International Baccalaureate

All IB course credits are grade 12 credits regardless of whether a student completes the course in grade 11 or grade 12. However, on transcripts to universities, the IB courses will be included as both grade 11 and grade 12 courses with no credit recorded in grade 11, unless the student writes the final examination in that grade.

IB Biology SL

Students will be expected to

BIO1: gain an understanding of scientific study and creativity within a global context including the following concepts:
- Appreciating the importance and limitations associated with science and scientists in modern and historical context.
- Demonstrating and applying an understanding of the body of knowledge, methods, and techniques that characterize science and technology.
- Understanding relationships between scientific disciplines.
- Developing and demonstrating an understanding of the scientific method of inquiry.
- Demonstrating an understanding of scientific facts and concepts, scientific methods and techniques, scientific terminology, and methods of presenting scientific information.
- Developing the ability to critically analyze, evaluate, and synthesize scientific information.
- Comprehending the need for, and the value of, effective collaboration and communication as part of the scientific process.
- Being aware of the moral, ethical, social, economic, and environmental implications of using science and technology in society.

BIO2: formulate and apply experimental and investigative science techniques that include the capacity to
- understand experimental design including creation of hypotheses, research questions, and predicted results
- construct, analyze, evaluate, and communicate experiment results using proper scientific communication terminology and scientific methods
- demonstrate knowledge of scientific investigation and experimentation using proper safety procedures and laboratory rules
- participate in, and demonstrate the skills of, collegiality, co-operation, perseverance and responsibility appropriate for scientific investigation and problem solving
- develop a strong foundational understanding of the nature of science including
  - statistical analysis
  - cells
  - chemistry of life
  - genetics
  - ecology and evolution
  - human health and physiology

BIO3: successfully complete three written external exams
BIO4: successfully complete classroom tests, lab assignments and reports, and written exercises for internal assessment that emphasizes laboratory skills and reporting
BIO5: successfully complete a group 4 project that develops personal skills in communication collaboration and problem solving

IB Biology HL

Students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature than the common topics. The distinction between SL and HL is one of breadth and depth.

IB Chemistry SL

Students will be expected to

CHEM1: gain an understanding of scientific study and creativity within a global context, including the following concepts:
- Appreciating the importance and limitations associated with science and scientists in modern and historical context.
- Demonstrating and applying an understanding of the body of knowledge, methods, and techniques that characterize science and technology.
- Understanding relationships between scientific disciplines.
- Developing and demonstrating an understanding of the scientific method of inquiry.
- Demonstrating an understanding of scientific facts and concepts, scientific methods and techniques, scientific terminology, and methods of presenting scientific information.
- Developing the ability to critically analyze, evaluate, and synthesize scientific information.
- Comprehending the need for, and the value of, effective collaboration and communication as part of the scientific process.
- Being aware of the moral, ethical, social, economic, and environmental implications of using science and technology in society.

CHEM2: formulate and apply experimental and investigative science techniques that include the capacity to
- understand and apply experimental design including creation of hypotheses, research questions, and predicted results
- construct, analyze, evaluate, and communicate experiment results using proper scientific communication terminology and scientific methods
- demonstrate knowledge of scientific investigation and experimentation using proper safety procedures and laboratory rules
- participate in, and demonstrate the skills of, collegiality, co-operation, perseverance, and responsibility appropriate for scientific investigation and problem solving
- develop a strong foundational understanding of the nature of science including
  - > quantitative chemistry
  - > atomic structure
  - > periodicity
  - > bonding
  - > energetics
  - > kinetics
  - > equilibrium

- > acids and bases
- > oxidation and reduction
- > organic chemistry
- > measurement and data processing

CHEM3: successfully complete three written papers
CHEM4: successfully complete classroom tests, lab assignments and reports, and written exercises
CHEM5: successfully complete a group 4 project

IB Chemistry HL

Students at HL are required to study some topics in greater depth, to study additional topics, and to study extension material of a more demanding nature than the common topics. The distinction between SL and HL is one of breadth and depth.

IB Creativity Action Service

Students will be expected to

CAS1: develop an increased awareness of their own strengths and areas for growth
CAS2: undertake new challenges either through an unfamiliar activity or an extension to an existing one
CAS3: plan and initiate activities
CAS4: work collaboratively with others (at least one project, involving collaboration and the integration of at least two of creativity, action and service, is required)
CAS5: demonstrate perseverance and commitment in activities
CAS6: engage with issues of global importance
CAS7: consider the ethical implications of their actions
CAS8: develop new skills

IB Economics SL and HL

Students will be expected to

ECON1: develop an understanding and knowledge of economic concepts and theories such as microeconomics, macroeconomics, and international and development economics
ECON2: apply economic theory to a range of circumstances and a variety of situations
ECON3: analyze information using economic concepts and theories
ECON4: evaluate concepts and theories based on different economic perspectives
ECON5: communicate understanding of topics and concepts through two written examination papers
ECON6: analyze, describe, and apply economic theory using four published news items based on real-world situations to create a portfolio
ECON7: produce a commentary on current event must focus on a different sections of the syllabus

IB Economics HL

The theme of internationalism has a broader perspective than SL, with emphasis on the complex, two-way process of cultural interaction and the processes of adaptation, adoption, or resistance by societies.

Students will be expected to

ECON8: understand and apply knowledge of global economics
ECON9: recognize, examine, and evaluate topics related to global economics
ECON10: produce three written papers
ECON11: create a portfolio of four commentaries

IB English A: Language and Literature SL

Students will be expected to

LL1: analyze how audience and purpose affect the structure and content of texts
LL2: analyze the impact of language changes
LL3: demonstrate an awareness of how language and meaning are shaped by culture and context
LL4: examine different forms of communication within the media
LL5: show an awareness of the potential for educational, political, or ideological influence of the media
LL6: demonstrate an understanding of the way mass media use language and image to inform, persuade, or entertain
LL7: consider the changing historical, cultural, and social contexts in which particular texts are written and received
LL8: demonstrate how the formal elements of the text, genre, and structure can not only be seen to influence meaning but can also be influenced by context
LL9: understand the attitudes and values expressed by literary texts and their impact on readers
LL10: explore literary works in detail
LL11: analyze elements such as theme and the ethical stance or moral values of literary texts
LL12: understand and make appropriate use of literary terms

IB English Literature SL

Students will be expected to

ENG1: engage in independent literary criticism in a manner that reveals a personal response to world literature
ENG2: apply techniques of literary criticism to selected works, such as a poem, a novel, an essay, a biography, or a journalistic writing of literary merit
ENG3: approach works in an independent manner that reveals a personal response to literature
ENG4: express ideas with clarity coherence, conciseness, precision and fluency, in both written and oral language appropriate for the study of literature and an appreciation of the need for effective choice of register and style in both written and oral communication
ENG5: develop a sound approach to literature through consideration of the works studied
ENG6: convey knowledge both of the similarities and differences between literary works from different ages and/or cultures

ENG7: analyze and comment on the language, content structure, meaning, and significance of both familiar and unfamiliar pieces of writing
ENG8: develop an awareness of the effects of structure, technique, and style as employed by authors
ENG9: effectively structure ideas and arguments, both orally and in writing, in a sustained and logical way, and to support them with precise and relevant examples
ENG10: plan and produce a 10–15-minute oral commentary from one of the literary works studied to be assessed externally
ENG11: complete a written commentary featuring techniques of literary criticism on selected works in a final examination
ENG12: complete one essay question in a final examination on a group of works studied (one in translation, two written originally in English, related by genre)
ENG13: complete a 1000–1500-word world literature assignment based on at least two works of world literature studied with a formal introduction, main body and conclusion, and that focuses on aspects such as narrative techniques, characterization, portrayal of society in the work studies, international perspectives on common human problems, or cross-cultural perspectives on the artist's role in society

IB English Literature HL

HL students will be expected to master all of the outcomes listed for the SL course (ENG1–ENG13), and in addition, to

ENG14: apply the skills and knowledge to two additional topics in the syllabus
ENG15: complete an additional world literature assignment chosen from one of three alternatives

IB Environmental Systems and Society SL

Students will be expected to

ENV1: demonstrate an understanding of information, terminology, concepts, methodologies and skills with regard to environmental issues
ENV2: apply and use information, terminology, concepts, methodologies, and skills with regard to environmental issues
ENV3: synthesize, analyze, and evaluate research questions, hypotheses, methods, and scientific explanations with regard to environmental issues
ENV4: make reasoned and balanced judgments using appropriate economic, historical, cultural, socio-political and scientific sources, while using an holistic approach
ENV5: articulate and justify a personal viewpoint on environmental issues with reasoned argument while appreciating alternative viewpoints, including the perceptions of different cultures
ENV6: demonstrate the personal skills of co-operation and responsibility appropriate for effective investigation and problem solving
ENV7: select and demonstrate the appropriate practical and research skills necessary to carry out investigations with due regard to precision

IB Extended Essay

Students will be expected to

EE1: independently plan and pursue a research project with intellectual initiative and insight
EE2: formulate a precise research question
EE3: employ a research methodology that includes
- an understanding and correct use of sources
- correctly citing all sources
- locating relevant and appropriate evidence from books, articles, websites and, if germain, his or her own research
- evaluating and synthesizing evidence from relevant sources
- summarizing and arriving at conclusions
- structuring a reasoned argument in response to the research question on the basis of the material gathered
- periodic correspondence with a teacher advisor

EE4: use the terminology and language appropriate to the subject with skill and understanding
EE5: plan and produce an abstract that summarizes the major points in the essay
EE6: demonstrate a comprehensive understanding of the essay in a concluding interview (viva voce) with the Extended Essay supervisor

IB French Ab Initio SL

Students will be expected to

FRI1: achieve communicative competence in a variety of everyday situations
- develop four primary language skills in an integrated manner through listening, speaking, reading, and writing
- communicate information and basic ideas clearly and effectively, in a limited range of situations
- understand and accurately use the language in spoken form, in a limited range of situations
- understand and accurately use the language in written form, in a limited range of situations
- understand and use a limited range of vocabulary and grammar
- understand differences between their own culture and the culture of the language that they are learning
- create a foundation, and recognize the idea that language is more than a school course, and encourage further independent study of the language

IB French B SL

“B” level language courses are for students who have some previous experience of learning the language.

Prerequisite for B SL Language courses.

- Has 2–5 years experience in the language
- Has not been taught other subjects in the language
- Taught the language in a country where it is not the dominant or native language
- A beginner or near beginner who lives in a country where the language is spoken

Students will be expected to

FRE 1: understand and use the language in a variety of contexts and purposes
FRE 2: appreciate and understand different perspectives of people from other cultures through study of texts and social interaction
FRE 3: create foundation for further study
FRE 4: appreciate the relationship between languages and cultures
FRE 5: communicate clearly and effectively in a range of situations
FRE 6: understand and use accurately a range of vocabulary in common usage
FRE 7: express ideas with general clarity and some fluency
FRE 8: structure arguments in a generally clear, coherent, and convincing manner
FRE 9: comprehend and respond appropriately to written and spoken material of average difficulty
FRE 10: assess some subtleties of the language in a range of forms, styles, and registers
FRE 11: show an awareness of, and sensitivity to, some elements of the culture related to the language studied
FRE 12: successfully complete two written exams that demonstrate reading and writing skills
FRE 13: successfully complete an oral assessment

IB French B HL

"B" level language courses are for students who have some previous experience of learning the language.

Prerequisite for B HL Language courses.

- Has 4–5 years experience in the language
- Has not been taught other subjects in the language
- Has been taught the language in a country where target language is not the dominant or native language

Students will be expected to

FRE 14: understand and use the language in a variety of contexts and purposes
FRE 15: appreciate and understand different perspectives of people from other cultures through study of texts and social interaction
FRE 16: create foundation for further study
FRE 17: appreciate the relationship between languages and cultures
FRE 18: communicate clearly and effectively in a wide range of situations
FRE 19: understand and use accurately a wide range of vocabulary
FRE 20: express ideas with general clarity and fluency
FRE 21: structure arguments in a generally clear, coherent, and convincing manner
FRE 22: comprehend and respond appropriately to written and spoken material of moderate complexity
FRE 23: assess some subtleties of the language in a wide range of forms, styles, and registers
FRE 24: show an awareness of, and sensitivity to, some elements of the culture related to the language studied
FRE 25: successfully complete two written exams that demonstrate reading and writing skills
FRE 26: successfully complete oral assessment

IB Geography SL and HL

Students will be expected to

GEO 1: recognize and understand the interrelationships between people, places, spaces, and the environment (physical surrounding)
GEO 2: understand and apply knowledge of core themes of patterns and change
GEO 3: analyze and apply knowledge of geographic concepts and themes
GEO 4: recognize, examine, and evaluate geographic concepts, theories, and perceptions
GEO 5: identify and interpret geographic patterns and processes in unfamiliar information, data, and cartographic material
GEO 6: understand how theories and concepts are recognized and understood within particular contexts
GEO 7: recognize and apply methodologies appropriate for geographic fieldwork
GEO 8: select, use and apply the prescribed geographic skills in appropriate context
GEO 9: create properly formatted and structured written material using appropriate geographic terminology
GEO 10: select, use, and apply techniques and skills appropriate to a geographic research question
GEO 11: produce two written papers (2500 word max.)
GEO 12: successful completion of two written exams

IB Geography HL

The theme of global interactions has a broader perspective than SL, with emphasis on the complex, two-way process of cultural interaction and the processes of adaptation adoption, or resistence by societies.

Students will be expected to

GEO 13: understand and apply knowledge of global interactions
GEO 14: recognize, examine and evaluate topics related to global interactions
GEO 15: produce three written papers (2500 word max.)
GEO 16: successful completion of three written exams

IB History SL

Students will be expected to

HIS1: gain an understanding of relevant historical knowledge in the following areas of study:
- social and cultural norms
- religion
- governing structures
- warfare
- the interconnectedness of world events; the influences of geography in world events
- national foreign and domestic policies
- economic theories and philosophy

HIS2: understand and use a historical inquiry methodology that includes the ability to
- evaluate, use, and understand primary and secondary historical sources
- correctly cite historical sources

- conduct historical research to locate relevant and appropriate evidence from books, articles, and appropriate websites
- evaluate and synthesize evidence from both historical sources and background knowledge
- recognize, explain, and analyze causes and consequences of historical events
- relate events in history to a range of cultural and social dimensions
- summarize and articulate conclusions

HIS3: plan and produce a research paper using the knowledge and skills described in outcomes 1 and 2

HIS4: demonstrate the ability to structure essay answers in a history examination using evidence to support relevant, balanced, and focused historical arguments as described in outcomes 1 and 2

IB History HL

Higher level students will be expected to attain the outcomes for the SL (HIS1–HIS4) course, and, in addition,

HIS5: gain an understanding of additional historical topics and demonstrate greater depth of understanding in the area of social and cultural impact of historical events

IB History of Americas HL

Students will be expected to attain the outcomes for the IB History SL (HIS1–HIS4) course with particular emphasis on the application of these outcomes on the Americas, as well as the following:

HIS 6: gain an understanding of additional historical topics and demonstrate a depth of understanding in the area of the social and cultural impact of historical events on the Americas

IB Information Technology in a Global Society SL

Students will be expected to

ITGS1: demonstrate an awareness of IT applications and developments in specified scenarios

ITGS2: demonstrate an awareness of the social and ethical significance of specified IT applications and developments

ITGS3: understand the technical aspects of ITGS terminology concepts, tools, and systems

ITGS4: explain the impact of IT applications and developments

ITGS5: analyze and explain the social and ethical significance of specific IT applications and developments

ITGS6: evaluate local and global impacts of specific IT developments through individually researched studies

ITGS7: evaluate a solution involving IT systems to a specific problem

ITGS8: discuss the social and ethical implications of specific IT policies and developments

ITGS9: demonstrate evidence of project management in the development of a well-organized product to resolve an issue

ITGS10: use IT tools and the product development life cycle to create an original product in consultation with a client

ITGS11: demonstrate evidence of the use of appropriate techniques to develop an original IT product

IB Mandarin Ab Initio SL

Students will be expected to

MAN1: achieve communicative competence in a variety of everyday situations
- develop four primary language skills in an integrated manner through listening, speaking, reading, and writing
- communicate information and basic ideas clearly and effectively, in a limited range of situations
- understand and accurately use the language in spoken form, in a limited range of situations
- understand and accurately use the language in written form, in a limited range of situations
- understand and use a limited range of vocabulary and grammar
- understand differences between their own culture and the culture of the language that they are learning
- create a foundation, and recognize the idea that language is more than a school course, and encourage further independent study of the language

IB Math Studies SL

This course caters to students with varied backgrounds and abilities in math. It is designed to build confidence and encourage an appreciation of math in students who do not anticipate a need for math in their future studies.

Students will be expected to

MTST1: exercise logical, critical, and creative thinking in the area of mathematics
MTST2: interpret and solve a given problem using appropriate mathematical terms
MTST3: organize and present information and data in specific forms (tabular, graphical, and/or diagrammatic)
MTST4: formulate a mathematical argument and communicate it clearly
MTST5: use appropriate mathematical strategies and techniques
MTST6: demonstrate an understanding of the practical applications of mathematics and the appropriate use of mathematical modelling
MTST7: use appropriate technological devices as mathematical tools
MTST8: recognize patterns and structures in a variety of situations, and make generalizations
MTST9: demonstrate an appreciation of the multiplicity of the cultural and historical perspectives of mathematics
MTST10: understand both the significance and the reasonableness of results while demonstrating patience and persistence in problem solving
MTST11: develop and use appropriate notation and terminology
MTST12: appreciate the consequences arising from technological developments
MTST13: transfer skills to alternative situations and to future developments

IB Mathematics SL

Students will be expected to

MTHS1: appreciate the multiplicity of historical and cultural perspectives of mathematics
MTHS2: develop logical, critical, and creative thinking
MTHS3: awareness of the historical and social contexts of the lives of mathematicians and mathematical discoveries
MTHS4: interpret and solve mathematical problems using appropriate mathematical notation and terminology
MTHS5: organize and present explanation and data in various forms (tabular, graphical, and diagrams)
MTHS6: determine and apply correct mathematical strategies and techniques
MTHS7: demonstrate an understanding of the processes necessary to obtain results
MTHS8: recognize patterns and structures in a variety of contexts, and make generalizations
MTHS9: recognize and apply an understanding of the practical applications of mathematics
MTHS10: use appropriate technological devices as mathematics tools
MTHS11: demonstrate an understanding of and appropriate uses of mathematical modelling
MTHS12: create two portfolios based on different areas of the syllabus, representing two types of tasks 1) mathematical investigation, 2) mathematical modelling

IB Mathematics HL

This course caters to students with a good background in math. It is designed for students who will be expecting to include math as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering, and technology.

Students will be expected to

MTHH1: exercise logical, critical, and creative thinking in the area of mathematics
MTHH2: interpret and solve a given problem using appropriate mathematical terms
MTHH3: organize and present information and data in specific forms (tabular, graphical, and/or diagrammatic)
MTHH4: formulate a mathematical argument and communicate it clearly
MTHH5: use appropriate mathematical strategies and techniques
MTHH6: demonstrate an understanding of the practical applications of mathematics and the appropriate use of mathematical modelling
MTHH7: use appropriate technological devices as mathematical tools
MTHH8: recognize patterns and structures in a variety of situations and make generalizations
MTHH9: demonstrate an appreciation of the multiplicity of the cultural and historical perspectives of mathematics
MTHH10: understand both the significance and the reasonableness of results while demonstrating patience and persistence in problem solving
MTHH11: develop and use appropriate notation and terminology
MTHH12: appreciate the consequences arising from technological developments
MTHH13: transfer skills to alternative situations and to future developments

IB Music SL and HL

SL students must choose one of three options:
- creating (SLC)
- solo performing (SLS)
- group performing (SLG)

HL students are required to present both creating and solo performing and must submit more work for each of these components.

Students will be expected to

MUS1: apply knowledge, understanding, and perception of music in relation to time, place, and cultures
MUS2: appropriately use musical terminology to describe and reflect their critical understanding of music
MUS3: provide a comparative analysis of music in relation to time, place, and cultures (HL students are also expected to demonstrate this in response to pieces not previously studied)
MUS4: express creative skills through exploration, control, and development of musical elements (SLC, HL)
MUS5: develop performance skills through solo music making (SLS, HL) or group music making (SLG)

MUS6: apply critical-thinking skills through reflective thought of music in relation to time, place, and cultures
MUS7: develop their knowledge and potential as musicians, both personally and collaboratively

IB Physics SL

Students will be expected to

PHY1: gain an understanding of scientific study and creativity within a global context including the following concepts:
  - Appreciating the importance and limitations associated with science and scientists in modern and historical context.
  - Demonstrating and applying an understanding of the body of knowledge, methods, and techniques that characterize science and technology.
  - Understanding relationships between scientific disciplines.
  - Developing and demonstrating an understanding of the scientific method of inquiry.
  - Demonstrating an understanding of scientific facts and concepts, scientific methods and techniques, scientific terminology, and methods of presenting scientific information.
  - Developing the ability to critically analyze, evaluate, and synthesize scientific information.
  - Comprehending the need for, and the value of, effective collaboration and communication as part of the scientific process.
  - Being aware of the moral, ethical, social, economic, and environmental implications of using science and technology in society.

PHY2: formulate and apply experimental and investigative science techniques that include the capacity to
  - understand and apply experimental design including creation of hypotheses, research questions, and predicted results

- construct, analyze, evaluate, and communicate experiment results using proper scientific communication terminology and scientific methods
- demonstrate knowledge of scientific investigation and experimentation using proper safety procedures and laboratory rules
- participate in, and demonstrate the skills of, collegiality, co-operation, perseverance and responsibility appropriate for scientific investigation and problem solving
- develop a strong foundational understanding of the nature of science as it relates to the eight core areas as listed below:
  - physics and physical measurement
  - mechanics
  - thermal physics
  - oscillations and waves
  - electric currents
  - fields and forces
  - atomic and nuclear physics
  - energy, power, and climate change
  - demonstrate understanding of core curriculum and selected optional topics

PHY3: successfully complete three externally assessed written papers
PHY4: successfully complete all components of internal assessment (This includes all practical and experimental work as well as the Group 4 project.)
PHY5: successfully complete classroom tests, lab assignments and reports, and written exercises

IB Physics HL

Students at HL are required to study some topics in greater depth, to study additional topics, and to study extension material of a more demanding nature than the common topics. The distinction between SL and HL is one of breadth and depth.

IB Psychology SL

Students will be expected to

PSYC1: outline principles that define the biological level of analysis
PSYC2: explain how principles that define the biological level of analysis may be demonstrated in research
PSYC3: discuss how and why particular research methods are used at the biological level of analysis
PSYC4: discuss ethical considerations related to research studies at the biological level of analysis
PSYC5: explain one study related to localization of function in the brain
PSYC6: explain effects of neurotransmission on human behaviour
PSYC7: explain functions of hormones in human behaviour
PSYC8: discuss the effects of the environment on physiological processes
PSYC9: examine the interaction between cognition and physiology in terms of behaviour
PSYC10: evaluate relevant studies
PSYC11: discuss the use of brain imaging technologies in investigating the relationship between biological factors and behaviour
PSYC12: examine an evolutionary explanation of behaviour
PSYC13: discuss ethical considerations in research into genetic influences on behaviour

IB Spanish Ab Initio SL

Students will be expected to

SPA1: achieve communicative competence in a variety of everyday situations
- develop four primary language skills in an integrated manner through listening, speaking, reading, and writing
- communicate information and basic ideas clearly and effectively, in a limited range of situations
- understand and accurately use the language in spoken form, in a limited range of situations
- understand and accurately use the language in written form, in a limited range of situations
- understand and use a limited range of vocabulary and grammar
- understand differences between their own culture and the culture of the language that they are learning
- create a foundation, and recognize the idea that language is more than a school course, and encourage further independent study of the language

IB Theatre SL and HL

Students will be expected to

THE1: demonstrate a theoretical and practical knowledge of theatrical traditions from their own and different cultures
THE2: express an understanding of production elements and theatre practices
THE3: critically evaluate a range of diverse performances
THE4: create and present performances that will include a basic level of technical proficiency
THE5: reflect on their own development in theatre through continual self-evaluation and recording
THE6: acquire and apply research skills appropriate for the study and understanding of theatre
THE7: interpret play texts and other types of performance texts analytically and imaginatively
THE8: demonstrate initiative and perseverance in both individual and group projects
THE9: establish proficiency in more than one area of theatre technique through participation in a wide and varied range of theatre activities
THE10: convey knowledge of different theatre traditions in their historical contexts
THE11: display the confidence needed to explore, experiment, and to work individually and collaboratively on innovative projects that should challenge the established notions and conventions of theatre
THE12: express an understanding of the dynamic, holistic, and evolving nature of theatre and the interdependencies of all aspects of this art form

In addition, HL students will be expected to

THE13: evaluate the relevance of selected research sources to personal practice
THE14: demonstrate an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators

IB Theory of Knowledge

Students will be expected to

TOK1: demonstrate an understanding of the strengths and limitations of the various Ways of Knowing and of the methods used in the different Areas of Knowledge
TOK2: demonstrate the ability to reason critically
TOK3: make connections between personal experience and different Ways of Knowing and Areas of Knowledge
TOK4: demonstrate an understanding of knowledge at work in the world
TOK5: identify values underlying judgments and knowledge and knowledge claims pertinent to local and global issues
TOK6: demonstrate an understanding that personal views, judgments, and beliefs may influence their own knowledge claims and those of others
TOK7: use oral and written language to formulate and communicate ideas clearly
TOK8: plan and produce an essay of 1200–1600 words on a prescribed title that is externally marked
TOK9: plan and produce an internally assessed presentation to the class on a Theory of Knowledge topic chosen by the student that demonstrates a knowledge of the first seven outcomes

IB Visual Arts HL and SL

Students will be expected to

VA1: investigate past, present, and emerging forms of visual arts and engage in producing, appreciating, and evaluating these
VA2: respond to and analyze critically and contextually the function, meaning, and artistic qualities of past, present, and emerging art, using the specialist vocabulary of visual arts
VA3: develop an understanding of visual arts from a local, national, and international perspective
VA4: cultivate and present independent ideas and practice, and explain the connections between these and the work of others
VA5: explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations
VA6: understand the importance of a close relationship between investigation and a purposeful, creative process in studio work
VA7: produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historic awareness and artistic qualities
VA8: build confidence in responding visually and creatively to personal and cultural experiences
VA9: maintain responsibility for the direction of their learning through the acquisition of effective working practices
VA10: develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
VA11: demonstrate technical competence and artistic qualities that challenge and extend personal boundaries (option A) and technical competence and self-direction (option B).