



THE GLOBAL COLLEGE

# COURSE GUIDE

CLASS OF 2026



# SUBJECT CHOICES

2024 - 2025

## Introduction

As an IBDP Student you have the opportunity to select 6 subjects to make up your Diploma. Your selection of subjects come from each of the following groups:

### GROUP 1

#### LANGUAGE A: STUDIES ON LANGUAGE AND LITERATURE

English (HL/SL)  
Spanish (HL/SL)  
French (HL/SL)  
Spanish Literature and performance (SL)

### GROUP 2

#### LANGUAGE B: LANGUAGE ACQUISITION

English (HL/SL)  
Spanish (HL/SL/Ab initio)  
French (HL/SL/Ab initio)  
German (SL)  
Other languages by arrangement

### GROUP 3

#### INDIVIDUALS AND SOCIETIES

History (HL/SL)  
Business management (HL/SL)  
Economics (HL/SL)  
Environmental systems and societies (HL/SL)  
Psychology (HL/SL)

### GROUP 4

#### SCIENCES

Biology (HL/SL)  
Chemistry (HL/SL)  
Physics (HL)  
Computer science (HL/SL)  
Environmental systems and societies (HL/SL)

### GROUP 5

#### MATHEMATICS

Analysis and approaches (HL/SL)  
Applications and interpretations (HL/SL)

### GROUP 6

#### THE ARTS

Visual arts (HL/SL)  
Film (HL/SL)  
Another subject from the selection above from groups 1-4



# HOW TO CHOOSE YOUR SUBJECTS

Choosing subjects at IBDP should be based on a number of factors:

01. What subjects do you enjoy?
02. What subjects are you good at?
03. What university course do you think you might apply for?
04. What country are you applying to study in?

The process for selection of subjects begins with the filling out of our online form to request your subjects. These choices will be checked over by a member of the College senior team and you will then have an interview with them to discuss your choices and to then either formalize your application or to change it.

## THE PROCESS

01. Information sent out for student review.
02. Online seminars with Faculty to discuss subjects
  - University Access
  - Maths
  - Humanities and Arts
  - Languages
  - Sciences including ESS
03. Students will hand in the online form to apply for subjects
04. The academic team will arrange interviews with students to discuss their choices and to come to a final selection

Those who submit late applications should contact the academic team for the subject selection process at [secretariat@theglobalcollege.com](mailto:secretariat@theglobalcollege.com)

**Please note: We will do everything possible to accommodate subject selections and also changes after this point up until September 30th – due to timetabling and staffing changes may not always be possible and as such we cannot guarantee them.**

# HOW WE TEACH

## **SEMINAR APPROACHES**

At The Global College we deliberately provide material for students to digest outside of their designated class time to ensure when they are in the classroom (physically or virtually) they can spend their time talking, thinking, discussing, and learning. We think of this as an Oxford or Cambridge Seminar approach (although it is used at all the leading universities) that gives responsibility to the student (with guidance) but also gives them a far greater chance to develop their thoughts and improve in their given subjects.

## **TECHNOLOGICAL APPROACHES**

While every class will be different students should expect to work with a number of different technologies: video, online forms, multimedia cases, subject platforms, online collaboration tools, video materials and more. We expect students too to develop their technological expertise while with us: engaging in making content, delivering assignments in innovative ways and ensuring they take every opportunity to get to grips with the current and future technological landscape.

## **FLEXIBILITY**

Students will have a wide range of spaces and technologies at their disposal on our campus site. We will also be flexible with time; providing opportunities for students to work asynchronously on projects in each of their IB subject areas. Students can dial into lessons if they are on trips with other departments or out of the country.

## **GLOBAL EXPERTISE**

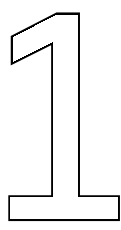
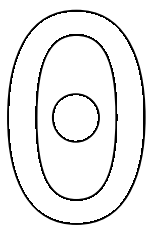
Students will not just be working with their peers and their teachers here, but also visiting professors from IE as well as professionals and academics across the world.

## **ENTREPRENEURSHIP**

Every subject is embedded with key skills vital to the development of an entrepreneurial mindset: teamwork, technological fluency, presentation, communication, creativity, problem identification and solving and more. We have created an education to develop these skills, practice these skills and eventually hone these skills through our CAS program and the Entrepreneurship project.



# CONTENTS



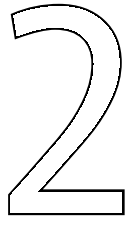
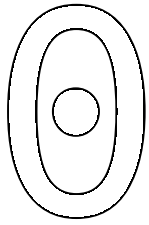
## GROUP 1

**Language A: Language and Literature**

HL / SL

**Lengua A: Literatura y Representación Teatral NM**

SL



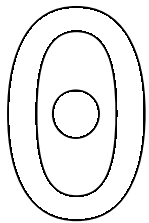
## GROUP 2

**Language B: Language Acquisition**

HL / SL

**Language Ab Initio**

AB INITIO



## GROUP 3

**History**

HL / SL

**Business Management**

HL / SL

**Economics**

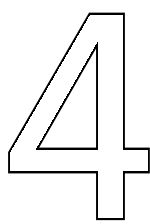
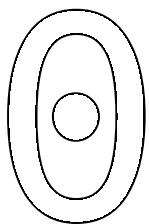
HL / SL

**Environmental Systems and Societies**

HL / SL

**Psychology**

HL / SL



## GROUP 4

**Biology**

HL / SL

**Chemistry**

HL / SL

**Physics**

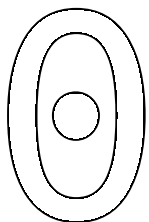
HL

**Computer Science**

HL / SL

**Environmental Systems and Societies**

HL / SL



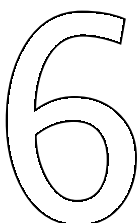
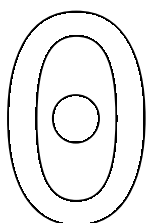
## GROUP 5

**Mathematics: Analysis and Approaches**

HL / SL

**Mathematics Applications and Interpretations**

HL / SL



## GROUP 6

**Visual Arts**

HL / SL

**Film**

HL / SL

GROUP 1

Language A: Language and Literature

HL / SL

Lengua A: Literatura y Representación Teatral NM

SL

**LANGUAGE A**

STUDIES ON LANGUAGE & LITERATURE

01



# LANGUAGE & LITERATURE



# LANGUAGE A: LANGUAGE AND LITERATURE

HL/SL

## WHY STUDY LANGUAGE AND LITERATURE?

In your language A: language and literature course you will study many different types of texts: literary, non-literary, visual, and performance texts. You will develop your analytical and thinking skills by understand how meaning is constructed and negotiated across multiple perspectives generated by single or multiple readers. The course aims to develop critical thinking about texts, your ability to respond to texts and your understanding of how supports or challenges ways of thinking and being in the real world. You will explore the texts you read in relation to their form, content, purpose, audience, as well as in relation to their social, historical, and cultural contexts.

## WHAT CAN I EXPECT?

Four literary works are studied in the SL course and six literary works are studied in the HL course. Each area of exploration should involve the study of literary works and body of non-literary texts, with equality. The texts and works come from a variety of cultures and languages. In selecting them, a balance is sought in relation to text type, literary form, time and place, and to a variety of forms of human and artistic experience.

The course is assessed through examination, coursework and oral presentations:

### HIGHER LEVEL

#### Paper 1: Guided textual analysis

35%  
Analysis of two different unseen non-literary texts.

#### Paper 2: Comparative essay

25%  
Comparative essay based on two literary works studied in the course.

#### Internal assessment: individual oral

20%  
Analyze how a global issue is presented through one literary and one non-literary text studied throughout the course.

#### HL essay

20%  
An essay on either a non-literary or a literary work studied during the course. 1,200-1,500 words

### STANDARD LEVEL

#### Paper 1: Guided textual analysis

35%  
Analysis of one unseen non-literary text from a choice of two.

#### Paper 2: Comparative essay

35%  
Comparative essay based on two literary works studied in the course.

#### Internal assessment: individual oral

30%  
Analyze how a global issue is presented through one literary and one non-literary text studied throughout the course.

# **LANGUAGE A: LANGUAGE AND LITERATURE**

**HL/SL**

## **WHERE CAN IT LEAD?**

The course is an ideal preparation for any university course which requires a high level of skill in communication, argumentation and critical thinking. For example, students may go on to study: translation, journalism; law, linguistics, advertising, among others. And, in the future, to be competent professionals in the mother tongue.

## **SUBJECT COMBINATIONS**

Students should take the language A course in their mother tongue or strongest academic language and take a language B course in a second language. In the case of bilingual students, it is possible to take two language A courses.

## **ENTRY REQUIREMENTS**

This course is designed for native speakers with previous academic training in the target language.

**L I T E R A  
T U R E  
&  
P E R F O R  
M A N C E**

# **LANGUAGE A: LITERATURA Y REPRESENTACIÓN TEATRAL NM SPANISH A – LITERATURE AND PERFORMANCE SL**

## **WHY STUDY LITERATURE AND PERFORMANCE?**

Literature and performance is an interdisciplinary synthesis of literature and theatre. It brings together literary analysis, based on close reading, critical writing and discussion, with practical and aesthetic elements of theatre. In this course students engage with a range of literary works, perform dramatic texts, and transform texts into realized performances.

The course is grounded in knowledge, skills and processes associated with the individual disciplines, while developing interdisciplinary understandings generated from the interactions between literature and performance. Literature and performance students acquire factual, conceptual and procedural knowledge of literature and the arts as separate disciplines.

However, at its heart, the course asks students to integrate understandings from these disciplines to develop further insight and create products that would not be possible within the single disciplines alone. Investigating a literary text through performance provides students with a unique perspective of the text; likewise, grounding a theatrical performance in literary understanding provides students with deeper sensitivity to the process of theatre-making.

Students who have not taken Spanish in previous years, but whose nationality does not allow them to choose Spanish B, may choose this subject as Language A.

Students who have taken Spanish in previous years may also choose this course if they are more interested in creative rather than formal language.

## **WHAT CAN I EXPECT?**

### **Know, understand and interpret**

A range of texts, works and/or performances, and their meanings and implications  
Contexts in which texts are written and/or received  
Elements of literary, stylistic, rhetorical, visual and/or performance craft  
Features of particular text types and literary forms

### **Communicate**

Ideas in clear, logical and persuasive ways  
In a range of styles, registers and for a variety of purposes and situations  
Ideas, emotion, character and atmosphere through performance.

### **Analyze and evaluate**

Ways in which the use of language creates meaning  
Uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques  
Relationships among different texts  
Ways in which texts may offer perspectives on human concerns.

# LANGUAGE A: LITERATURA Y REPRESENTACIÓN TEATRAL NM SPANISH A – LITERATURE AND PERFORMANCE SL

The course is assessed through examination, coursework and oral presentations:

## ASSESSMENT

### Paper 1: Comparative essay 30%

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)

### Written assignment 30%

In an essay of no more than 2,000 words, students critically examine an extract from a dramatic work that they have explored through performance. They analyse how the dramatic features of the extract were staged through their own individual performance choices.

### Internal assessment 40%

This component consists of two compulsory parts

Both parts are internally assessed by the teacher and externally moderated by the IB at the end of the course.

### Transformative performance

Students transform an extract from a non-dramatic literary work into a piece of theatre. This piece of theatre is then performed to a live audience.

### Individual oral

Students complete an individual oral in which they explain their process of transforming the extract into performance.

## WHERE CAN IT LEAD?

The course is an ideal preparation for any university course which requires a high level of skill in communication, argumentation and critical thinking. For example, students may go on to study: translation, journalism; law, linguistics, advertising, among others. And, in the future, to be competent professionals in the mother tongue.

## SUBJECT COMBINATIONS

Students should take the language A course in their mother tongue or strongest academic language and take a language B course in a second language. In the case of bilingual students, it is possible to take two language A courses.

## ENTRY REQUIREMENTS

This course is designed for native speakers with previous academic training in the target language.

GROUP 2

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Language B: Language Acquisition

HL / SL

Language Ab Initio

AB INITIO

**LANGUAGE B**

LANGUAGE ACQUISITION

02

# LANGUAGE ACQUISITION



# LANGUAGE B: LANGUAGE ACQUISITION

## HL/SL

### WHY STUDY LANGUAGE B?

Language B is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. As well as developing high levels of skill in reading, writing, speaking and listening, this process allows the student to broaden his or her awareness of the world and to foster respect for cultural diversity. In the language B course, students continue to develop their ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understanding of how the language works.

### WHAT CAN I EXPECT?

There are five themes for Language B:

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

These themes will be explored in texts in the target language of different types of texts (personal, professional, and mass media texts) with different communicative purposes and for different audiences. At HL, students will study two literary works originally written in the target language.

#### HIGHER LEVEL

##### **Paper 1: Productive skills**

Writing 25%

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type.

##### **Paper 2: Receptive skills**

Two sections:

Listening comprehension. 25%

Reading comprehension. 25%

##### **IA: Individual oral**

25%

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.

#### STANDARD LEVEL

##### **Paper 1: Productive skills**

Writing 25%

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type.

##### **Paper 2: Receptive skills**

Two sections

Listening comprehension. 25%

Reading comprehension. 25%

##### **IA: Individual oral**

25%

A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.

# **LANGUAGE B: LANGUAGE ACQUISITION**

**HL/SL**

## **WHERE CAN IT LEAD?**

High proficiency in a second language opens the door to university studies in countries where the target language is spoken, bilingual degrees or courses in that language. Being proficient in more than one language opens doors to the future.

## **SUBJECT COMBINATIONS**

Students choose a language B in combination with the study of the mother tongue as language A.

## **ENTRY REQUIREMENTS**

Language B is a language acquisition course designed for students with some previous experience of the target language, we recommend at least 4 years. Ab initio courses are designed for complete beginners.

**L A N  
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# LANGUAGE AB INITIO

## AB INITIO

### WHY STUDY LANGUAGE AB INITIO?

In the language ab initio 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.

### WHAT CAN I EXPECT?

A key focus of any ab initio language course is building communicative skills. Ab initio language classes at The Global College require the active participation of students in communicative tasks and will use technology to improve their communication skills, for example using our in-house radio studio to create podcasts and daily broadcasts in the target language.

The course is divided into the following sections:

## ASSESSMENT

### Paper 1: Productive skills

Writing 25%

Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task.

### Paper 2: Receptive skills

Listening comprehension. 25%  
Reading comprehension. 25%

Separate sections for listening and reading.

### Internal Assessment:

Individual oral 25%

A conversation with the teacher, based on a visual stimulus and at least one additional course theme.

# LANGUAGE AB INITIO

## AB INITIO

### THE CONTENT

Five prescribed themes for 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 are:

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet.

These themes will be explored in texts in the target language of different typologies (personal, professional and mass media texts) with different communicative purposes and for different audiences.

Literature is also an especially appropriate vehicle for promoting the development of international mindedness, which is a key aim of the DP language acquisition courses. Although in this course it is only a suggestion, never a requirement.

### WHERE CAN IT LEAD?

The study of a new language lays the foundations for the knowledge of the culture that language represents and opens the way to acquire the necessary skills to communicate in that language and contemplate the possibility of developing different activities in that language (studying, living in a target language country, being professionally competitive, etc.).

### SUBJECT COMBINATIONS

Students who choose a Language Ab Initio combine them with the study of the mother tongue as Language and Literature, which is why the IB requires the study of at least two languages, one of them always as the mother tongue and the other as the language of acquisition (B or Ab Initio) or another mother tongue.

### ENTRY REQUIREMENTS

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.

GROUP 3

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**History**

HL / SL

**Business Management**

HL / SL

**Economics**

HL / SL

**Environmental Systems and Societies**

HL / SL

**Psychology**

HL / SL

**INDIVIDUALS  
& SOCIETIES**

03

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# HISTORY

## HL/SL

### WHY STUDY HISTORY?

History teaches students the key skills of analysis, evaluation and communication while giving them a cultural and historical education on the foundations of Europe. The course at The Global College is cultural and social in nature and ranges from 750 – 1700.

### WHAT CAN I EXPECT?

These topics focus on social and economic change and continuity in the medieval world. It allows the opportunity for students to examine the social and economic impact of dramatic events of the period such as the spread of the Black Death, as well as the contribution of significant individuals such as Marco Polo or Ibn Battuta. The second topic focuses on exploring societal change. It centres on the transition from the medieval to the modern world, a period of dramatic economic, social, and cultural change. Elements of European, African, and Asian history will be studied across this period.

#### HIGHER LEVEL

**Paper 1**  
20%

The Build up to War: International Relations in the build up to WW2

**Paper 2**  
30%

World history topic 1: Society and economy (750–1400) and World history topic 4: Societies in transition (1400–1700)

**Paper 3**  
35%

Topics:  
Muslims and Jews in medieval Europe (1095–1492)  
The Renaissance (c1400–1600)  
WWI

**IA**  
20%

This is a short research paper devised in class along the students' interests. It may be connected to the work happening in the class, but students are also free to choose an entirely different topic.

#### STANDARD LEVEL

**Paper 1**  
30%

The Build up to War: International Relations in the build up to WW2

**Paper 2**  
45%

World history topic 1: Society and economy (750–1400) and World history topic 4: Societies in transition (1400–1700)

**IA**  
25%

This is a short research paper devised in class along the students' interests. It may be connected to the work happening in the class, but students are also free to choose an entirely different topic.



# **HISTORY**

## **HL/SL**

### **WHERE CAN IT LEAD?**

Students taking history will be expected to have an interest in problem solving, language, culture, literature and politics. The course is ideal preparation for any humanities course at university as well as business, law or politics.

### **SUBJECT COMBINATIONS**

History works well with all subjects; however, many students often find they take Economics as well.

### **ENTRY REQUIREMENTS**

There are no entry requirements to history at IB other than a strong interest and a high level of English.

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# BUSINESS MANAGEMENT

## HL/SL

### WHY STUDY BUSINESS MANAGEMENT?

The business management course is about problem solving within the context of specific businesses and providing solutions as to how the business could proceed. Studying business management will help you to develop a critical understanding of organisations and the markets they serve. You will develop an appreciation that business behaviour can be influenced by different stakeholders such as consumers, competitors and government. This course will help you to acquire a range of skills including decision-making and problem-solving in the context of real business situations. If you have an interest in how businesses are run, are a budding entrepreneur or have a knack for finance then this could well be the right course for you.

### WHAT CAN I EXPECT?

When studying business at TGC, students can enjoy our unique interactive case study approach which uses real life cases from the world of business. With access to the school's recording studio, students can expect to produce their own written and video learning resources for everyone to use. The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course:

- **Unit 1:** Introduction to Business Management
- **Unit 2:** Human resource management
- **Unit 3:** Finance and accounts
- **Unit 4:** Marketing
- **Unit 5:** Operations Management

The aims of the Business Management course at SL and HL are to enable students to:

- Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
- Foster an informed understanding of ethical and sustainable business practices
- Explore the connections between individuals, businesses and society
- Engage with decision-making as a process and a skill.

#### HIGHER LEVEL

**Paper 1**  
25% Case study

**Paper 2**  
30% Quantitative

**Paper 3**  
25% Social Enterprise and strategic plan

**IA**  
20% Research project about a company

#### STANDARD LEVEL

**Paper 1**  
35% Case study

**Paper 2**  
35% Quantitative

**IA**  
30% Research project about a company

# **BUSINESS MANAGEMENT**


## **HL/SL**

### **SUBJECT COMBINATIONS**

Business management pairs well with virtually all subjects given that all subjects have a business application. Students often find that business management complements economics, maths and languages very well.

### **ENTRY REQUIREMENTS**

At The Global College, there are no entry requirements for business management at either SL or HL.



# ECONOMICS

# ECONOMICS

## HL/SL

### WHY STUDY ECONOMICS?

Economics finds itself within the group three subjects as it is a social science. Students enjoy Economics as it is an intellectually challenging, exciting and dynamic subject. Through the study of decision-making by consumers, businesses and governments, you will gain a fantastic insight into the world. The modern world has changed so much in the last decade as a result of a global financial crisis, pandemic, technological progress and political change. The study of Economics can help students to understand these changes as well as helping them to understand what the future might look like.

### WHAT CAN I EXPECT?

In the first year, students will cover both micro and macroeconomic topics during the course. For the micro side of the course, we study theories of how markets work, how and why they fail, and the behavior of firms in different market structures. Macroeconomic topics focus on the performance of different world economies and looks at areas such as unemployment, inflation, changes in interest rates and government policies.

In the second year we look at the broader global context covering topics such as globalisation, international trade and economic development – looking at why some countries are richer and more developed than others.

The aims of the economics course are to enable students to:

- Develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- Apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- Develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges, and consequences of economic decision-making.

# ECONOMICS

## HL/SL

### HIGHER LEVEL

80% (External assessment 4 hours and 45 minutes)

#### Paper 1

20% (1 hour and 15 minutes)

An extended response paper (25 marks)  
Assessment objectives: AO1, AO2, AO3, AO4  
Syllabus content including HL extension material  
Students answer one question from a choice of three (25 marks)

#### Paper 2

30% (1 hour and 45 minutes)

A data response paper (40 marks)  
Assessment objectives: AO1, AO2, AO3, AO4  
Syllabus content including HL extension material. Includes some quantitative questions.  
Students answer one question from a choice of two (40 marks)

#### Paper 3

30% (1 hour and 45 minutes)

A policy paper (60 marks)  
Assessment objectives: AO1, AO2, AO3, AO4  
Syllabus content including HL extension material. Includes both quantitative and qualitative questions.  
Students answer two compulsory questions (30 marks per question)

#### Internal Assessment

20% (20 teaching hours)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  
Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media.  
Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts.  
Maximum 800 words for each commentary (45 marks)

### STANDARD LEVEL

70% (External assessment 3 hours)

#### Paper 1

30% (1 hour and 15 minutes)

An extended response paper (25 marks)  
Assessment objectives: AO1, AO2, AO3, AO4  
Syllabus content (excluding HL extension material)  
Students answer one question from a choice of three (25 marks)

#### Paper 2

40% (1 hour and 45 minutes)

A data response paper (40 marks)  
Assessment objectives: AO1, AO2, AO3, AO4  
Syllabus content (excluding HL extension material). Includes some quantitative questions.  
Students answer one question from a choice of two (40 marks)

#### Internal Assessment

30% (20 teaching hours)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  
Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media.  
Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts.  
Maximum 800 words for each commentary (45 marks)

# **ECONOMICS**

## **HL/SL**

### **WHERE CAN IT LEAD?**

You will develop a wide range of skills that universities and future employers value greatly, including the ability to analyse and interpret qualitative and quantitative data; communicate concisely; think critically and solve problems; apply literary and ICT skills. Economics is a popular subject choice, which is not surprising given the number of doors it can open: from law to finance, consultancy, accountancy, business and politics. Equally it can help further careers and degrees in development and humanitarian work too.

### **SUBJECT COMBINATIONS**

Economics is a great subject which complements history, geography, ESS and business management very well.

### **ENTRY REQUIREMENTS**

At The Global College, there are no entry requirements for economics at either SL or HL.



**ENVIRONMENTAL  
SYSTEMS &  
SOCIAL  
TIES**

# ENVIRONMENTAL SYSTEMS AND SOCIETIES

## HL/SL

### WHY STUDY ENVIRONMENTAL SYSTEMS AND SOCIETIES?

This exciting standard level course provides students a balanced perspective on the wide range of inter-relationships between the environment and different societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they may very well come to face in later life. The course also encourages students to evaluate the scientific, ethical and socio-political aspects of environmental issues.

ESS takes a look at the environment from a systems viewpoint and attempts to understand its dynamic yet self-controlled nature. It leads to an understanding of humans as an integral part of the global environment and addresses issues such as population growth, resource usage, pollution management, conservation and sustainability.

The course is suitable for those with an environmental interest but does require some scientific ability. A cross-curricular subject, it draws from the sciences, geography, economics, politics and sociology and encourages students to look at the 'big picture.'

### WHAT CAN I EXPECT?

You'll learn through real-world case studies, news and literature research, rather than the theoretical derivations and empirical experiments of Biology, Chemistry and Physics.

#### HIGHER LEVEL

**Paper 1**  
(2 hours) 30% (70 marks)

Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.

**Paper 2**  
(2.5 hours) 50% (80 marks)

Section A (40 marks) is made up of short-answer and data-based questions. Section B (20 marks) requires students to answer one (SL) or two (HL) structured essay questions from a choice. Each question is worth 20 marks.

**Internal Assessment**  
(10 hours) 20% (30 marks)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment consists of one task: the individual investigation.

#### STANDARD LEVEL

**Paper 1**  
(1 hour) 25% (35 marks)

Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.

**Paper 2**  
(2 hours) 50% (60 marks)

Section A (40 marks) is made up of short-answer and data-based questions. Section B (20 marks) requires students to answer one (SL) or two (HL) structured essay questions from a choice. Each question is worth 20 marks.

**Internal Assessment**  
(10 hours) 25% (30 marks)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment consists of one task: the individual investigation.

# ENVIRONMENTAL SYSTEMS AND SOCIETIES

HL/SL

## TOPICS

- Environmental value systems
- Environmental systems and modelling
- Conservation and biodiversity
- Water and aquatic food production systems and societies
- Soil systems
- Atmospheric systems
- Human population, carrying capacity and resource use
- Climate change

## WHERE CAN IT LEAD?

Environmental awareness is becoming increasingly important, and degrees specialising in environmental science/studies are becoming common in universities worldwide. These degrees relate to many career areas and are useful for any student wishing to enter the growing field of environmental impact assessment, environmental law, journalism, resource management, business, land use planning and development, politics and many more.

## SUBJECT COMBINATIONS

The subject is a trans-disciplinary Group 3 (Individual and Societies) and Group 4 (Sciences) subject; students taking this course satisfy the requirements for both groups, allowing for more versatility in the IBDP package. Students taking ESS are able therefore able to take two Group 6 Arts subjects, for example. This course complements Geography, Economics, Business, Biology and English, and is currently offered at Standard Level only.

## ENTRY REQUIREMENTS

There are no entry requirements to take ESS at IB other than a strong interest in environmental issues and a good level of English.

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# PSYCHOLOGY

## HL/SL

### WHY STUDY ENVIRONMENTAL PSYCHOLOGY?

Psychology is the scientific study of the human mind and behavior. It has roots in both the natural and social sciences, making it a fascinating subject that is directly relevant to our everyday life. Psychology develops a huge range of skills and competencies, balancing essay writing with statistical and data analysis. Students are given opportunities to design and conduct their own experiments, applying various methodological techniques, experimental designs and data analysis, whilst maintaining ethical principles, on a chosen topic. This helps to develop their understanding of biological, cognitive and social influences on human behavior.

### WHAT CAN I EXPECT?

Throughout the course, you will develop a wider understanding of “why we act the way we do”, as we will explore human behavior through three different lenses: biological, cognitive, and sociocultural influences. Understanding these influences will serve as a framework that we will later apply to analyze specific behaviors, such as psychological disorders and social interactions. You will also develop research skills in psychology, being able to conduct your experiments and experience how psychological knowledge is generated, developed, and applied.

The course is divided into the following sections:

#### HIGHER LEVEL

**Paper 1**  
40%

Biological, Cognitive, and Sociocultural Approach to Behavior

**Paper 2**  
20%

Abnormal Behavior and Human Relationships/  
Developmental Psychology

**Paper 3**  
20%

Approaches to Researching Behavior

**IA**  
20%

A report on a replication of an experimental study.

#### STANDARD LEVEL

**Paper 1**  
50%

Biological, Cognitive, and Sociocultural Approach to Behavior

**Paper 2**  
25%

Abnormal Behavior and Human Relationships/  
Developmental Psychology

**IA**  
25%

A report on a replication of an experimental study.

# PSYCHOLOGY

## HL/SL

For the **internal assessment**, students will replicate or design an experiment to study a specific cognitive process. They will be responsible for leading the whole research process, from formulating their research question and recruiting their participants, to conducting the experiment, statistically analyzing their results, and writing a report to publish their conclusions.

### WHERE CAN IT LEAD?

Psychology is a broad discipline that can lead to a number of different careers. It has transferable skills that lead into Law and Business. Practicing psychologists include clinical, sports, educational and forensic psychologists. Other careers closely linked to psychology include sales & marketing, human resources, law and teaching.

### ENTRY REQUIREMENTS

Students should have a good background in science and maths.

GROUP 4

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**Biology**

HL / SL

**Chemistry**

HL / SL

**Physics**

HL

**Computer Science**

HL / SL

**Environmental Systems and Societies**

HL / SL

**SCIENCES**

04

B I O

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# BIOLOGY

## HL/SL

### WHY STUDY BIOLOGY?

The word Biology comes from the ancient Greek: bios – ‘life’ and logos – ‘knowledge’. The scope of the subject is vast, ranging from the infinitesimally small molecules and machines that make up our microscopic cells, to the largest interdependent ecosystems and biomes that make up our planet - and everything in between. Biology fascinates us for a variety of reasons, from its direct relevance to the workings of our human bodies, to the applications of genetics and biotechnology for solving the problems humanity will face in the future. We need to understand Biology to make sense of the world and to make good decisions, and never has this been more evident than during the recent COVID-19 pandemic and the issues regarding quarantine and vaccination that have resulted. This course is an excellent preparation for anyone who is interested in medicine, biomedical sciences or related fields at university, or to simply develop the skills of logical thought and critical evaluation that will be valuable in any future study or career.

### WHAT CAN I EXPECT?

SL and HL courses share the core syllabus.  
HL students study additional material to a far greater depth and breadth.

#### HIGHER LEVEL

##### Paper 1 36%

Blended paper covering the whole syllabus and all themes: multiple choice

##### Paper 2 44%

Data based and short answer and essay style questions on the syllabus to apply their knowledge

##### IA 20%

A practical experiment designed by the student or a research piece based on secondary research

#### STANDARD LEVEL

##### Paper 1 36%

Blended paper covering the whole syllabus and all themes: multiple choice

##### Paper 2 44%

Data based and short answer and essay style questions on the syllabus to apply their knowledge

##### IA 20%

A practical experiment designed by the student or a research piece based on secondary research

# **BIOLOGY**

## **HL/SL**

### **CORE CURRICULUM**

- Biological Molecules
- Cells
- Organisms
- Ecosystems

### **ADDITIONAL HIGHER-LEVEL TOPICS (AHL)**

HL covers each topic in more depth with particular emphasis on:

- Nucleic Acids
- Metabolism, Respiration and Photosynthesis
- Plant Biology
- Genetics, Biodiversity and Evolution

### **WHERE CAN IT LEAD?**

Biology not only provides the springboard into 'pure' natural science courses at university, but is also a highly respected, traditional degree which allows students to develop the skills required for a number of different professions in applied biological sciences such as medicine, pharmacy, biochemistry, veterinary science, agriculture, forestry, marine science, physiotherapy, sports physiology.

### **SUBJECT COMBINATIONS**

Biology pairs well with chemistry, psychology, and ESS.

### **ENTRY REQUIREMENTS**

To study Biology at IB Higher Level, students require a good grounding in Science and Mathematics.

# CHEMISTRY

# CHEMISTRY

## HL/SL

### WHY STUDY CHEMISTRY?

The chemistry course looks at each of the different chemistry topic in depth and with rigour. It will help you to develop the key skills for a real scientific approach to everyday life: lab skills and inquiry, planning, forming hypotheses and how to pose questions correctly to obtain a reliable answer. Along with specialized scientific skills, this subject also develops your ability to analyse and evaluate sources and results, and to communicate clearly and effectively. The course at The Global College goes from general foundational topics to specific medical aspects.

The course is composed of the various chemistry content areas, data acquisition and processing and nature of science.

### WHAT CAN I EXPECT?

#### HIGHER LEVEL

**Paper 1**  
36%

Multiple-choice questions

**Paper 2**  
44%

Short answer and extended-response questions

**IA**  
20%

The scientific investigation is an openended 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 3,000 words

#### STANDARD LEVEL

**Paper 1**  
36%

Multiple-choice questions

**Paper 2**  
44%

Short answer and extended-response questions

**IA**  
20%

The scientific investigation is an openended 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 3,000 words

# CHEMISTRY

## HL/SL

### TOPICS

- Chemical calculations:  
Stoichiometry
- Inorganic Chemistry
  - Atómica models
  - Periodicity
  - Chemical bonding
- Thermodynamics
- Electrochemistry
- Chemical kinetics
- Chemical equilibrium
- Organic chemistry
- Measurement and data processing
- Biochemistry

### THE INTERNAL ASSESSMENT

It is mandatory in the programme that students are involved in an inquiry-based experience that allows for the development of scientific inquiry, apart from being able to follow directions and to replicate a given experimental procedure. They need to be provided with the opportunities for the development of scientific inquiry skills.

The Internal Assessment is an individual investigation that involves a hands-on approach, use of databases, modelling, simulation, or a hybrid of these approaches. It is an integral part of the development of students' manipulative skills and should involve ability to follow instructions accurately and demonstrate the safe, competent and methodical use of a range of techniques and equipment.



# PHYSICS

# PHYSICS

## HL

### WHY STUDY PHYSICS?

What's inside a proton? What are black holes made from? From the very small to the very big, and everything in between- the physics course seeks to explain the fundamentals of the physical world and universe around us. Not for the faint hearted, the course spans five units at standard level, all with higher level counterpart extensions.

### WHAT CAN I EXPECT?

The physics course comprises of five units, all with higher level counterpart extensions:

- **Unit A: Space, Time & Motion**
  - A.1 Kinematics
  - A.2 Forces and momentum
  - A.3 Work, energy & power
  - A.4 Rigid body mechanics
  - A.5 Galilean and special relativity
- **Unit B: The Particulate Nature of Matter**
  - B.1 Thermal energy transfers
  - B.2 Greenhouse effect
  - B.3 Gas laws
  - B.4 Thermodynamics
  - B.5 Current & circuits
- **Unit C: Wave Behaviour**
  - C.1 Simple harmonic motion
  - C.2 Wave model
  - C.3 Wave phenomena
  - C.4 Standing waves and resonance
  - C.5 Doppler effect
- **Unit D: Fields**
  - D.1 Gravitational fields
  - D.2 Electric and magnetic fields
  - D.3 Motion in electromagnetic fields
  - D.4 Induction
- **Unit E: Nuclear & Quantum Physics**
  - E.1 Structure of the atom
  - E.2 Quantum physics
  - E.3 Radioactive decay
  - E.4 Fission
  - E.5 Fusion and stars

# PHYSICS

## HL

### HIGHER LEVEL

#### Paper 1

2 hours / 36% / Marks: 60

#### PAPER 1 IS PRESENTED AS TWO SEPARATE BOOKLETS

Paper 1A—40 marks

- 40 multiple-choice questions on standard level and additional higher level material. No marks are deducted for incorrect answers.

Paper 1B—20 marks

- Data-based questions.

Paper 1A and paper 1B are to be completed together without interruptions.

The questions on paper 1 test assessment objectives 1, 2 and 3.

The use of calculators is permitted. See the Calculators guidance for examinations booklet on the Programme Resource Centre.

Each student must have access to a clean copy of the Physics data booklet during the examination. It is the responsibility of the school to download a copy from IBIS or the Programme Resource Centre and to ensure that there are sufficient copies available for all students.

#### Paper 2

2 hours and 30 minutes / 44% / Marks: 90

- Short-answer and extended-response questions on standard level and additional higher level material. The questions on paper 2 test assessment objectives 1, 2 and 3.

The use of calculators is permitted. See the Calculators guidance for examinations booklet on the Programme Resource Centre.

Each student must have access to a clean copy of the Physics data booklet during the examination. It is the responsibility of the school to download a copy from IBIS or the Programme Resource Centre and to ensure that there are sufficient copies available for all students.

### WHERE CAN IT LEAD?

Elect to take physics if you are interested in studying engineering, mathematics, computer science, architecture or any of mix of the physical sciences at university.

### SUBJECT COMBINATIONS

All students take some form of mathematics; however, it is useful for physics candidates to choose the maths AA HL course. Chemistry also works well with physics, as there are some small areas of crossover, and complimentary ideas.

### ENTRY REQUIREMENTS

A good command of mathematics is essential, as is a high competency in English. Physicists also need a good imagination as well as problem solving & data analytical skills. It is beneficial to have a solid base knowledge of IGCSE physics (or equivalent) to access the course. It is not a pre-requisite to have studied the IGCSE course, but it does serve as a good guide as the topics and level required to easily access the IB physics course.



A person is walking through a futuristic digital tunnel. The walls and ceiling are composed of glowing blue and white data points, creating a sense of depth and movement. The floor is dark and reflective. The overall atmosphere is high-tech and immersive.

# COMPUTER SCIENCE

# COMPUTER SCIENCE

## HL/SL

### WHY STUDY COMPUTER SCIENCE?

Computer Science provides the environment to work on the understanding of the fundamental concepts of computational thinking, as well as knowledge of how computers and other digital devices operate. The Computer Science course is engaging, accessible, inspiring and rigorous. It draws on a wide spectrum of knowledge, enabling and empowering innovation.

Computational thinking involves the ability to think procedurally, logically, concurrently, abstractly, and recursively. Additionally, to think ahead, develop algorithms and express them clearly, and appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally. During the course the student will develop computational solutions by identifying problems, and designing, prototyping, and testing a proposed solution, this being evaluated by the corresponding clients.

### WHAT CAN I EXPECT?

#### HIGHER LEVEL

**Paper 1**  
40 %

**Core (HL)**

System fundamentals / Computer organization /  
Networks / Computational thinking, problem-solving  
and programming (Python)

**Extension (HL)**

Abstract data structures / Resource management /  
Control

**Paper 2**  
20 %

Option D: Object-oriented programming (OOP)  
(Java and Python)

**Paper 3**  
20 %

Questions on a case study published near the end of  
year 1. The case study involves in-depth research of a  
specialized topic.

Current case study: Mobile robots (SLAM) and human pose estimation.

**IA**  
20 %

Development of a computational solution, including a  
product and a 2,000-word written supporting  
documentation.

#### STANDARD LEVEL

**Paper 1**  
45 %

**Core (SL)**

System fundamentals / Computer organization /  
Networks / Computational thinking, problem-solving  
and programming (Python)

**Paper 2**  
25 %

Option D: Object-oriented programming (OOP)  
(Java and Python)

**IA**  
30 %

Development of a computational solution, including a  
product and a 2,000-word written supporting  
documentation.

# COMPUTER SCIENCE

## HL/SL

### TOPICS

- System fundamentals
- Computer organization
- Networks
- Computational thinking, problem-solving and programming (to be taught throughout the year)
- Object-oriented programming (OOP)

### The Internal Assessment

The use of code is seen as an essential part of testing the algorithms developed. The internal assessment should provide an opportunity for the students to showcase their innovative skills while developing a practical solution to either a specified problem or unanswered question. These skills will be evident in the use of complex design and algorithmic principles as well as rigorous testing leading to the development of a functional product. In order to complete the internal assessment successfully, students are expected to create a solution to a specific problem using the design cycle, and thoroughly document their work.

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# ENVIRONMENTAL SYSTEMS & SOCIETIES

## HL/SL

### WHY STUDY ENVIRONMENTAL SYSTEMS AND SOCIETIES?

This exciting standard level course provides students a balanced perspective on the wide range of inter-relationships between the environment and different societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they may very well come to face in later life. The course also encourages students to evaluate the scientific, ethical and socio-political aspects of environmental issues.

ESS takes a look at the environment from a systems viewpoint and attempts to understand its dynamic yet self-controlled nature. It leads to an understanding of humans as an integral part of the global environment and addresses issues such as population growth, resource usage, pollution management, conservation and sustainability.

The course is suitable for those with an environmental interest but does require some scientific ability. A cross-curricular subject, it draws from the sciences, geography, economics, politics and sociology and encourages students to look at the 'big picture.'

### WHAT CAN I EXPECT?

You'll learn through real-world case studies, news and literature research, rather than the theoretical derivations and empirical experiments of Biology, Chemistry and Physics.

#### HIGHER LEVEL

**Paper 1**  
(2 hours) 30% (70 marks)

Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.

**Paper 2**  
(2.5 hours) 50% (80 marks)

Section A (40 marks) is made up of short-answer and data-based questions. Section B (20 marks) requires students to answer one (SL) or two (HL) structured essay questions from a choice. Each question is worth 20 marks.

**Internal Assessment**  
(10 hours) 20% (30 marks)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment consists of one task: the individual investigation.

#### STANDARD LEVEL

**Paper 1**  
(1 hour) 25% (35 marks)

Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.

**Paper 2**  
(2 hours) 50% (60 marks)

Section A (40 marks) is made up of short-answer and data-based questions. Section B (20 marks) requires students to answer one (SL) or two (HL) structured essay questions from a choice. Each question is worth 20 marks.

**Internal Assessment**  
(10 hours) 25% (30 marks)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment consists of one task: the individual investigation.

# **ENVIRONMENTAL SYSTEMS & SOCIETIES**

## **HL/SL**

### **TOPICS**

- Environmental value systems
- Environmental systems and modelling
- Conservation and biodiversity
- Water and aquatic food production systems and societies
- Soil systems
- Atmospheric systems
- Human population, carrying capacity and resource use
- Climate change

### **WHERE CAN IT LEAD?**

Environmental awareness is becoming increasingly important, and degrees specialising in environmental science/studies are becoming common in universities worldwide. These degrees relate to many career areas and are useful for any student wishing to enter the growing field of environmental impact assessment, environmental law, journalism, resource management, business, land use planning and development, politics and many more.

### **SUBJECT COMBINATIONS**

The subject is a trans-disciplinary Group 3 (Individual and Societies) and Group 4 (Sciences) subject; students taking this course satisfy the requirements for both groups, allowing for more versatility in the IBDP package. Students taking ESS are able therefore able to take two Group 6 Arts subjects, for example. This course complements Geography, Economics, Business, Biology and English, and is currently offered at Standard Level only.

### **ENTRY REQUIREMENTS**

There are no entry requirements to take ESS at IB other than a strong interest in environmental issues and a good level of English.

GROUP 5

Mathematics: Analysis and Approaches

HL / SL

Mathematics Applications and Interpretations

HL / SL

**MATHEMATICS**

05

**MATHEMATICS**  
**ANALYSIS**  
**& APPROACHES**



# MATHEMATICS: ANALYSIS & APPROACHES

## HL/SL

### WHY STUDY MATHEMATICS: ANALYSIS AND APPROACHES?

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization who have good knowledge of algebra.

### WHAT CAN I EXPECT?

The course is divided into these sections:

- Paper 1 - Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus.
- Paper 2 – Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus.
- Paper 3 – Higher level only – Two compulsory extended response problem-solving questions.
- The Internal Assessment – or IA – in mathematics is an individual exploration.

#### HIGHER LEVEL

##### Paper 1

30%, non-calculator, (110 marks/120min)

##### Paper 2

30%, calculator, (110 marks/120min)

##### Paper 3

20%, calculator, (55 marks/60min)

##### Internal Assessment

20%, (20marks)

#### STANDARD LEVEL

##### Paper 1

40%, non-calculator, (80marks/90min)

##### Paper 2

40%, calculator, (80marks/90min)

##### Internal Assessment

20%, (20marks)

# MATHEMATICS: ANALYSIS & APPROACHES

## HL/SL

### TOPICS

There are five topics studied for this course in both SL and HL levels. However, the HL course is far more rigorous, which is reflected in the additional teaching hours and the examination model.

TOPICS	STANDARD LEVEL Teaching hours	HIGHER LEVEL Teaching hours
Numbers and Algebra	19	39
Functions	21	32
Geometry and Trigonometry	25	51
Statistics and Probability	27	33
Calculus	28	55
Investigation, problem solving and math IA	30	30
Total number of hours	150	240

### WHERE CAN IT LEAD?

The MAA HL can lead to any STEM related course at university level, including Engineering, Mathematics and Physics.

The MAA SL can lead to some STEM related courses at university level, depending on the entry requirements for individual universities.



# MATHEMATICS

# APPLICATIONS & INTERPRETATIONS

# MATHEMATICS APPLICATIONS & INTERPRETATIONS

HL/SL

## WHY STUDY MATHEMATICS APPLICATIONS AND INTERPRETATIONS?

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context. The course makes extensive use of technology to allow students to explore and construct mathematical models.

Students who wish to take Mathematics: applications and interpretation at **higher level** will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

## WHAT CAN I EXPECT?

The courses are divided into these sections:

- Paper 1 – Compulsory short-response questions based on the syllabus.
- Paper 2 – Compulsory extended-response questions based on the syllabus.
- Paper 3 – **Higher level only** – Two compulsory extended response problem-solving questions.
- The Internal Assessment – or IA – in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

### HIGHER LEVEL

#### Paper 1

30%, non-calculator, (110marks/120min)

#### Paper 2

30%, calculator, (110marks/120min)

#### Paper 3

20%, calculator, (55 marks/60min)

#### Internal Assessment

20%, (20marks)

### STANDARD LEVEL

#### Paper 1

40%, non-calculator, (80marks/90min)

#### Paper 2

40%, calculator, (80marks/90min)

#### Internal Assessment

20%, (20marks)

# MATHEMATICS

## APPLICATIONS & INTERPRETATIONS

HL/SL

### TOPICS

There are five topics studied for this course in both SL and HL levels.

TOPICS	STANDARD LEVEL Teaching hours	HIGHER LEVEL Teaching hours
Numbers and Algebra	16	29
Functions	31	42
Geometry and Trigonometry	18	46
Statistics and Probability	36	52
Calculus	19	41
Investigation, problem solving and math IA	30	30
Total number of hours	150	240

### WHERE CAN IT LEAD?

The MAI HL can lead some STEM related course at university level, depending on the entry requirements for individual universities, and most economics and finance courses.

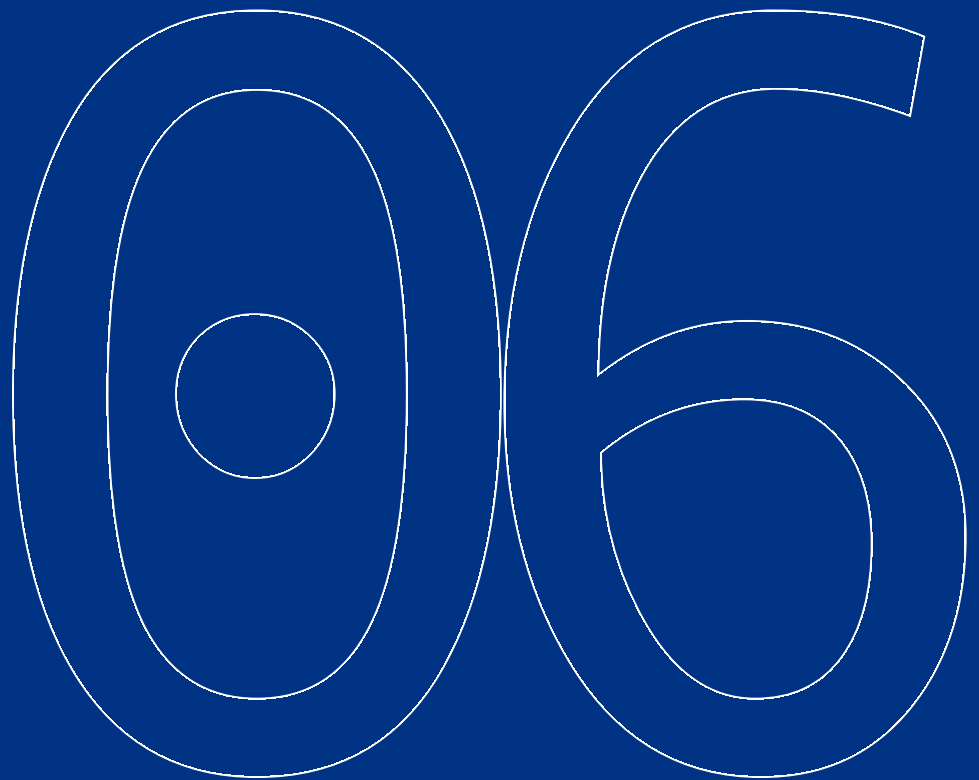
The MAI SL can lead to a lot of non-STEM related courses and courses that do not require mathematics.

GROUP 6

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**Visual Arts**  
HL / SL  
**Film**  
HL / SL

**THE ARTS**



# W S A R T S

# VISUAL ARTS

HL/SL

## WHY STUDY VISUAL ARTS?

Art stimulates both sides of the brain and enables students to learn to use their senses. It promotes self-esteem and gives students the confidence to express opinions about the world around them. Art represents a culture of questioners rather than a culture of responders, and students learn that there is always more than one solution to a problem. Students learn to think critically, as most questions regarding art do not have a specific answer. Pupils learn to come up with solutions to problems as they arise. This process hones students' critical thinking skills, which are vital in later life.

## WHAT CAN I EXPECT?

The use of up-to-date technology in terms of our photography and film studio, a state-of-the-art studio and access to a world of online resources. Visiting galleries is also an important part of the course.

Visual Arts Assessment is in three parts. The students submit a Comparative Study – comprising slides studying three chosen artworks and focusing on cultural context, function and purpose and formal qualities; a Process Portfolio – comprising slides documenting their experiments and research throughout the course; and complete an exhibition of their own artworks.

The course is a demanding and busy one – combining elements of philosophy, history, literature music, film, psychology, as well as practical art making in a variety of media. With classes in drawing and painting at the start, the structure quickly evolves to more and more independent projects, allowing students to follow their own directions and influences.

Visits to museums and galleries around Madrid also form an integral part of the course.

### HIGHER LEVEL

**Paper 1**  
40% Exhibition

**Paper 2**  
40% Process Portfolio

**Paper 3**  
20% Comparative Study

### STANDARD LEVEL

**Paper 1**  
40% Exhibition

**Paper 2**  
40% Process Portfolio

**Paper 3**  
20% Comparative Study



# **VISUAL ARTS**

**HL/SL**

## **WHERE COULD IT LEAD?**

For those who study art, careers can range from architecture to graphic design. Art courses can propel you towards creative and unexpected destinations. Creativity and creation drive innovation, and artists observe and create beauty in our environments that make the world worth living in, and challenge and question the foundations of humanity.

The internet has created an explosion of opportunity for digital designers and multimedia artists. The world is filled with computers and portable electronic devices and the demand for web designers, app designers and other such roles is undergoing unprecedented growth.

## **POSSIBLE SUBJECT COMBINATIONS**

Art pairs well with all combinations of subjects. For the vast majority of university degrees, taking an art-related subject will not disadvantage you, and shows that you have a breadth of interests.

## **ENTRY REQUIREMENTS**

Whilst it is obviously advantageous to have studied art or a related art course, we also encourage students who are very interested in the subject to take an arts subject - in this case it is essential for us to see a portfolio of any artwork students have done, so that we can guide them into the subject.

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# FILM

## HL/SL

### WHY STUDY FILM?

The IBDP Film course encourages students to understand, appreciate and critique the full spectrum of the filmmaking process. Practical filmmaking exercises are complemented by reflections on the process which encourages students to be conscious of their intentions as well as their ability to collaborate.

The course uses a diverse range of films for written and multimedia analysis and inspiration for the students' own films, from 1920s German Expressionism to contemporary Hollywood classics. The historical, social, political, and geographical contexts in which films are received and produced are also an important aspect of the course. The course blends film concepts, theories, practices and ideas from multiple perspectives.

DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the medium of film and filmmaking. Students will be able to develop their artistic voice and learn how to express personal perspectives through film.

Best of all, there is pre-learning or experience required and no final exam for IBDP Film!

### WHAT CAN I EXPECT?

**Reading Film:** Students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analysing how film elements combine to create meaning.

**External Assessment: Textual Analysis.** Students demonstrate their knowledge and understanding of how meaning is constructed in film.

**Contextualizing Film:** Students will explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts.

**External Assessment: Comparative Study.** Students carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study video essay.

**Exploring Film Production Roles:** Students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfil their own filmmaker intentions. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films.

**Internal Assessment: Film Portfolio.** Students undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.

**Collaboratively Producing Film:** Higher Level students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfil shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.

**External Assessment: Collaborative Film Project.** Students work in groups of 2-4 to create a 7-minute film and accompanying report reflecting on their own decision and the impact of working with others.

# FILM

HL/SL

## HIGHER LEVEL

**Text Analysis**  
20%

**Comp Study**  
20%

**Film Portfolio**  
25%

**Collab Film**  
35%

## STANDARD LEVEL

**Text Analysis**  
30%

**Comp Study**  
30%

**Film Portfolio**  
40%

**BEYOND THE  
SUBJECTS AT  
THE GLOBAL  
COLLEGE**

# BEYOND THE SUBJECTS AT THE GLOBAL COLLEGE

## THE CORE ELEMENTS

The IB Diploma requires students to engage in three elements of the Core. These are:

### THE EXTENDED ESSAY

This is a 4000-word research paper that is entirely devised by the students. They will spend their first year researching ideas and then write the paper up between the summer and winter of their first and second year. This is an amazing chance to engage in subjects or topics that are passion projects, or perhaps a topic that directly prepares them for the university course they wish to apply to.

### THEORY OF KNOWLEDGE

This is a wide-ranging philosophy course that challenges the students to think differently, examine how they know and understand different perspectives. The course will be delivered by a range of teachers, each working in their own specialism. The students will have to produce an essay and also an exhibition that ties together selected objects.

### CAS (CREATIVITY, ACTIVITY, SERVICE)

This is the extracurricular elements of the diploma: students have to engage in pursuits that are creative active and in service of others. This will be done as part of our extracurricular offer at the College and as part of our entrepreneurship project.

### THE ENTREPRENEURSHIP PROJECT

The project is a yearlong deep dive into entrepreneurship and entrepreneurial skills. Students will receive expert tuition from professors at IE, opportunities in class and beyond to develop their ideas and skills and eventually the chance to create their own project and pitch that in an open competition.

### EXTENDED EXPERIENCES

Students will have the chance in the first few weeks to try out and then select (or even create) into clubs and societies at the College. The IE tower will host a number of our sporting activities including basketball, volleyball, swimming, rock climbing, and we will be making full use of local amenities for other outdoor activities. On site we have the chance to develop other clubs and societies including Business, languages, Technology, Cooking and more.

Also vital will be the chance to engage in activities related to potential career development: the medic club or the engineers are two examples. Plus, there will be the chance to engage in meaningful work experiences with companies across the city.

Finally, we expect every student to be a leader. We will give them the chance to do this through their teams in subjects, through the creation of extracurricular activities and most importantly through the school council where they will lead the student body, specific projects, or aspects of the student experience here at the College.



THE GLOBAL COLLEGE