



IB DP Subjects and Course Descriptions

GCVI 2020-2022



GROUP 1 LANGUAGE A

Language and literature HL (OSSD Credits ENG3UB, ETS4UB, ENG4UB)

The language A: Language and Literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non-literary text-types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary and non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language of English through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

GROUP 2 LANGUAGE B

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

French SL (OSSD Credits FSF3UB, FSF4UB)

Language B Standard Level (SL) are language acquisition courses for students with some previous experience of learning the language.

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.

Note: At GCVI students need to have studied Preparatory French to pursue French SL.

The Lang B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed.

Ab initio German (OSSD Credits LWG3UB, LWG4UB) and Ab initio Spanish (OSSD Credits LWS3UB, LWS4UB)

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.

The language ab initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. The language ab initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that must be addressed in the language ab initio course.

GROUP 3 INDIVIDUALS AND SOCIETY

Studying any one of these subjects provides for the development of a critical appreciation of human experience and behaviour, the varieties of physical, economic and social environments that people inhabit, and the history of social and cultural institutions.

In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

Economics HL (OSSD Credits CIE3MB, BBB4MB, CIA4UB)

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The course emphasizes the economic theories of microeconomics and the economic theories of macroeconomics. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Candidates are required to study four topics: microeconomics, macroeconomics, international economics and development economics.

History HL (OSSD Credits CHA3UB, CPW4UB, CHI4UB)

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The Diploma Programme history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

At GCVI, students will study the route two option which focuses on 20th century world history.

Topics of study include causes and effects of 20th century wars, European states in the interwar years and the rise of fascism, Japanese, German and Italian expansion and the evolution and development of democracy.

Psychology HL (OSSD Credits HSP3UB, HHG4MB, HSB4UB)

The IB Diploma Programme psychology course is the systematic study of behaviour and mental processes. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour.

The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

Topics of study include biological level of analysis, cognitive level of analysis, developmental psychology, abnormal psychology, experimental design and qualitative research methodology.

GROUP 4 SCIENCES

Biology SL or HL (OSSD Credits SBI3UB,SBI4UB, plus additional credit SNC4MB for HL)

Biologists investigate the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century.

Examples of topics of study include evolution and biodiversity, cell biology, molecular biology, genetics, and human physiology.

Chemistry SL or HL (OSSD Credits SCH3UB,SCH4UB, plus additional credit SNC4MB for HL)

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 in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Examples of topics of study include atomic structure, chemical bonding and structure, chemical kinetics, acids and bases, organic chemistry and medicinal chemistry.

Physics SL (OSSD Credits SPH3UB,SPH4UB)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Examples of topics of study include mechanics, thermal physics, electricity and magnetism, energy production and relativity.

Environmental Systems and Societies SL (OSSD Credits SVN3MB,CGR4MB)

Through studying environmental systems and societies (ESS) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues. The most important aspect of the ESS course is hands-on work in the laboratory and/or out in the field.

Topics of study include ecosystems and ecology, biodiversity and conservation, soil systems and food production, climate change and energy production, population change and resource use.

Note: ESS is an interdisciplinary course. At GCVI, ESS is a group 4 subject.

GROUP 5 MATHEMATICS

Mathematics Analysis and Approaches SL (OSSD Credits MHF4UB, MCV4UB)

The IB DP Mathematics: Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. The course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Topics of study include number and algebra, functions, geometry and trigonometry, statistics and probability, calculus.

Note: At GCVI, students need to have studied MCR3UB to pursue Math SL.

GROUP 6 THE ARTS

The subjects in the arts allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

Music HL (OSSD Credits AMI3MB, AMC4MB, AMI4MB)

Through the music course students develop their knowledge and potential as musicians, both personally and collaboratively.

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.

Examples of topics of study include music from the medieval to romantic eras, world music from Asia, India and South America, and music in the 1900's including Jazz and modern popular music.

Theatre HL (OSSD Credits ADA3MB, ADP4MB, ADA4MB)

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

Examples of topics of study include creating theatre based on theatre theory, working with play texts, examining world theatre traditions, and collaboratively creating original theatre.

Visual Arts HL (OSSD Credits AVI3MB, AWG4MB, AVI4MB)

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding.

They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Examples of topics of study include elements and principles of visual art, environmental art and art in nature, modern to post modern art movements, new art mediums and the creative process.

THE CORE

Theory of Knowledge (OSSD Credit HZT4UB)

Theory of Knowledge provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is “How do we know?”, while other questions include: What counts as evidence? How do we judge which is the best model of Y? What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Theory of Knowledge is one of the components of the DP Core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

*Subject and course descriptions are excerpts from the IBO website.

Visit: <https://www.ibo.org/programmes/diploma-programme/curriculum/> for a full description of the IB Diploma Programme curriculum.