

Syllabus component	Teaching hours	
	SL	HL
<p>Readers, writers and texts</p> <p>Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.</p>	50	80
<p>Time and space</p> <p>Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.</p>	50	80
<p>Intertextuality: Connecting texts</p> <p>Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.</p>	50	80
Total teaching hours	150	240

CLASSES:

- HL and SL students are grouped together in the same class. There are NO separate sections for HL and SL students.
- All coursework is completed together. Students read the same works of literature, take the same tests, and complete the same assignments regardless of their level of study.
- However, there are times in the course of the two years where SL students are excused from a unit of study.

INTERNAL ASSESSMENTS:

- Both HL and SL students complete an Individual Oral Assessment that involves discussing two passages of their choice for 10 minutes and responding to teacher questions for 5 minutes
- **HL students complete a 1500 word essay as part of their diploma score. SL students do not write an essay.**



English A Literature

for the IB Diploma
2nd Edition

 Pearson

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- **EXAMS:**

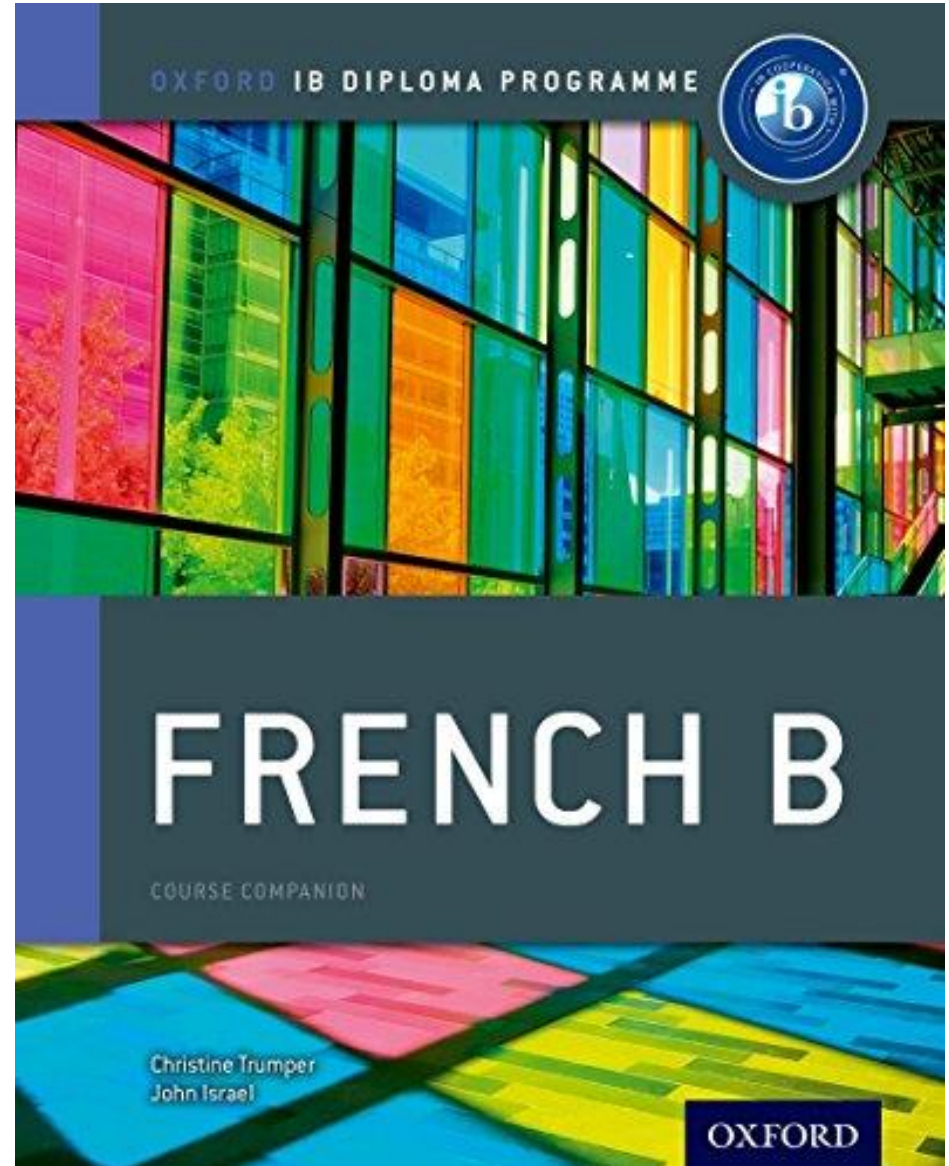
- **Paper 1**

- HL students write **two essays on two unseen passages** in 2 hours and 15 minutes.
- SL Students **write one essay on one of two passages**; they select the passage they want to respond to. Students have 1 hour and 15 minutes to complete this one essay.

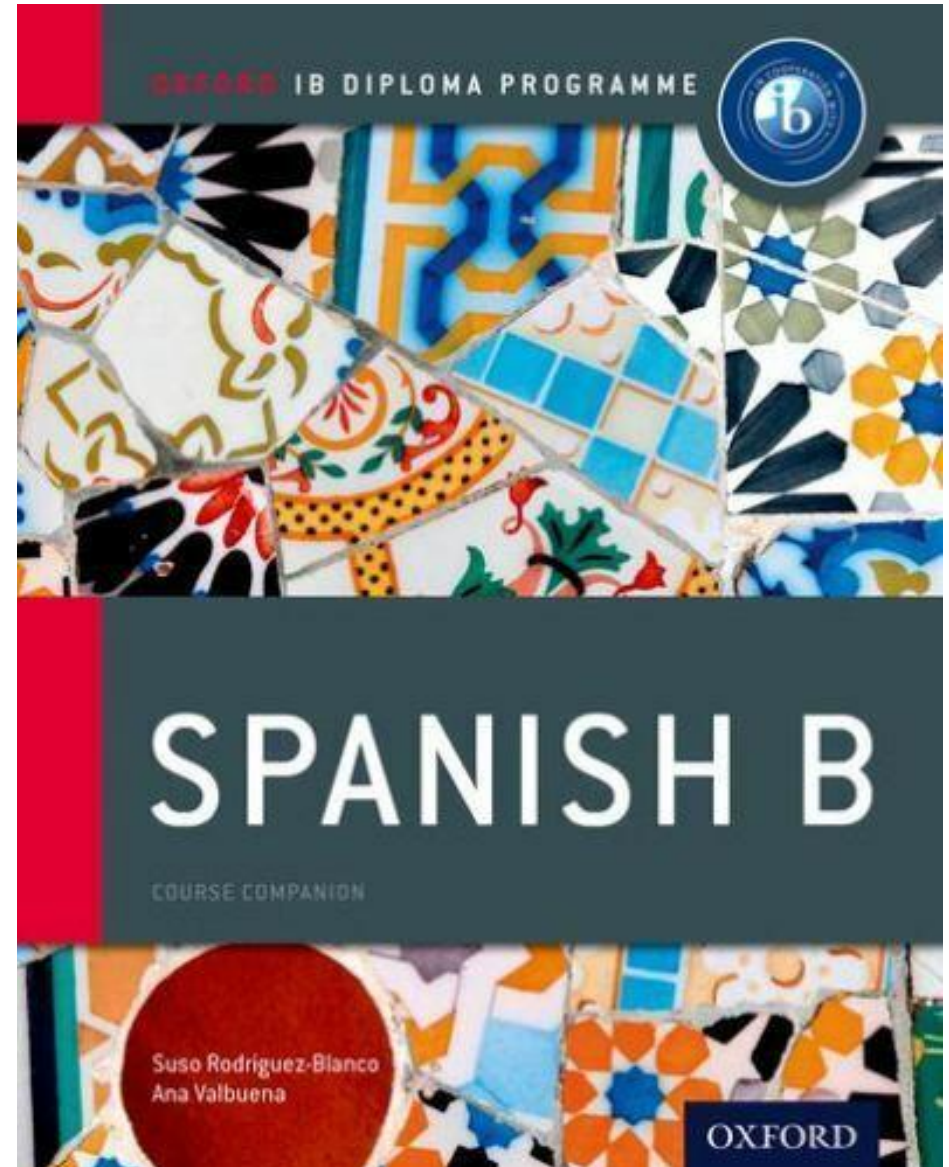
- **Paper 2:**

- The format, questions, assessment criteria, and length is identical for HL and SL students.
- The paper consists of four questions of a general nature. Students select **ONE** question and will write a comparative essay referring to only two works studied in the course.

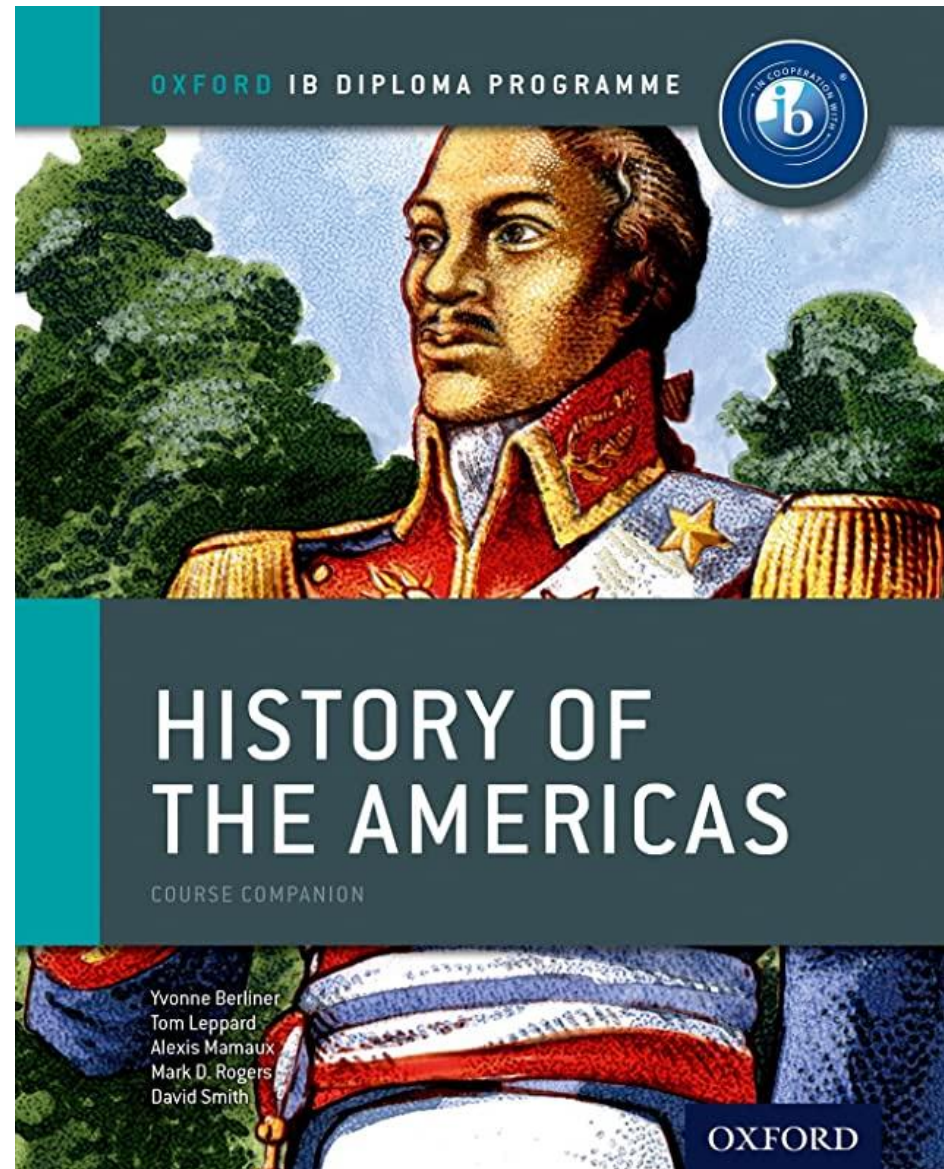
Standar Level			
Paper 1: Writing	Paper 2: Listening	Paper 2: Reading	IA: Individual Oral
1 Hr 15 Minutes 30 Marks - 25%	45 Minutes 25 Marks - 25%	1 Hour 40 Marks - 25%	15 Minutes 30 Marks - 25%
One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	Receptive skills—separate sections for listening comprehension	Receptive skills—separate section for reading comprehension	A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.
Higher Level			
Paper 1: Writing	Paper 2: Listening	Paper 2: Reading	IA: Individual Oral
1 Hr 30 Minutes 30 Marks - 25%	1 Hour 25 Marks - 25%	1 Hour 40 Marks - 25%	15 Minutes 30 Marks - 25%
One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	Receptive skills—separate sections for listening comprehension	Receptive skills—separate section for reading comprehension	A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.



Standard level (SL)	Higher level (HL)
Response of 250–400 words to one of the tasks	Response of 450–600 words to one of the tasks
Duration: 1 hour 15 minutes	Duration: 1 hour 30 minutes
Choosing one option out of three tasks	Choosing one option out of three tasks
Weighting: 25% (out of the 100% of the final grade)	Weighting: 25% (out of the 100% of the final grade)

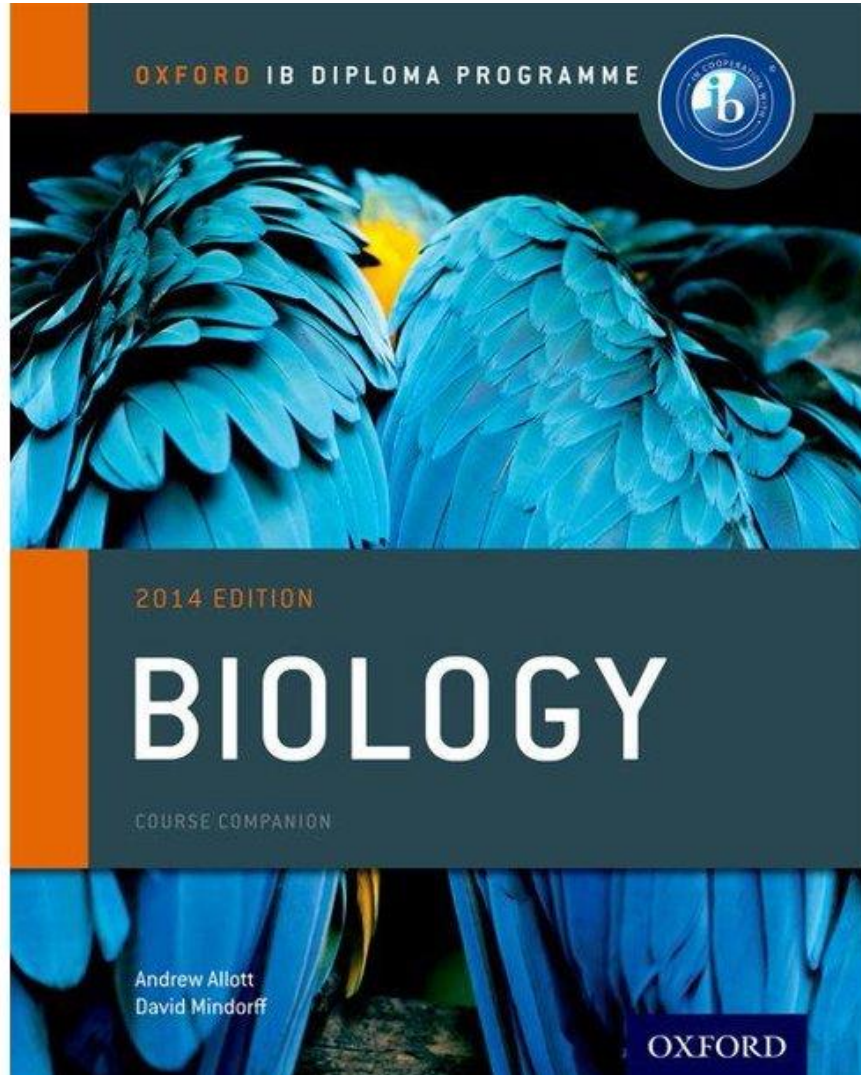


Syllabus component	Teaching hours	
	SL	HL
Prescribed subjects	40	40
<ol style="list-style-type: none"> Military leaders Conquest and its impact The move to global war Rights and protest Conflict and intervention 		
World history topics	90	90
<ol style="list-style-type: none"> Society and economy (750–1400) Causes and effects of wars (750–1500) Dynasties and rulers (750–1500) Societies in transition (1400–1700) Early Modern states (1450–1789) Causes and effects of Early Modern wars (1500–1750) Origins, development and impact of industrialization (1750–2005) Independence movements (1800–2000) Emergence and development of democratic states (1848–2000) Authoritarian states (20th century) Causes and effects of 20th-century wars The Cold War: Superpower tensions and rivalries (20th century) 		
HL options: Depth studies		90
<ol style="list-style-type: none"> History of Africa and the Middle East History of the Americas History of Asia and Oceania History of Europe 		
Internal assessment	20	20
Historical investigation		
Total teaching hours	150	240

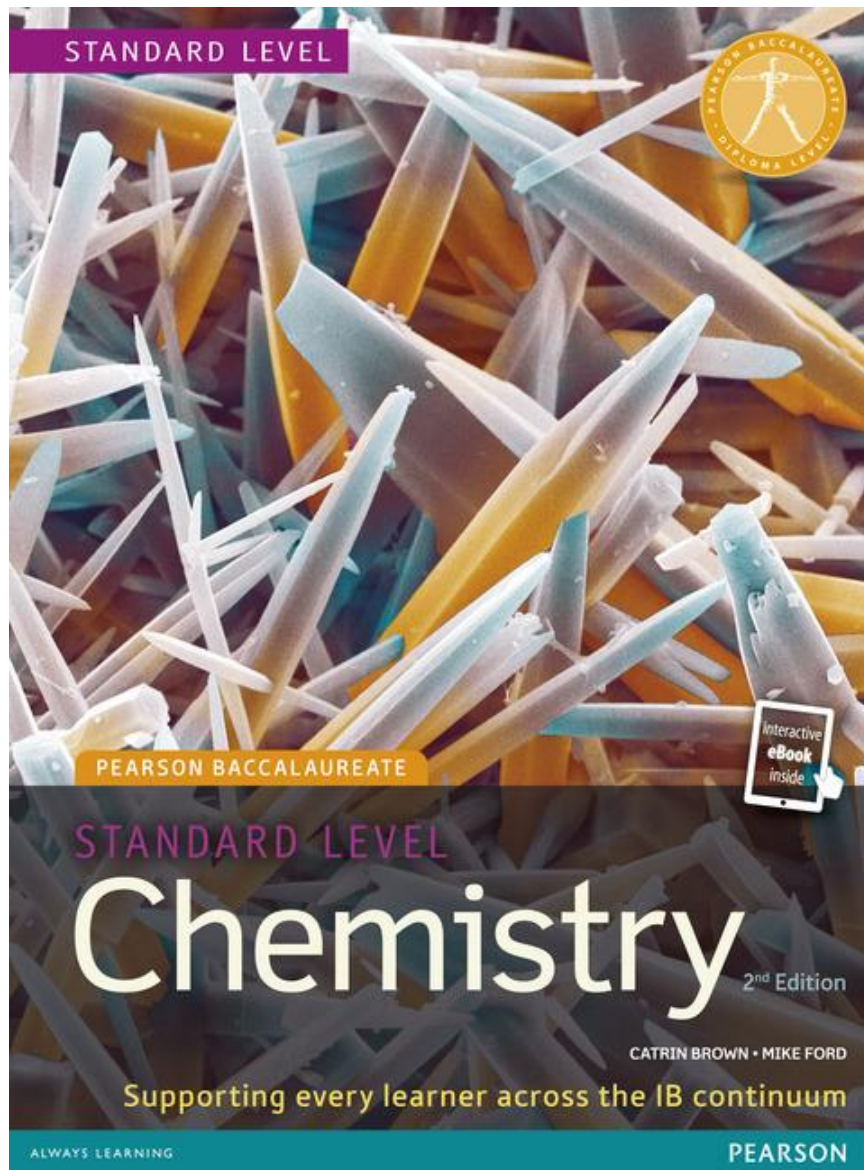


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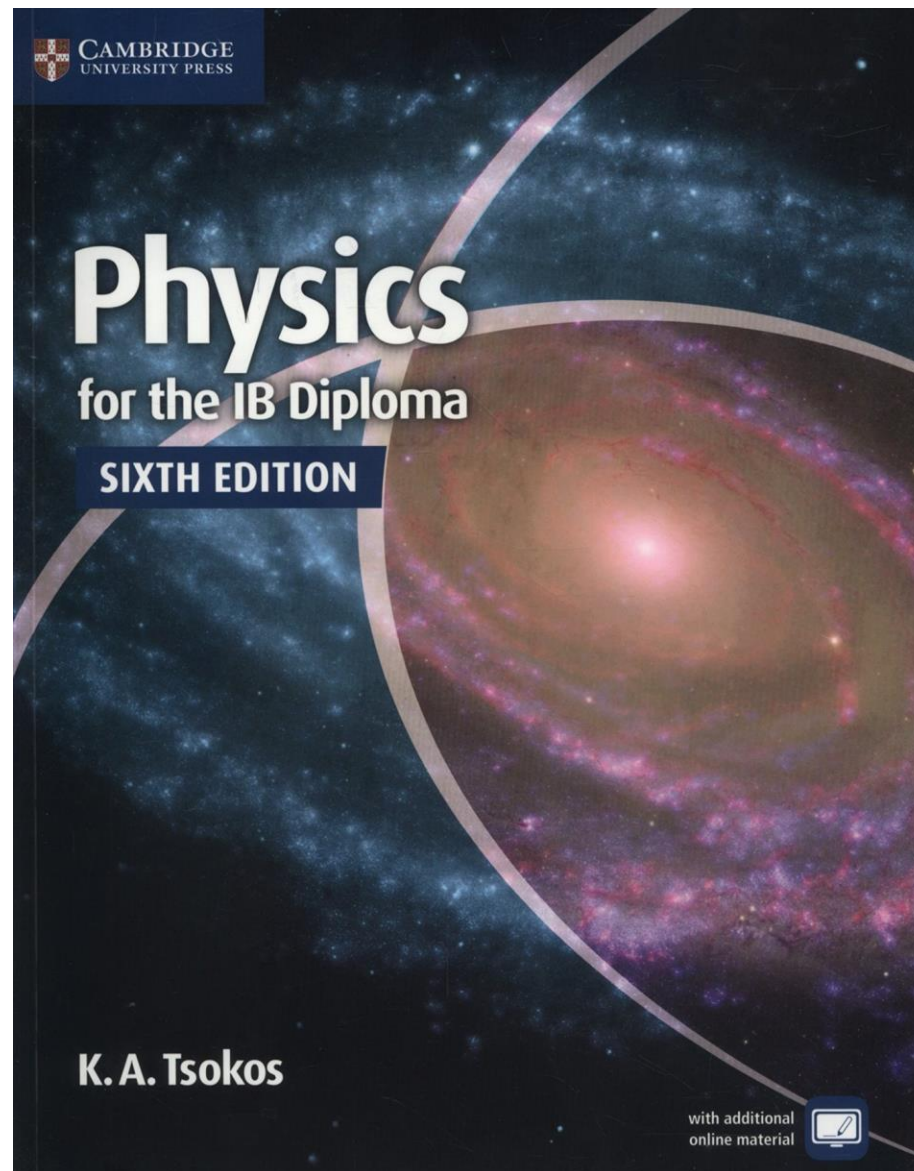


Syllabus component	Teaching hours	
	SL	HL
Core	95	
1. Cell biology	15	
2. Molecular biology	21	
3. Genetics	15	
4. Ecology	12	
5. Evolution and biodiversity	12	
6. Human physiology	20	
Additional higher level (AHL)		60
7. Nucleic acids		9
8. Metabolism, cell respiration and photosynthesis		14
9. Plant biology		13
10. Genetics and evolution		8
11. Animal physiology		16
Option	15	25
A. Neurobiology and behaviour	15	25
B. Biotechnology and bioinformatics	15	25
C. Ecology and conservation	15	25
D. Human physiology	15	25
Practical scheme of work	40	60
Practical activities	20	40
Individual investigation (internal assessment-IA)	10	10
Group 4 project	10	10
Total teaching hours	150	240



Syllabus component	Recommended teaching hours	
	SL	HL
Core	95	
1. Stoichiometric relationships	13.5	
2. Atomic structure	6	
3. Periodicity	6	
4. Chemical bonding and structure	13.5	
5. Energetics/thermochemistry	9	
6. Chemical kinetics	7	
7. Equilibrium	4.5	
8. Acids and bases	6.5	
9. Redox processes	8	
10. Organic chemistry	11	
11. Measurement and data processing	10	
Additional higher level (AHL)		60
12. Atomic structure		2
13. The periodic table—the transition metals		4
14. Chemical bonding and structure		7
15. Energetics/thermochemistry		7
16. Chemical kinetics		6
17. Equilibrium		4
18. Acids and bases		10
19. Redox processes		6
20. Organic chemistry		12
21. Measurement and analysis		2
Option	15	25
A. Materials	15	25
B. Biochemistry	15	25
C. Energy	15	25
D. Medicinal chemistry	15	25

Syllabus component	Recommended teaching hours	
	SL	HL
Core	95	
1. Measurements and uncertainties	5	
2. Mechanics	22	
3. Thermal physics	11	
4. Waves	15	
5. Electricity and magnetism	15	
6. Circular motion and gravitation	5	
7. Atomic, nuclear and particle physics	14	
8. Energy production	8	
Additional higher level (AHL)		60
9. Wave phenomena		17
10. Fields		11
11. Electromagnetic induction		16
12. Quantum and nuclear physics		16
Option	15	25
A. Relativity	15	25
B. Engineering physics	15	25
C. Imaging	15	25
D. Astrophysics	15	25
Practical scheme of work	40	60
Practical activities	20	40
Individual investigation (internal assessment – IA)	10	10
Group 4 project	10	10
Total teaching hours	150	240



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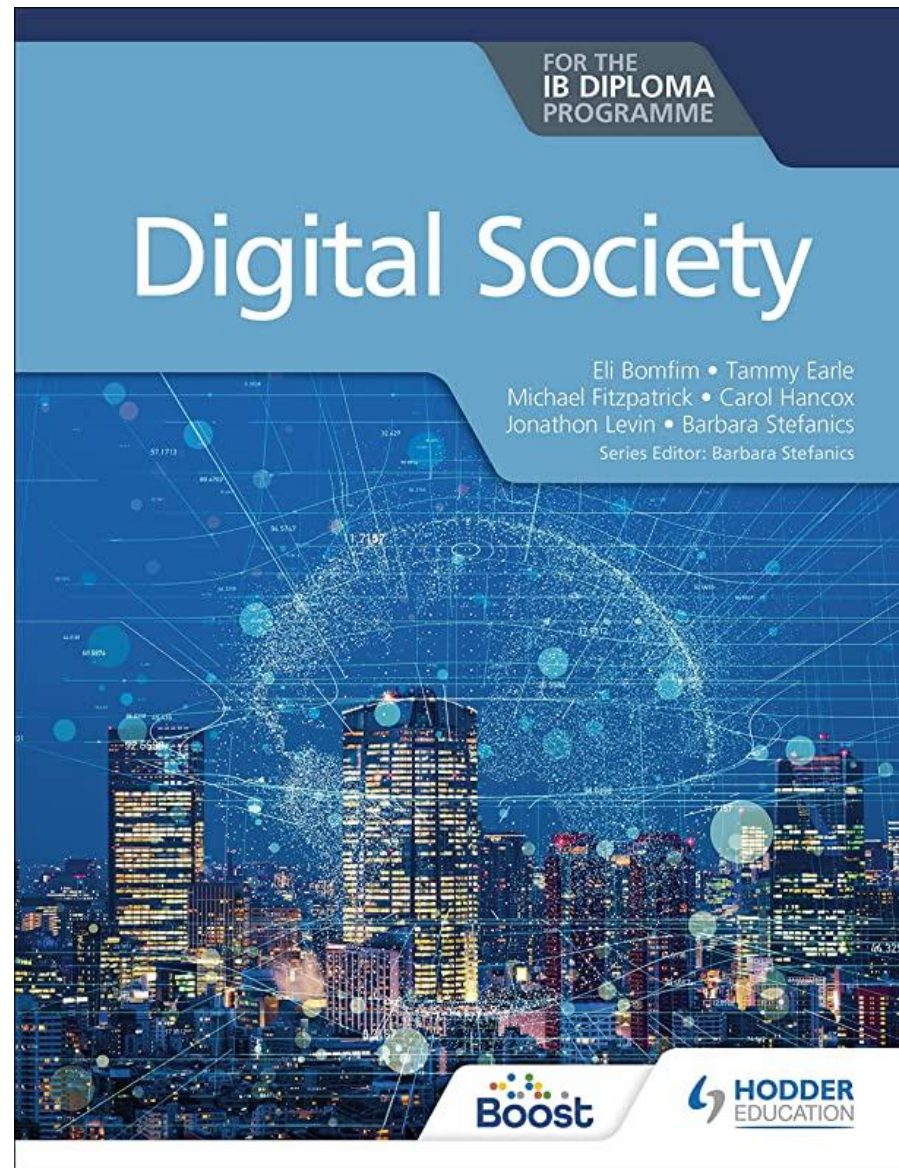
		THEATRE IN CONTEXT	THEATRE PROCESSES	PRESENTING THEATRE
SL and HL	Working with play texts	Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators.	Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.	Students direct at least one scene or section from one published play text which is presented to others.
SL and HL	Examining world theatre traditions	Students research and examine the various contexts of at least one world theatre tradition.	Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.	Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition.
SL and HL	Collaboratively creating original theatre	Students reflect on their own personal approaches, interests and skills in theatre. They research and examine at least one starting point and the approaches employed by one appropriate professional theatre company, and consider how this might influence their own personal approaches.	Students respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.	Students participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others.
HL only	Creating theatre based on theatre theory	At HL, students research and examine the various contexts of at least one theatre theorist.	At HL, students practically explore at least one theatre theorist collaboratively and engage with the process of creating a piece of theatre based on their theory.	At HL, students create, present and evaluate at least one theatre piece based on an aspect(s) of a theatre theorist's work they have explored.

Introduction
1.1 What is digital society?
<i>SL and HL teaching hours: 10–15 hours</i>

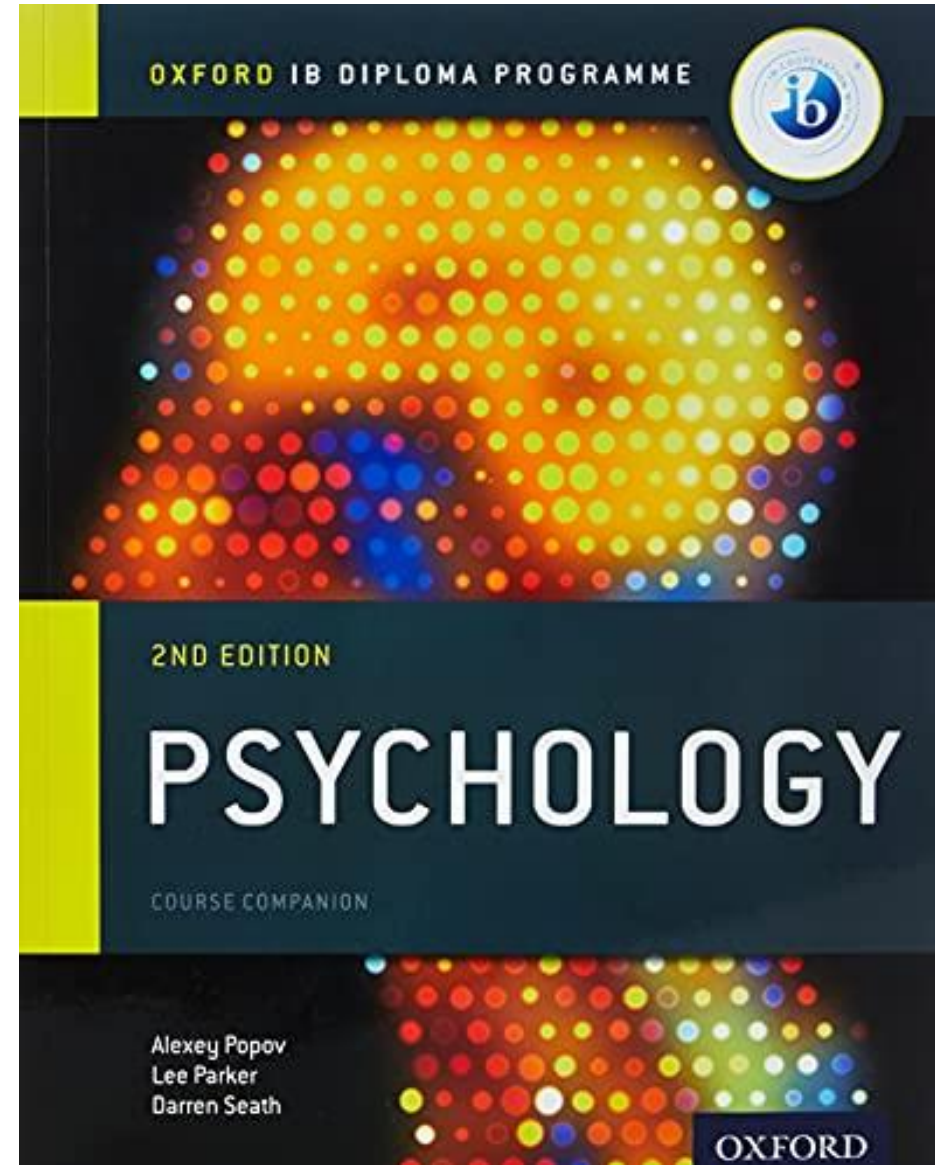
Concepts	Content	Contexts
2.1 Change	3.1 Data	4.1 Cultural
2.2 Expression	3.2 Algorithms	4.2 Economic
2.3 Identity	3.3 Computers	4.3 Environmental
2.4 Power	3.4 Networks and the internet	4.4 Health
2.5 Space	3.5 Media	4.5 Human knowledge
2.6 Systems	3.6 Artificial intelligence	4.6 Political
2.7 Values and ethics	3.7 Robots and autonomous technologies	4.7 Social

SL and HL teaching hours: 105–110

Inquiry project (internal assessment)	HL extension: challenges and interventions
An inquiry project into impacts and implications of digital systems for people and communities. The requirements are common to SL and HL students.	5.1 Global well-being 5.2 Governance and human rights 5.3 Sustainable development
<i>SL and HL teaching hours: 30</i>	<i>HL teaching hours: 90</i>



Syllabus component	Teaching hours	
	SL	HL
Core Biological approach to understanding behaviour Cognitive approach to understanding behaviour Sociocultural approach to understanding behaviour Approaches to researching behaviour	90	120
Options Abnormal psychology Developmental psychology Health psychology Psychology of human relationships	20	40
Internal assessment Experimental study	20	20
Total teaching hours	150	240



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Applications and Interpretations SL Course

- **11th grade:** Applications and Interpretations SL, 1
- **12th grade:** Applications and Interpretations SL, 2
- **Recommended for students who** are currently in Analysis of Functions/Trigonometry, Geometry/Trigonometry and students struggling in Pre-Calculus.
- This course covers the following topics over two years:

Topic	Hours Spent On Topic
Numbers and Algebra	16
Functions	31
Geometry and Trigonometry	18
Statistics and Probability	36
Calculus	19

- **Looking Ahead:** This course is suggested to students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology and design.

Analysis and Approaches SL Course

- **11th grade:** AP Calculus AB
- **12th grade:** Analysis and Approaches SL
- **Recommended for students who are successful in Pre-Calculus, but not interested in an HL mathematics course. Also recommended for Analysis of Functions/Trigonometry/Geometry students who are successful and willing to put forth some extra effort into their mathematics studies.**
- This course covers the following topics over two years:

Topic	Hours Spent On Topic
Numbers and Algebra	19
Functions	21
Geometry and Trigonometry	25
Statistics and Probability	27
Calculus	28

- **Looking Ahead:** This course is suggested to students who are interested in mathematics, engineering, physical sciences and some economics.

Analysis and Approaches HL Course

- **11th grade:** AP Calculus BC
- **12th grade:** Analysis and Approaches HL
- **Recommended for students who** are extremely successful in pre-calculus and truly have a passion and love of mathematics.
- This course covers the following topics over two years:

Topic	Hours Spent On Topic
Numbers and Algebra	39
Functions	32
Geometry and Trigonometry	51
Statistics and Probability	33
Calculus	55

- **Looking Ahead:** This course is suggested to students who are interested in mathematics, engineering, physical sciences and some economics.