS and the EE. Once the requirements of ToK, CAS and the EE have been met, this time is devoted to having students prepare for the November examinations. In addition to the timetabled sessions for core, Extended Essay preparation will include some full and half day 'prep' time where you will be briefed about the requirements of the EE and engage in support with research.

CORE: THEORY OF KNOWLEDGE (ToK)

Facilitator: Mrs Kyla Firman

Course Description

ToK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The following 12 concepts have particular prominence within, and thread throughout, the TOK course: evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyse evidence that is expressed in rational argument. It is a key element in encouraging students to appreciate other cultural perspectives. The course is unique to the Diploma Programme.

The TOK curriculum is made up of three deeply interconnected parts.

- The core theme—Knowledge and the knower: This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- Optional themes: This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people's perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.

- Areas of knowledge: The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

Students complete one hundred hours of class time over the two-year ToK course.

Assessment

Students are officially assessed for their IB Diploma, based solely on two pieces of work:

1) The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB. Each student must create an individual exhibition. Group work may not be undertaken by students.

2) The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

The final ToK grade (A-E Grade) and the final Extended Essay grade (A-E Grade) are entered into the Diploma points matrix (see below) to award a possible maximum of 3 extra points to be added to a student's Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

CORE: EXTENDED ESSAY (EE)

Facilitator: Ms Elizabeth Chase

Course Description

The Extended Essay is a research essay where students investigate a topic of interest in one of the IB Diploma subject areas (it does not have to be one of the subjects studied by the student but is recommended to be). The 4,000-word essay requirement acquaints Diploma candidates with independent research and writing skills expected by universities. The IB recommends that a student spends a total of about 40 hours of private study, writing and research time to the essay. The essay permits students to deepen their programmes of study, for example by selecting a topic in a subject of interest. It is accompanied by a 500-word reflection. Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.

The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher.

Organisation of the Extended Essay

There are six required elements of the extended essay:

- Title page
- Contents page

- Introduction
- Body of the essay
- Conclusion
- References and bibliography

Assessment

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject-specific).

The final Extended Essay grade and the final ToK grade are entered into the Diploma points matrix (see below) to award a possible maximum of three extra points to be added to a student's Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

The Diploma Points matrix for Core

<table>
<tr><td>ToK/EE</td><td>A</td><td>B</td><td>C</td><td>D</td><td>E or N</td></tr>
<tr><td>A</td><td>3</td><td>3</td><td>2</td><td>2</td><td rowspan="6">Failing Condition</td></tr>
<tr><td>B</td><td>3</td><td>2</td><td>2</td><td>1</td></tr>
<tr><td>C</td><td>2</td><td>2</td><td>1</td><td>0</td></tr>
<tr><td>D</td><td>2</td><td>1</td><td>0</td><td>0</td></tr>
<tr><td>E or N</td><td colspan="4">Failing Condition</td></tr>
</table>

CORE: CREATIVITY, ACTIVITY, SERVICE (CAS)

Facilitator: Mrs Karen Rowe

Course Description

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

CAS is organised around the three strands of creativity, activity and service defined as follows.

Creativity—exploring and extending ideas leading to an original or interpretive product or performance
Activity—physical exertion contributing to a healthy lifestyle
Service—collaborative and reciprocal engagement with the community in response to an authentic need

The IB's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others: students may, for example, participate in theatre or sports and service-learning activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work co-operatively with other people. All CAS activities should be first approved by the CAS Facilitator and undertaken under appropriate supervision. CAS activities should be ongoing, challenging and a new experience for the student.

Assessment

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS or combine two or all three strands.

There are three formal documented interviews students must have with their CAS coordinator/advisor. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasises reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

What IB subjects can I study at Merici?

In choosing a subject, an essential consideration should be the personal interest of the student.

To be eligible for the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:

- Group 1: Language A (studies in Literature and/or Language and Literature)
- Group 2: Language Acquisition (Second language)
- Group 3: Individuals and Societies
- Group 4: Sciences

- Group 5: Mathematics
- Group 6: Arts OR one subject from groups 1-4

Normally, three subjects (and not more than four) are taken at higher level (HL – 240 hours over 2 years), and the other subjects at taken at standard level (SL – 150 hours over 2 years). Subjects are measured by internal and external assessment.

Group 1	Language and Literature	English Language and Literature	HL SL
Group 2	Language Acquisition	Chinese (Mandarin) B Chinese (Mandarin) (Pamoja Taught) Spanish (Pamoja Taught) Spanish B French (Pamoja Taught) French B Italian B	HL SL Ab initio Ab initio HL SL Ab initio HL SL HL SL
Group 3	Individuals and Societies	World Religions (Compulsory) Other Group 3 subjects available in Group 6. Psychology History Global Politics	SL HL SL HL SL HL
Group 4	Sciences	Biology Chemistry Sports, Exercise and Health Science Physics	HL SL HL SL HL SL HL SL
Group 5	Mathematics	Mathematics: Applications and Interpretations	SL
Group 6	The Arts	Visual Arts Dance Any other subject from Groups 1-4*	HL SL HL HL SL
Core		ToK CAS EE	100 hours

*Subject to timetable availability and student demand

Pamoja Online Learning

Pamoja is the online provider for IB authorised courses. They are taught online by experienced teachers trained in digital learning strategies and in IB requirements. All courses follow IB course guides and meet IB course requirements. They require approximately the same amount of study time as face-to-face higher and standard level courses. Student engagement and activities are tracked by Pamoja teachers to provide support at the point it is needed. Merici College provides a designated member of staff to be the conduit between Pamoja and the student, providing a first point of contact to keep track of student progress, and provide face-to-face support if needed. Students use Pamoja's online platform to access content at any time, interact with Pamoja teachers and join discussions with other students from around the world.

Merici College will offer the following subjects through Pamoja:

- Spanish Ab initio
- Mandarin Ab initio
- French Ab initio

For more information about Pamoja visit https://pamojaeducation.com

**There is the option for students to take additional subjects with Pamoja, subject to availability of a school-based support person, student scheduling of classes and the students individual needs.*

How will my learning be assessed?

Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

7: Excellent
6: Very Good
5: Good
4: Satisfactory
3: Mediocre
2: Poor
1: Very Poor

Each subject area has published grade descriptors and grade boundaries.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students). At Merici College, IB Diploma students are required to sit practice exams. These will take place during August in DP Year 2. This is to prepare students for their final exams at the end of Year 12. If a student is absent for a practice exam with a valid reason, she will be required to contact the Head of IB to reschedule.

You will be assessed against IB standards in your subject from day one of your programme. However, the grades you are given will be of three kinds.

Semester Grades

Work students complete in class or for homework during a semester will be used by subject teachers to get an idea of how they are performing against the IB subject standards and do not count towards the award of your IB Diploma.

Teachers will look for evidence of learning in the classwork and homework in tasks such as a test, or a set of problems tasked as homework, a presentation to class or an oral examination. All semester grades are given using the IB 1-7 scale in subjects, or A-E for the core elements of ToK. In addition, progress with CAS and Extended Essay is 'rated' as satisfactory or unsatisfactory, based on an online portfolio. At the end of the semester teachers will look overall at all evidence of learning and make a judgement against the IB standards and award students a 1-7 grade for each subject. However, note that the semester grade is not the same as the final exam grade – it is measuring students performance under very different conditions.

Semester 1 runs from February to July
Semester 2 runs from July to December
Semester 3 runs February to July
Semester 4 runs July to mid October (after that, students will be on study leave then sit their final IB Examinations).

Examination Grades

In addition to semester grades, students will have internal, Merici based examinations. The examinations are carried out under the same conditions and rules as the final IB examinations. Examinations are cumulative or 'synoptic' – that is, they cover everything you have learnt up to that point. Examination grades are used as evidence when teachers must make predicted grades, for example when applying to university.

Note however that the school's internal examination grades do not affect your final IB grade – that depends only on internal assessments you complete over the two years of the programme, and on your performance in the final examinations in November (or May session exams) of grade 12.

Official IB Grades/Scores

These grades/scores count towards the Diploma. They include the internal assessment items and are weighted differently in each subject area according to IB requirements. Students also sit external examinations. The performance in the Core (EE score, CAS requirements, ToK presentation and essay) all contribute towards the award of your Diploma.

Sample Diploma Scoring Grid

Student A: Completed Diploma Requirements (Pass):

	IB Grade Awarded	Total Points: 40 High level of achievement Diploma Awarded
HL Subjects		
Mathmatical Applications and Interpretations	6	
Psychology	7	
English Language and Literature	7	
SL Subjects		
World Religions	6	
Spanish Ab initio	6	
Biology	6	
ToK/EE	2	
CAS requirements	Completed and documented	

Student B: Completed Diploma Requirements (Pass):

	IB Grade Awarded	Total Points: 30 Good level of achievement Diploma Awarded
HL Subjects		
Mathmatical Analysis and Interpretations	5	
Chemistry	5	
English Language and Literature	6	
SL Subjects		
World Religions	4	
French B	4	
Biology	5	
ToK/EE	1	
CAS requirements	Completed and documented	

Student C: Completed Diploma Requirements (Pass):

	IB Grade Awarded	Total Points: 24 Passing Score Diploma Awarded
HL Subjects		
Mathmatical Applications and Interpretations	3	
Psychology	4	
English Language and Literature	5	
SL Subjects		
World Religions	4	
Spanish Ab initio	4	
Biology	4	
ToK/EE	0	
CAS requirements	Completed and documented	

Student D: Incomplete Diploma Requirements (FAIL):

	IB Grade Awarded	Total Points: 28 Diploma NOT Awarded and student gets course scores only due to a grade 1 being achieved in one subject.
HL Subjects		
Mathmatical Analysis and Interpretations	3	
French	5	
English Language and Literature	6	
SL Subjects		
World Religions	1	
Psychology	5	
Biology	6	
ToK/EE	2	
CAS requirements	Completed and documented	

Student E: Incomplete Diploma Requirements (FAIL):

	IB Grade Awarded	Total Points: 28 Diploma NOT Awarded and student gets course scores only due to failing Core requirements.
HL Subjects		
Mathmatical Analysis and Approaches	3	
French	5	
English Language and Literature	6	
SL Subjects		
World Religions	1	
Psychology	5	
Biology	6	
ToK/EE	2	
CAS requirements	Completed hours but documentation not complete	

AWARD OF THE DIPLOMA

A student will be eligible for the award of the IB Diploma if they meets the criteria outlined by the IB (below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (ToK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). The award of the IB Diploma is made externally by the IB.

There is a maximum of seven points available for each of the six required elective courses; in addition, there are three points available for the combination of ToK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level.

In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

The highest total that a Diploma Programme student can be awarded is 45 points. If a candidate scores less than 24 points, the Diploma is not awarded. ToK and the EE are graded A–E, with A being the highest grade. The ToK and EE grades are then combined in the Diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed to pass the Diploma Programme.

A '4' in the DP programme is commonly seen as 'meeting standard' to achievement in external examinations. Students who are at risk of scoring less than 4 should engage in dialogue with relevant IB Staff. Their subject teacher and their parents must be included in this dialogue which should focus on implementing measures to improve learning. During Term 4, Year 11, students at risk of not meeting the IB requirements are encouraged to meet with the IB DP Coordinator, their parents and Head of Senior School. This provides an opportunity for the student to change her approach to learning, improve performance and allow for discussion of the future of her place in the Diploma Programme.

The IB Diploma will be awarded to a candidate whose total score is 24 points or more, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma.
- All CAS requirements have been met.
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in both of them.
- There is no grade 1 in any subject.
- There is no grade 2 at higher level.
- There is no more than one grade 2 at standard level;
- Overall, there are no more than three grade 3s or below;
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level);
- At least nine points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least six points at standard level);
- The final award committee has not judged the candidate to be guilty of malpractice.

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.

Code	Requirement not met
1	CAS requirements have not been met.
2	The candidate's total points are fewer than 24.
3	An "N" has been given for TOK, the EE or for a contributing subject.
4	A grade E has been awarded for one or both of TOK and the EE.
5	There is a grade 1 awarded in a subject/level.
6	Grade 2 has been awarded three or more times (SL or HL).
7	Grade 3 or below has been awarded four or more times (SL or HL).
8	The candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9	The candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

ENQUIRY UPON RESULTS AND REMARKS

Once results are published, the student may request in writing to enquire to the IB about their results. The following are available when requested by the IB DP coordinator. A candidate's grade may be lowered or raised as a consequence of a category 1 remark. Any request for remark or reports can only be made after discussion with the IB DP Coordinator to ensure that students and their families are aware of the procedures, costs and possible outcomes.

- Category 1 re-mark: The re-mark of externally assessed material for an individual candidate
- Category 1 report: A report on a category 1 re-mark for an individual candidate
- Category 2A: The return of externally assessed material by component for all candidates
- Category 2B: The return of externally assessed material by subject/level for an individual candidate
- Category 3 re-moderation: The re-moderation of marks for internal assessment by subject/level

Please note that the outcomes of enquiry upon results (EuR) requests are sent to the DP coordinator. The IB will not communicate the outcome to anyone other than the DP coordinator.

A fee is payable for each of the above categories and this will be charged to IB DP students and their families when they are making a request for a remark, (except when a grade is changed because of a category 1 re-mark). The categories for enquiries upon results are normally independent of each other and may be requested in any order up to 15 March, two months after the issue of results. However, a request for a category 1 report must be preceded by a category 1 re-mark and must be requested within one month of receipt of the result of the category 1 re-mark. None of the above categories can be requested more than once for the same subject/level.

UNIVERSITY ENTRANCE

The IB Diploma is a rigorous and demanding program that provides students with a first-class preparation for their future after ISP. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognise the IB Diploma as an entrance qualification to higher education degree courses.

The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities. Many universities accept students based on their raw IB score out of 45. Students studying the IB are also eligible for early entrance programs. Please contact UAC for more information https://www.uac.edu.au/.

Students undertaking the Diploma Programme do not get awarded an ATAR. Instead, they are awarded an overall (or aggregate) score into an ATAR-like value called the Combined Rank. Your Combined Rank will be based on your IB Admissions Score (IBAS). The IBAS will add decimal places to your diploma score based on your average performance within each band of your subject results. This is equivalent to an ATAR.

The following table applies to Australian students applying for University through UAC in 2022 to commence study in 2023. This table is subject to adjustment every year. Currently, an IB student's UAC rank is based on the overall score out of 45 based on subject grades.

This is a relatively new, more finely grained conversion schedule for IB scores. The International Baccalaureate will provide UAC access to percentage marks for each subject, offering more conversion points and more detailed information about diploma students on the same overall score.

The change will provide more gradations for IB students on the same score and a more accurate mapping of their score to a UAC rank.

IBAS	Combined Rank (for offers made before August 2025)
45.75	99.95
45.50	99.95
45.25	99.85
45.00	99.75
44.75	99.60
44.50	99.50
44.25	99.40
44.00	99.30
43.75	99.15
43.50	99.05
43.25	98.90
43.00	98.75
42.75	98.55
42.50	98.40
42.25	98.15
42.00	97.95
41.75	97.70
41.50	97.45
41.25	97.25
41.00	97.05
40.75	96.80
40.50	96.60
40.25	96.30
40.00	96.05
39.75	95.75
39.50	95.45
39.25	95.25
39.00	95.00
38.75	94.80
38.50	94.55
38.25	94.25
38.00	93.95
37.75	93.60
37.50	93.30
37.25	92.90
37.00	92.55
36.75	92.15
36.50	91.75
36.25	91.40
36.00	91.00
35.75	90.65
35.50	90.25
35.25	89.90
35.00	89.55
34.75	89.15
34.50	88.80

IBAS	Combined Rank (for offers made before August 2025)
34.25	88.40
34.00	88.00
33.75	87.55
33.50	87.15
33.25	86.70
33.00	86.30
32.75	85.85
32.50	85.40
32.25	84.90
32.00	84.40
31.75	83.85
31.50	83.35
31.25	82.90
31.00	82.40
30.75	81.95
30.50	81.45
30.25	80.75
30.00	80.05
29.75	79.30
29.50	78.60
29.25	77.95
29.00	77.35
28.75	76.70
28.50	76.05
28.25	75.50
28.00	74.90
27.75	74.35
27.50	73.75
27.25	73.20
27.00	72.65
26.75	72.05
26.50	71.50
26.25	71.15
26.00	70.80
25.75	70.40
25.50	70.05
25.25	69.40
25.00	68.70
24.75	68.05
24.50	67.35
24.25	66.55
24.00	65.75

TRANSFERRING STUDENTS

Transfer into ACT Board of Senior Secondary Studies (BSSS) system

Students who enrol in the IB programme at Merici are committing to a 2-year programme. If at the end of Year 11, students do not wish to continue in the IB programme and wish to transfer into the BSSS system they will be treated by the BSSS as an interstate student or international student. Refer to the Board of Senior Secondary Studies Policies and Procedures Manual. This can only occur after a period of course counselling and dialogue with all relevant stakeholders including parents and the Deputy Principal of Teaching and Learning.

Transfer from the BSSS system

It will not be possible for a student from a non IB Diploma school or from the BSSS system (after 3 weeks of commencing Year 11) to enrol in the IB Programme at Merici. They must remain in the BSSS system.

Transfer from another IB Diploma school

This will be assessed on a case-by-case basis based on Merici subject offerings, amount of work completed by the individual student at the time of arrival and IB policies and procedures.

GROUP 1: ENGLISH LANGUAGE & LITERATURE (HL & SL)

Coordinator: Mr Luke Nott, English Department

Course Description

Merici College is offering Language A in English only. In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

In the Language A: Language and Literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

Distinction between SL and HL

The model for Language A: Language and Literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that is equivalent in teaching and learning time.

In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary text or texts, or a literary text or work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

Assessment

Standard level			
External Assessment	70%	**Paper 1: Guided textual analysis (1 hour 15 minutes)** The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks) **Paper 2: Comparative essay (1 hour 45 minutes)** The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	(35%) (35%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%	This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)	(30%)
Higher level			
External Assessment	80%	**Paper 1: Guided textual analysis (2 hours 15 minutes)** The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks) **Paper 2: Comparative essay (1 hour 45 minutes)** The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	(35%) (25%)

		Higher level (HL) essay Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	(20%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	(20%)

GROUP 2: LANGUAGE ACQUISITION AB INITIO (SL)

Coordinator: Mrs Tina Rodriguez, Languages Department

Languages Available

Students may select from the following language options at Ab initio level:

- Spanish (Online with Pamoja) with school appointed support person.
- French (Online with Pamoja) with school appointed support person.
- Mandarin (Online with Pamoja) with school appointed support person.

Course Description

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only. Any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.

Receptive: Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics (identities, experiences, human ingenuity, social organization, sharing the planet). They understand simple authentic and adapted written and audio texts and related questions in the target language.

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

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

Prescribed themes

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

Prescribed topics

Because a structured learning environment is crucial for the success of beginning language learners, the language ab initio syllabus prescribes four topics for each of the five prescribed themes. Thus, in total there are 20 topics that must be addressed in the language ab initio course.

Themes	Topics
Identities	Personal attributes • Personal relationships • Eating and drinking • Physical wellbeing
Experiences	Daily routine • Leisure • Holidays • Festivals and celebrations
Human ingenuity	Transport • Entertainment • Media • Technology
Social organization	Neighbourhood • Education • The workplace • Social issues
Sharing the planet.	Climate • Physical geography • The environment • Global issues

Assessment

Ab initio			
External Assessment	75%	Paper 1 (1 hour) Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions. Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn	(25%) (50%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	(25%)

GROUP 2: LANGUAGE ACQUISITION LANGUAGE B (HL & SL)

Coordinator: Mrs Tina Rodriguez, Languages Department

Languages Available

Students may select from the following language options at Language B level.

- Mandarin (HL & SL)
- French (HL & SL)
- Spanish (HL & SL)
- Italian (HL & SL)

*If there is a language you wish to study that is not listed, please contact us to discuss if there are other possible options available to you.

Course Description

In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of **two literary works is required at HL.**

Prescribed themes

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest. The five prescribed themes must all be addressed equally in the language B course.

There are no prescribed topics at Language B level and teachers are free to select from the optional topics, building a programme that suits students' needs and interests.

Themes	Guiding Principle	Optional Topics
Identities	Explore the nature of the self and what it is to be human.	• Lifestyles • Health and wellbeing • Beliefs and values • Subcultures • Language and identity
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	Social relationships • Community • Social engagement • Education • The working world • Law and order
Sharing the planet.	Explore the challenges and opportunities faced by individuals and communities in the modern world.	The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environment

Distinction between SL and HL

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

Language B SL

Receptive skills: Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.

Language B HL

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

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

Productive skills: Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples.

They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

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

Assessment

Standard level			
External Assessment	75%	Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	(25%) (50%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	(25%)
Higher level			
External Assessment	75%	Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	(25%) (50%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%	Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	(25%)

GROUP 3: INDIVIDUALS & SOCIETIES WORLD RELIGIONS – COMPULSORY SL

Coordinator: Mr Andrew Blakey, Religious Education Department

Course Description

This course has been made compulsory at Merici to ensure we meet our CE requirements of 120 hours of religious instruction over 2 years. This course has its exam in the May session, and students will be registered as 'Anticipated' diploma students so the result will carry over to the November session main exams. So in the second year of the Diploma after the May exams, students will be released from their World Religions study as they will have completed the course. This 'additional' time can be used to focus on other subjects course requirements.

The course is organised in 3 parts.

Part 1: Introduction to world religions. Five world religions to be studied from a choice of nine, at least one to be chosen from each of the three columns in the chart of world religions. This part is guided by three fundamental questions:

- What is the human condition?
- Where are we going?
- How do we get there?

Hinduism	Judaism	Taoism
Buddhism	Christianity	Jainism
Sikhism	Islam	Bahá'i Faith

The shaded religions are the choices being offered at Merici College for World Religions.

Part 2: In-depth studies. Two world religions to be studied from a choice of six, each chosen from a different column. In-depth studies are guided through themes: Rituals, Sacred texts, Doctrines/beliefs, Religious experience and Ethics and moral conduct.

Hinduism	Judaism
Buddhism	Christianity
Sikhism	Islam

The two depth studies selected for study at Merici are:

- Christianity
- Hinduism

Part 3: Internal assessment is an Investigative study of an aspect of the religious experience, practice or belief of a group and/or individual adherents. The focus for the study can be a visit to a sacred place, building or a museum, a study of artefacts, attendance at an act of worship, an interview or interviews with religious adherents, or a study using a range of sources. However, it is important to emphasize that this is an academic exercise, which requires preliminary research.

Assessment

Standard level			
External Assessment	75%	Paper 1 (1 hour 15 minutes) Part 1: Introduction to world religions **Nine** stimulus response questions, one on each of the nine world religions. The paper is divided into three sections (A, B and C) based on the columns of religions. Students should answer **five**, at least one from each section. (45 marks) Paper 2 (1 hour 30 minutes) Part 2: In-depth studies of six world religions Fourteen essay questions based on the guiding themes, seven in each section. The paper is divided into two sections based on the columns of in-depth religions. Each section comprises two questions on each of the three religions and one open-ended question.	(30%) (45%)

		Students answer two questions, each chosen from a different section. (30 marks)	
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%	Any religion can be the focus of the study. Method: Written analysis with structured format based on an investigative study. 1,500–1,800 words (30 marks)	(25%)

GROUP 3: INDIVIDUALS & SOCIETIES PSYCHOLOGY (HL & SL)

Coordinator: Mrs Joanne Aboud, Science Department

Nature of the subject

What is psychology?

Psychology fascinates many of us as it enables the study of human behaviour—a subject of endless curiosity and relevance to our lives. Given that we are all human, why are our individual behaviours so different from one another? Why do we behave one way in groups and another when alone? How do our social and cultural background, our genetic inheritance and our developing cognition affect our behaviour? It is because psychology can help us explore these questions and try to understand and explain our behaviour and that of others that it is such a useful and compelling subject.

Psychology is the scientific study of human and animal cognition and behaviour with the goal of solving problems and increasing the quality of life for individuals and their communities. Psychologists attempt to describe, explain, predict and change behaviour by observing humans, forming hypotheses and theories regarding behaviour and testing them empirically. However, psychology is also a human science and looks for the meaning behind human behaviour through conversations and inquiry.

Psychology today

Psychology is a rich and diverse field of study with many different perspectives. Those fields have traditionally been dominated by a Western perspective, but modern psychologists recognize the importance of other voices. Not only are the voices of women and those of minority ethnic communities now more common in psychological research, but there is a shift from psychologists studying other cultures using Western understandings to an appreciation of how Indigenous psychologies contribute to a fuller understanding of human cognition and behaviour.

In the DP psychology course, students will develop knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They acquire the ability to seek fresh information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

Psychological literacy includes:

- understanding basic concepts and principles of psychology
- understanding scientific research process
- having problem-solving skills
- applying psychological principles to personal, social or organizational problems
- acting ethically
- thinking critically
- communicating well in different contexts
- having cultural competence and respecting diversity
- having self-awareness.

The goal of psychological literacy is "personal, social, and cultural awareness, which requires critical reflection extending beyond the purely cognitive … it is not external but an essence of ourselves, our thoughts, feelings, and behaviours. This realization has profound implications for the importance of psychological literacy to oneself and one's fellow human beings" (Cranney, Dunn, 2011).

The DP psychology course has been designed to develop students' psychological literacy and improve their conceptual understanding through applying psychology in different contexts that are all relevant to their lives.

Distinction between SL and HL

SL and HL students will investigate four contexts using psychological content and concepts relevant to that area of study. In each of the contexts, students will engage in a teacher- and/or student-led class practical. Reading empirical research and everyday claims in the media provide opportunities to identify concepts and further the knowledge of psychological content applied within a context. Students will be required to think critically about data analysis and interpretation in psychological research and everyday claims (i.e. in social media, etc.); however only HL will be directly assessed on data analysis and interpretation. Finally, SL and HL students will engage in an internal assessment task requiring the development of a research proposal on a topic of interest.

HL extensions require students to further investigate the role of culture, motivation and technology on human behaviour. The extensions are not standalone units but rather they allow additional inquiry into content within the four contexts (health and well-being, human development, human relationships, learning and cognition). They also extend conceptual understanding. For example, culture allows further exploration of perspectives on human behaviour, using relevant sociocultural content; motivation introduces another explanation for behaviour that is highly relevant to the cognitive approach and the concepts of causality and change; technology also links with cognition and the concept of change. These are just some of the ways in which the concepts and contexts frame the HL extensions content.

Assessment

Standard level			
External Assessment (3 hours)	70%	**Paper 1 (1 hour 30 minutes)** Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory short-answer questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: students answer one of two concept-based extended response questions, each from a different context **Paper 2 (1 hour 30 minutes)** Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts	(35%) (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.	30%	**Research proposal (24 marks)** Design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals.	(30%)
Higher level			
External Assessment (4 hours 45 minutes)	80%	**Paper 1 (1 hour 30 minutes)** Integration of the concepts, content and contexts (35 marks) Section A: two compulsory short-answer questions from two of the three content areas Section B: two compulsory questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts Section C: students answer one of two concept-based extended response questions, each from a different context **Paper 2 (1 hour 30 minutes)** Applying concepts and content to research contexts (35 marks) Section A: four compulsory questions that focus on the class practicals Section B: evaluation of an unseen research study with regard to two or more concepts **Paper 3 (1 hour 45 minutes)** Data analysis and interpretation of research data (30 marks) Four source-based questions with quantitative and qualitative findings will be provided. The focus of the questions will be from one of the HL extensions.	(25%) (25%) (30%)
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%	**Research proposal (24 marks)** Design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals.	(20%)

GROUP 3: INDIVIDUALS & SOCIETIES GLOBAL POLITICS (HL)

Coordinator: Mrs Kyla Firman, Global Studies Department

Course Description

Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. The Diploma Programme global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. The core units of the course together make up a central unifying theme of "people, power and politics". The emphasis on "people" reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of "power" is also emphasized as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: "politics" provide a uniquely rich context in which to explore the relationship between people and power.

Students of global politics HL are presented with a syllabus that has a common core. This common core consists of four compulsory units under the central unifying theme of "people, power and politics". All HL students are also required to undertake an engagement activity. HL students are also required, through a case studies approach, to explore two HL extension topics (global political challenges).

Assessment

Type of assessment	Format of assessment	Weight of final grade (%)	
		SL	HL
External		**70**	**80**
Paper 1	Source-based questions that address topics from the global politics core in an integrated way	30	20
Paper 2	Extended response questions based on prescribed content from the thematic studies	40	30
Paper 3	(HL only) Stimulus-based questions related to the HL extension syllabus (global political challenges)	-	30
Internal		**30**	**20**
Engagement project	A written report on a political issue explored through engagement and research	30	20

GROUP 4: SCIENCES BIOLOGY (HL & SL)

Coordinator: Mrs Joanne Aboud, Science Department

Course Description

The study of life makes progress through not only advances in techniques, but also pattern recognition, controlled experiments and collaboration between scientists. Unifying themes provide frameworks for interpretation and help us make sense of the living world: Form and function, Unity and diversity, Continuity and change, and Interaction and interdependence are four of the themes around which this biology syllabus is constructed, although other frameworks are possible.

The scale of life in biology ranges from the molecules and cells of organisms to ecosystems and the biosphere. This way of considering complex systems as simpler components—an approach known as reductionism—makes systems more manageable to study. It is the foundation of controlled experiments and has thus enabled major discoveries, but it provides an incomplete view of life. At each level of biological organization, different properties exist. Living systems are based on interactions, interdependence and integration of components between all levels of biological organization. A student of biology should gain not only a conceptual understanding of the subject, but also an awareness of how biologists construct knowledge claims and the limitations of these methods.
There are 4 units in the Biology course for both SL and HL Students.

A. Unity and diversity
B: Form and function
C: Interaction and interdependence
D: Continuity and change

In addition, students complete the following as part of the experimental programme of the course:

- Practical work
- Collaborative sciences project
- Scientific investigation

Distinction between SL and HL

Students at SL and HL share the following.

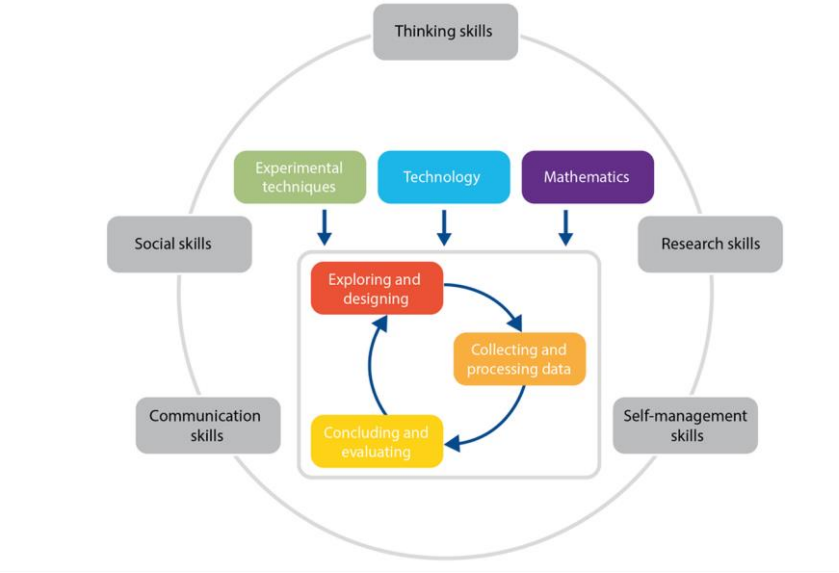
- An understanding of science through a stimulating experimental programme
- The nature of science as an overarching theme
- The study of a concept-based syllabus
- One piece of internally assessed work, the scientific investigation
- The collaborative sciences project

The SL course provides students with a fundamental understanding of biology and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students. Some of the HL content is conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

The Tools of Biology

Students will be taught not only the content of Biology, but also the skills of studying in a scientific way. These skills form the inquiry process for the course.



Source: Biology Guide, IBO. 2023

Tool 3: Mathematical Requirements

All Diploma Programme Biology students will be asked to:

Tool 3: Mathematics	Description
Applying general mathematics	•Use basic arithmetic and algebraic calculations to solve problems. •Carry out calculations involving: decimals, fractions, percentages, ratios, proportions, frequencies (including allele frequencies), densities, approximations and reciprocals. •Calculate measures of central tendency: mean, median and mode. •Apply measures of dispersion: range, standard deviation (SD), standard error (SE), interquartile range (IQR). •Use and interpret scientific notation (for example, 3.5 × 106). •Use approximation and estimation. •Calculate scales of magnification. •Calculate rates of change from graphical or tabulated data. •Understand direct and inverse proportionality between variables, as well as positive and negative correlations between variables. •Calculate and interpret percentage change and percentage difference. •Distinguish between continuous and discrete variables. •Calculating the actual size from a micrograph that has a scale bar. •Apply the Simpson reciprocal index. •Apply the Lincoln index. •Apply the chi-squared test. •Apply the t-test.

Using units, symbols and numerical values	·Apply and use International System of Units (SI) prefixes and units or non-SI metric units. ·Express quantities and uncertainties to an appropriate number of decimal places.
Processing uncertainties	·Understand the significance of uncertainties in raw and processed data. ·Record uncertainties in measurements as a range (±) to an appropriate level of precision. ·Express ranges, degrees of precision, standard error or standard deviations as error bars. ·Express measurement and processed uncertainties to an appropriate number of decimal places or level of precision. ·Apply the coefficient of determination (R2) to evaluate the fit of a trend line. ·Interpret values of the correlation coefficient (r) and identify correlations as positive or negative. ·Apply and interpret appropriate tests of statistical significance (for example, chi-squared test).
Graphing	·Sketch graphs, with labelled but unscaled axes, to qualitatively describe trends. ·Construct and interpret tables, charts and graphs for raw and processed data including bar charts, histograms, scatter graphs, line and curve graphs, logarithmic graphs, pie charts, and boxand-whisker plot. ·Plot linear and non-linear graphs showing the relationship between two variables with appropriate scales and axes. ·Draw lines or curves of best fit. ·Interpret features of graphs including gradient, changes in gradient, intercepts, maxima and minima. ·Draw and interpret uncertainty/error bars. ·Extrapolate and interpolate graphs. ·Design dichotomous keys. ·Represent energy flow in the form of food chains, food webs and pyramids of energy. ·Represent familial genetic relationships using pedigree charts.

Assessment

Standard level			
External Assessment	80%	Paper 1 (1 hour and 30 minutes) 55 marks Paper 1A—Multiple-choice questions 30 multiple-choice questions on standard level material. No marks are deducted for incorrect answers. Paper 1B—25 marks · Four data-based questions related to experimental work and the syllabus. Paper 1A and Paper 1B are to be completed together without interruptions. Paper 2 (1hour and 30 minutes) 50 marks Section A— (34 marks) Data-based and short answer questions Section B—(16 marks) Extended-response questions on standard level material. One of two extended-response questions to be attempted by candidates. The use of calculators is permitted.	(36%) (44%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	Scientific investigation (approx. 10 hours) 24 marks The scientific investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	(20%)
Higher level			
External Assessment	80%	Paper 1 (2 hours) 75 marks Paper 1A—Multiple-choice questions (40 marks) 40 multiple-choice questions on standard level and additional higher level material. No marks are deducted for incorrect answers. Paper 1B—Data-based questions (35 marks)	(36%)

		Four data-based questions that are syllabus and experimental work related, addressing all themes. The use of calculators is permitted. Paper 1A and Paper 1B are to be completed together without interruptions. Paper 2 (2 hours and 30 minutes) 80 marks Section A—48 marks • Data-based question. • Short-answer questions on standard level and additional higher level material. Section B—32 marks • Extended-response questions on standard level and additional higher level material. Two of three extended-response questions to be attempted by candidates. The use of calculators is permitted.	(44%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	Scientific investigation (approx. 10 hours) 24 marks The scientific investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	(20%)

The Collaborative Sciences Project

The collaborative sciences project is an interdisciplinary sciences project, providing a worthwhile challenge to DP and CP students, addressing real-world problems that can be explored through the sciences. This is compulsory for all DP students to participate. The nature of the challenge should allow students to integrate factual, procedural and conceptual knowledge developed through the study of their disciplines. Through the identification and research of complex issues, students can develop an understanding of how interrelated systems, mechanisms and processes impact a problem. Students will then apply their collective understanding to develop solution-focused strategies that address the issue. With a critical lens they will evaluate and reflect on the inherent complexity of solving real-world problems. Students will develop an understanding of the extent of global interconnectedness between regional, national, and local communities, which will empower them to become active and engaged citizens of the world. While addressing local and global issues, students will appreciate that the issues of today exist across national boundaries and can only be solved through collective action and international cooperation. The collaborative sciences project supports the development of students' ATL skills, including teambuilding, negotiation and leadership. It facilitates an appreciation of the environment, and the social and ethical implications of science and technology.

GROUP 4: SCIENCES CHEMISTRY (HL & SL)

Coordinator: Mrs Joanne Aboud, Science Department

Course Description

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

Apart from being a subject worthy of study, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Syllabus content

Students in both SL and HL courses in Chemistry study the following units.

Structure 1. Models of the particulate nature of matter
Structure 2. Models of bonding and structure
Structure 3. Classification of matter
Reactivity 1. What drives chemical reactions?
Reactivity 2. How much, how fast and how far?
Reactivity 3. What are the mechanisms of chemical change?

In addition, students complete the following as part of the experimental programme of the course:

- Practical work
- Collaborative sciences project
- Scientific investigation

Distinction between SL and HL

Students at SL and HL share the following.

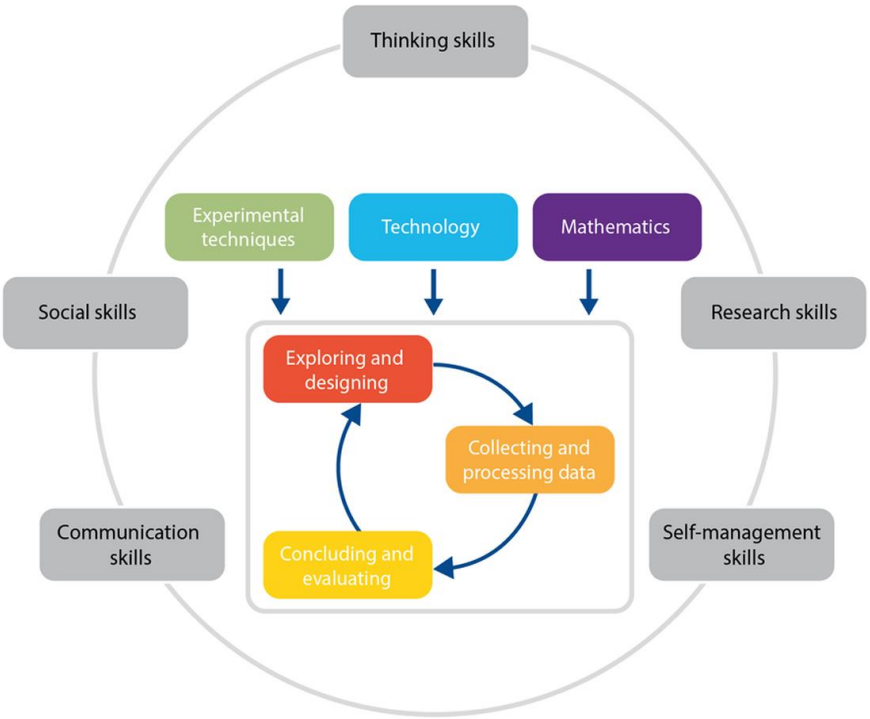
- An understanding of science through a stimulating experimental programme
- The nature of science as an overarching theme
- The study of a concept-based syllabus
- One piece of internally assessed work, the scientific investigation
- The collaborative sciences project

The SL course provides students with a fundamental understanding of Chemistry and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students. Some of the HL content is conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

The Tools of Chemistry

Students will be taught not only the content of Chemistry, but also the skills of studying in a scientific way. These skills form the inquiry process for the course.



Source: Chemistry Guide, IBO. 2023

Tool 3: Mathematical Requirements

All Diploma Programme Chemistry students will be asked to:

Tool 3: Mathematics	Description
Applying general mathematics	•Use basic arithmetic and algebraic calculations to solve problems. •Carry out calculations involving decimals, fractions, percentages, ratios, reciprocals and exponents. •Carry out calculations involving logarithmic functions. •Carry out calculations involving exponential functions (additional higher level). •Determine rates of change from tabulated data. •Calculate mean and range. •Use and interpret scientific notation (e.g. 3.5 × 106). •Use approximation and estimation. •Appreciate when some effects can be ignored and why this is useful. •Compare and quote values to the nearest order of magnitude. •Understand direct and inverse proportionality, as well as positive and negative correlations between variables. •Calculate and interpret percentage change and percentage difference. •Calculate and interpret percentage error and percentage uncertainty. •Distinguish between continuous and discrete variables.
Using units, symbols and numerical values	•Apply and use International System of Units (SI) prefixes and units. •Identify and use symbols stated in the guide and the data booklet. •Express quantities and uncertainties to an appropriate number of significant figures or decimal places.
Processing uncertainties	•Understand the significance of uncertainties in raw and processed data. •Record uncertainties in measurements as a range (±) to an appropriate level of precision. •Propagate uncertainties in processed data, in calculations involving addition, subtraction, multiplication, division and (HL only) exponents. •Express measurement and processed uncertainties—absolute, fractional (relative), percentage—to an appropriate number of significant figures or level of precision. •Apply the coefficient of determination (R^2) to evaluate the fit of a trend line or curve.

Graphing	•Sketch graphs, with labelled but unscaled axes, to qualitatively describe trends. •Construct and interpret tables, charts and graphs for raw and processed data including bar charts, histograms, scatter graphs and line and curve graphs. •Plot linear and non-linear graphs showing the relationship between two variables with appropriate scales and axes. •Draw lines or curves of best fit. •Interpret features of graphs including gradient, changes in gradient, intercepts, maxima and minima, and areas. •Draw and interpret uncertainty bars. •Extrapolate and interpolate graphs.

Assessment

Standard level			
External Assessment	80%	Paper 1 (1 hour and 30 minutes) 55 marks Paper 1A—Multiple-choice questions (30 marks). 30 multiple-choice questions on standard level material. No marks are deducted for incorrect answers. Paper 1B—•data-based questions (25 marks). Paper 1A and Paper 1B are to be completed together without interruptions. The use of calculators is permitted. Paper 2 (1hour and 30 minutes) 50 marks Short answer and extended response questions on standard level material only. The use of calculators is permitted.	(36%) (44%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	Scientific investigation (approx. 10 hours) 24 marks The scientific investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	(20%)
Higher level			
External Assessment	80%	Paper 1 (2 hours) 75 marks Paper 1A—Multiple-choice questions (40 marks) 40 multiple-choice questions on standard level and additional higher level material. No marks are deducted for incorrect answers. Paper 1B—Data-based questions (35 marks) The use of calculators is permitted. Paper 1A and Paper 1B are to be completed together without interruptions. Paper 2 (2 hours and 30 minutes) 90 marks Short answer and extended response questions on standard level and additional higher level material. The use of calculators is permitted.	(36%) (44%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	Scientific investigation (approx. 10 hours) 24 marks The scientific investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	(20%)

The Collaborative Sciences Project

The collaborative sciences project is an interdisciplinary sciences project, providing a worthwhile challenge to DP and CP students, addressing real-world problems that can be explored through the sciences. This is compulsory for all DP students to participate. The nature of the challenge should allow students to integrate factual, procedural and conceptual knowledge developed through the study of their disciplines. Through the identification and research of complex issues, students can develop an understanding of how interrelated systems, mechanisms and processes impact a problem. Students will then apply their collective understanding to develop solution-focused strategies that address the issue. With a critical lens they will evaluate and reflect on the inherent complexity of solving real-world problems. Students will develop an understanding of the extent of global interconnectedness between regional, national, and local communities, which will empower them to become active and engaged citizens of the world. While addressing local and global issues, students will appreciate that the issues of today exist across national boundaries and can only be solved through collective action and international cooperation. The collaborative sciences project supports the development of students' ATL skills, including teambuilding, negotiation and leadership. It facilitates an appreciation of the environment, and the social and ethical implications of science and technology.

GROUP 4: SCIENCES SPORTS, EXERCISE AND HEALTH SCIENCE (HL & SL)

Coordinator: Ms Kylie Olsthoorn, Physical Education Department

Course Description

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. Apart from being worthy of study, SEHS is a good preparation for courses in higher or further education related to sports fitness and health and serves as useful preparation for employment in sports and leisure industries.

Core Units	Additional Higher Level Units (AHL)	Options
• Anatomy • Exercise physiology • Energy systems • Movement analysis • Skill in sport • Measurement and evaluation of human performance	• Further anatomy • The endocrine system • Fatigue • Friction and drag • Skill acquisition and analysis • Genetics and athletic performance • Exercise and immunity	• Optimizing physiological performance • Psychology of sports • Physical activity and health • Nutrition for sports, exercise and health
Practical Work		

Distinction between SL and HL

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes, and attitudes, as described in the "Assessment objectives" section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

Mathematical Requirements

All DP sports, exercise and health science students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division
- carry out simple calculations involving means, decimals, fractions, percentages, ratios, approximations, reciprocals and scaling
- use scientific notation (for example, 3.6 × 106)
- use direct and inverse proportion
- represent and interpret frequency data in the form of bar charts, column graphs and histograms, and interpret pie charts
- determine the mode and median of a set of data, calculate and analyse standard deviation
- select statistical tests appropriate for the analysis of particular data and interpret the results
- plot and interpret graphs (with suitable scales and axes) involving two variables that show linear or non-linear relationships
- plot and interpret scattergrams to identify a correlation between two variables, and appreciate that the existence of a correlation does not establish a causal relationship
- recognize and use the relationships between length, surface area and volume.

Assessment

Type of assessment	Format of assessment	Weight of final grade (%)
External		**76**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	36
Paper 2	Short answer and extended-response questions	40
Internal		**24**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,200 words	24

GROUP 4: PHYSICS (HL & SL)

Coordinator: Mrs Joanne Aboud, Science Department

Course Description

To study physics is to attempt to understand the nature of the universe itself. It is the search for answers from how the universe exploded into life in the Big Bang to what the nature of time is itself. Some of the greatest discoveries in history have been made by physicists and these discoveries have revolutionized our world—and physicists are continuing to change the way we think today. Physics encompasses everything that we do as human beings. The very meaning of the word is "the study of nature". Indeed, when the discipline was first defined, it was about observing the Milky Way, the entire known universe at the time, while wondering about the existence of the atom. As with the universe, physics knowledge is constantly expanding. The existence of black holes, gravitational forces so strong that even light is unable to escape, was first theorized in the 18th century. In 2019, an image of a black hole was captured for the first time.

However, physics is not just about staring into the vastness of space or scrutinizing the tiniest particles that make up the fabric of the universe. The fact is that discoveries in physics are the root of ideas that revolutionize the technology used in our daily lives. It is an everyday, grounded science encompassing advances in communication, medical technology and renewable energy. It is above all a creative discipline. Physics requires solid knowledge of basic principles and a willingness to put them to the test in new ways. It requires curiosity and an appetite to explore what might be.

The structure of this physics syllabus is intended to promote concept-based learning and teaching that can be connected through three concepts: energy, particles and forces. These three concepts appear throughout the physics syllabus in each of the themes. There are five organizing themes in the physics syllabus. A. Space, time and motion B. C. The particulate nature of matter Wave behaviour D. Fields E. Nuclear and quantum physics.

Distinction between SL and HL

Students at SL and HL share the following.

- An understanding of science through a stimulating experimental programme
- The nature of science as an overarching theme
- The study of a concept-based syllabus
- One piece of internally assessed work, the scientific investigation
- The collaborative sciences project

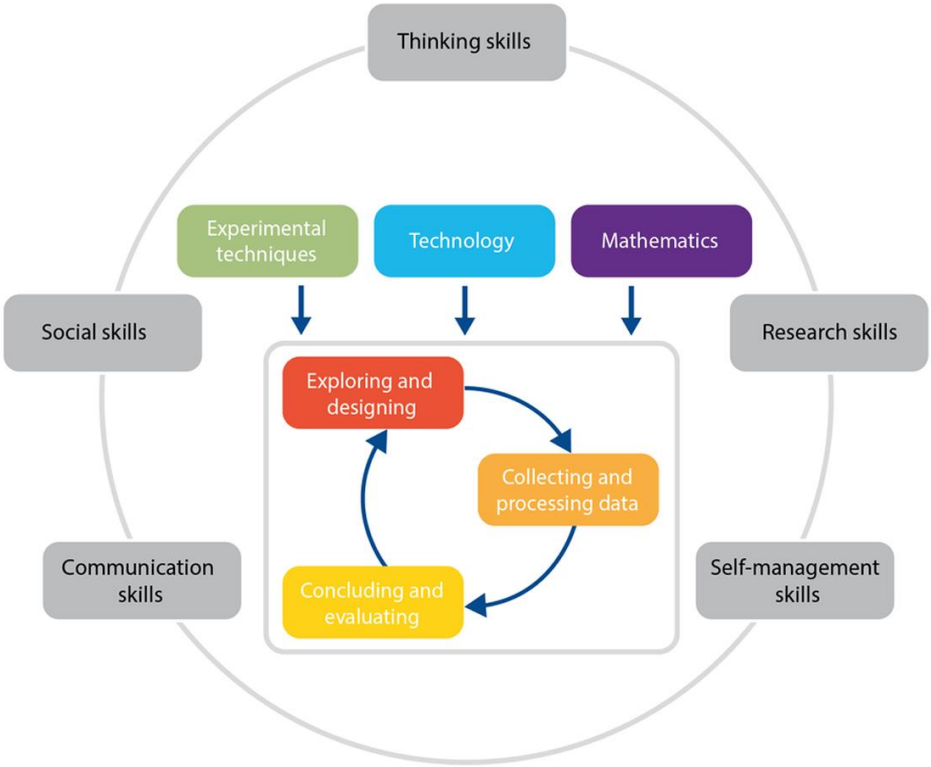
The SL course provides students with a fundamental understanding of physics and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students.

Some of the HL content is conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

The Tools of Physics

Students will be taught not only the content of Physics, but also the skills of studying in a scientific way. These skills form the inquiry process for the course.



Source: Physics Guide, IBO. 2023

Tool 3: Mathematical Requirements

All Diploma Programme Physics students will be asked to:

Tool 3: Mathematics	Description
Applying general mathematics	• Use basic arithmetic and algebraic calculations to solve problems. • Calculate areas and volumes for simple shapes. • Carry out calculations involving decimals, fractions, percentages, ratios, reciprocals, exponents and trigonometric ratios. • Carry out calculations involving logarithmic and exponential functions. • Determine rates of change. • Calculate mean and range. • Use and interpret scientific notation (for example, 3.5 × 106). • Select and manipulate equations. • Derive relationships algebraically. • Use approximation and estimation. • Appreciate when some effects can be neglected and why this is useful. • Compare and quote ratios, values and approximations to the nearest order of magnitude. • Distinguish between continuous and discrete variables.

	• Understand direct and inverse proportionality, as well as positive and negative relationships or correlations between variables. • Determine the effect of changes to variables on other variables in a relationship. • Calculate and interpret percentage change and percentage difference. • Calculate and interpret percentage error and percentage uncertainty. • Construct and use scale diagrams. • Identify a quantity as a scalar or vector. • Draw and label vectors including magnitude, point of application and direction. •Draw and interpret free-body diagrams showing forces at point of application or centre of mass as required. •Add and subtract vectors in the same plane (limited to three vectors). •Multiply vectors by a scalar. •Resolve vectors (limited to two perpendicular components).
Using units, symbols and numerical values	•Apply and use International System of Units (SI) prefixes and units. •Identify and use symbols stated in the guide and the data booklet. •Work with fundamental units. •Use of units (for example, eV, eVc –2, ly, pc, h, day, year) whenever appropriate. •Express derived units in terms of SI units. •Check an expression using dimensional analysis of units (the formal process of dimensional analysis will not be assessed). •Express quantities and uncertainties to an appropriate number of significant figures or decimal places.
Processing uncertainties	•Understand the significance of uncertainties in raw and processed data. •Record uncertainties in measurements as a range (±) to an appropriate level of precision. •Propagate uncertainties in processed data in calculations involving addition, subtraction, multiplication, division and raising to a power. •Express measurement and processed uncertainties—absolute, fractional (relative) and percentage—to an appropriate number of significant figures or level of precision.
Graphing	•Sketch graphs, with labelled but unscaled axes, to qualitatively describe trends. •Construct and interpret tables, charts and graphs for raw and processed data including bar charts, pie charts, histograms, scatter graphs and line and curve graphs. •Construct and interpret graphs using logarithmic scales. •Plot linear and non-linear graphs showing the relationship between two variables with appropriate scales and axes. •Draw lines or curves of best fit. •Draw and interpret uncertainty bars. •Extrapolate and interpolate graphs. •Linearize graphs (only where appropriate). •On a best-fit linear graph, construct lines of maximum and minimum gradients with relative accuracy (by eye) considering all uncertainty bars. •Determining the uncertainty in gradients and intercepts. •Interpret features of graphs including gradient, changes in gradient, intercepts, maxima and minima, and areas under the graph.

Assessment

Standard level			
External Assessment	80%	Paper 1 (1 hour and 30 minutes) 45 marks Paper 1A—Multiple-choice questions (25 marks). 25 multiple-choice questions on standard level material. No marks are deducted for incorrect answers. Paper 1B—•data-based questions (20 marks). Paper 1A and Paper 1B are to be completed together without interruptions. The use of calculators is permitted. Paper 2 (1hour and 30 minutes) 55 marks	(36%) (44%)

		Short answer and extended response questions on standard level material only. The use of calculators is permitted.	
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	Scientific investigation (approx. 10 hours) 24 marks The scientific investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	(20%)
Higher level			
External Assessment	80%	Paper 1 (2 hours) 60 marks Paper 1A—Multiple-choice questions (40 marks) 40 multiple-choice questions on standard level and additional higher level material. No marks are deducted for incorrect answers. Paper 1B—Data-based questions (20 marks) Data-based questions The use of calculators is permitted. Paper 1A and Paper 1B are to be completed together without interruptions. Paper 2 (2 hours and 30 minutes) 90 marks Short answer and extended response questions on standard level and additional higher level material. The use of calculators is permitted.	(36%) (44%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	Scientific investigation (approx. 10 hours) 24 marks The scientific investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	(20%)

The Collaborative Sciences Project

The collaborative sciences project is an interdisciplinary sciences project, providing a worthwhile challenge to DP and CP students, addressing real-world problems that can be explored through the sciences. This is compulsory for all DP students to participate. The nature of the challenge should allow students to integrate factual, procedural and conceptual knowledge developed through the study of their disciplines. Through the identification and research of complex issues, students can develop an understanding of how interrelated systems, mechanisms and processes impact a problem. Students will then apply their collective understanding to develop solution-focused strategies that address the issue. With a critical lens they will evaluate and reflect on the inherent complexity of solving real-world problems. Students will develop an understanding of the extent of global interconnectedness between regional, national, and local communities, which will empower them to become active and engaged citizens of the world. While addressing local and global issues, students will appreciate that the issues of today exist across national boundaries and can only be solved through collective action and international cooperation. The collaborative sciences project supports the development of students' ATL skills, including teambuilding, negotiation and leadership. It facilitates an appreciation of the environment, and the social and ethical implications of science and technology.

GROUP 5: MATHEMATICS (APPLICATIONS AND INTERPRETATION & ANALYSIS AND APPROACHES)

Coordinator: Dr Ed Mickleburgh, Mathematics Department

Course Overview

There are two subjects offered in Group 5: Mathematics: analysis and approaches and Mathematics: applications and interpretation. Both are offered at SL and analysis and approaches is offered at HL.

The format of the syllabus is the same for each mathematical subject and each level (HL and SL). This structure gives prominence and focus to the aspects of teaching and learning, including conceptual understandings, content and enrichment.

There are five topics and within these topics there are sub-topics. The five topics are:

- number and algebra
- functions
- geometry and trigonometry
- probability and statistics
- calculus

And in addition: The 'toolkit' and Mathematical exploration – Investigative, problem-solving and modelling skills development leading to an individual exploration. A written piece of work that involves investigating. All topics are compulsory.
Each topic begins with SL content which is common to both Mathematics: analysis and approaches and to Mathematics: applications and interpretation.

Each topic has SL content followed by advanced higher level (AHL) content. SL students should cover all SL content, and HL students, all SL and AHL content.

Mathematics: analysis and approaches and Mathematics: applications and interpretation are both offered at SL and HL. Therefore, great care should be taken to select the course and level that is most appropriate for an individual student.

In making this selection, individual students should be advised to take into account the following factors:

- their own abilities in mathematics and the type of mathematics in which they can be successful
- It is highly advantageous that students completing the DP have previously studied 10A Mathematics at Merici College or an equivalent level of mathematics from the school they are joining us from
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the DP or Career-related Programme (CP)
- their academic plans, in particular the subjects they wish to study in the future
- their choice of career.

Prior Learning Topics for all Mathematics courses

Prior to starting a DP mathematics course students have extensive previous mathematical experiences, but these will vary. It is expected that mathematics students will be familiar with the following topics before they take the examinations because questions assume knowledge of them. Any topics listed here that are unknown to students at the start of the course must be highlighted to teacher so they can be included at an early stage. It is recommended that students preparing to enter DP, take 10A maths in Year 10.

This lists the knowledge, together with the syllabus content, that is essential for successful completion of the mathematics course.

Number and algebra

- Number systems: natural numbers N; integers, Z; rationals, Q, and irrationals; real numbers, R
- SI (Système International) units for mass, time, length, area and volume and their derived units, eg. speed
- Rounding, decimal approximations and significant figures, including appreciation of errors
- Definition and elementary treatment of absolute value (modulus), $|a|$
- Use of addition, subtraction, multiplication and division using integers, decimals and fractions, including order of operations
- Prime numbers, factors (divisors) and multiples
- Greatest common factor (divisor) and least common multiples (HL only)
- Simple applications of ratio, percentage and proportion
- Manipulation of algebraic expressions, including factorization and expansion
- Rearranging formulae
- Calculating the numerical value of expressions by substitution
- Evaluating exponential expressions with simple positive exponents
- Evaluating exponential expressions with rational exponents (HL only)
- Use of inequalities, $<, \leqslant, >, \geqslant$, intervals on the real number line
- Simplification of simple expressions involving roots (surds or radicals)
- Rationalising the denominator (HL only)
- Expression of numbers in the form $a \times 10k$, $1 \leqslant a < 10$, $k \in Z$
- Familiarity with commonly accepted world currencies
- Solution of linear equations and inequalities
- Solution of quadratic equations and inequalities with rational coefficients (HL only)
- Solving systems of linear equations in two variables
- Concept and basic notation of sets. Operations on sets: union and intersection
- Addition and subtraction of algebraic fractions (HL only).

Functions

- Graphing linear and quadratic functions using technology
- Mappings of the elements of one set to another. Illustration by means of sets of ordered pairs, tables, diagrams and graphs.

Geometry and trigonometry

- Pythagoras' theorem and its converse
- Mid-point of a line segment and the distance between two points in the Cartesian plane
- Geometric concepts: point, line, plane, angle
- Angle measurement in degrees, compass directions
- The triangle sum theorem
- Right-angle trigonometry, including simple applications for solving triangles
- Three-figure bearings
- Simple geometric transformations: translation, reflection, rotation, enlargement
- The circle, its centre and radius, area and circumference. The terms diameter, arc, sector, chord, tangent and segment
- Perimeter and area of plane figures. Properties of triangles and quadrilaterals, including parallelograms, rhombuses, rectangles, squares, kites and trapezoids; compound shapes
- Familiarity with three-dimensional shapes (prisms, pyramids, spheres, cylinders and cones)
- Volumes and surface areas of cuboids, prisms, cylinders, and compound three-dimensional shapes

Statistics and probability

- The collection of data and its representation in bar charts, pie charts, pictograms, and line graphs
- Obtaining simple statistics from discrete data, including mean, median, mode, range
- Calculating probabilities of simple events
- Venn diagrams for sorting data
- Tree diagrams

Calculus

- Speed = distance/time

GROUP 5: MATHEMATICS APPLICATIONS AND INTERPRETATIONS (SL)

Coordinator: Dr Ed Mickleburgh, Mathematics Department

Course Description

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

This course has an emphasis on statistics, modelling and use of technology. It is appropriate for those with an interest in the applications of mathematics and how technology can support this. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, medicine, statistics, business, some economics courses, psychology and design.

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Assessment

Standard level			
External Assessment	80%	Paper 1 (1 hour 30 minutes) 80 marks This paper consists of compulsory short-response questions. Questions on this paper will vary in terms of length and level of difficulty. A GDC is required for this paper, but not every question will necessarily require its use. Individual questions will not be worth the same number of marks. The marks allocated are indicated at the start of each question. Knowledge of all topics is required for this paper. However, not all topics are necessarily assessed in every examination session. The intention of this paper is to test students' knowledge and understanding across the breadth of the syllabus. However, it should not be assumed that the separate topics are given equal emphasis. Paper 2 (1 hour 30 minutes) 80 marks This paper consists of compulsory extended-response questions. Questions on this paper will vary in terms of length and level of difficulty. A GDC is required for this paper, but not every question will necessarily require its use. Individual questions will not be worth the same number of marks. The marks allocated are indicated at the start of each question. Knowledge of all topics is required for this paper. However, not all topics are necessarily assessed in every examination session. The intention of this paper is to assess students' knowledge and understanding of the syllabus in depth. The range of syllabus topics tested in this paper may be narrower than that tested in paper 1.	(40%) (40%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%	The internal assessment requirements at SL and at HL is an individual exploration. 10-15 hours teaching time	(20%)

GROUP 6: THE ARTS VISUAL ARTS (HL & SL)

Coordinator: Ms Alison Fogarty, Creative and Performing Arts Department

Nature of the subject

Visual arts are an integral part of our daily lives. They have social, political, ritual, spiritual, decorative and functional values. They can be persuasive and are sometimes subversive; they are always enlightening or thought-provoking. The theories and practices of visual arts are dynamic and ever-changing, connecting different areas of knowledge and human experience. Visual arts enable us to make sense of the world, to explore our place within it, and to transform our individual and collective ways of being in and with the world.

In this visual arts course students learn how to create, communicate and connect as artists.

Students engage in creative practices and processes, and learn art-making as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry that explore and solve open-ended challenges relevant to them.

As practising artists, students experiment with a variety of art-making forms and creative strategies, investigate and connect with past and contemporary artworks, and engage with the world and other people's diverse perspectives. By curating, sharing and exhibiting their artworks, students communicate with a variety of audiences. Inquiry and choice are at the heart of this course, allowing students to pursue their artistic intentions and to create with curiosity, empathy and resilience.

The course fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. Students learn that by making art they are empowered to engage, transform and emerge, both as individuals and as members of a community. These positive and creative approaches will stay with students after they complete the course, enriching any of their future pursuits.

Distinction between SL and HL

The SL course has a recommended 150 teaching hours over two years, compared to 240 hours for the HL course. The differentiation between SL and HL courses is in the greater breadth and depth of work required at HL. Schools are free to determine the distribution of teaching time for DP courses, but to support well-being, the timetabling and teaching of SL and HL courses should consider the course requirements at those different levels and aim at a balanced distribution of student workload across subjects.

All visual arts students, whether they choose the SL or HL course, engage in art-making as inquiry and the assessment objectives are the same. However, HL students are required to complete additional work that entails deeper and broader practical and theoretical tasks.

Assessment

Standard level			
External Assessment	60%	**Art-making inquiries portfolio (32 marks)** This is an SL and HL task focused on the student's art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with. SL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	(40%)
		Connections study (24 marks) This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA. The study presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists. SL students submit two mandatory files. • One PDF file of up to 10 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words. • One separate text file listing the sources.	(20%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	40%	**Resolved artworks (32 marks)** This is an SL-only task focused on the student's ability to create a coherent body of work. Each student submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate their artistic intentions and the choices that informed the making of their coherent body of artworks. SL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to two screens for the rationale (which must not exceed 700 words).	(40%)

Higher level			
External Assessment	60%	Art-making inquiries portfolio (32 marks) This is an SL and HL task focused on the student's art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with. HL students submit two mandatory files. • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources.	(30%)
		Artist project (40 marks) This is a stand-alone, HL-only task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice. The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with at least two artworks by different artists, and by dialogues. A short video curated by the student shows where and how the project artwork was realized to communicate with the audience in the chosen context. HL students submit three mandatory files. • One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words and the student must comply with the exact word counts set for each section. • One video file up to three minutes long presenting the project artwork realized in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions (100 words maximum). • One separate text file listing the sources.	(30%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	40%	Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Selected resolved artworks (40 marks) This is an HL-only task focused on the student's ability to create a coherent body of work selected from their wider production. Each student submits five selected resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate how they realized their artistic intentions through a selection process for the five resolved artworks, from at least eight of their works. Five artwork texts situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student's practice.	(40%)

		HL students submit six mandatory files. • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with a total word count not exceeding 1,000 words).	

GROUP 6: THE ARTS DANCE (HL & SL)

Coordinator: Ms Alison Fogarty, Creative and Performing Arts Department

Course Description

The course focuses on the composition, performance and analysis of dance, or "expressive movement," which is practised amongst peoples of various backgrounds, and for a variety of purposes, throughout the world. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar.

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

In addition, the course enables students to:

- understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge
- experience dance as an individual and collective exploration of the expressive possibilities of bodily movement
- understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar
- recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

All dance is expressive movement with intent, purpose and structure, which communicates through the body and gestures of the dancer. Dance is a vital and integral part of human life. It exists over time in many forms and styles and is practised in all traditions and cultures, taking place in a range of contexts for various purposes. Dance functions as ritual, as artistic endeavour, as social discourse, as recreation and as education.

Dance is always evolving, as innovations develop alongside or from traditional forms and practices. Dance works may be seen as social and historical texts reflecting the cultures from which they emerge. Often these works may be considered as emerging texts that shape and determine the direction in which culture is moving.

Dance is a unique medium for learning about self and the world. It is one essential component of artistic, aesthetic and cultural education, and develops creative potential through physical expression. In dance, the integration of body, mind and spirit helps participants learn skills that are transferable to other disciplines and to their daily lives.

Consistent with the educational philosophy of the IB, the Diploma Programme dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

Distinction between SL and HL

The dance syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students are required to discuss how connections made across the three components of study may have influenced their choreography in the making of one dance work. HL students are required as part of their dance investigation to present an in-depth comparative discussion of two short excerpts from dances chosen from different cultures and/or traditions.

Assessment SL

Type of assessment	Format of assessment	Weight of final grade (%)
		SL
External		**60**
Composition and Analysis	Two dance works composed by the student; total presentation of 6–10 minutes, submitted on DVD (15 marks) An analytical statement of no more than 800 words, documenting and reflecting upon the processes of composition and analysis of one of the dances (5 marks)	40
Dance Investigation	A formal written report, no more than 1,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/or traditions, one of which is familiar to the student and one unfamiliar (20 marks)	20
Internal		**40**
Performance	One or two dances (solo/duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 3–6 minutes, submitted on DVD (20 marks) Short programme notes (2 marks)	40

Assessment HL

Type of assessment	Format of assessment	Weight of final grade (%)
		HL
External		60
Composition and Analysis	Three dance works composed by the student; total presentation of 8–15 minutes, submitted on DVD (20 marks) An analytical statement of no more than 1,000 words, documenting and reflecting upon the processes of composition and analysis of one of the dances (5 marks) including an analysis and evaluation of connections made (5 marks)	35
Dance Investigation	A formal written report, no more than 2,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/or traditions, one of which is familiar to the student and one unfamiliar. The report must include an in-depth comparative discussion of one short excerpt from each dance culture and/or tradition (25 marks)	25
Internal		40
Performance	Two or three dances (solo/duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 6–9 minutes (at least half of which must be devoted to solo and/or duet work), submitted on DVD (20 marks) Short programme notes (2 marks)	40

GROUP 6: THE ARTS MUSIC (HL & SL)

Coordinator: Ms Alison Fogarty, Creative and Performing Arts Department

Course Description

Music is an essential part of the human experience and a unique mode of creativity, expression and communication. Music is both functional and meaningful, and its vitality and complexity enriches our lives. Though music is rooted in specific societies and cultures, it also transcends—and often connects—them. Music not only offers a way of understanding the world, but also a means by which we can express and share our understanding of it with others. Music's many rich histories continue to evolve through individual and collaborative contributions. In the past, as in our contemporary and increasingly digital world, music responds to, and is shaped by, new and emerging technologies and approaches. The study of music encourages inquiry into creative practices and performance processes. Music study develops listening, creative and analytical skills, as well as encouraging cultural understanding and international-mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill.

Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

Distinction between SL and HL

The syllabus differentiates between SL and HL. The greater breadth and depth required for HL is reflected through an additional assessment task. This task requires HL students to demonstrate knowledge and understanding of the core syllabus areas by formulating and communicating intentions for a project that is based on:

- real-life practices of music-making
- their experiences as developing musicians in this course
- their collaboration with others.

Assessment

<table>
<tr><th colspan="4">Standard level</th></tr>
<tr><td>External Assessment</td><td>70%</td><td>Exploring music in context
Students select samples of their work for a portfolio submission (maximum 2,400 words).
Students submit:
a. written work demonstrating engagement with, and understanding of, diverse musical material
b. practical exercises:
•creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style)
•performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes)
c. supporting audio material (not assessed).

Presenting music
Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:
a. Presenting as a researcher
•programme notes (maximum 600 words)
b. Presenting as a creator
•composition and/or improvisation (maximum 6 minutes)
c. Presenting as a performer
•solo and/or ensemble (maximum 12 minutes)
•excerpts, where applicable (maximum 2 minutes)</td><td>(30%)

(40%)</td></tr>
<tr><td>Internal Assessment
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</td><td>30%</td><td>Experimenting with music
Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context.

The report provides a rationale and commentary for each process.
Students submit:
a. a written experimentation report that supports the experimentation (maximum 1,500 words)

b. practical musical evidence of the experimentation process
•three related excerpts of creating (total maximum 5 minutes)
•three related excerpts of performing (total maximum 5 minutes)</td><td>(30%)</td></tr>
</table>

Higher level			
External Assessment	50%	Exploring music in context Students select samples of their work for a portfolio submission (maximum 2,400 words). Students submit: a. written work demonstrating engagement with, and understanding of, diverse musical material b. practical exercises: •creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style) •performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes) c. supporting audio material (not assessed). Presenting music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a. Presenting as a researcher •programme notes (maximum 600 words) b. Presenting as a creator •composition and/or improvisation (maximum 6 minutes) c. Presenting as a performer •solo and/or ensemble (maximum 12 minutes) •excerpts, where applicable (maximum 2 minutes)	(20%) (30%)
Internal Assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	50%	Experimenting with music Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit: a. a written experimentation report that supports the experimentation (maximum 1,500 words) b. practical musical evidence of the experimentation process •three related excerpts of creating (total maximum 5 minutes) •three related excerpts of performing (total maximum 5 minutes) The contemporary music-maker (HL only) Students submit a continuous multimedia presentation documenting their real-life project. Students submit multimedia presentation (maximum 15 minutes), evidencing: a. the project proposal b. the process and evaluation c. the realized project, or curated selections of it.	(20%) (30%)

Music Journal

Each student will develop and maintain a music journal during the course. While music journals may take different forms, the chosen form must allow students to document, curate and reflect on their engagement with a variety of musical processes, diverse musical material and important musical roles (researcher, creator and performer).

It also offers them the opportunity to engage with, and consider, music in a variety of contexts. Often, this will entail collecting materials in multiple modes, such as audio, video, visual and/or written forms.

The music journal also provides a valuable means for students to reflect on musical intentions, decision making and outcomes. It should include students' approaches to different stages in a creative process, such as exploring, experimenting, and presenting music, both alone and with others. Evidence collated in the music journal may include, but is not limited to, the following types.

- Engagement with the areas of inquiry and the consideration of music in its various contexts
- Recordings of creative ideas, music studied in the course, and discoveries in a variety of areas of inquiry and contexts
- A log of challenges faced in completing creating exercises and performed adaptation, along with reflections on musical decisions and inspirations
- Critical analyses and reflections on experiences of listening to music in and out of the classroom
- Information and findings about creating and performing practices and conventions, as well as stylistic, compositional and production techniques
- Examples of various ways that music can be notated and communicated
- Selections of relevant student work and experiments, such as score annotations and commentaries, as well as critical listening exercises, improvisations and adaptations
- Reflections and detailed evaluations of their work
- Feedback from teachers, peers and audiences
- The consideration of, and responses to, feedback from peers, teachers and audiences
- Documentation of individual and collaborative practical music-making in various stages of a creative process, as well as plans for further development
- Reflections on challenges and achievements, as well as the student's development of skills and competencies over time
- Research into primary and secondary sources

ACADEMIC INTEGRITY POLICY [2]

The Merici College statements of mission and philosophy are clear and are aligned with the International Baccalaureate (IB) and the College community demonstrates and supports this philosophy. As part of this philosophy, it is expected that all students work with integrity and respect the work of others, and teachers support the development of academic integrity and information literacy across the college.

Academic integrity is embedded in the teaching and learning within the College and specifically the IB DP courses actively promote the understanding and practice of academic integrity in line with the IB standards and practices.

Merici College has developed and implements this International Baccalaureate (IB) Academic Integrity Policy which has practices that are fair, transparent and consistent.

[2] T:\Deputy Principal Learning\International Baccalaureate\Policies and Procedures\Merici Policies + Procedures\Academic Integrity.docx

It has developed systems to inform the College community and promote the ongoing implementation of academic honesty and demonstrates pedagogical leadership aligned with this philosophy in the Teaching and Learning Core Document 2023. [3]

This policy also defines the parameters of academic integrity, outlines the responsibilities of senior students regarding appropriate referencing of source materials including visual images in all assessments and the procedures followed if academic misconduct is suspected.

The Merici College Referencing Guide (2023) is our core document for students, parents and staff outlining the format required for referencing at Merici College, based on Harvard formatting. The minimum information required in the DP for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable.

Merici College's International Baccalaureate Academic Integrity Policy Diploma Programme can be found here: https://www.merici.act.edu.au/school-policies.

CONTACTS

Deputy Principal Teaching and Learning	Mrs Renee Taylor	Renee.taylor@merici.act.edu.au
Head of IB (DP Coordinator)	Ms Elizabeth Chase	Elizabeth.chase@merici.act.edu.au
CAS Facilitator	Mrs Karen Rowe	karen.rowe@merici.act.edu.au
ToK Facilitator	Mrs Kyla Firman	Kyla.firman@merici.act.edu.au
EE Facilitator	Ms Elizabeth Chase	Elizabeth.chase@merici.act.edu.au

[3] Merici College, (2023). *Merici College Referencing Guide*. ACT.