



IB DIPLOMA PROGRAMME

CURRICULUM OUTLINE

DP1 and DP2

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INTRODUCTION

In this guide you will find information about the contents of the International Baccalaureate curriculum taught at the International School Groningen (ISG).

The IB Diploma Programme

The International Baccalaureate Diploma Programme (IBDP) is a two year pre-university course, leading up to the IB diploma. This diploma provides worldwide university admission. The IBDP prepares highly motivated students aged approximately 16 to 19 for further academic studies.

The IBDP was born out of the need to establish a common curriculum and university entry credential for students moving from one country to another. It offers not only academic skills, but also emphasizes critical thinking, intercultural understanding and exposure to a variety of points of view.

The programme is a comprehensive two-year international curriculum, taught in English, French or Spanish. At the International School Groningen the language of instruction is English. The programme is not based on any national system, but incorporates the best elements of several systems. Internationally mobile students are able to transfer from one IBDP school to another. IB diploma holders have access to the world's leading universities.

IBDP teachers and examiners work together to assess what students have learned. Worldwide there are thousands of IBDP examiners, supervised by chief examiners who are international authorities in their fields. Examinations are offered in May of the second year of the Diploma Programme.

The IB Diploma Programme Curriculum

The programme has a broad and traditional curriculum; students choose six subjects, 3 at Higher Level and 3 at Standard Level. In addition they also have to take part in the three core elements: Theory of Knowledge (TOK), Creativity, Action, Service (CAS) and an Extended Essay of 4000 words.

Theory of Knowledge (TOK)

This is an interdisciplinary requirement. The course is intended to teach students to become inquirers by questioning and comparing areas of knowledge, to be open-minded, and to be aware of subjective and ideological biases. Furthermore, student evaluation of knowledge questions occurs through analysing claims and counterclaims in independent essays of up to 1,600 words, and in 10-minute presentations on subjects of their choice.

Creativity, Activity, Service (CAS)

Students are encouraged to undertake experiences exploring the areas of Creativity, Activity and Service. They are required to work independently and within a group. Students reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes for CAS. Under the supervision of the CAS coordinator students will be involved with their CAS experiences spread over the two full years.

Extended Essay

The Extended Essay provides students with the kind of independent research and writing skills expected by universities. For all IBDP subjects it is a work of

research, either experiment based (such as in the Sciences), or library based (the Languages, History, etc.). The Extended Essay may be written on topics from many different IBDP subjects, and is written under the supervision of one of the DP teachers.

THE IB DIPLOMA PROGRAMME

Six Academic Subjects

Students study six academic subjects concurrently. They have to select one subject from each of the first five groups and a sixth from either group 6 (Visual Arts) or one extra subject in group 2, 3 or 4.

Three subjects are taken at higher level (HL), taught 5 lessons a week, and three at standard level (SL), taught 3 lessons a week. This provides a mix of in depth studies within a broad curriculum.

Subject groups

Group 1 – Language A: Literature and Language A Language and Literature

The ISG offers courses of English A Language and Literature and Dutch A Literature. For students whose level of English or Dutch is not at (near) native speaker level there is a third option, the so called “school supported self-taught Language A Literature”. The school does not provide tutors for school supported self-taught languages A.

Group 2 – Language B: Language Acquisition

Diploma candidates are also examined in their second best language. There are several options in order to accommodate genuine second language learners with previous experience. The general aim is to enable students to use the language in a range of contexts. The course focuses on written and spoken communication. The ISG offers Dutch, French (SL only) and English courses.

Group 3 – Individuals and Societies

The ISG offers courses in History and Economics.

Group 4 – Experimental Sciences

The subjects the ISG offers in this group are Biology, Chemistry and Physics. Not only academic skills, but also laboratory skills are developed. Collaborative learning is developed through an interdisciplinary (compulsory) group project; the Group 4 project, which takes place at the end of the first year.

Group 5 – Mathematics

The ISG offers three options: Mathematics HL, Mathematics SL and Math Studies (SL). Math Studies is intended for those students who find the subject very difficult and/or will probably not use mathematics extensively during their future careers.

Group 6 – Visuals Arts

In Visual Arts students experiment with different expressive media. In their Research Workbook they show their personal and critical approach towards several aspects of Visual Arts.

GROUP I: Language A

ENGLISH A: Language and Literature Higher and Standard Level

Subject description:

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

Topics covered:

Cultural topics:

Newsmedia
Speeches & election campaigns
Advertising & propaganda
Language and identity
Language and gender
Language and taboo
Language and communities
Stereotypes
History of language

HL

Cultural Poetry
Lost in Translation
Satire

Literature:

One Shakespeare play
3 novels

HL

two extra literary works

Assessment:

Throughout each term, students will be assessed in a variety of ways, ranging from participation in class rooms discussions, presentations, role plays, creative and formal writing tasks.

Final assessment:

SL

Internal

Individual oral commentary 15%
Further oral activity 15%

External

Paper 1 - textual analysis 25%
Paper 2 - essay 25%
One written task 20%

HL

Internal

Individual oral commentary 15%
Further oral activity 15%

External

Paper 1 - comparative textual analysis 25%
Paper 2 - essay 25%
Two written tasks 20%

DUTCH A: Literature Higher and Standard Level

Subject description

Through the study of a wide range of literature, the language A Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their cultural and literary context, through close study of individual texts and passages, and by considering a range of critical approaches.

Topics covered

The syllabus consists of four parts:

- Part 1: Works in translation (SL: two works, HL: three works)
- Part 2: Detailed study (SL: two works, HL: three works)
- Part 3: Literary genres (SL: three works, HL: four works)
- Part 4: Options (SL: three works, HL: three works)

Assessment

There are three assessment objectives at SL and HL:

- knowledge and understanding of the literary works studied;
- analysis, synthesis and evaluation of those works and
- selection and use of appropriate presentation and language skills.

Final Assessment

The final assessment is divided into two parts: external and internal assessment.

External assessment: – 70%

- Paper 1: Guided literary analysis (SL) / Literary commentary (HL) – 20%
- Paper 2: Essay – 25%
- Written assignment – 25%

Internal assessment – 30%

- Individual oral commentary / Individual oral commentary and discussion - 15%
- Individual oral presentation – 15%

GROUP 2 Language B: Language Acquisition

ENGLISH B language Acquisition Higher and Standard Level

Subject description

The core topics for the 2-year course of English B:

- Groups: Social Relationships: how do groups behave in our society
- Global Issues: Explores issues that affect people all over the world
- Media & Communication: investigates how communications and connections are made in the modern world

The option topics of the English B course, are as follows:

- Health: mental and physical health issues and its impact on society are explored
- Leisure: daily life and leisure
- Customs and traditions: exploring the impact of customs and traditions on behaviour
- Cultural diversity: investigation into how different cultures fertilize and affect one another
- Science & Technology: how science and technology impacts our lives

The course is mainly a linguistic course but 2 novels of a literary nature will be read each year to familiarize students with English and American literature.

Assessment:

During the course students will be tested on writing (essays, brochures, reviews, letters) and oral presentations of topics discussed in class.

Final assessment

The final assessment is divided into two parts: external and internal assessment.

- Written examination (externally set and assessed) – 70%
- Oral assessment (carried out internally and moderated externally) – 30%

DUTCH B Language Acquisition Higher and Standard Level

Subject description

The programme for Dutch B is based on the general language-B topics related to the core of the programme: communication and media, global issues, social relationships. Furthermore students investigate two out of 5 possible options: cultural diversity, customs and traditions, health, leisure, science and technology. The choice of topics depends on the interests of students and on what is happening in our world today. Below you will find examples of topics students familiarize themselves with during the two-year course.

Topics

Communication and media: bias in media, social media, censorship

Global issues: terrorism, refugees, environment and sustainability

Social relationships: men and women, social behaviours and stances, nationalism

Cultural diversity: beliefs, values and norms, intercultural integration and assimilation

Customs and traditions: Sinterklaas as a racist tradition, food

Health: concepts of beauty and health, poverty, drug abuse

Leisure: travelling, entertainment, sports

Technology and science: drones, ethics and technology, renewable energy

These topics will be discussed in both standard and higher level classes. Written and oral assignments will be set to allow students to show their linguistic skills and development in the way they handle the topic.

On top of this higher level students will get acquainted with Dutch literature by reading short stories and a few novels.

Assessment:

During the course students will be tested on writing (e.g. essays, stories, reports, brochures, letters) and oral presentations of topics discussed in class.

Final Assessment

The final assessment is divided into two parts:

- Oral assessment (carried out internally and moderated externally) – 30%
- Written examination (externally set and assessed) – 70%; a written assignment is needed for both higher and standard level candidates. For higher level the task is based on one of the two literary works read in the final year.

FRENCH B Language Acquisition Standard Level

Subject description

During the two years DP Language B programme receptive, interactive and production skills are practised and tested.

The programme for French B is based on the general Language B topics related to two categories, core and options:.

The core topics for the 2-year course of French B:

- social relationships
- global issues
- communication & medias.

The option topics of the French B course, are as follows:

- customs & traditions
- cultural diversity
- health
- leisure
- sciences & technologies

Units

Within this Language B structure, the following units are studied in French class

- | | |
|--------------------------|-----------------------|
| • Francophonie | • Medias & Internet |
| • Climat & environnement | • L'amour et l'amitié |
| • Nourriture | • L'exclusion |
| • Patrimoine | • Bénévolat |
| • Les arts | • Le monde du travail |
| • La ville | • Migrations |

Assessment

Throughout the year assessment takes place at the end of unit, using past exam papers and other materials found and studied by students and teacher. In order to optimize exposure, all the lessons, documents, assignments and feedback are carried out uniquely in French. Vocabulary learning and grammar study are usage based and context driven.

Final assessment

The final assessment is divided into two parts: external and internal assessment.

- Written examination (externally set and assessed) – 70%
- Oral assessment (carried out internally and moderated externally) – 30%

Group 3: Individuals & Societies

History Higher and Standard Level

Subject description

Both Higher and Standard Level students study a variety of types of history, including political, economic, social and cultural types. In class students study different subjects and develop historical thinking and historical skills such as essay writing and sources analysis. Students are encouraged to develop critical thinking, to become aware of the multiple interpretations of history and the values and limitations of sources.

Both Standard and Higher level students study the prescribed subjects, which means that HL students study three additional subjects. In HL lessons topics are studied more in depth and there is more emphasis on historiography.

Topics covered:

SL and HL (P1 and P2):

1. Rights and Protest
2. Authoritarian states
 - a. Adolf Hitler
 - b. Joseph Stalin
 - c. Mao Zedung
 - d. Fidel Castro
3. The Cold War

HL only (P3):

4. The French Revolution and Napoleon
5. Imperial Russia
6. The Soviet Union and Post-soviet Russia

Assessment

During the course students are tested on every item and topic in factual tests and written assignments. In DP2 the focus is primarily on essay writing.

Final Assessment:

SL	External assessment:	75%
	Paper 1	30%
	Paper 2	40%
	Internal Assessment	25%
HL	External assessment:	80%
	Paper 1	20%
	Paper 2	25%
	Paper 3	35%
	Internal Assessment	20%

ECONOMICS Higher and Standard Level

Subject Description

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These theories will all be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

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.

Topics covered

Standard level (SL) and Higher level (HL) students are presented with a common syllabus. On top of the common syllabus HL students have an extension in some topics, acquiring further knowledge as well as developing quantitative skills.

Microeconomics:

Competitive markets, demand and supply
Elasticity
Government intervention
Market failure
Theory of the firm (HL only)

Macroeconomics:

The level of overall economic activity
Aggregate demand and aggregate supply
Macroeconomic objectives
Fiscal, monetary and supply-side policies

Development economics:

Economic development
Measuring development
The role of domestic factors
The role of international trade
The role of foreign direct investment
The roles of foreign aid and multilateral development assistance
The role of international debt

The balance between markets and intervention

International economics:

International trade
Exchange rates
The balance of payments
Economic integration
Terms of trade (HL only)

Assessment

During the course students will be tested on each component of the syllabus.

Final Assessment

The final assessment is divided into two parts: external and internal assessment.

- Internal assessment (carried out internally and moderated externally) – 20 %
- Written examination (externally set and externally assessed) –80%

GROUP 4: Experimental Sciences

BIOLOGY Higher and Standard Level

Subject description

Topics covered:

During the two-year course both SL and HL students familiarize themselves with the following topics:

- Cells
- Chemistry of Life
- Genetics
- Ecology and Evolution
- Human Health and Physiology

In addition HL students study the following topics:

- Nucleic Acids and Proteins
- Cell Respiration and Photosynthesis
- Further Genetics
- Defence against Diseases
- Nerves, Muscles and Movement
- Plant Science

Both SL and HL students choose one option from a range of further elaborations of the regular topics.

On average SL students do approximately one lab per month, HL students do one or two labs per month. The labs include microscopy, chemistry, genetics and field work. Some labs are simulations. Much attention is paid to the scientific way of working and thinking. Lab reports are to be handed in within one week after the lab has been done.

Assessment

During the course students are tested on every item and topic in quizzes and written tests. Assignments may also be used for assessment. The students also complete an individual investigation (10 hours of class time). This is an experiment that they plan, carry out and write up. This piece of work will be sent to the IB, and will make up the internal assessment part of their final grade.

Final Assessment

The final assessment is divided into two parts:

- Internal assessment – individual investigation. (carried out internally and moderated externally) – 25%
- Written examination (externally set and assessed) – 75%

CHEMISTRY Higher and Standard Level

Subject Description

DP Chemistry offers students the opportunity to truly understand how matter changes during reactions. The in-depth approach is not only stimulating and demanding but also quite comprehensive. The programme requires a high degree of involvement from the students and places a large [personal] responsibility on them in the form of “self-study”. Class hours are spent primarily to highlight important issues and construct a clear context, especially regarding the use of models. The students then need to study the details at home.

Topics covered and Lab Programme:

DP Chemistry is offered at both Standard Level (Topic 01-11) and Higher Level (Topic 01-21). The Standard Level programme is designed to create a solid basis of the science in terms of content (Applications, Skills, & Understandings), the fundamental way the science progresses through time (Nature of Science – NoS), and the connection to the world (International Mindedness). The Higher Level programme builds on the Standard Level programme, by adding more depth to the topics discussed and requires more specific insight in chemistry, abstract thinking, and a more solid knowledge of Math.

	Topics	Year		Topics	Year
01	Stoichiometry/Calculations	1	07/17	Equilibria	2
02/12	Atomic Structure	1	08/18	Acids & Bases	2
03/13	Periodicity	1	09/19	Oxidation & Reduction	2
04/14	Chemical Bonding	1	10/20	Organic Chemistry	2
05/15	Energetics	1	11/21	Analysis & Data processing	1
06/16	Kinetics	1		Options (A-D)	2

The topics are supplemented with Options that take the knowledge into a further degree of depth or into different but related areas. The four options are: Materials (A), Biochemistry (B), Energy (C), and Medicinal Chemistry (D). Each student chooses one of the Option for their Paper3.

During the two years the student’s knowledge is strengthened and reinforced through a rigorous lab programme (40 hours SL; 60 hours HL) with a strong focus on instrumental analysis. The Lab programme is designed to:

- Demonstrate a selection of chemical principles they learn in the lessons
- Provide an opportunity to apply the scientific method
- Develop the practical and manipulative skills needed to study and investigate the subject
- Help students understand the limitations of the tools used in the Science.

Assessment:

The students are given a test at the end of each module, consisting of questions taken from previous exams. In addition, the students write lab reports for the labs, for which they get feedback. The students also write short [1-2 page] “essays” or give presentations on specific topics.

Final Assessment

The final assessment is divided into two parts:

- Internal assessment Project– individual investigation. (carried out internally and moderated externally) – 25%
- Written examination (externally set and assessed) – 80%

PHYSICS Higher and Standard Level

Subject description

Both Higher and Standard level students study the subject specific core material plus an Option. HL students also study additional Higher Level material. Practical work is an important part of the programme. HL students spend 60 hours (out of a total of min. 240) and SL students spend 40 hours (out of a min. 150) on practical/ investigative work. This includes 10 to 15 hours for the Group 4 Project in which all DP1 students work together on a chosen topic or problem. For final assessment students will design their own investigation, perform it (10 hrs of lab work) and write a report that will be internally graded and externally moderated (this is called IA: Internal Assessment).

The overview of the curriculum is as follows.

Topics covered:

Standard and Higher Level

1. Measurements & uncertainties
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity & magnetism
6. Circular motion and gravitation
7. Atomic, nuclear & particle Physics
8. Energy production

Higher Level only

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum & nuclear physics

Options(SL & HL):

- A. Relativity
- B. Relativity
- C. Imaging
- D. Astrophysics

Assessment

During the course students are tested on every item and topic in quizzes and written tests. Assignments may also be used for assessment. Lab reports will be graded for assessment by the teacher.

Final assessment

The final assessment is divided into two parts:

- Internal Assessment – 20%
- Written examination (externally set and assessed) - 80%

GROUP 5: Mathematics

Mathematical Studies (SL)

Subject description

Maths Studies is a standard level course, equivalent in status to mathematics SL, but it addresses different needs.

It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data.

Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

Topics covered:

- Number and algebra (which includes finance)
- Descriptive Statistics
- Logic, sets and probability
- Statistical applications
- Geometry and trigonometry
- Mathematical models
- Introduction to differential calculus
- Individual project - analysis and evaluation of information or measurements

Assessment

During the course students are assessed by mean of tests, quizzes and occasionally mathematics based on practical work. Besides that, students work on their mathematical project during about 20 hours. A graphical calculator may be used by the students at all times, including during assessments and examinations.

Final Assessment is divided into two parts:

- Project (carried out internally and moderated externally) – 20%
- Written examination (externally set and assessed) – 80%

MATHEMATICS Standard Level

Subject description

Mathematical Standard Level focuses on developing mathematical techniques. Students are introduced to fundamental mathematical concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor. Most concepts are included because they underpin important methods and skills. These methods and skills form a major part of the programme. It is envisaged that the course will be of interest to students who expect to go on to further studies which will have a significant mathematical content. Of course it does not have the depth found in Mathematics Higher Level.

The programme includes a maths exploration. This is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication (including formulae, diagrams, graphs and so on), with accompanying commentary, good mathematical writing and thoughtful reflection. Student should develop their own focus, with the teacher providing feedback via, for example, discussion and interview. This will allow the students to develop area(s) of interest to them without a time constraint as in an examination, and allow all students to experience a feeling of success.

Topics covered:

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

Assessment

During the course students will be regularly assessed with tests and quizzes. Besides that, students work on the Maths exploration, for approximately 20 hours.

Final Assessment

The final assessment is divided into two parts:

- Maths exploration (carried out internally and moderated externally) – 20%
- Written examination (externally set and assessed) – 80%

MATHEMATICS Higher Level

Subject description

Mathematics Higher Level caters for students with a good background in mathematics, and who are competent in a range of analytical and technical skills. The majority of these students will expect to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging its problems.

The programme includes a maths exploration. This is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication (including formulae, diagrams, graphs and so on), with accompanying commentary, good mathematical writing and thoughtful reflection. Students should develop their own focus, with the teacher providing feedback via, for example, discussion and interview. This will allow the students to develop area(s) of interest to them without the time constraint of an examination.

Topics covered:

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

And **one** of the following options:

- Statistics and probability
- Sets, relations and groups
- Series and differential equations
- Discrete mathematics

Assessment

During the course students are constantly assessed by means of tests and quizzes. Besides that, students work on the portfolio assignments during about 20 hours.

The final assessment is divided into two parts:

- Maths exploration (carried out internally and moderated externally) – 20%
- Written examination (externally set and assessed) – 80%

GROUP 6: The Arts

Visual Arts: Higher Level and Standard Level

Subject description

Visual arts continually create new possibilities and can challenge traditional boundaries. This is evident both in the way we make art and in the way we understand what artists from around the world do. Theory and practice in visual arts are dynamic, ever changing and connect many areas of study and human experience through individual and collaborative production and interpretation.

New ways of expressing ideas help to make visual arts one of the most interesting and challenging areas of learning and experience. The processes of designing and making art require a high level of cognitive activity that is both intellectual and creative. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

The Diploma Programme visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

A standard aspect of our course includes school trips, museum visits & Life Drawing workshops.

There are three components to the IB Art Curriculum, whether the student is higher level or standard level:

Comparative Study

Comparing different artworks by different artist. 20%

SL= 10-15 screens that examine and compare at least three artworks, at least two different artists from contrasting context, plus a list of sources.

HL= submits the above, plus 3-5 screens that analyses the extent to which their work and practices have been influenced by the art and the artist examined.

Process Portfolio

Carefully selected materials that shows evidence of experimentations, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. 40%

SL= 9-18 screens showing sustained experimentations from a variety of art-making activities. Submitted work must be in at least two art-making forms.

HL= 13-25 screens showing sustained experimentations from a variety of art-making activities. Submitted work must be in at least three art-making forms.

Exhibition

Submitted for assessment a selection of resolved artworks from their final exhibition.

The selected pieces should show evidence of their technical accomplishments

during the course as well as an understanding of the use of materials, ideas and practice appropriate for visual communication. 40%

SL= submit a curatorial rationale that does not exceed 400 words, 4-7 artworks, exhibition text (title, medium, size and intention) for each piece.

HL= submit a curatorial rationale that does not exceed 700 words, 8-11 artworks, exhibition text (title, medium, size and intention) for each piece. 2 photographs of the overall art exhibition.

Assessment

Students are assessed in their research and designs as well as on their final products.

Final Assessment

The final assessment is divided into two parts:

- Research Workbook (carried out internally and moderated externally) – 25%
- Studio Work (assessed by an external IB-examiner) – 75%