

**IBDP**

*Curriculum Booklet*



*Belong - Be Happy - Be Excellent*



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# Why choose Renaissance

## for your IB Diploma?

- An outstanding range of subject offerings;
- A dedicated University and College Counselor;
- A fundamental focus on student welfare and well-being;
- Matriculation into high quality universities around the world;
- Meaningful service work through the CAS programme;
- Excellent student to teacher ratio.

## University and Beyond

Universities in over 140 countries recognise the IB Diploma. It allows entrance to the most competitive universities in the world. The University Admission Authorities recognise the academic rigour of the IB and value of the core (Theory of Knowledge, Creativity, Action and Service, and the Extended Essay) as these components are not just additional tasks—they are integral to shaping students as critical thinkers, active global citizens, and self-directed learners.

Universities prefer IB students because the programme fosters a well-rounded skill set across multiple disciplines. With the broad range of subjects they study, IB graduates have access to a wider variety of undergraduate programmes. Employers also increasingly value the flexibility and adaptability that IB students bring, qualities that are inherent in the IB experience.

The school, through its University and College Counselor, will guide students throughout the university application process and provide individual coaching to support each student's personal goals.

The school will send a transcript of results for the last four years (if the student studies less than four years at Renaissance, the transcript will be for the years at our school) to universities and colleges of student's choice. This can be done through the Common Application for the US, UCAS for the UK or targeted universities in other countries. For Year 13 students, the transcript includes predicted grades. Transcripts and predicted grades are confidential and will not be shared with students and parents, to meet international standards.

# IB Course Selection: Navigating Your Pathway to University

It is important to consider future goals and university choices when selecting IB subjects, as these decisions can impact academic and career pathways. Some countries have very specific university entrance requirements:

- In Germany, students are expected to take at least one Mathematics or Science course at HL.
- In the UK, most universities will require you to take both HL Chemistry and HL Biology for studying Medicine and/or Dentistry.
- In order to study the Arts or Design in university, students are recommended to take HL Visual Arts.
- To study Business Management in university, most universities require Mathematics HL, although universities in the US are more flexible in this regard.

The subjects which are most often required for entry to selective universities are listed below.

- Mathematics
- English A Language and Literature
- Physics
- Biology
- Chemistry
- Languages



# Language A

## Language and Literature *Offered in English, Vietnamese and Korean*

### Content Overview

*What's this course about?*

The Language and Literature course explores the multifaceted and ever-changing nature of language from both artistic and functional standpoints. In the course, students examine the role of language in communication, how it is used for specific aesthetic and pragmatic purposes, and how it has shaped the world. Students will enhance their language skills by reading a wide variety of texts, exploring the production and purposes of texts throughout different time periods, and responding critically to texts in both written and spoken responses. Through completing the course, students will be able to understand how language choices, text styles, and literary forms convey meaning and represent the societies in which they were produced. Furthermore, students will enhance their skills in language production to deliver well-thought-out arguments about literary and non-literary texts from various time periods and origins.

Throughout the course, students will cover 3 areas of exploration:

1. Readers, writers, and texts
2. Space and time
3. Intertextuality (or how texts are connected)

These areas of exploration are thoroughly addressed throughout the 2-year course as students develop inquiry about the texts they study. Through understanding each area of exploration, students establish connections between literary and non-literary texts, focusing on the similarities and differences between texts of different forms and time periods and what the texts convey about past and current global issues. The course is offered in 2 formats: Higher Level, in which students study 6 literary texts of various forms and an equal amount of non-literary texts, and Standard Level, in which students study 4 literary texts of various forms and an equal amount of non-literary texts.

Students considering a Self-Taught language option should make arrangements with the IBDP Coordinator.

### Assessment Overview

	SL	HL
<b>External Assessment (Written Exams)</b> <ul style="list-style-type: none"><li>• <b>Paper 1:</b> Guided Literary Analysis Unseen literacy extracts. SL: Analyse one text. HL: Analyse two texts.</li><li>• <b>Paper 2:</b> Comparative essay on two studied literacy works.</li><li>• <b>HL Essay (HL only)</b> A 1,200 - 1,500-word analytical essay on one work studied.</li></ul>	<b>70%</b>	<b>80%</b>
<b>Internal Assessment (Oral)</b> Individual Oral Presentation (SL & HL). Analysing two works (one literary, one non-literary) in relation to a global issue.	<b>30%</b>	<b>20%</b>

## Literature *Offered in Chinese only*

### Content Overview

*What's this course about?*

The Language A: Literature course develops critical thinking, analytical, and interpretive skills through the study of literary works. It explores the relationship between readers, writers, and texts, emphasizing cultural and historical perspectives. The course is structured around three areas:

Readers, Writers, and Texts, which examines literary creation and interpretation;

Time and Space, which explores historical and cultural influences on literature;

Intertextuality: Connecting Texts, which studies relationships between literary works. Through these explorations, students engage deeply with literature, enhancing their understanding of its impact on society while refining their analytical and communication skills.

### Assessment Overview

	SL	HL
<b>External Assessment (Written Exams)</b> <ul style="list-style-type: none"><li><b>Paper 1:</b> Guided Literary Analysis Unseen literacy extracts. SL: Analyse one text. HL: Analyse two texts.</li><li><b>Paper 2:</b> Comparative essay on two studied literacy works.</li><li><b>HL Essay (HL only)</b> A 1,200 - 1,500-word analytical essay on one work studied.</li></ul>	<b>70%</b>	<b>80%</b>
<b>Internal Assessment (Oral)</b> Individual Oral Presentation (SL & HL). Analysing two works (one literary, one non-literary) in relation to a global issue.	<b>30%</b>	<b>20%</b>



# Language B Offered in French (SL/HL) Chinese (SL/HL), and English (HL)

## Content Overview

*What's this course about?*

The primary focus of Language B is communicative competence in both the spoken and written forms.

Language B students will develop their listening, reading, writing and oral skills in lessons which focus on issues related to culture as well as to the core IB concepts of international mindedness and ToK's ways of knowing. Ultimately, by completing the course students will become proficient in using language for social and cultural interaction.

Students will examine a wide variety of topics that are immediately relevant to their personal experiences.

The core themes studied are:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the planet

A diverse range of texts will be incorporated into lessons, such as news articles, short stories, brochures, and advertisements, among others. Students will analyse the conventions of these various writing forms and develop the skills necessary to write effectively in each of them.



## Assessment Overview

	For both SL & HL
<b>External Assessment</b> <b>Paper 1:</b> Productive Skills - Writing <b>Paper 2:</b> Receptive Skills - Separate sections for Listening and Reading	75%
<b>Internal Assessment</b> Individual Oral Assessment SL: presentation based on the description and analysis of a photograph, followed by a discussion that explores two of the five themes studied HL: Individual presentation based on an extract from one of the literary works studied in class, followed by a discussion based on an additional theme.	25%

## French ab Initio (SL)

### Content Overview

*What's this course about?*

French Ab Initio is a Language Acquisition course designed for students with little to no prior experience in the target language. The course is offered at SL level only. It aims to develop essential communicative skills in both oral and written forms, enabling students to interact in everyday situations and understand fundamental cultural aspects of the French-speaking world.

Students will build their listening, reading, writing, and speaking skills through lessons that focus on basic language structures, high-frequency vocabulary, and common communicative situations. Particular emphasis is placed on understanding context, message, and purpose, helping students develop language skills that are both meaningful and functional.

The learning content is structured around the five mandatory IB core themes:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the Planet

A variety of resources will be used in lessons, including visual, audio, and written materials such as dialogues, advertisements, brochures, emails, social media posts, and short articles. By engaging with these different forms of communication, students will learn to recognise and interpret the context in which messages are conveyed, the purpose behind them, and how to structure their own responses effectively.



### Assessment Overview

	SL
<b>External Assessment</b> Paper 1: Productive Skills - Writing Paper 2: Receptive Skills - Separate sections for Listening and Reading	75%
<b>Internal Assessment</b> Individual Oral Assessment: presentation based on the description and analysis of a photograph, followed by a discussion that explores two of the five themes studied	25%

# Humanities

## Business Management

### Content Overview

*What's this course about?*

The Business Management course equips students with knowledge of business content, concepts, and tools to enhance decision-making, preparing them as future employees, leaders, and entrepreneurs in a global marketplace.

Centred on the interdisciplinary concepts of creativity, change, ethics, and sustainability, the course empowers students to analyse business decisions and their impact on internal and external stakeholders. Emphasis is placed on strategic decision-making and operational functions, including human resource management, finance and accounts, marketing, and operations management. Students explore internal and external factors influencing business decisions, fostering confidence, creativity, and compassion.

This course develops critical thinking, ethical awareness, and innovative problem-solving skills, enabling students to thrive in dynamic business environments. Students wanting to go to university to study Business Management - or related courses such as Hospitality Management, Marketing, Human Resources – or who have a desire to open their own business in the future would find this course very useful.

### Assessment Overview

	SL	HL
<b>External Assessment</b> Paper 1: Pre-released statement that specifies the context and background for the unseen case study Paper 2: Unseen stimulus material with a quantitative focus Paper 3: Unseen stimulus material about a social enterprise (HL Only)	<b>70%</b>	<b>80%</b>
<b>Internal Assessment</b> Business research project (1,800 words)	<b>30%</b>	<b>20%</b>

# Economics

## Content Overview

*What's this course about?*

Economics explores the complexities and interdependence of economic activities in a rapidly changing world, focusing on the problem of scarcity and the need for choices. The IBDP Economics course examines choices made by consumers, producers, and governments through microeconomics, macroeconomics, and the global economy.

Students analyse six real-world issues, such as market failures, government policies, economic integration, and uneven development, through nine key concepts, including scarcity, equity, sustainability, and interdependence.

The course emphasizes the use of models and theories, encouraging inquiry and critical evaluation of economic activities and policies. By studying economics, students develop analytical, research, and evaluative skills, fostering responsible decision-making and global citizenship.



## Assessment Overview

	SL	HL
<b>External Assessment</b> Paper 1: An extended response paper Paper 2: A data response paper Paper 3: A policy paper (HL Only)	<b>70%</b>	<b>80%</b>
<b>Internal Assessment</b> Three commentaries analysing published extracts from the news media. (800 words for each commentary)	<b>30%</b>	<b>20%</b>

# Humanities

## Psychology

### Content Overview

*What's this course about?*

Psychology is the study of human behaviour, development, health and well-being, relationships and cognition, offering diverse cultural perspectives that prepare students for an ever-increasing global world. Modern psychology is inclusive as it values contributions from various cultures, including indigenous psychologies, to gain a fuller understanding of human thought and behaviour.

The IBDP Psychology course develops students' psychological literacy by fostering critical thinking, research skills, and an appreciation of evolving knowledge. Students explore psychological concepts, models, and theories within real-life contexts. The course is built around six fundamental concepts: bias, causality, change, measurement, perspective, and responsibility.

By applying psychology to different contexts, students deepen their conceptual understanding and gain insight into personal, social, and cultural awareness, preparing them to think critically and evaluate evidence beyond the classroom.

### Assessment Overview

	SL	HL
<b>External Assessment</b> Paper 1: Short answer questions and concept-based extended response questions. Paper 2: Essay questions Paper 3: Focuses on the approaches to research (HL Only)	70%	80%
<b>Internal Assessment</b> Design of a research proposal for a "population of interest" using one of the four research methods used in the class practicals. (maximum 2200 words)	30%	20%

*Notes: The course follows the new syllabus as required by the International Baccalaureate (IB), with the first examination scheduled for 2027.*



# The Experimental Sciences

At Renaissance, every student undertakes the study of one of three sciences: Biology, Physics, or Sport, Exercise, and Health Science (SEHS). These disciplines are foundational for understanding the complexities of the natural world and the human body, offering valuable perspectives and skills applicable across a wide range of fields. Students with a particular interest in Chemistry have the option to study it as an additional Science within Group 6 subject offerings.

## Common Assessment Structure and Expectations

All Science courses share a standardised assessment structure and uphold consistent, rigorous expectations. This unified approach ensures that students—regardless of whether they study Biology, Physics, SEHS, or Chemistry—are held to the same high standards of excellence.

One of the cornerstone assessments is the Internal Assessment (IA). The IA challenges students to demonstrate their practical skills, mastery of the scientific method, and capacity for independent research. It typically involves designing, conducting, and reporting on an experiment or research project of the student's choosing. This process fosters creativity, critical thinking, and problem-solving skills, alongside technical proficiency.

Additionally, students participate in the Collaborative Science Project, a unique opportunity to develop teamwork, communication, and interdisciplinary thinking. This project involves solving a scientific problem collaboratively, often integrating knowledge from multiple scientific disciplines. The experience mirrors the collaborative nature of modern scientific research, where teamwork across fields is essential.

All science courses at SL and HL are unified by several core features:

- A stimulating, hands-on experimental programme
- A focus on the nature of science as a central theme
- A concept-based syllabus that encourages deep understanding
- The inclusion of one internally assessed piece of work - the scientific investigation (IA)
- Participation in the Collaborative Science Project

The SL courses provide students with a foundational understanding of the subject and an introduction to the associated scientific skills. In contrast, HL courses expand on this foundation by requiring greater breadth and depth of knowledge. This includes fostering advanced understanding, critical thinking, and the ability to make connections across diverse areas of the syllabus.

The distinction between SL and HL lies in the complexity and interconnectedness of the content. HL challenges students to develop broader, more integrated knowledge, preparing them for further studies in Science at university level.



# The Experimental Sciences

## Biology

### Content Overview

*What's this course about?*

IBDP Biology takes students on a journey through the intricate web of life, examining topics ranging from cellular mechanisms to the dynamics of ecosystems. Students delve into genetics, evolution, physiology, ecology, and biochemistry, with an emphasis on applying biological principles to contemporary issues like health, environmental sustainability, and biotechnology. Through this course, students develop essential skills in scientific inquiry, critical thinking, and statistical analysis, preparing them for careers in medicine, environmental science, biotechnology, and health-related fields such as nursing, pharmacy, or public health.

The curriculum is structured into four themes: Unity and Diversity, Form and Function, Interaction and Interdependence, Continuity and Change -viewed through four levels of organisation: molecules, cells, organisms, and ecosystems.

- **Unity and Diversity:** Life shares common ancestral origins, yet adaptations produce an incredible diversity of organisms
- **Form and Function:** Organisms exhibit adaptations where form aligns with function, promoting survival and reproduction across generations
- **Interaction and Interdependence:** Biological systems rely on intricate interactions, with emergent properties arising at every level of organisation
- **Continuity and Change:** Life sustains itself through mechanisms of equilibrium and transformation, with environmental change driving evolution by natural selection

This course offers a comprehensive foundation for understanding the living world and contributing to its future.

### Assessment Overview

	For both SL & HL
<b>External Assessment</b> Paper 1A: Multiple choice Paper 1B: Data-based questions and questions on experimental work Paper 2: Short answer and extended-response questions	80%
<b>Internal Assessment</b> Scientific investigation (3000 words)	20%

# Physics

## Content Overview

*What's this course about?*



IBDP Physics is designed for students with a strong interest in engineering, physics, mathematics, or architecture. The curriculum emphasises concept-based learning, with energy, particles, and forces forming the foundation of the course.

Key themes include:

- **Space, Time and Motion:** Explore kinematics and dynamics to understand the motion of objects and the forces that influence them
- **The Particulate Nature of Matter:** Examine atomic and molecular structures, states of matter, and particle interactions at the microscopic level
- **Wave Behaviour:** Investigate sound, light, and electromagnetic waves, focusing on their properties and applications
- **Fields:** Study gravitational, electric, and magnetic fields and their impact on particle motion
- **Nuclear and Quantum Physics:** Understand subatomic particles and their interactions, connecting them to phenomena like the life cycle of stars

Success in Physics requires strong mathematical skills, including proficiency in algebra, geometry, and indices. This course prepares students for advanced study and careers in STEM fields.

## Assessment Overview

	For both SL & HL
<b>External Assessment</b> Paper 1A: Multiple choice Paper 1B: Data-based questions and questions on experimental work Paper 2: Short answer and extended-response questions	<b>80%</b>
<b>Internal Assessment</b> Scientific investigation (3000 words)	<b>20%</b>

# Sport, Exercise and Health Science (SEHS)

## Content Overview

*What's this course about?*

SEHS integrates scientific theory with practical application, exploring the connections between physical activity, athletic performance, and personal health. This course is uniquely relevant to everyday life, equipping students with knowledge to enhance their well-being and athletic potential.

The curriculum is organised into three core themes:

- **Exercise Physiology and Nutrition of the Human Body:** Investigate how the body responds to physical activity and the role of nutrition in optimising health and performance. Topics include hydration, nutrient timing, and meal planning
- **Biomechanics:** Apply principles of physics to analyse human movement, focusing on kinematics, kinetics, and strategies to improve performance while reducing injury risk
- **Sports Psychology and Motor Learning:** Study the mental aspects of sports, including motivation, confidence, and stress management, and explore how motor skills are acquired through practice and feedback.



Each theme is examined through the dual lenses of health and performance, ensuring students gain a comprehensive understanding of how these factors influence both athletic success and overall wellness.

## Assessment Overview

	For both SL & HL
<b>External Assessment</b> Paper 1A: Multiple choice Paper 1B: Data-based questions and questions on experimental work Paper 2: Short answer and extended-response questions	<b>76%</b>
<b>Internal Assessment</b> Scientific investigation (3000 words)	<b>24%</b>

# Chemistry

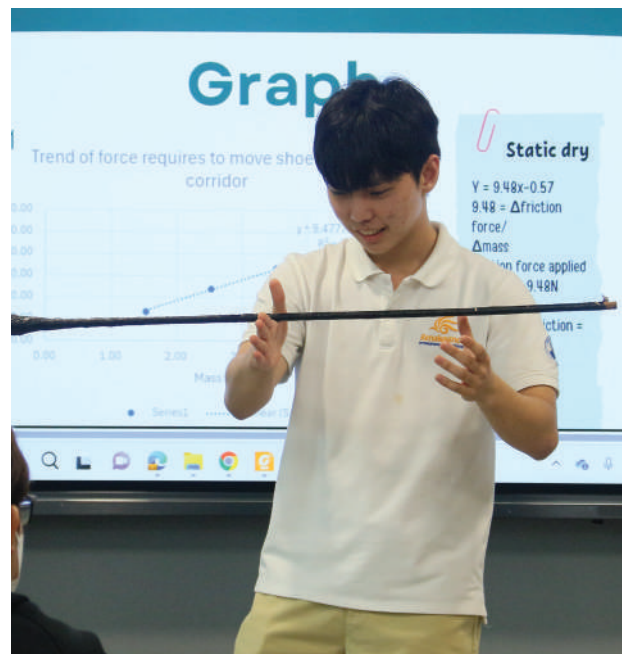
## Content Overview

*What's this course about?*

Chemistry is the study of matter and its behaviour, revealing patterns that explain how substances interact and transform. By building and applying models and theories, chemistry specialists predict and manipulate chemical processes, using their insights in real-world applications. The discipline balances creativity with rational thinking, uncovering the principles that govern matter and its transformations.

The course revolves around two key concepts: structure and reactivity.

- **Structure:** Investigate the particulate nature of matter, bonding, structure, and the classification of matter
- **Reactivity:** Explore the driving forces behind chemical reactions, reaction rates, mechanisms, and the extent of chemical change



The interplay between structure and reactivity is central to understanding chemistry. The arrangement and bonding of atoms in a molecule dictate its reactivity, while chemical reactions modify molecular structures, creating new substances with distinct properties.

Students engage in critical thinking and problem-solving through laboratory experiments, writing, reading, group projects, and class discussions, developing a robust understanding of chemical principles and their practical applications.

## Assessment Overview

	For both SL & HL
<b>External Assessment</b> Paper 1A: Multiple choice Paper 1B: Data-based questions and questions on experimental work Paper 2: Short answer and extended-response questions	<b>80%</b>
<b>Internal Assessment</b> Scientific investigation (3000 words)	<b>20%</b>

# Mathematics

What DP Mathematics courses are offered at Renaissance?

The courses available are: **Mathematics: Analysis and Approaches (SL/HL)** and **Mathematics: Applications and Interpretation (SL)**.

## Mathematics: analysis and approaches (AA)

### Content Overview

*What's this course about?*

Mathematics can be described as having two facets. One facet is driven by abstract concepts and generalisations that are linked to form new ideas, which may not have any immediate application in the real world. This approach to mathematics is built on axioms, and is presented in the form of conjectures and logical theoretical arguments to form theorems. We live in a world of innovation which is often dependent on this deep understanding of mathematics and analytical expertise.

Mathematics: Analysis and Approaches follow this approach. The course covers topics that are seen as necessary for further study of mathematics and includes the study of algebra, functions, trigonometry, statistics, and calculus, as well as topics on developing proofs, for example, direct proof at SL, and proof by contradiction and by induction at HL.



### Assessment Overview

	For both SL & HL
<b>External Assessment</b> Paper 1: Non calculator Paper 2: Calculator Paper 3: (HL only)	80%
<b>Internal Assessment</b> This is a piece of written work that involves investigating an area of mathematics	20%

# Mathematics: applications and interpretation (AI)

## Content Overview

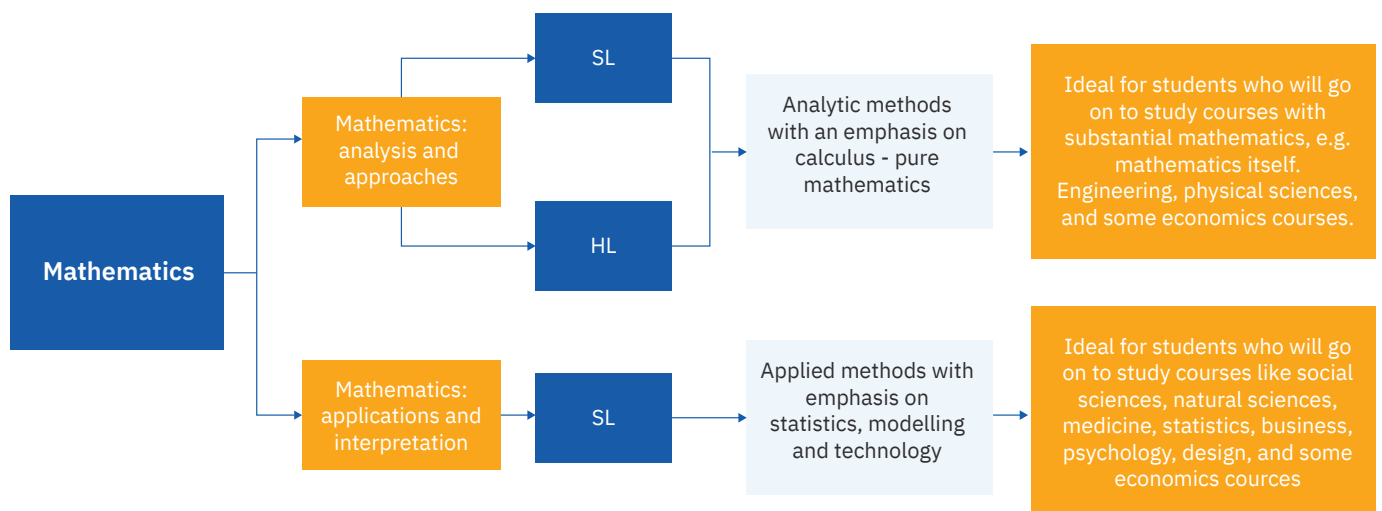
*What's this course about?*

The other side of mathematics is based on describing the real world and solving practical problems. It is often carried out within the context of other disciplines. Mathematics is used as a language and a tool to help us explore the world around us and beyond. Trends are analysed, predictions made, relationships explored. In a data- and technology-rich world, skills such as modelling and prediction are increasingly important.

Mathematics: Applications and Interpretation follows this approach, including topics that are traditionally part of pre-university mathematics courses, such as statistics and calculus. The course makes extensive use of technology to allow students to explore data, develop models and make predictions, often within the context of a practical problem. Although these two different approaches to the discipline may seem distinct, there are often deep connections between the two.

## Assessment Overview

	For both SL & HL
<b>External Assessment</b> Paper 1: Non calculator Paper 2: Calculator Paper 3: HL only	<b>80%</b>
<b>Internal Assessment</b> This is a piece of written work that involves investigating an area of mathematics.	<b>20%</b>



# The Arts

## Visual Art

### Content Overview

*What's this course about?*

Visual Arts are a fundamental part of our everyday lives, holding social, political, ritual, spiritual, decorative, and functional significance. They can be persuasive, sometimes subversive, but are always enlightening and thought-provoking. The theories and practices of visual arts are dynamic and constantly evolving, linking various fields of knowledge and human experience. Through the Visual Arts, we are able to make sense of the world, explore our place within it, and transform both our individual and collective ways of being in and with the world.

The Visual Arts course is a creative, practice-based course. Students work in the classroom as they would in an art studio and are encouraged to engage, transform and emerge as young artists. Learning and teaching experiences are shaped by inquiry and focused on authentic engagement in art-making.

During the two years of the course, students are supported and guided by their teachers to deepen their understanding of the Visual Arts and become increasingly more independent in their art-making practice. Over the two-year course, students will engage in the following activities:

#### Connections Study: SL and Artist Project: HL

The study or project presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists. This task is focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA (SL) or as part of a project of their choice (HL).

#### Art-making Inquiries Portfolio: SL/HL

This task is focused on the student's art-making as inquiry. The student selects and organises visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies.

#### 5 Resolved Artworks: SL/HL

Students submit for assessment a considered selection of resolved artworks made during the course. The selected pieces should demonstrate their best achievements in communicating their artistic intentions visually.

### Assessment Overview

	For both SL & HL
<b>External Assessment</b> Connections Study Art-making Inquiries Portfolio Artist Project (HL only)	<b>80%</b>
<b>Internal Assessment</b> 5 Resolved Artworks	<b>20%</b>

*Note: The course follows the new syllabus as required by the International Baccalaureate (IB), with the first examination scheduled for 2027.*

# Theatre

## Content Overview

*What's this course about?*

The IBDP Theatre offers students the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. It gives students the opportunity to make theatre as creators, designers, directors, and performers, while building skills in collaboration, creativity, problem-solving, communication, and technical theatre. Over the two-year course, students will engage in the following activities:

- **Production Proposal:** students choose a published play and formulate a vision for the design and theoretical staging of the entire play.
- **Research Presentation:** students plan, deliver and video record an individual research presentation in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition.
- **Collaborative Project:** students collaboratively create and perform an original piece of theatre. The piece is presented to an audience as a fully-realised production.
- **Solo theatre piece:** students at HL research a theatre theorist, identify an aspect of theory and create and present a solo theatre piece that demonstrates the practical application of this theory to an audience. (HL only).



## Assessment Overview

	SL	HL
<b>External Assessment</b> Collaborative Project Research Presentation Solo Performance (HL only)	70%	80%
<b>Internal Assessment</b> Production Proposal	30%	20%

# The Arts

## Music

### Content Overview

*What's this course about?*

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

The aims of the Music course are to enable students to: explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others evaluate and develop critical perspectives on their own music and the work of others.

#### Areas of Inquiry (AoI):

- **AoI 1:** Music for socio-cultural and political expression AoI1 (Protest songs, Liturgical Music, National Anthems)
- **AoI 2:** Music for listening and performance AoI2 (Chamber music, Western Classical, Cool Jazz, Experimental Music)
- **AoI 3:** Music for dramatic impact, movement and entertainment AoI3 (Film music, Music for ballet, Music Theatre)
- **AoI 4:** Music technology in the electronic and digital age (Electronic Dance Music, Technology in Popular Music)



### Assessment Overview

	SL	HL
<b>External Assessment</b> Exploring Music in Context: Portfolio Submission Presenting Music: Collection of works	70%	50%
<b>Internal Assessment</b> Experimenting with Music: Experimentation Report Contemporary Music-Maker (HL only): Multimedia Presentation	30%	50%

# Creativity, Activity and Service

Creativity, Activity and Service (CAS) is a core component of the IB Diploma. The vision of the IB is to develop all areas of a student's potential, which is embedded in the attributes of the IB Learner Profile. CAS addresses students' cognitive, social, emotional, physical well-being, and offers opportunities for students to become active and caring members of local, national and global communities. It encourages students to become involved in sports, theatre productions, artistic pursuits, community service and other spheres outside academia. CAS provides opportunities for students to take part in and organise non-academic activities, often outside of school hours. It also develops awareness, concern, and the ability to cooperate with others.

The CAS programme is overseen by the CAS Coordinator. Students allocate time to plan and organise activities. Over two years of the IBDP programme, students must devote time to CAS activities. Students must divide their time and engagement equally between the three elements: Creativity, Activity and Service.

**Creativity** – These types of pursuits may include music, art, drama and dance. Students whose timetable does not include art, for example, may find opportunities to develop their creative skills through this part of their CAS programme.

**Activity** – These pursuits aim to keep students fit and physically healthy. Taking up a new sport or physical activity, coaching or organising a team are possible ideas. Going on an adventure - or an activity-based residential may also qualify here.

**Service** – As the name implies, these activities are about giving something back to the community. Service may take different forms: for example, participating in environmental clean-up campaigns or helping disadvantaged members of the community such as the disabled or the elderly. Students can gain a great deal from giving their time to help others.



# Theory of Knowledge

Theory of Knowledge (ToK), develops students' critical thinking skills and the ability to make reasoned arguments as they question knowledge, and the many issues associated with the production, acquisition and the sharing of knowledge. As students learn to evaluate knowledge critically, they turn into active thinkers, rather than passive learners, and develop into discerning adults which has far reaching benefits.

ToK examines the origins and validity of various forms of knowledge. It is important to note that the course does not seek to challenge students' beliefs; instead, it asks them to justify or validate their knowledge and views. By understanding why we believe certain things to be true, we begin to understand 'how do we know what we know'. The significance of the ToK course can be justified by how often students cite ToK as what they enjoy the most in the IBDP.

The goal of the ToK course is for students to question 'How do we know what we know' which entails the quest for evidence and justifications to support what we think we know. In doing so, students learn to be actively engaged in searching for answers to their questions. They learn to differentiate between facts, opinions and beliefs.



Discussion is a vital aspect of this course, which requires involvement and commitment from students.

All students are assessed in the same way; there are no Higher Level or Standard Level differences. Internal assessment consists of a live or virtual exhibition of three objects based on one IA prompt. The prompt is chosen from a list of 35 prompts provided by the IB. The internal assessment is completed at the end of the first year of the IB Diploma Programme at our school. Students also write a nine hundred words commentary on their exhibition which is internally assessed but externally moderated by IB examiners.

The External assessment consists of a ToK essay that students write on from a list of six essay titles prescribed by the IB. This is assessed externally by IB examiners.

# The Extended *Essay*

All Diploma candidates undertake independent research on a topic of special interest and write an Extended Essay of approximately 4,000 words. This is excellent preparation for the kind of thesis they will be required to write at university and enables them to become acquainted with research and academic writing skills. They may choose to write an Extended Essay based on any of their six subjects.

Students who are taking the full Diploma will be appointed a supervisor by the Extended Essay Coordinator. The supervisor will provide guidance on research approaches and offer general advice on structuring the essay, but the student is responsible for independently conducting research, organizing their ideas, and developing their argument. Supervisors will ensure students meet academic standards and deadlines. During the summer vacation, between Years 12 and 13, students will complete their research or data collection. The final essay, along with three reflections written after conversations with the Supervisor, must be submitted before the end of the First Term of IB Diploma Year Two.

## How are ToK and the EE assessed?

There are 3 points available out of the 45 points maximum for the Extended Essay, ToK Essay and ToK Exhibition. The remaining 42 points come from a maximum of 7 points for each of the 6 subjects studied from the IB Diploma Subject Groups.

Tok/EE	Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Excellent A	3	3	2	2	Failing Condition
Good B	3	2	2	1	
Satisfactory C	2	2	1	0	
Mediocre D	2	1	0	0	
Elementary E	Failing Condition				

The CAS Portfolio is not assessed with a numerical grade, but it is a mandatory requirement for being awarded the IB Diploma.





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