



City High Middle School DIPLOMA PROGRAMME GUIDE

GRADES 11-12

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What is the Diploma Programme?

The Diploma Programme is a challenging two year program that uses an internationally recognized curriculum allowing 11th and 12th grade students an opportunity to earn the IB diploma. The program prepares students for their next academic step and encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures



What is the Learner Profile?

The Learner Profile is found at the heart in all levels of the IB Continuum and is positioned at the center of the programme model. The Learner Profile attributes display a variety of characteristics that surpass learning and scholastics. The descriptors of the Learner Profile can be found in Appendix A.

What courses will a student take in the Diploma Programme?

Students will be taking courses from six subject groups:

1. Language A – English, includes the study of World Literature
2. Language B – Second language (Spanish, French or Chinese)
3. Individuals & Societies – History of the Americas
4. Experimental Sciences – Includes Chemistry, Biology, Physics, Environmental Systems and Societies (courses offered based on interest)
5. Mathematics – Includes Higher and Standard Level Mathematics and Mathematical Studies (courses offered based on interest)
6. Arts & Electives – Visual Arts, Film, or Music; or students may select Psychology, which is a second subject from Individuals and Societies.

Students generally take 3 HL (Higher Level) courses and 3 SL (Standard Level) courses. HL and SL courses differ in depth and breadth of the content. A student may take 4 HL courses with approval from parents, teachers, and IB Coordinator.

What are the other requirements of the Diploma Programme?

Students will also have three core requirements integrated throughout their two year program:

Theory of Knowledge | Extended Essay | Creativity, Activity, Service

Theory of Knowledge (TOK)

This course is the key element in the educational philosophy of IB. The purpose of this course is to stimulate critical reflection on the knowledge and experiences acquired both inside and outside the classroom. This course challenges students to question the basis of knowledge, be aware of subjectivity and ideological biases, and develop a personal mode of thought based on

critical examination of the evidence expressed in rational argument. Unlike other subjects, Theory of Knowledge is not assessed by an external examination, but rather by the submission of an essay written during the course and the internally assessed exhibition. The essay will be submitted to and evaluated by IB examiners.

Extended Essay (EE)

The extended essay is an original and independent piece of research and writing done by the student. The student will work directly with an assigned staff member to assist him/her beginning in their junior year and well into their senior year. The essay is limited to 4,000 words and gives the student an opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills needed and expected at universities. Students must earn at least a 'D' on their extended essays to be eligible for the full IB diploma.

Creativity, Activity, Service (CAS)

The CAS requirement is met by participating in planned and supervised extracurricular activities related to the local community. These activities are meant to encourage the appreciation of attitudes and values other than one's own and to enable the student to communicate readily on both a philosophical and practical level. Theater productions, sports, musical performances, and community service are just a few examples of activities that fall under CAS. CAS is an opportunity for students to develop an awareness and appreciation for life outside of the academic arena. The student will need to complete 8-10 hours of community service projects and extra-curricular activities per month throughout their junior and senior years. Students will also be responsible for completing a CAS project. More information can be found in the DP CAS handbook.

Are IB courses weighted?

A weighted GPA is based on the idea that some high school classes are much harder than others and that these rigorous classes should carry more weight. As a way to acknowledge the effort that goes into challenging courses, many high schools weight grades.

IB DP courses at City High Middle are weighted with a value of 1.25. This is done to recognize the rigorous course load City students take throughout their time in the Diploma Programme. Not all colleges will look at GPA in the same way. Some colleges will take the weighting into consideration and some will not. The weighting is in place, for the colleges and universities

that take the GPA directly from the high school without recalculation, so that our students' transcripts will depict the value earned by our students in comparison to students from other districts.

How do students earn the IB diploma?

Students must complete and test in six IB subjects, write an extended essay based on independent research, participate in Theory of Knowledge (TOK) and complete required CAS hours. In order to receive the IB diploma, a total of 24 points must be earned on the six IB examinations with a grade no lower than a D in TOK and the extended essay. Additional points can be earned toward the IB diploma, see Appendix B for the current TOK/EE matrix. The specific requirements as to how the IB diploma can be earned is described in the *General Regulations: Diploma Programme* document, more specifically Article 13 (See Appendix C).

TO CONSIDER

Achieving the diploma is a challenge, and it is not awarded to all students. While the achievement of the diploma is a reason for celebration and affirmation, the achievement of the diploma does not determine a student's success or capacity after graduating nor should it invalidate one's growth and achievements through the DP journey. The rigors and quality of experiences, both academic and personal, that IB students undergo through the IB programme(s) hold the greatest importance and are not elevated or diminished by whether a student achieves or does not achieve the IB diploma. Student success in post-secondary education or in the career field is not contingent upon the earning of the diploma.

IB diploma awarding occurs in the month of July after graduation, which is well after students have already been accepted to colleges or universities if they applied.

What type of assessments will be given during the program?

The International Baccalaureate Organization (IBO) assesses student work as direct evidence of achievement towards stated goals of the Diploma Programme courses. Students will be given both internal and external assessments for their courses.

External Assessments (EAs)

External assessments are examinations taken at the end of most courses and are

graded by trained IB examiners. These assessments could include:

- essays
- structured problems
- short response questions
- data response questions
- text response questions
- case study questions
- multiple choice questions (limited use of these)

Most external assessments are given to the students in May with the exception of Visual Arts. English, World Language and Music courses have an additional external assessment that is given during the senior year. The scores on external assessments are then factored in with the scores of internal assessments, to determine the student's final score out of 7, for the subject.

Internal Assessments (IAs)

In nearly all subjects at least some of the assessment is carried out internally by the teacher. The teacher marks individual pieces of work produced as part of a course of study. These assessments could include:

- oral work in languages
- fieldwork
- laboratory work
- investigations
- artistic performances/works

A sample of these assessments is sent out to be reviewed by an external examiner. The external examiner will determine if scores are accurate based on the sample of work they receive from the school. External examiners have the ability to adjust the scores of the entire class, based on their own judgments.

General Information for Internal and External Assessments

Students can earn a score between 1-7 in each subject area (1 being the lowest, 7 being the highest). A score of 4 is generally considered passing. Subject area scores are determined by the scores students earn on their internal and external assessments and the weight they are given. For subject weights and distributions reference Appendix D. Overall subject area scores are released to the students in July. Students can review their scores online and have

transcripts sent to their universities. Students will receive their log in information during their senior year, in order to access scores that are released during the summer months.

What are the goals of IB assessments?

The goals of IB assessments are to provide students with:

- a broad and balanced, yet academically demanding program of study
- development of critical-thinking and reflective skills
- development of research skills
- development of independent learning skills
- development of intercultural understanding
- globally recognized university entrance qualification

What are the differences between AP and IB courses?

Both courses are academically challenging and require motivation and commitment by the student. IB and AP both allow students to learn the factual material but IB tends to have a more cross-curricular focus and includes analysis of the content and information.

Some notable differences between IB and AP include the following:

- IB subjects are cross-curricular and teachers must plan collaboratively. AP courses are standalone courses that focus directly on one subject.
- Most IB courses are two year courses with an exam taken at the end of the 2nd year. AP courses are single year classes.
- IB allows for students to have two levels of mastery in their courses and examinations (HL and SL) while AP offers one level (except with AP Calculus which offers AB and BC).
- The content of some courses can differ, reflecting the international nature of IB and the US based approach of AP.

- IB examinations have more of an emphasis on critical thinking and analysis (using essays, investigations, lab work, oral work and projects) while AP tests have more knowledge-based, multiple choice questions.
- IB teachers have some input into the student's test scores through the internal assessment. The teacher input is moderated to ensure that the same standards are applied worldwide. AP students' test scores are determined by the AP exam alone.

How will the IB Program benefit each student?

The IB program allows students to develop critical thinking skills, fosters an understanding of how they can have an impact on their community and world and promotes analytical thinking. Since the program has a strong writing emphasis, it also allows students to develop the strong writing skills necessary for critical writings, papers, and essays. These skills provide a very strong foundation for college work. Below are the top 10 reasons why the Diploma Programme is ideal preparation for college.

- Offers academic depth and breadth
- Graduates care about more than just results
- It creates independent learners who feel prepared
- It's a genuinely international qualification
- Universities recognize it and give credit for it
- The IB encourages critical thinking
- You'll gain executive functioning skills such as time management
- It assesses more than examination techniques
- Subjects are taught in isolation
- Personal development with the 10 attributes of the Learner Profile

Do universities recognize the IB diploma?

The IB diploma is widely recognized by the world's leading universities. The IBO works closely with universities in all regions of the world to gain recognition for the IB diploma. Students may earn credit for college courses based on their performance in a given subject area or in the Diploma Programme as a whole. Each college or university is responsible for setting their own

policies in regards to recognition of IB scores. There is a wide spectrum of differences among higher educational institutions as to what is recognized. Some schools will use IB scores as a basis for a student's placement into a higher level class. Other schools will recognize individual scores in subject areas and provide credit for lower level general education classes. There is a growing population that is recognizing the full IB diploma and admitting students as sophomores in colleges or accrediting students at the discretion of the institution.

To assist IB diploma students in making appropriate choices, the organization has a database containing contact details of universities around the world. The database also includes up to date information about requirements for admissions.

To research specific colleges and universities, please check:

ibo.org→*University Admission*→*Who Recognizes the IB?*

What will my student's two years in the Diploma Programme at City look like?

10th Grade: 2nd Semester

Before entering the Diploma Programme at City, students must make some choices regarding the courses they will be taking in 11th and 12th grade. These choices will be in the areas of Math, Science, and Arts. Our teaching and counseling staff speak with students weeks prior to their decisions being made, so that students are well informed on all class options.

11th Grade: 1st Semester

Students will begin their first semester of the Diploma Programme. Teachers will be sampling both Higher Level and Standard Level topics, so that students may get a sample of both. During this time, students are also focused on preparing for the SAT, which is taken in April. Students will be completing their written assignments (external assessment) for English toward the end of the first semester. Students will revisit these assignments during their senior year.

Students will be introduced to the Extended Essay. After introduction, students will be expected to begin brainstorming possible topics, so that they may go into the mentor selection process taking into account our teacher's common interests and areas of expertise.

Throughout the semester students will be expected to*:

- Identify a topic, subject area and a possible research question (October/November)

- Begin meeting with their mentor (November)
- Create an annotated bibliography (December/January).

11th Grade: 2nd Semester

Students will continue working on their Extended Essays*.

- Create an outline for their paper, including a working thesis (February)
- Write a rough draft of their paper and get general feedback from mentors (April/May)

Students will be completing their Individual Oral Presentations and Commentary in English. These serve as one half of the internal assessment for English.

Students, for those graduating in 2022 and beyond, will be completing their Theory of Knowledge exhibition (internal assessment) in April and May.

Students in Psychology will select if they are taking the class at Higher or Standard Level, this determination will allow students to complete their internal assessment for this class.

Students will begin preliminary work on their Internal Assessments for their DP Science classes.

Summer between 11th and 12th Grade

Students will be encouraged to continue working on their Extended Essay throughout the summer, as well as develop college applications essays.

12th Grade: 1st Semester

Students will need to make decisions regarding their classes being taken and Higher Level or Standard Level within the first month of school. These decisions will affect the depth and breadth of the topics studied in the classrooms, as well as how their internal assessments are completed. The bulk of internal assessments are completed during this semester.

Internal and External Assessment Schedule (subject to change)

September

- Group 4 Project (DP Science Classes)

October

- History

November

- *General work on IAs*
- Completed rough draft of Extended Essay due**

December

- Editing EE
- Visual Art IAs work

Students will be turning in the rough draft of their Extended Essay (October**). Teachers will give them general feedback, so that they may improve their essays before uploading them to IB in the beginning of February. The feedback received in November is the only thorough feedback regarding structure and content that the students are able to receive from their mentors.

12th Grade: 2nd Semester

Students will also be finishing up their internal assessments at the beginning of the semester. Once the assessments have been completed, students will begin to work with their instructors and the curriculum to prepare for the exams/external assessments that take place in May.

Internal and External Assessment Schedule (subject to change)-

January

- English HL Essay
- Visual Arts Comparative Study
- Extended Essay final

February

- World Language Orals
- Theory of Knowledge essay
- Visual Arts work pages due
- Historical Investigations
- Science IAs
- Math (Math AA, AI (SL & HL))
- Music

*The following external assessments are completed in an exam format**. Students will attend the assessments for their subject areas, during the time that is designated by the IB.*

- English Papers 1 and 2
- Spanish, French and Chinese Papers 1 and 2
- History Papers 1, 2 and 3 (3 is HL only)

- Psychology Papers 1, 2 and 3 (3 is HL only)
- Biology, Chemistry Physics Papers 1, 2, and 3
- Environmental Systems and Societies Papers 1 and 2
- Math Papers 1, 2, and 3 (3 is HL only)
- Music Paper 1

* Extended Essay internal schedule and deliverables are subject to change due to considerations for COVID-19 and distance learning.

** IB has determined that certain amendments to the May 2021 IB exam session were required in response to the global pandemic. Almost every May 2021 amendment has been applied to the May 2022 session. Amendments will be shared by subject teachers.

From the Counseling Department: Senior Checklist

The Senior Checklist is written to parents and guardians to assist their student(s) in the navigation of their students senior year.

Summer

- Visit colleges together.** If you haven't already, make plans to check out the campuses of colleges in which your student is interested. Use the [Campus Visit Checklist](#) to learn how to get the most out of these experiences.
- Ask how you can help your senior finalize a college list.** You can help him or her choose which colleges to apply to by weighing how well each college meets his or her needs, for example. Find out more about [how to finalize a college list](#).
- Find out a college's actual cost.** Once your 12th-grader has a list of a few colleges he or she is interested in, use [the College Board's Net Price Calculator](#) together to find out the potential for financial aid and the true out-of-pocket cost— or net price—of each college.
- Encourage your student to get started on applications.** He or she can get the easy stuff out of the way now by filling in as much required information on college applications as possible. Read about [how to get started on applications](#).
- Help your student decide about applying early.** If your senior is set on going to a certain college, he or she should think about whether applying early is a good option. Now is the time to decide because early applications are usually due in November. Read about the pros and cons of [applying early](#).

- ❑ **Gather financial documents:** To apply for most financial aid, your student will need to complete the Free Application for Federal Student Aid (FAFSA). You'll need your most recent tax returns and an FSA ID to complete the FAFSA, which opens Oct. 1.

Fall

- ❑ **Encourage your student to meet with the school counselor.** This year, he or she will work with the counselor to complete and submit college applications. Learn more about [the counselor's role in applying to college](#).
- ❑ **Create a calendar with your student.** This should include application deadlines and other important dates. Your student can find specific colleges' deadlines in [College Search](#). If your student saves colleges to a list there, he or she can get a custom online calendar that shows those colleges' deadlines.
- ❑ **Help your student prepare for college admission tests.** Many seniors retake college admission tests, such as the SAT, in the fall. Learn more about helping your 12th-grader [prepare for admission tests](#).
- ❑ **Help your student find and apply for scholarships.** He or she can find out about scholarship opportunities from the school counselor. Your high school student will need to request and complete scholarship applications and submit them on time. Learn more about [scholarships](#).
- ❑ **Offer to look over your senior's college applications.** But remember that this is your student's work so remain in the role of adviser and proofreader and respect his or her voice.
- ❑ **Fill out the FAFSA to apply for aid beginning Oct. 1.** The government and many colleges use the Free Application for Federal Student Aid (FAFSA) to award aid. Now it's easier than ever to fill out this form because you can automatically transfer your tax information online from the IRS to the FAFSA. Read [How to Complete the FAFSA](#) to learn more.
- ❑ **Complete the CSS/Financial Aid PROFILE®, if required.** If your student needs to submit the PROFILE to a college or scholarship program, be sure to find out the priority deadline and submit it by that date. Read [How to Complete the CSS/Financial Aid PROFILE](#).
- ❑ **Encourage your student to set up college interviews.** An interview is a great way for your student to learn more about a college and for a college to learn more about your student. Get an overview of the [interview process](#).

Winter

- ❑ **Work together to apply for financial aid.** Have your student contact the financial aid offices at the colleges in which he or she is interested to find out what forms students

must submit to apply for aid. Make sure he or she applies for aid by or before any stated deadlines. Funds are limited, so the earlier you apply, the better.

- ❑ **Learn about college loan options together.** Borrowing money for college can be a smart choice — especially if your high school student gets a low-interest federal loan. Learn more about the [parent's role in borrowing money](#).
- ❑ **Encourage your senior to take SAT Subject Tests.** These tests can showcase your student's interests and achievements — and many colleges require or recommend that applicants take one or more Subject Tests. Read more about [SAT Subject Tests](#).
- ❑ **Encourage your student to take AP Exams.** If your 12th-grader takes AP or other advanced classes, have him or her talk with teachers now about taking these tests in May. Read more about the [AP Program](#).

Spring

- ❑ **Help your student process college responses.** Once your student starts hearing back from colleges about admission and financial aid, he or she will need your support to decide what to do. Read about [how to choose a college](#).
- ❑ **Review financial aid offers together.** Your 12th-grader will need your help to read through financial aid award letters and figure out which package works best. Be sure your student pays attention to and meets any deadlines for acceptance. Get more information on [financial aid awards](#).
- ❑ **Help your student complete the paperwork to accept a college's offer of admittance.** Once your student has decided which college to attend, he or she will need to review the offer, accept a college's offer, mail a tuition deposit and submit other required paperwork. Learn more about your high school senior's [next steps](#).

Our Goal and Your Partnership

Our goal at City is to help students develop the tools, skills, and habits of mind to thrive as adults, build flourishing communities, and create a more sustainable future for all the world's inhabitants.

Our studentren are growing up in a rapidly-changing, increasingly-interconnected, and interdependent world.

We ask that our families become active participants in their student's education and to support the work we do with the International Baccalaureate Organization.

Appendix A

The IB learner profile



The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<u>Inquirers</u>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<u>Knowledgeable</u>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<u>Thinkers</u>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<u>Communicators</u>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<u>Principled</u>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<u>Open-minded</u>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<u>Caring</u>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<u>Risk-takers</u>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<u>Balanced</u>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<u>Reflective</u>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Appendix B

The IB diploma points matrix

The following new matrix has been adopted from the May 2015 session onwards.

		Theory of Knowledge					
		Grade	Grade	Grade	Grade	Grade	No Grade
		A	B	C	D	E	N
E x t e n d e d E s s a y	Grade A	3	3	2	2	Failing Condition	Failing Condition
	Grade B	3	2	2	1	Failing Condition	Failing Condition
	Grade C	2	2	1	0	Failing Condition	Failing Condition
	Grade D	2	1	0	0	Failing Condition	Failing Condition
	Grade E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition
	No Grade N	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

Appendix C

Article 13: Award of the IB diploma

13.1 All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (higher level or standard level).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (candidates who register for four higher level subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two standard level subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Appendix D

Amendments to the May 2021 exam session were made in response to implications of the global pandemic. These amendments have been applied to the May 2022 exams. Adjustments to the traditional, weighted components listed below have shifted in response. These percentage weight changes--for the courses amended and seen below--only apply to the May 2022 cohort.

Subject Area	Assessments	Weight
Language and Literature		
English HL	External Assessments Paper 1: Guided Literary Analysis HL Essay: 1200-1500 words	75% 50% 25%
	Internal Assessments Individual Oral	25%
English SL	External Assessments Paper 1: Guided Literary Analysis	55% 55%
	Internal Assessments Individual Oral	45%
Language Acquisition		
World Language HL and SL	External Assessments Paper 1: Productive skills - writing Paper 2: Listening Paper 2: Reading	70% 25% 25% 25%
	Internal Assessments Individual Oral	25%
World Language ab initio SL	External Assessments Paper 1: Productive skills - writing Paper 2: Listening Paper 2: Reading	70% 25% 25% 25%
	Internal Assessments <i>Individual Oral</i>	25%
Individuals and Societies		
History of the Americas HL	External Assessments Paper 1: Four short-answer/structured questions Paper 2: Two extended-response questions Paper 3: Three extended-response questions	80% 20% 25% 35%
	Internal Assessments Historical Investigation	20%
History of the Americas SL	External Assessments Paper 1: Four short-answer/structured questions Paper 2: Two extended-response questions	75% 30% 45%
	Internal Assessments Historical Investigation	25%
Sciences		

Biology, Chemistry and Physics HL	External Assessments Paper 1: Forty multiple-choice question on the core & AHL Paper 2: One DBQ, short-answer questions, and two extended-response question - core & AHL	80% 30% 50%
	Internal Assessments	20%
Biology, Chemistry and Physics SL	External Assessments Paper 1: Thirty multiple-choice question on the core Paper 2: One DBQ, short-answer questions, and one extended-response question	80% 30% 50%
	Internal Assessments Experimental investigation	20%
Environmental Systems and Societies SL	External Assessments Paper 1: Case study Paper 2: Section A- short answer and data-based questions Section B- structured essay questions	75% 25% 50%
	Internal Assessments Individual Investigation	25%
Mathematics		
Math: Analysis & Approaches HL	External Assessments Paper 1: Short & extended-response questions - NO CALCULATOR Paper 2: Short- & extended-response questions - Calculator Paper 3: Extended-response questions - Calculator	80% 30% 30% 20%
	Internal Assessments Mathematical Investigations	20%
Math: Analysis & Approaches SL	External Assessments Paper 1: Short & extended-response questions - NO CALCULATOR Paper 2: Short- & extended-response questions - Calculator	80% 40% 40%
	Internal Assessments Mathematical Investigations	20%
Math: Applications and Interpretations SL	External Assessments Paper 1: Short-response questions - NO CALCULATOR Paper 2: Extended-response questions - Calculator	80% 40% 40%
	Internal Assessments Mathematical Investigations	20%
The Arts		
Music HL	External Assessments Exploring music in context Experimenting with music Presenting Music	100% 30% 30% 40%
Music SL	External Assessments Exploring music in context Experimenting with music	100% 50% 50%
Visual Arts HL	External Assessments Process Portfolio Comparative Study	60% 40% 20%

	<u>Internal Assessments</u> Exhibition: 8-11 artworks and a 700 word rationale	<u>40%</u>
Visual Arts SL	<u>External Assessments</u> Process Portfolio	<u>60%</u> 40%
	Comparative Study	20%
	<u>Internal Assessments</u> Exhibition: 4-7 artworks and a 400 word rationale	<u>40%</u>
Elective (in place of Arts selection)		
Psychology HL	<u>External Assessments</u> Paper 1: 6 short answer and 1 essay question	<u>80%</u> 50%
	Paper 2: 15 short answer and 2 essay questions	20%
	<u>Internal Assessments</u> Simple Experimental Study	<u>30%</u>
Psychology SL	<u>External Assessments</u> Paper 1: 6 short answer and 1 essay question	<u>65%</u>
	<u>Internal Assessments</u> Simple Experimental Study	<u>35%</u>