

The International Baccalaureate Diploma Programme

Curriculum Content Guide

for May 2012 IB Examinations

ibscTMa

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The next version of this document will be available in December 2012

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GENERAL POINTS

Overview

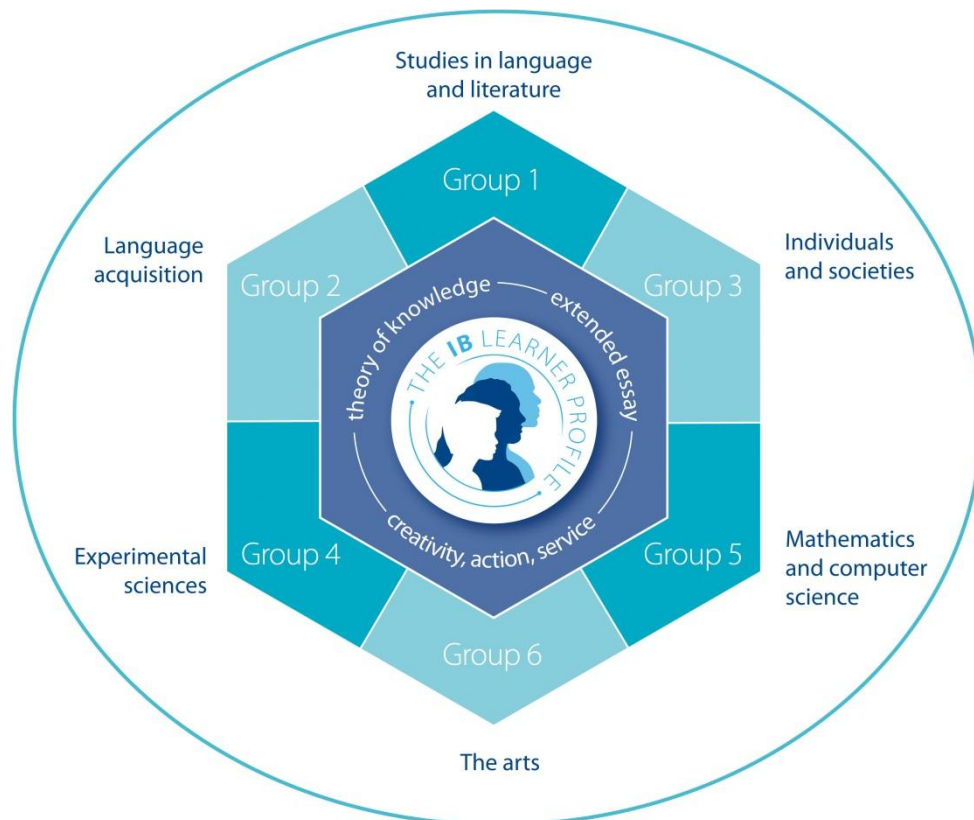
The first edition of this document was published in December 2005 by Nick Alchin when he was Director of IB at Sevenoaks School in Kent. Since December 2007 the document has been published by IBSCA (The IB Schools and Colleges Association of the UK and Ireland).

This document is **designed to compare the A Level and International Baccalaureate Diploma Programme (IB Diploma Programme or DP) courses that are being assessed in 2012**. Therefore, course descriptors refer to the revised A Levels that started to be taught in September 2008 and subsequently. Similarly, the IB Diploma Programme courses that are referenced are those that are due for assessment in May 2012.

In compiling this document there was a conscious need to be **scrupulously fair to both A Levels and the IB Diploma Programme** and so draft copies were circulated to all IBSCA members. Comments were invited and, where there were differences, further consultation was undertaken. Only comments which received overwhelming support have been included in the final document.

The IB Diploma Programme

The **Hexagon** is the model of the **IB Diploma Programme curriculum**, which contains six subject groups together with a Core made up of three separate parts. The curriculum itself is founded on the tenets of the Learner Profile.



It is important to note that the IB Diploma Programme is a package, **and the whole is bigger than the sum of its parts**. In addition to subject-specific knowledge, the academic challenge of concurrently addressing six subjects (3 at Higher Level [HL] and 3 at Standard Level [SL]), the Extended Essay (EE), and Theory of Knowledge (ToK) allow students to develop excellent academic skills in preparation for further study.

We believe that the **breadth of the IB Diploma Programme** adds a value independent of any specific course. It is hard to quantify the value of scientists being required to study literature, or of artists being required to study mathematics, but we see it in our schools and we believe that it adds much to the educational experience of those in the sixth form.

Beyond the explicitly academic aspect of the courses, the IB's mission statement is translated into a set of learning outcomes as identified in the **Learner Profile**. At all stages of the course, in all areas of the course, reflection and action are encouraged in students (as well as teachers) that they might seek to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

This is obviously a considerable step away from harnessing information and performing according to the requirements of assessment objectives.

A further important difference between A Levels and the IB Diploma Programme is the **non-modularity of DP courses**.

- Re-sits are available for specific modules at A Level before final certification; with the DP, resits are only available after final certification. Our experience is that provided they have been awarded a Diploma, very few students resit any IB subject.
- 50% of A Level grades are made up of AS grades, the standard of which is between GCSE and A2 standard. By contrast, all DP grades are awarded by assessment at the end of the two years of study.
- DP examinations are totally synoptic whereas A Levels are not.
- In some A Level subjects the number of combinations of modules is large. This means that even the A2 exams cannot be truly synoptic as students may or may not have studied some previous modules. For example, in studying a Mechanics A2 paper in Mathematics, candidates cannot be assumed to have knowledge of certain trigonometric identities. This rules out the setting of certain types of demanding problems. No such restrictions are placed upon DP examiners, who may draw on disparate parts of a syllabus for inclusion in one exam, or indeed inclusion in any individual question in an exam.

These differences should be taken into account in comparing the IB Diploma Programme with A Levels. UCAS and QCDA have developed tariffs to this effect. The difference between the two tariffs is a result of differing research methodologies and we include full details of both tariffs and our evaluation of them in Appendix 1.

The distinction between Higher Level and Standard Level is another important feature of the IB Diploma Programme. While details vary from subject to subject, some subjects have some common examination papers, and for these papers the SL is as conceptually demanding as the HL. In Geography, for example, the current syllabus specification is such that both HL and SL students study a common core and have identical examinations on this core, but HL students then study 7 compulsory topics in the HL extension. In cases like these, the conceptual demands, if not the breadth, of the SL courses are therefore generally more like an A2 than an AS.

Assessment

Individual subjects, regardless of whether they are HL or SL, are assessed on a scale of 7 (the highest) through to 1 (the lowest), with a 4 constituting a "pass" in an individual subject.

The **Diploma Core** consists of three elements:

- Creativity, Action, Service
- Extended Essay
- Theory of Knowledge

The Creativity, Action, Service element must be completed but does not count towards points for the award of the Diploma. The Extended Essay and Theory of Knowledge components are awarded grades A to E, with A being the highest grade and E being the lowest. These grades are then combined according to the following tables, and up to three Core points can be awarded.

For candidates with ≥ 28 points the following applies:

			THEORY OF KNOWLEDGE					
			Excellent	Good	Satisfactory	Mediocre	Elementary	Not Submitted
			A	B	C	D	E	
EXTENDED ESSAY	Excellent	A	3	3	2	2	1	N
	Good	B	3	2	1	1	0	N
	Satisfactory	C	2	1	1	0	0	N
	Mediocre	D	2	1	0	0	0	N
	Elementary	E	1	0	0	0	Failing Condition	N
	Not Submitted		N	N	N	N	N	N

For candidates with ≤ 27 points the following applies:

			THEORY OF KNOWLEDGE					
			Excellent	Good	Satisfactory	Mediocre	Elementary	Not Submitted
			A	B	C	D	E	
EXTENDED ESSAY	Excellent	A	3	3	2	2	Failing Condition	N
	Good	B	3	2	1	1	Failing Condition	N
	Satisfactory	C	2	1	1	0	Failing Condition	N
	Mediocre	D	2	1	0	0	Failing Condition	N
	Elementary	E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	N
	Not Submitted		N	N	N	N	N	N

Thus the maximum possible Diploma point score of 45 points is made up of 42 points for 6 subjects and 3 points for the IB Diploma Programme's Core.

Assessment Models have two forms in the case of the IB Diploma Programme: internal assessment which is undertaken internally within a school and then moderated by external examiners; and external assessment which is wholly undertaken by external examiners.

Grade inflation is not an issue for the IB Diploma Programme. The assessment is **criterion-based**, not norm-referenced. **Neither is assessment subject to political interference.** While there are small fluctuations in the percentage of candidates gaining a top score (7) in individual subjects, there is long-term stability (as opposed to A Levels where, for example, the percentage of candidates achieving the top grades in Economics has risen: from 14% achieving an "A" in 1994 to 35.2% being awarded an "A" or an "A*" in 2011). This means that the **IB Diploma Programme continues to distinguish between good and excellent students.**

Some consider the "7" to be comparable to, if not higher than, the "A*" at A Level. 7% of IB Diploma Programme candidates were awarded 7s in 2011, whereas 8.2% were awarded the A*. It is worth remembering that the IB Diploma Programme courses were designed to promote higher level thinking orders and therefore have a degree of intellectual stretch within their courses and assessment in order that the highest performing students can be identified. This is in contrast with the A Level courses where A* students show their mastery of the assessment objectives of the current specification.

Appendices 2, 3 and 4 contain various IB Diploma Programme and A Level data for comparative purposes.

Awards

Diplomas are awarded to successful candidates who achieve 24 points or more and have no failing conditions (these are caveats to the award of a Diploma but which can be compensated by achievements in other areas). A complete list of the failing conditions can be supplied upon request.

Bilingual Diplomas are awarded to successful candidates who fulfil one of the following criteria:

- Take two Group 1 courses in different languages, passed with a level 3 or above
- Take examinations in at least one of the subjects from Group 3 or Group 4 in a language that is not the same language as their Language A nominated for Group 1

A School-based Syllabus (SBS – see below) cannot contribute to a Bilingual Diploma as a Diploma subject in Groups 3 or 4. Similarly, neither an Interdisciplinary Standard Level Subject (ISL – see below) nor a Pilot Subject (see below) can contribute to a Bilingual Diploma.

The inherent challenge that has been surmounted by candidates in presenting themselves for the Bilingual Diploma is significant, indeed.

Diploma Programme Course Results can be awarded for individual subjects and Core components. There are three types of candidate who can be awarded Diploma Programme Course Results instead of the Diploma of the International Baccalaureate:

- Those candidates who actively choose to study for Diploma Programme Courses only (they cannot be entered for assessment in Theory of Knowledge or the Extended Essay, or certification of Creativity, Action and Service)
- Those candidates who actively choose to study for Diploma Programme Courses combined with other qualifications such as A Levels, Pre-U courses or APs (they cannot be entered for assessment in Theory of Knowledge or the Extended Essay, or certification of Creativity, Action and Service)
- Those candidates who fail to achieve the Diploma (they will have been entered for assessment in Theory of Knowledge, the Extended Essay and Creativity, Action, Service)

For many candidates, the award of Diploma Programme Course Results is a significant achievement in itself and is evidence of the IB Diploma Programme's ability to provide candidates from a variety of levels with access to an appropriately challenging curriculum. Information about the recognition of Diploma Programme Courses and Core components can be found in Appendix 1.

The IB statistics within this document all refer to worldwide data and are drawn from the annual IB Statistical Bulletins. There are many more languages available than have been listed here – we can provide data for any of these if necessary.

IB Diploma Programme Components

Languages. As an international curriculum and qualification, the IB Diploma Programme offers many modern languages at a variety of levels. Classical Greek and Latin are also available. As all students will study at least two languages, it is important to understand the *level* of languages studied. All students must study a Language A1 (literature) course (usually English for British students) and at least one of Language A2, Language B or Language *ab initio* or a classical language. Further details are available within this document in the relevant sections.

Mathematics. As Mathematics is compulsory for all Diploma Programme students, there is a range of courses offered. Further detail is available within this document in the relevant section.

Experimental Sciences. Whereas at A Level it is possible for students to do a relatively small amount of practical work, IB Diploma Programme students carry out practical work throughout the course with a requirement for a scheme of work that covers the whole syllabus. The practical work is thus extensive and integral to the course.

Pilot Subjects. The IB often develops subjects on a pilot basis which schools may offer on the understanding that the syllabus content and assessment methods may evolve during the lifetime of the syllabus. Some Pilot Subjects are trans-disciplinary in nature (see below) whereas others are assigned to one group only. There are four Pilot Subjects and information is provided on those that are asterisked:

- Dance HL & SL – Group 6
- Sports, Exercise and Health Science SL – Group 4
- Text and Performance SL* – Groups 1 & 6 (see below for information on Interdisciplinary Standard Level Subjects)
- World Religions SL – Group 3

Interdisciplinary Standard Level Subjects (ISLs). Most subjects are assigned to one group alone but others are designated as belonging to two groups (note that TSLs are only available at Standard Level) which means that a single SL subject can meet the requirements of two groups, thereby allowing candidates to choose an additional subject in order that they might meet the requirements of the Diploma Programme. The additional subject can be chosen from any of the hexagon's groups, including a group already covered by the ISL. However, only one TSL may contribute to a candidate's Diploma. TSLs thereby allow candidates to achieve greater specialisation in a particular group by having two or even three subjects from a particular group within their course of study. Information is provided on those that are asterisked.

- Environmental Systems and Societies SL* – Groups 3 & 4
- Text and Performance SL* – Groups 1 & 6

School-based Syllabuses (SBSs). The IB offers schools the opportunity to develop their own Standard Level syllabuses to meet their own interests and national circumstances. The syllabuses are developed in conjunction with external advisors and experts and they are examined externally. Students can take them in place of a subject in the nominated Group or as an Elective in Group 6. There are 18 SBSs and information is provided on those that are asterisked:

Group 2

- Beginners' Hindi
- Beginners' Nynorsk
- Beginners' Siswati

Group 3

- Art History*
- Brazilian Social Studies (formerly Historical and Contemporary Brazilian Studies)
- Chile and the Pacific Basin
- Chinese Studies
- Classical Greek and Roman Studies*
- Human Rights
- International Law
- Peace and Conflict Studies*
- Political Thought*
- Science, Technology and Society (also available in Group 4)
- Turkish Social Studies
- World Arts and Cultures
- World Politics and International Relations*

Group 4

- Astronomy
- Marine Science

THE DIPLOMA CORE

Extended Essay

Core Content:	Students are required to write independently a research essay (maximum 4000 words) on a topic of their own choice in an IB subject.
Assessment:	All Extended Essays are marked externally, often by university lecturers.

May 2011 Results	A	B	C	D	E
% awarded grade	13.91	24.76	36.98	22.05	2.30

The aims of the extended essay are to provide students with the opportunity to:

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject
- experience the excitement of intellectual discovery.

All IB Diploma Programme students must undertake an Extended Essay on a topic of their choice: this requirement reflects the principle that independent research skills are vital to all areas of study and deserve a central role in the curriculum. With the other Core components, the Extended Essay makes the DP a coherent and integrated qualification.

The Extended Essay is an in-depth study of a focused topic within a DP subject. It is recommended that students spend a maximum of 40 hours on it, though many willingly exceed this, often by a significant amount. Candidates have around 3 hours contact time with an academic supervisor, who is usually a teacher within the school, but they are expected to work independently for the remainder of the time. The supervisor provides the candidate with advice and guidance in the skills of undertaking research – by assisting, for example, with defining a suitable topic; with techniques of gathering and analysing information / evidence / data; with documentation methods for acknowledging sources and with writing an abstract. The work is typically undertaken over several months. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The IB recommends that completion of the essay is followed by a *viva voce* with the supervisor.

The assessment criteria are common to all Extended Essays, regardless of the subject; however, each separate subject area has specific guidance as to how the assessment criteria can be interpreted. A proportion of the marks is based on subject specific merit but the majority is awarded for specific research skills that are common and highly-transferable:

- Formulation of Research Question
- Introduction to the Research Question
- Investigation
- Knowledge and understanding of the topic
- Reasoned argument
- Application of analytical and evaluative skills
- Appropriate use of language
- Conclusion
- Formal presentation (referencing, bibliography etc.)
- Abstract
- Holistic judgement

Recent examples of Extended Essay research questions:

- How is the subject of death treated in selected poems by Emily Dickinson? (Group 1)
- To what extent has Bill 101 contributed to increasing the prevalence of the French language in Quebec? (Group 2)
- Does the Melian debate, as presented by Thucydides, reveal the true nature of Athenian democracy, or does he present it as an atypical aberration? (Classical Greek and Latin)
- How might the concept of "the dictatorship of the proletariat" in Marxism-Leninism be defined? (Politics)
- Do wine bottles of different shapes behave as Helmholtz resonators? (Physics)
- How is Markov Chain Theory applied to Google's PageRank? (Mathematics)
- What is the inter-relationship between painting, sculpture and architecture in Florence between 1400 and 1450? (Visual Arts)

Creativity, Action, Service (CAS)

Core Content:	For the award of a Diploma, students are required to make a substantial contribution over the two years of the Diploma Programme in pursuit of activities which can be classed as Creativity, Action or Service (CAS).
Assessment:	Schools monitor students' progress against a set of specified learning outcomes. The IB samples school records on a random basis. No Diploma Points are awarded for CAS but a student who fails to complete the requirements is not eligible to be awarded a Diploma.

The CAS programme aims to develop students who are:

- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

The Creativity, Action, Service (CAS) requirement takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic self-absorption some students may feel within a demanding school curriculum. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The Diploma goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive in an immediate way when students reach beyond themselves and their books. The educational benefits of CAS apply in the school community, and in the local, national and international communities.

CAS should extend the students. It should challenge them to develop a value system by which they enhance their personal growth. It should develop a spirit of open-mindedness, lifelong learning, discovery and self-reliance. It should encourage the development of new skills on many levels: for example, creative skills, physical skills and social skills. It should inspire a sense of responsibility towards all members of the community. It should also encourage the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative and empathy.

Although there are three elements to CAS, it is important not to consider them as mutually exclusive. CAS is about the education of the whole person, and the three elements are therefore interwoven. Together, they enable a student to recognize that there are many opportunities in life, away from formal academic study, to grow in knowledge of life, self and others. Creative and physical activities are particularly important for adolescents (probably more so than for any other age group) because popular culture informs and shapes their desires and values. There are also pursuits which offer much opportunity for fun and enjoyment at a time which is, for many young people, full of stress and uncertainty. The service element of CAS is, in itself, the most significant, but the two other elements are also very important, as they provide access, balance, and flexibility to meet individual students' interests and preferences. However, even more important in the model is that it is not just a matter of three individual parts: uniquely in the IB Diploma Programme it is the interaction of them all that creates the richness of CAS. The whole of CAS is greater than the sum of its parts.

Theory of Knowledge (ToK)

Core Content:	Students are required to consider the nature of knowledge in general and, in particular, the knowledge issues that arise in the study of the arts, ethics, history, the human sciences, mathematics and the natural sciences. In doing so, students will encounter the various methodologies within these areas and the roles played by emotion, language, reasoning and sense perception.
Internal Assessment:	33% presentation (10 minutes) on knowledge issues arising in a topic of students' own choice. Not externally moderated.
External Assessment:	67% essay (1200 - 1600 words) from list of ten prescribed titles.

May 2011 Results	A	B	C	D	E
% awarded grade	5.44	31.01	47.17	15.66	0.71

The aims of the TOK course are to:

- develop a fascination with the richness of knowledge as a human endeavour, and an understanding of the empowerment that follows from reflecting upon it
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals
- encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions
- encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own
- encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizen of the world.

The Theory of Knowledge course is the only course that all IB Diploma Programme students take; as such it embodies the spirit and approach of the DP as a whole. With the Extended Essay and Creativity, Action, Service components, it provides the cement that makes the Diploma a coherent and integrated qualification.

Theory of Knowledge (TOK) challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence that is expressed in rational argument. Based within the six subjects that the students study, it compares and contrasts them, allowing students to develop a more mature view of them, in preparation for deeper study. TOK seeks to develop, for example, the abilities to distinguish between good and poor reasoning; to spot intentional or accidental bias (in oneself and in others), and to spot inconsistencies. The application of these skills varies according to subject, and students might examine, for example, how reasoning in Mathematics is similar to, and different from, that in the Natural Sciences; or the emotional and/or rational bases for ethical decision making.

In addition to this *critical thinking* aspect, the course recognises that intellectual tools are double-edged, and encourage certain *dispositions* such as a willingness to challenge one's own deeply-held convictions, a willingness to hold ourselves to the same standards to which we hold others, and a willingness to entertain opposing views charitably. In this way the course encourages an openness, intellectual honesty and, where appropriate, an intellectual humility.

Examples of Prescribed Titles for May 2011

- Consider the extent to which knowledge issues in ethics are similar to those in at least one other area of knowledge.
- How important are the opinions of experts in the search for knowledge?
- "There are no absolute distinctions between what is true and what is false". Discuss this claim.
- "Art is a lie that brings us nearer to the truth" (Pablo Picasso). Evaluate this claim in relation to a specific art form (for example, visual arts, literature, theatre).
- A model is a simplified representation of some aspect of the world. In what ways may models help or hinder the search for knowledge?

GROUP 1: Studies in Language and Literature

Aims

The aims of the Language A1 programme at both Higher and Standard Levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop students' powers of expression, both in oral and written communication, and provide the opportunity for practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden students' perspectives through the study of works from other cultures and languages
- introduce the student to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in the students an enjoyment of, and lifelong interest in, literature.

Languages A1

Higher Level

Core Content:	15 texts studied, 5 of which are World Literature texts normally studied in translation. All genres are covered, including literary non-fiction. In English A1, Shakespeare is compulsory.
Option Topics:	None.
Internal Assessment:	30% oral coursework externally moderated <ul style="list-style-type: none"> • Formal presentation (15%) • Commentary on an unprepared extract from one of the texts previously studied (15%)
External Assessment:	50% examination: <ul style="list-style-type: none"> • Paper 1: Unseen commentary (25%) • Paper 2: Essay based on a group of 4 texts; poetry, prose, non-fiction or drama (25%) 20% written coursework (maximum 3000 words): <ul style="list-style-type: none"> • Comparative essay on World Literature texts (10%) • Analytical or creative response to one World Literature text and a possible second text (10%)

There are over 80 languages available for study in Group 1. The summary above applies to all languages; however, what follows refers specifically to English A1.

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	0	0	5	34	44	15	2	<u>4.74</u>

Comparison between this course and A Level

There are several distinguishing features of English A1:

- **World literature:** the availability of texts such as *Madame Bovary*, *One Hundred Years of Solitude*, *Anna Karenina* and *The Trial*, in addition to 10 English texts, makes this a genuinely international literature course
- **Oral coursework:** this is in line with other European Baccalaureate exams and is a demanding and imaginative aspect of the course
- **Comparative literature:** at least one of the written coursework submissions and one of the final examinations are essentially exercises in comparative literature
- **Emphasis on the text:** unlike A Level, where the study of socio-historical background is mandatory, such study is undertaken only where relevant with English A1

Notwithstanding the above, the chief difference between English A1 and A Level remains, we believe, one of sensibility. Teachers and students enjoy the freedom to study a vast range of texts and, within these texts, a freedom to pursue their own passions. English A1 pupils must undertake individual coursework projects that are unique to them (though perhaps based on the same texts). This, we believe, inculcates a love of the subject in a way that the A Level's emphasis on repeated examination does not. While we may study Victorian fiction and Elizabethan poetry, we can also study South American novels and Russian plays, which is a delight. The freedom of the text list allows for demanding texts to be studied which stretch and challenge. The comparative element of the course is demanding and requires considerable sophistication on the part of the students. Ultimately we believe that a student securing a 6 or better at English A1 HL is a candidate who would gain an "A" grade in the current A Level.

Languages A1

Standard Level

Core Content:	11 texts studied, 5 of which are World Literature texts normally studied in translation. All genres are covered, including literary non-fiction. In English A1, Shakespeare is compulsory.
Option Topics:	None.
Internal Assessment:	30% oral coursework externally moderated <ul style="list-style-type: none"> • Formal presentation (15%) • Commentary on an unprepared extract from one of the texts previously studied (15%)
External Assessment:	50% examination: <ul style="list-style-type: none"> • Paper 1: Unseen commentary (25%) • Paper 2: Essay based on a group of 3 texts; poetry, prose, non-fiction or drama (25%) 20% written coursework (maximum 1500 words): <ul style="list-style-type: none"> • Comparative essay on World Literature texts

There are over 80 languages available for study in Group 1. The summary above applies to all languages; however, what follows refers specifically to English A1.

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	0	0	3	24	42	26	5	<u>5.06</u>

Comparison between this course and A Level

There are several distinguishing features of IB English A1:

- **World literature:** the availability of texts such as *The Outsider*, *The Unbearable Lightness of Being* and *One Hundred Years of Solitude*, in addition to 6 English texts, makes this a genuinely international literature course
- **Oral coursework:** this is in line with other European Baccalaureate exams and is a demanding and imaginative aspect of the course
- **Comparative literature:** both the written coursework and one of the final examinations are essentially exercises in comparative literature
- **Emphasis on the text:** unlike A Level, where the study of socio-historical background is mandatory, such study is undertaken only where relevant with English A1

Notwithstanding the above, the chief difference between English A1 and A Level remains, we believe, one of sensibility. Teachers and students enjoy the freedom to study a vast range of texts and, within these texts, a freedom to pursue their own passions. English A1 pupils must undertake an individual coursework project that is unique to them (though perhaps based on the same texts). This, we believe, inculcates a love of the subject in a way that the A Level's emphasis on repeated examination does not. We are convinced that pupils who pursue English A1 will continue to read once they leave school. Indeed, this is one of the triumphs of the Standard Level course. The texts are fewer in number, and can be less complex at Standard Level but the freedom of the text list allows for demanding texts to be studied which stretch and challenge. The comparative element of the course is demanding and requires considerable sophistication of the students. Ultimately we believe that a student securing a 7 at English A1 SL is a candidate who would comfortably achieve an "A" grade in the current A Level.

Text and Performance

Standard Level

This course is an Interdisciplinary Standard Level Subject (ISL) in Groups 1 and 6 and is not available at Higher Level

Core Content:	6 texts: 2 play texts, 2 poetry texts and two prose texts from an extensive list. The texts must vary across theatre traditions, cultures, language and period.
Option Topics:	None.
Internal Assessment:	40% for a "transformative" performance and discursive oral presentation justifying and evaluating the performance
External Assessment:	35% examination: Poetry and Prose Examination; 2 essays on one of each genre, and at least one of which is a comparative essay 25% written coursework (maximum 2000 words): Two essays based on the study of dramatic texts

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	0	0	5	26	26	38	5	<u>5.12</u>

Aims

This Interdisciplinary Standard Level Subject (ISL) seeks to investigate literature and performance and to explore the dynamic relationship between the two. Its aims are to:

- equip students with the skills to explore critically and imaginatively a range of literary texts and performance possibilities
- develop in students the ability to articulate their responses to literature and performance in a variety of styles and contexts
- introduce students to a range of performance skills
- broaden the perspectives of students through the exploration of texts from differing cultures, periods and genres
- foster a personal and passionate engagement with literature and performance, and by so doing guide students to better understand of themselves and the world

Comparison between this course and A Level

The IB Text and Performance syllabus is a trans-disciplinary synthesis of English and Drama, but fulfils the requirements for Language A1 Standard Level – so students taking this course are not required to study their mother tongue language in addition to Text and Performance, though some do. There is no direct parallel in the A Level system. However, requiring as it does the study of a minimum of six texts, Text and Performance at least matches the Literature content at AS Level. The texts studied are an even balance of prose, poetry and drama, and students must study texts from at least two different centuries, and from three different cultures of origin. The course incorporates the essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is this interaction between a conventional literary emphasis on close reading, critical writing and discussion, and the practical, aesthetic and symbolic elements of performance. A distinctive outcome of this "marriage" is the performance of a piece *transformed* from poetry or prose. In this exciting, creative process text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines.

GROUP 2: Language Acquisition

Aims

Group 2 consists of a range of language courses accommodating the different levels of linguistic proficiency that students have already gained by the time that they begin. There are two sets of Group 2 aims, common to all the courses, but the objectives are differentiated according to what students are expected to be able to demonstrate at the end of each course.

The aims of Group 2 for Languages A2, Languages B and Languages Ab Initio are to:

- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- enable students to use the language appropriately
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
- provide students with a basis for further study, work and leisure through language
- develop students' awareness of the relationship between the languages and cultures with which they are familiar.

The aims of Group 2 for Classical Languages are to:

- enable students to understand the language they have studied in a range of contexts and to use their understanding for a variety of purposes
- encourage, through the study of texts and through interaction with classical culture, an awareness and appreciation of the different perspectives of people from ancient cultures
- develop students' appreciation of the literary merit of classical texts and an awareness of issues raised in them
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
- provide students with a basis for further study, work and leisure through language.

Overview

Language A2 HL	is for fluent language users who intend to study the language at this level for a future career or to meet a Diploma Programme requirement, and who: <ul style="list-style-type: none"> ▪ are native or near-native speakers wishing to study a different language as their language A1 ▪ are bilingual students (in reading or writing or both) ▪ live in a country where the target language is spoken ▪ are taught other subjects in the target language
Language A2 SL	is for fluent language users who may not intend continuing study of the language beyond the Diploma Programme, and who: <ul style="list-style-type: none"> ▪ are native or near-native speakers wishing to study a different language as their language A1 ▪ are almost bilingual students (in reading or writing or both) ▪ live in a country where the target language is spoken ▪ are taught other subjects in the target language
Language B HL	is for language learners who intend to study the language at this level for a future career, or to meet a Diploma Programme requirement, and who: <ul style="list-style-type: none"> ▪ have 4 to 5 years experience of the target language ▪ are not taught other subjects in the target language ▪ are normally taught outside a country where the language is spoken
Language B SL	is for language learners who may not intend continuing study of the language beyond the Diploma Programme and who: <ul style="list-style-type: none"> ▪ have 2 to 5 years experience of the target language ▪ are not taught other subjects in the target language ▪ are normally taught outside a country where the language is spoken ▪ are beginners or near-beginners who live in a country where the language is spoken
Ab Initio	is for beginners who: <ul style="list-style-type: none"> ▪ have little or no previous experience of the language ▪ are taught outside the country or countries where the language is spoken
Classical languages HL & SL	are for students who wish to study either Latin or Classical Greek as well as, or instead of, following one of the above courses

Languages A2

Higher and Standard Level

Core Content:	The course presupposes a near native mastery of the language in question. Thus it is not a language acquisition course. Students study oral and written forms of the language in a range of styles, registers, and situations; how to structure arguments in a focused, coherent and persuasive way; how to engage in detailed, critical examinations of a wide range of texts in different forms, styles, and registers, and how to compare different texts.
Option Topics:	Language and Culture, Media and Culture (one of the two aforementioned is compulsory), Future Issues, Global Issues, Social Issues and Literary Options (compulsory).
Internal Assessment:	30% oral coursework externally moderated <ul style="list-style-type: none"> • Individual oral (15%) • Interactive oral (15%) One based on a cultural option, and the other on a literary option.
External Assessment:	50% Examination <ul style="list-style-type: none"> • Paper 1: Comparative commentary written on a pair of texts (25%) • Paper 2: One essay question from a choice of 10 on the option topics above (25%) 20% written coursework (maximum 1500 words) <ul style="list-style-type: none"> • One based on a cultural option - e.g.: letter to a newspaper about advertising (10%) • One based on a literary option - e.g.: pastiche (10%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - English	0	0	0	10	48.5	36.5	4.5	<u>5.35</u>
% awarded grade - French	0	0	1	7	35	48.5	7.5	<u>5.55</u>
% awarded grade - German	0	0	1	7.5	22.5	37.5	31.5	<u>5.91</u>
% awarded grade - Spanish	0	0	1.5	13	36.5	41.5	8	<u>5.43</u>

Statistics for other languages are available on request

Comparison between this course and A Level

The crucial difference between A Level and the IB Language A2 courses resides in the fact that in order to be able to do the latter one has almost to have the linguistic competence of a native speaker of the language in question. It would be fair to say that the course tries to emulate what pupils of the country where the language is spoken are facing in terms of syllabus. Thus, the Language A2 course always remains at least one step ahead of its A Level counterpart, and allows the student to work towards a Bilingual Diploma. It goes without saying that it is exceedingly difficult for a bilingual, let alone a non-native learner of the language to gain a top mark.

The HL and SL courses have very similar syllabuses and examinations although the HL students examine topics in more depth. While the same principles underlie both courses, HL examinations mark schemes are naturally more rigorous.

Languages B

Higher and Standard Level

Core Content:	<p>Speaking: Students aim to become fluent in the target language. By the end of the course they should be able to use a range of tenses, vocabulary and registers in spontaneous formal and informal conversation.</p> <p>Reading: Students need to interpret a variety of authentic texts and show understanding of specific language items. Students must also understand the overall meaning of texts, for example by writing a letter in response to a given text.</p> <p>Writing: Students must be able to convey ideas clearly, grammatically and coherently.</p>
Option Topics:	None.
Internal Assessment:	30% oral coursework externally moderated <ul style="list-style-type: none"> • Individual oral (15%) • Group oral (15%)
External Assessment:	70% Examination <ul style="list-style-type: none"> • Paper 1: Text handling and written response in target language (40%) • Paper 2: One piece of writing in the target language from a choice of 6/4 HL/SL requiring different registers (30%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - French	0	3.5	12.5	24	26.5	23.5	9.5	<u>4.82</u>
% awarded grade - German	0	0.5	6.5	15	28.5	31.5	18	<u>5.40</u>
% awarded grade - Spanish	0	1.5	7	17	27.5	33.5	13.5	<u>5.26</u>

Statistics for other languages are available on request

Comparison between this course and A Level

We believe that the IB Language B courses at both Standard and Higher Levels are significantly different to A Level courses, and are more challenging. In terms of assessment, A Level students may choose to complete coursework and may have no testing essay-based paper to complete, whereas the Language B exam lacks the listening comprehension test. The Language B Text-Handling exercises at both HL and, notably, SL are more difficult than some of those encountered on A2 Advanced Level papers, though depending on precise examination board and paper chosen the A Level students may be required to write more than Language B students.

The Language B course is not based on topics but on registers (e.g.: formal and informal letters, diary, editorial, brochure, essay) and so the standard of writing is higher here. Topics studied in class are very varied and will vary from school to school, but could include issues such as immigration, education, media, and literature. Students should get an insight into, and an appreciation of, the target culture.

The HL and SL courses have identical syllabuses and examinations, though the HL students examine topics in more depth and would study more literature than SL students. Thus while the same principles underlie both courses, HL examinations mark schemes are naturally more rigorous. Nevertheless those comparing Language B SL course to A Level should certainly not equate them to AS-levels; they are at a more advanced level.

Languages *ab initio*

Standard Level

(these courses are not available at Higher Level)

Core Content:	<p>Listening: understanding straightforward conversational and colloquial exchanges.</p> <p>Speaking: conveying straightforward, factual information and responding appropriately in spontaneous discussion.</p> <p>Reading: understanding straightforward information, distinguishing between key points and supporting detail, identifying basic elements of genre, purpose and audience.</p> <p>Writing: conveying information and concepts clearly, organising key points and providing supporting detail, indicating personal attitudes competently.</p>
Option Topics:	None.
Internal Assessment:	30% oral coursework externally moderated <ul style="list-style-type: none"> • Individual oral - 15% • Group oral - 15%
External Assessment:	70% Examination <ul style="list-style-type: none"> • Paper 1: Text handling and written response in target language (40%) • Paper 2: Two pieces of writing in the target language using a variety of registers (30%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - French	0	4	11	18	28	27	12	<u>4.99</u>
% awarded grade - Italian	0	4	10	22	29	17	18	<u>5.00</u>
% awarded grade - Spanish	0	1	9	24	32	24	10	<u>4.99</u>

These are the most popular of the ab initio languages; statistics for other languages are available on request

Comparison between this course and A Level

The *ab initio* courses are designed for students who have no prior knowledge of the language. Though it is a course for beginners, in just two years students reach standards significantly beyond GCSE. Emphasis is on *real*, not simplified language, and that is what appears in the examinations. Thus the vocabulary base is far wider than that required for GCSE and is, as its name suggests, only a base. Students regularly encounter other words / phrases, and are expected to "work out" the meaning from the context. The expectation is that, by the end of the course, students will be equipped to go to the country, converse and be understood, as well as understanding what they see around them, with a basic knowledge of everyday life in that country. Although students are not expected to master the full grammatical structure of a language, in practice those that achieve the top grades have often done so. In addition, in the cases of Russian, Japanese, Mandarin and Arabic, they are also required to master new scripts.

It should also be noted that as an international qualification, the IB Diploma Programme standards by which students are judged are based on international expectations of language learning which are significantly higher than our own national standards. Thus, even though they may have been studying the language for only 2 years, we believe that a DP grade 6 or 7 equates to an A grade at AS-level.

Latin and Classical Greek

Higher and Standard Level

Core Content:	<p>Latin: Skills in translation are developed through the study of one of two prescribed authors:</p> <ul style="list-style-type: none"> • Ovid <i>Metamorphoses</i> • Cicero speeches <p>Greek: Skills in translation are developed through the study of one prescribed author:</p> <ul style="list-style-type: none"> • Xenophon
Option Topics:	<p>Students prepare two topics from the following list:</p> <p>Latin (SL selections are taken from this reduced HL listing):</p> <ul style="list-style-type: none"> • Elegiac and lyric poetry: Catullus:1, 4, 7, 10, 12, 14, 40, 41, 42, 44, 46, 50, 58, 70, 75, 84, 87, 96, 109; Horace <i>Odes</i> 3: 1, 7, 9, 13, 15, 26, 29 • Epic. Virgil <i>Aeneid</i> 6: 154–476, 679–901 • Historiography: Livy 1: 1–8, 55–60 • Letters. Pliny the Younger <i>Letters</i>: 1.6, 3.5, 3.14, 3.16, 4.13, 4.19, 5.19, 6.16, 8.16, 9.6, 9.23, 9.33, 10.96, 10.97 • Satire. Juvenal: 1, 3, 16 • Philosophy Genre not offered <p>Greek: (SL selections are taken from this reduced HL listing):</p> <ul style="list-style-type: none"> • Epic. Homer <i>Iliad</i> 6 • Historiography: Thucydides 2: 36–54 • Tragedy: Sophocles <i>Oedipus the King</i> 1–150, 216–462, 1047–1185 • Comedy: Aristophanes <i>Frogs</i> 1–208, 1201–1527 • Philosophy: Plato <i>Crito</i> whole dialogue
Internal Assessment:	<p>20% Individual Study</p> <p>One from the following three options:</p> <ul style="list-style-type: none"> • Research Dossier (800 words at SL and 1200 words at HL) • Oral Presentation • Composition
External Assessment:	<p>80% Examination</p> <ul style="list-style-type: none"> • Paper 1: 1 unseen translation from two (Latin) or one (Greek) prescribed author(s) (35% HL/SL) • Paper 2: 4/3 HL/SL context questions from a choice of ten extracts with two from each genre (45% HL/SL)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - Latin HL/SL	1	7.5	12	15.5	21	22	22.5	<u>5.03</u>
% awarded grade - Greek HL/SL†	0	0	4	16.5	7	12.5	59.5	<u>6.07</u>

† Results for Classical Greek are not currently available for May 2011, thus the figures provided here refer to May 2010.

Comparison between this course and A Level

For the language element, candidates are required only to translate from one set author; hence, unlike at A Level, candidates do not experience both prose and verse unseen translation. DP candidates may take dictionaries into the exam and so are expected to be able to cope with almost any passage from the set author without glossing. The DP language paper is therefore considerably more challenging than anything in the A Level course.

There is considerably less examination of the set texts than at A Level: both for Higher and Standard Level, there is only one two hour literature paper. With the current format of the paper it is possible for a candidate only to answer one context

question on one of the two set texts. The set texts, particularly those taken from prose works, tend to be longer than the A Level equivalents. The format of the context questions tends to be somewhat formulaic: of the standard four sections to a context question, for one section a candidate will be required to translate a few lines of the passage given, for another the candidate will be required to set the passage within the context of the work as a whole, and, with verse texts, for a third section a candidate will normally be required to scan two lines. This then only leaves one or two sections for the candidate to show their literary appreciation of the passage.

The research dossier must be a maximum of 800 words at SL and 1,200 words at HL and is based on a selection of primary source material (quotations, inscriptions, photographs etc.) illustrating a particular theme (e.g.: a slave's living conditions; the portrayal of Cleopatra; local elections, using the evidence from Pompeii).

For both languages we feel that a 7 at DP level is of a considerably higher standard than an A at A Level; this is particularly true for Latin, which currently has an extremely challenging choice of set texts for the language paper.

GROUP 3: Individuals & Societies

Aims

The aims for all subjects in Group 3 Individuals & Societies are to:

- encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
- promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
- develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- enable the student to recognize that the content and methodologies of the subjects in Group 3 are contestable and that their study requires the toleration of uncertainty.

Business and Management Higher Level

Core Content:	Business organization and environment, Human resources, Accounts and finance, Marketing, Operations Management; Business Strategy.
Option Topics:	None
Internal Assessment:	25% on one 2000 word report that either addresses an issue facing organisation or an analysis of a decision made by an organisation
External Assessment:	75% Examination <ul style="list-style-type: none"> Paper 1: Pre-seen case study with two responses from three structured questions; one compulsory structured question including evaluative skills; one compulsory extended response question focusing on strategic decision-making through the use of extension material (40%) Paper 2: In response to stimulus material containing a quantitative element, one response from two structured questions; two from three structured questions (35%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	0	3	12	28	34	19	4	<u>4.66</u>

Aims

In addition to the generic aims for Group 3, the aims of the Business and Management course at HL and SL are to:

- promote the importance of exploring business issues from different cultural perspectives encourage a holistic view of the world of business
- enable the student to develop the capacity to think critically about individual and organizational behaviour
- enhance the student's ability to make informed business decisions
- enable the student to appreciate the nature and significance of change in a local, regional and global context
- promote awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations
- appreciate the social and ethical responsibilities associated with businesses operating in international markets.

Comparison between this course and A Level

Comparison with the OCR A Level syllabus shows that both the IB Business and Management and A Level courses cover the same major theoretical content and focus on analytical and evaluative writing. The DP course offers no choice, whereas the A Level offers choices in the second year. The AS units tend to provide a grounding in key areas of business and are essentially quite straightforward, with A2 units offering extension and some repetition of key areas, depending on the optional units chosen. Exam papers at A Level also use a mixture of pre-seen and unseen case studies depending on the unit. As the DP is only examined at the end of the course, it is often easier to build an integrated approach to the subject whereas the A Level course, despite having integrated units, tends to generate a more compartmentalised learning.

In terms of the development of skills, both courses promote strategic thinking although the IB is particularly keen on models and modelling with a strong emphasis on theorists. There is a much larger weighting given to quantitative material although students are supported with formula sheets and the like. International business is at the heart of the IB's syllabus and thus the content emphasises less the nature of specific laws and prefers to explore issues that organisations might face in the global context and the impact of the global economy.

IB Business & Management average grades have been consistently below those for Economics.

Business and Management

Standard Level

Core Content:	Business organization and environment, Human resources, Accounts and finance, Marketing, Operations Management.
Option Topics:	None.
Internal Assessment:	25% on one 1500 word commentary demonstrating the application of tools, techniques and theories to a real business issue or problem.
External Assessment:	75% Examination <ul style="list-style-type: none"> • Paper 1: Pre-seen case study with two responses from three structured questions; one compulsory structured question including evaluative skills (40%) • Paper 2: In response to stimulus material containing a quantitative element, one response from two structured questions; two from three structured questions (35%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	0	5	13	21	32	21	8	<u>4.76</u>

Aims

In addition to the generic aims for Group 3, the aims of the Business and Management course at HL and SL are to:

- promote the importance of exploring business issues from different cultural perspectives encourage a holistic view of the world of business
- enable the student to develop the capacity to think critically about individual and organizational behaviour
- enhance the student's ability to make informed business decisions
- enable the student to appreciate the nature and significance of change in a local, regional and global context
- promote awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations
- appreciate the social and ethical responsibilities associated with businesses operating in international markets.

Comparison between this course and A Level

Comparison is against the AQA A Level syllabus where both the IB Business and Management and A Level cover similar major theoretical concepts. Most of the core content in both the Higher and Standard Level is the same (only External Influences and Operations Management are absent). Standard Level is taught and assessed to similar depths of knowledge, analysis, application and evaluation as Higher Level in a number of the topics.

The coursework requirements are more concise than Higher Level and the two exams consist of fewer questions. The demands of Standard Level are such that it is more demanding than AS level, but reasonably below that of IB Higher Level.

In terms of the development of skills, both courses promote strategic thinking although the IB is particularly keen on models and modelling with a strong emphasis on theorists. There is a much larger weighting given to quantitative material although students are supported with formula sheets and the like. International business is at the heart of the IB's syllabus and thus the content emphasises less the nature of specific laws and prefers to explore issues that organisations might face in the global context and the impact of the global economy.

IB Business and Management average grades have been consistently below those for Economics.

Classical Greek and Roman Studies

Standard Level

School Based Syllabus; not available at Higher Level

Core Content:	Epic. Extracts from <i>Iliad</i> and <i>Aeneid</i> Tragedy: three plays (<i>Electra</i> and <i>Trojan Women</i> by Euripides and <i>Phaedra</i> by Seneca) The Peloponnesian War: Greece in Conflict War to peace in Augustan Rome and Empire
Option Topics:	None.
Internal Assessment:	20% Coursework The compilation of a dossier of primary sources and a commentary of 800 words on any aspect of Greek or Roman civilisation or literature
External Assessment:	80% Examination <ul style="list-style-type: none"> • Paper 1: A choice of two out of two sets of two extended response questions on each of Tragedy and Greece in Conflict (40%) • Paper 2: Document based questions with a choice of two out of four document based short answer questions on each of Epic and the Peloponnesian War (40%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade†	0	0	0	5	33	38	24	<u>5.81</u>

† Results for Classical Greek and Roman Studies are not currently available for May 2011, thus the figures provided here refer to May 2010.

Aims

In addition to the generic aims for Group 3, the aims of the Classical Greek and Roman Studies course at SL are to encourage students to

- become involved in interpreting and communicating a range of aspects of Greek and Roman civilisation
- examine these aspects in social, political, and cultural contexts
- understand that the nature and diversity of sources may lead to different ways of seeing or experiencing the past
- develop critical insights on the structure and impact of diverse forms of cultural, social and political expression
- foster an awareness of Greek and Roman thought and practice in examining the students' own and other histories and cultures.

Comparison between this course and A Level

Both IB Classical Greek and Roman Studies and A level Classical Civilisation courses are good vehicles for stimulating interest in the ancient world. The IB course has the advantage of a completely free choice of theme in its unique coursework element. The four prescribed IB topics ensure that every student experiences a common, balanced menu of Greek and Roman, literary and historical aspects, but some of these are by no means the most popular or obvious core materials.

Economics

Higher Level

Core Content:	Introduction to economics, micro-economics, macro-economics, international trade, development economics.
Option Topics:	None.
Internal Assessment:	20% on a portfolio of four commentaries on news articles.
External Assessment:	80% Examination <ul style="list-style-type: none"> • Paper 1: One essay from four (20%). • Paper 2: three from six short essays (20%) • Paper 3: three from five data response questions (40%)

May 2011 Results	1	2	3	4	5	6	7	<i>Mean</i>
% awarded grade	0	2	9	19	28	27	15	<u>5.12</u>

Aims

In addition to the generic aims for Group 3, the aims of the Economics course at SL and HL are to

- provide students with a core knowledge of economics
- encourage students to think critically about economics
- promote an awareness and understanding of internationalism in economics
- encourage students' development as independent learners
- enable students to distinguish between positive and normative economics
- enable students to recognize their own tendencies for bias.

Comparison between this course and A Level

Comparison with the Edexcel A Level syllabus shows that both IB Economics and A Level cover the same major theoretical content, but with some difference in emphasis and in assessment.

The emphases in the IB Economics syllabus and assessment are global and international, whereas the A Level requires specific knowledge of the UK economy and UK government economic policy. The AS units tend to provide a grounding in key areas of micro and macro economic theory, with A2 units offering some extension and application of the core theory into a more international context. The A Level course has no coursework, and exams involve a mix of supported choice, essay and data response questions, whereas IB Economics emphasises the importance of coursework to provide practical applications for theory, and requires mainly essay writing and data response skills for exams.

Economics

Standard Level

Core Content:	Introduction to economics, micro-economics, macro-economics, international trade, development economics.
Option Topics:	None.
Internal Assessment:	25% on a portfolio of four commentaries on news articles.
External Assessment:	75% Examination <ul style="list-style-type: none"> • Paper 1: One essay from four (25%) • Paper 2: three questions from five data response questions (50%)

May 2011 Results	1	2	3	4	5	6	7	<i>Mean</i>
% awarded grade	0	5	13	20	26	25	11	<u>4.84</u>

Aims

In addition to the generic aims for Group 3, the aims of the Economics course at SL and HL are to

- provide students with a core knowledge of economics
- encourage students to think critically about economics
- promote an awareness and understanding of internationalism in economics
- encourage students' development as independent learners
- enable students to distinguish between positive and normative economics
- enable students to recognize their own tendencies for bias.

Comparison between this course and A Level

Comparison is against the Edexcel A Level syllabus. Most of the core content of both IB Higher and Standard Level is the same, with Standard not including the Theory of the Firm, some more advanced macro-economics such as the Expectations Augmented Phillips Curve and a few other smaller topics. With the omission of these topics, the Standard Level is taught and assessed to the same depth of knowledge, analysis, application and evaluation as Higher Level.

The coursework requirements are identical to Higher Level, but the exams consist of only two papers rather than three for Higher Level. The demands of Standard Level are such that it is certainly more demanding than AS level, and only just below that of IB Economics Higher Level.

Geography

Higher and Standard Level

Core Content:	Higher Level and Standard Level: populations in transition; disparities in wealth and development; patterns in environmental quality and sustainability; patterns in resource consumption.
Option Topics:	Higher Level: Three from the following list. Standard Level: Two from the following list. <ul style="list-style-type: none"> Freshwater – issues and conflicts; oceans and their coastal margins; extreme environments; hazards and dangers – risk assessment and response; leisure, sport and tourism; the geography of food and health; urban environments. HL only: Seven compulsory topics: <ul style="list-style-type: none"> Measuring global interactions; changing space – the shrinking world; economic interactions and flows; environmental change; sociocultural exchanges; political outcomes; global interactions at the local level
Internal Assessment:	HL = 20% SL = 25% Fieldwork, leading to one written report (maximum 2500 words) based on a fieldwork question, information collection and analysis with evaluation.
External Assessment:	HL = 80% Examination SL = 75% Examination <ul style="list-style-type: none"> Paper 1: Core syllabus of 4 compulsory short answer questions and one extended response question from a choice of three. This paper is common between HL and SL (25% HL / 40% SL) Paper 2: Two structured questions on 3 (HL) / 2 (SL) option topics from a choice of two for each topic. This paper is common between HL and SL (35% HL / 35% SL) Paper 3 (HL only): One essay from a choice of three. (20%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - HL	0	1	8	22	32	25	12	<u>5.07</u>
% awarded grade - SL	0	6	20	21	29	17	7	<u>4.51</u>

Aims

In addition to the generic aims for Group 3, the aims of the Geography syllabus at HL and SL are to enable students to:

- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Comparison between this course and A Level

The requirements of the syllabus and the standard of the exam are broadly comparable to A2. However, the IB is keen to stress the inter-relationships between the Core and the different modules. The IB course is an "international" syllabus, drawing on the experiences and methodologies of teachers from many parts of the world.

It is important to recognise that Standard Level is not inherently easier than Higher Level, and it is in no way comparable to AS level in terms of difficulty. Students study the same Core as at Higher Level, and 2 of the Option Topics. The examination questions are the same for both HL and SL.

History

Higher and Standard Level

Core Content:	20th century world history – prescribed subjects <ul style="list-style-type: none"> • Peacemaking, peacekeeping – international relations 1918-36 • The Arab–Israeli conflict 1945-79 • Communism in crisis 1976-89 20th century world history – topics <ul style="list-style-type: none"> • Causes, practices and effects of wars • Democratic states – challenges and responses • Origins and development of authoritarian and single-party states • Nationalist and independence movements in Africa and Asia and Post 1945 Central and Eastern European states • The Cold War
Option Topics:	HL options <ul style="list-style-type: none"> • Aspects of the history of Africa • Aspects of the history of the Americas • Aspects of the history of Asia and Oceania • Aspects of the history of Europe and the Middle East
Internal Assessment:	HL = 20% SL = 25% Historical investigation (approximately 20 hours)
External Assessment:	HL = 80% Examination SL = 75% Examination <ul style="list-style-type: none"> • Paper 1: Four short answer, structured questions on three prescribed subjects (20% HL/30% SL) • Paper 2: Two compulsory essays from five thematic topics (25% HL/45% SL) • Paper 3 (HL only): three extended response questions (35% HL)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - HL	0	5	18	35	30	10	2	<u>4.29</u>
% awarded grade - SL	0	4	11	30	36	17	3	<u>4.59</u>

Results are for both Route 1 and Route 2 combined.

Aims

In addition to the generic aims for Group 3, the aims of the History course at SL and HL are to:

- promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- encourage an understanding of the present through critical reflection upon the past
- encourage an understanding of the impact of historical developments at national, regional and international levels
- develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

Comparison between this course and A Level

There are two routes for History: Route 1 (examines the history of Europe and the Islamic world) and Route 2 (examines C20 world history). This outline concerns itself solely with Route 2.

Comparison between IB History and A Level is difficult. The former covers themes from around the world whilst the latter is far more Euro-centric. There are some similarities in that there is a document paper and a coursework requirement. However, in Paper 2 and Paper 3, the style of assessment is very different.

Paper 2 is a thematic paper requiring the candidates to answer over time and over region. An example might be 'Compare and contrast the forces that brought two dictators to power in different regions of the world'. This type of question requires the candidate to be able to move through macro style themes very rapidly while at the same time having precise knowledge

to illustrate an idea. In the A Level course the students do a synoptic paper on a theme over a hundred year period - for example 'The Rise of German Nationalism 1815-1919' but here the focus is kept tight on one region. As such it is difficult to compare the papers. Paper 3 on the IB course is a survey paper of a given region requiring the candidates to have an overview of the key themes and process of the period and the ability to answer very focused questions such as 'Assess the impact of Alexander II's reforms on C19 Russia'. The AS British paper has a much tighter timeframe focus and so one could argue that the students do not get a sense of historical process over a lengthy time period.

The coursework assignments are structurally now much more similar with IB History and A Level coursework being much more in the traditional research essay form.

Information Technology in a Global Society (ITGS)

Higher and Standard Level

Core Content:	<p>Social and Ethical Issues</p> <ul style="list-style-type: none"> Reliability and integrity; Security; Privacy and anonymity; Intellectual property; Authenticity; The digital divide and equality of access; Surveillance; Globalisation and cultural diversity; Policies; Standards and protocols; People and machines; Digital citizenship. HL Extension: Social and ethical considerations linked to the two HL extension topics and the issues raised by the annually issued case study. <p>Application to Specified Scenarios</p> <ul style="list-style-type: none"> Business and employment; Education and training; Environment; Health; Home and leisure; Politics and government. HL Extension: Scenarios based on real-life situations addressing specified IT developments in the two HL extension topics and the issues raised by the annually issued case study. <p>IT Systems</p> <ul style="list-style-type: none"> Hardware; Software; Networks; Internet; Personal and public communications; Multimedia / digital media; Databases; Spreadsheets, modelling and simulations; Introduction to project management. HL Extension: IT systems in organisations; Robotics, artificial intelligence and expert systems; Information systems specific to the annually issued case study.
Option Topics:	None.
HL Internal Assessment:	<p>30% for a Project (2000 words)</p> <ul style="list-style-type: none"> The development of an original IT product for a specified client, to include: a cover page using a prescribed format, an original IT product, document supporting the product.
SL Internal Assessment:	<p>30% for a Project (2000 words)</p> <ul style="list-style-type: none"> The development of an original IT product for a specified client, to include: a cover page using a prescribed format, an original IT product, document supporting the product.
External Assessment:	<p>HL = 80% Examination SL = 70% Examination</p> <ul style="list-style-type: none"> Paper 1: Four of seven (HL) or three of five (SL) structured questions that assess the core content (35% HL/40% SL) Paper 2: One response to an unseen article (30% HL/20% SL) Paper 3 (HL only): Four case study questions (25%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - HL	0	4	29	37	26	4	0	<u>3.98</u>
% awarded grade - SL	0	4	25	38	25	7	1	<u>4.08</u>

Aims

In addition to the generic aims for Group 3, the aims of the Information Technology in a Global Society (ITGS) course at HL and SL are to:

- enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global level
- develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
- enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them
- encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions
- for a specified client or end-user.

Comparison between this course and A Level

There is no direct comparison between IB Information technology in a Global Society and an A Level specification.

The main focus of the subject is a consideration of the social significance and the ethical considerations arising from the use of IT, and how these influence individuals, communities, institutions and organisations. There is relatively little emphasis on IT tools such as word processing, desktop publishing, databases, graphics and multi-media presentations.

Peace and Conflict Studies

Standard Level

School Based Syllabus; not available at Higher Level

Core Content:	Concepts of Peace, Violence and Aggression (human aggression, warfare); Social Conflict (prejudice and discrimination, conformity and group influence, minority groups); Conflict around the Globe (regional conflict, development and globalisation); Transforming Conflict (violent and non-violent conflict transformation, third-party intervention, post-conflict resolution)
Option Topics:	None.
Internal Assessment:	24% on a written investigative report with recommendations on <u>either</u> prejudice and discrimination within society <u>or</u> a regional conflict 8% Presentation in class
External Assessment:	60% Examination <ul style="list-style-type: none"> • Paper 1: Four questions from a choice of four document-based questions (20%) • Paper 2: Two questions from a choice of six essay questions (40%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	0	0	2	12	27	45	14	<u>5.57</u>

Aims

In addition to the generic aims for Group 3, the aims of the Peace and Conflict Studies course at SL are to encourage students to

- explore the concepts of peace, violence and aggression within and between individuals and societies.
- develop an understanding of the origins and causes of conflict between and within individuals, groups and states.
- develop an understanding of different processes and strategies of conflict transformation and the conditions and circumstances necessary for lasting peace at various levels.
- recognize the preconceptions and assumptions of their own social and cultural environment.
- promote the need for social justice, equality and respect for others;
- appreciate diversity; combat bias, prejudice and discrimination.
- develop an awareness of the existence of different interpretations relating to the topics studied in the course.

Comparison between this course and A Level

There is no direct comparison between IB Peace and Conflict Studies and an A Level specification.

Philosophy

Higher and Standard Level

Core Content:	What is a human being? This consists of considerations of what it means to be a person in the social world. While there is considerable freedom for schools to choose an approach, topics such as mind-body, free will, and the self are included, and both analytic and existential approaches are encouraged.
Option Topics:	Higher Level: Two from following list. Standard Level: One from following list. <ul style="list-style-type: none"> • Grounds of epistemology; Theories and problems of ethics; Philosophy of religion; Philosophy of art; Political philosophy; Non-western traditions and perspectives; Contemporary social issues; Peoples, nations and cultures. Higher Level: Unseen text – exploring philosophical activity
Texts:	Higher Level and Standard Level: One from a list. The text list ranges from Plato and Lao Tzu to Simone de Beauvoir.
Internal Assessment:	HL = 20% SL = 30% A philosophical analysis of non-philosophical material between 1,600 and 2,000 words
External Assessment:	HL = 80% Examination SL = 70% Examination <ul style="list-style-type: none"> • Paper 1: Core and Options (40%) • Paper 2: on the Prescribed Text (20% HL/30% SL) • Paper 3 (HL only): Unseen Text (20%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - HL	0	0	7	27	41	21	4	<u>4.86</u>
% awarded grade - SL	0	5	14	28	30	18	4	<u>4.56</u>

Aims

In addition to the generic aims for Group 3, the aims of the Philosophy course at HL and SL are to enable students to

- develop an intellectually independent and creative way of thinking
- relate their philosophical understanding to other disciplines and to personal, social and civic life
- formulate arguments in a sound and purposeful way
- examine critically their own experience and their ideological and cultural perspectives
- appreciate the diversity of philosophical thinking
- appreciate the impact of cultural diversity upon philosophical thinking.

Comparison between this course and A Level

The most radical difference is in the emphasis on the pupil developing a philosophical approach and a philosophical attitude rather than learning others' philosophical ideas. Thus, in the Core and Option Themes, little credit is given for the simple recall of what philosophers have said concerning a particular problem. Much more credit is given to pupils who demonstrate an active appreciation of the problems themselves, plus the willingness to engage with them thoughtfully. Studying the Prescribed Text, on the other hand, allows a pupil to master the ideas as expressed in the words of the philosopher, and then to engage critically with them.

With regard to assessing equivalence of standards it is therefore hard to make a comparison given the different emphases between IB Philosophy and A Level: effectiveness of recall would gain more marks at A Level and not count for much with IB Philosophy; effectiveness of independent thought is regarded as more merit-worthy in the Diploma Programme.

Political Thought

Standard Level

School Based Syllabus; not available at Higher Level

Core Content:	Political philosophy: text based study of Marx, Mill, Burke and anarchist writers Key political concepts (Liberty and toleration, equality and social justice, rights and obligations, democracy and representation)
Option Topics:	None.
Internal Assessment:	30% on an Investigation of a contemporary political issue of a student's choice with an oral presentation.
External Assessment:	70% Examination <ul style="list-style-type: none"> • Paper 1: Three compulsory questions on the set texts (30%) • Paper 2: Section A: compulsory essay question on political concepts using unseen texts. Section B: one essay from a choice of three on political concepts (40%)

May 2011 Results	1	2	3	4	5	6	7	<i>Mean</i>
% awarded grade	0	0	4	6	33	39	17	<u>5.59</u>

Aims

In addition to the generic aims for Group 3, the aims of the Political Thought course at SL are to

- introduce some major political concepts and works of political theory.
- develop awareness and understanding of the nature of political issues and problems.
- develop the ability to interpret and evaluate political information.
- promote the development of independent and critical judgement and communication of such judgements with clarity and coherence.
- encourage a critical awareness of different ideological perspectives.

Comparison between this course and A Level

Comparison is against the Edexcel Government and Politics A Level syllabus. There is no comparison with the AS course as this is specifically about British government and politics with only a limited amount of political philosophy in it. The closest comparison would be with A2 Route B, Introducing Political Ideologies, where there is some similarity in the treatment of political concepts. However, the IB Political Thought course requires close textual analysis of key political philosophers and is not so tied to ideological development in the UK.

This course could easily be a Higher Level course both in terms of its conceptual difficulty, which is considerable, and its content as four set texts are studied in great detail and all the key political concepts (liberty and toleration, equality and social justice, rights and obligations, democracy and representation) are also studied via original thinkers.

Psychology

Higher and Standard Level

Core Content:	The biological level of analysis, the cognitive level of analysis, the socio-cultural level of analysis.
Option Topics:	Higher Level: Two from the following list. Standard Level: One from the following list. <ul style="list-style-type: none"> Abnormal psychology, developmental psychology, health psychology, psychology of human relationships, sport psychology. HL only: <ul style="list-style-type: none"> Qualitative research methodology
Internal Assessment:	20% HL / 25% SL on a report of a simple experimental study of up to 2000 (HL) or 1500 words (SL)
External Assessment:	80% HL / 75% SL Examination <ul style="list-style-type: none"> Paper 1: Core material: 3 compulsory short-answer questions; one extended-response question from a choice of four questions (30% HL / 50% SL) Paper 2: Option topics: For each option topic studied (2 for HL, 1 for SL) students choose one essay from 15 titles (30% HL / 25% SL) Paper 3 (HL only): Three compulsory questions on an unseen text assessing students' understanding of qualitative research methodology (20%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - HL	0	6	12	29	31	17	4	<u>4.50</u>
% awarded grade - SL	1	13	18	27	23	13	5	<u>4.18</u>

Aims

In addition to the generic aims for Group 3, the aims of the Psychology course at SL and at HL are to

- develop an awareness of how psychological research can be applied for the benefit of human beings
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- develop an understanding of alternative explanations of behaviour
- understand and use diverse methods of psychological inquiry.

Comparison between this course and A Level

A Level courses differ significantly in psychology. IB Psychology adopts an exclusively analytical approach. This involves studying the different approaches psychologists use in an attempt to gain an understanding of the underlying assumptions held by disparate groups of psychologists. The ultimate intention is to gain a holistic vision for how psychology fits together into a unit. Coursework has a compulsory experimental approach. In terms of assessment the IB Psychology course places more far more emphasis on essays than on structured questions.

Social and Cultural Anthropology

Higher and Standard Level

Core Content:	Part 1: What is anthropology? Core terms and ideas in anthropology, the construction and use of ethnographic accounts, methods and data collection. Part 2: Social and cultural organization. e.g.: conformity and nonconformity, social and group identity (ethnicity and race, nationality, class, age), ritual, etc.
Option Topics:	Standard level Part 3: Observation and critique exercise. An observation and the production of a written report from field notes Higher Level: Part 4: Contemporary theoretical perspectives in anthropology. Part 5: A piece of fieldwork and the production of a report.
Internal Assessment:	SL = 20% on an observation plus a report and a critique (each of 600-700 words) HL = 25% on report based around fieldwork (maximum 2,000 words)
External Assessment:	80% / 75% SL/HL Examinations Paper 1: Three compulsory questions based on an unseen text (30% SL / 20% SL) Paper 2: Two of ten questions based on part 2 of the syllabus (50% SL / 35% SL) Paper 3: One of five questions on theoretical perspective (20% HL only)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - HL	0	7	13	18	29	24	9	<u>4.77</u>
% awarded grade - SL	0	1	8	32	38	18	3	<u>4.72</u>

Aims

In addition to the generic aims for Group 3, the aims of the Social and Cultural Anthropology course at SL and HL are to enable students to

- explore principles of social and cultural life and characteristics of societies and cultures
- develop an awareness of historical, scientific and social contexts within which social and cultural anthropology has developed
- develop in the student a capacity to recognize preconceptions and assumptions of their own social and cultural environments
- develop an awareness of relationships between local, regional and global processes and issues.

Comparison between this course and A Level

There is at present no A Level course in Social and Cultural Anthropology. The nearest comparison would be with Sociology but the qualitative and participant observer approaches make Social and Cultural Anthropology a very different course.

The course is designed to appeal to students who are interested in other cultures and in the diverse ways by which humans express themselves in a social context. In essence, Social and Cultural anthropology is the study of societies and cultures and the exploration of the general principles of social and cultural life. Topics of anthropological inquiry include social change, kinship, symbolism, exchange, belief systems, ethnicity and power relations. Social and Cultural Anthropology examines urban as well as rural societies and modern nation states. Anthropology also contributes to an understanding of contemporary issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights.

World Politics & International Relations

Standard Level

School Based Syllabus; not available at Higher Level

Core Content:	The framework for understanding the perspectives, behaviours and decision-making processes of state governments, international organisations and national and sub-national groups. The actions of states and organisations studied focuses on international relations and the motivation for political decisions. <ul style="list-style-type: none"> • I Underlying Principles of Modern World Order and Power • II World and Regional Integration and Governance • VI Selected contemporary geopolitical issues
Option Topics:	Choice of two out of the following: <ul style="list-style-type: none"> • III Human Rights and International Law • IV Development and Trade • V Conflict, Peace and Reconstruction
Internal Assessment:	25% Coursework based on Topic Area VI.
External Assessment:	75% Examinations <ul style="list-style-type: none"> • Paper 1: Four extended response questions in two parts - Part A from Topic Area I and Part B from Topic Area II. Candidates must attempt one question from each part. • Paper 2: An excerpt response paper that may contain political cartoons and data. Six structured response questions will be based on the excerpts. Two questions will be set for each of Topic Areas II, III and IV. Candidates must attempt answers from two questions, each from a different topic area.

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	0	1	5	38	29	25	1	<u>4.75</u>

Aims

In addition to the generic aims for Group 3, the aims of the World Politics and international Relations course at SL are to

- provide students with a core knowledge of world political discourse and international relations theory
- encourage students to think critically about world politics and international relations
- promote an awareness and understanding of the history and development of world political organizations, institutions and relationships
- promote an appreciation of the way in which what has been learned is relevant to both the culture in which the student lives and the culture of other societies
- allow the student to become keenly aware of the interdependence and diversity of global realities
- develop an awareness of different cultural and ideological interpretations of political events and theories.

Comparison between this course and A Level

Comparison is against the Edexcel Government and Politics A Level syllabus. As this course deals with British government and politics at AS Level, there is little comparison here. At A2 Level, there is some comparison with Route D (International Politics), where there is some similarity in the treatment of political concepts and processes.

This course could easily be a Higher Level course both in terms of its conceptual difficulty, which is considerable, and its content and application. There is a wide volume of material studied and alluded to, and an advanced range of understanding and analysis is required.

GROUP 4: Experimental Sciences

Aims

Through studying any of the Group 4 subjects, students should become aware of how scientists work and communicate with one another. While the "scientific method" may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses through observation and measurement, under the controlled conditions of an experiment. It is this approach, along with the falsifiability of scientific hypotheses, that distinguishes the experimental sciences from other disciplines and characterizes each of the subjects within Group 4.

It is in this context that all the Diploma Programme Experimental Science courses should aim to:

- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students' information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Biology

Higher Level

Core Content:	Statistical analysis; Cells; The chemistry of life; Genetics; Ecology and evolution; Human health and physiology; Nucleic acids and proteins; Cell respiration and photosynthesis; Plant science; Genetics; Extended human health and physiology
Option Topics:	Two from Evolution; Neurobiology and behaviour; Microbiology and biotechnology; Ecology and conservation; Further human physiology
Internal Assessment:	24% of Practical Work with a minimum requirement of 60 hours
External Assessment:	76% Examinations <ul style="list-style-type: none"> • Paper 1: 40 multiple choice questions on the Core and Options (20%) • Paper 2: Structured and extended response questions on the Core and Options (36%) • Paper 3: Structured and extended response questions on two Options (20%)

May 2011 Results	1	2	3	4	5	6	7	<i>Mean</i>
% awarded grade	1	9	17	25	27	17	5	<i>4.39</i>

Comparison between this course and A Level

The IB Biology HL course covers approximately the same ground as A2. The A2 course includes more on ecology and conservation in its core but these topics are available to IB Biology HL students in the Options. More information on defence is covered in the IB's course than on the A2.

The main difference is in assessment of practical work. Whereas AS and A2 students usually complete controlled assessment tasks, IB Biology students carry out practical work throughout the course with a requirement for a scheme of work that covers the whole syllabus. Work is internally assessed, and selected students' work is submitted for external moderation. Some A2 candidates do have the option of sitting a practical exam in place of the A2 coursework.

All DP students are required to complete a Group 4 Project during which they must work with other science students on a collaborative task. Throughout the practical programme their personal skills, working alone, working with others, and their awareness of environmental impact are assessed, unlike A Level.

Examination questions differ in style with the whole core of the IB Biology syllabus being tested in the multiple choice paper. Structured data response questions and essays are similar, although the synoptic module of the A2 paper is not separately addressed on an IB Biology paper.

IB Biology students must have a thorough knowledge of the whole course to do well. If they are prepared to learn the details, are hard-working and are acute in their interpretation then they will be very strong candidates to study Biology at university.

Biology

Standard Level

Core Content:	Statistical analysis; Cells; The chemistry of life; Genetics; Ecology and evolution; Human health and physiology
Option Topics:	Two from Human nutrition and health; Physiology of exercise; Cells and energy; Evolution; Neurobiology and behaviour; Microbiology and biotechnology; Ecology and conservation
Internal Assessment:	24% of Practical Work with a minimum requirement of 40 hours
External Assessment:	76% Examinations. <ul style="list-style-type: none"> • Paper 1: 30 multiple choice questions on the Core (20%) • Paper 2: Structured and extended response questions on the Core (32%) • Paper 3: Structured and extended response questions on two option topics (24%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	1	9	20	28	25	14	4	<u>4.27</u>

Comparison between this course and A Level

The IB Biology SL course covers some similar ground to AS level although some of the topics for SL are covered in A2 modules whilst some in the AS course do not appear in SL. The SL course focuses mainly on human biology with opportunities to study plant science being available in the selected Options. The SL course provides a basis for students to understand the workings of their own bodies and important biological concepts, such as applied genetics which they will come into contact with in life after school.

One important difference is in assessment of practical work. Whereas AS students complete an internally assessed project of some length, IB Biology students carry out practical work throughout the course with a requirement for a Scheme of Work that covers the whole syllabus. Work is internally assessed and selected students' work is submitted for external moderation.

All DP students are required to complete a Group 4 Project during which they must work with other science students on a collaborative task. Throughout the practical programme their personal skills, working alone, working with others, and their awareness of environmental impact are assessed, unlike A Level.

Examination questions differ in style with the whole core of the IB Biology syllabus being tested in the multiple choice paper. Structured data response questions and essays are similar. Significantly, there are no essays in many AS papers but these are required for IB Biology SL, and test candidates' abilities to structure an extended response or argument.

Chemistry

Higher Level

Core Content:	Quantitative chemistry; Atomic structure; Periodicity; Bonding; Energetics; Kinetics; Equilibrium; Acids and bases; Oxidation and reduction; Organic Chemistry; Measurement and data processing
Option Topics:	Two from: Modern analytical chemistry; Human biochemistry, Chemistry in industry and technology; Medicine and drugs; Environmental chemistry; Food chemistry; Further organic chemistry.
Internal Assessment:	24% of Practical Work with a minimum requirement of 60 hours
External Assessment:	76% Examinations <ul style="list-style-type: none"> • Paper 1: 40 multiple choice questions on the Core and Options (20%) • Paper 2: Structured and extended response questions on the Core and Options (36%) • Paper 3: Structured and extended response questions on two Options (20%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	1	9	17	21	24	21	8	<u>4.54</u>

Comparison between this course and A Level

The overall Chemical content between IB Chemistry and A Level is broadly similar. If a comparison is made between OCR A Level Chemistry A and IB Chemistry HL the following differences are noted:

- The following topics are examples of topics that are included in the Core part of the course for IB Chemistry HL but are not included at all at A Level: the ideal gas equation, the Arrhenius equation, the mechanism of nucleophilic substitution, hybridisation, limiting reactants, Lewis acids and bases (this list is not exhaustive).
- Unless the Further Organic Chemistry option is studied, the Organic Chemistry is more extensive at A Level. Nitrogen-containing compounds are studied in more depth at A Level as are test-tube reactions to differentiate between aldehydes and ketones. In IB Chemistry's Modern Analytical Chemistry option, more emphasis is placed on the use of modern analytical techniques such as NMR and IR spectroscopy to distinguish between compounds – although these topics are compulsory at A Level. There is no aromatic chemistry at IB Chemistry, except in the Further Organic Chemistry option.
- We believe that the level of sophistication required to solve calculation problems at IB Chemistry HL is substantially beyond that required at A Level. The calculations for IB Chemistry are more difficult and much less structured than at A Level.
- The practical programme at A Level is much more prescriptive and practicals, other than those supplied for the board, are not usually looked favourably upon for assessment. The IB Chemistry practical scheme of work is designed by the teacher, who is free to use any practicals for assessment, and the IB encourages more open practicals.
- We believe that the linear nature of the IB Chemistry course gives students a much better overview of the inter-connectedness of Chemistry. The modular nature of the A Level course means that students compartmentalise their knowledge too much.
- All DP students are required to complete a Group 4 Project during which they must work with other scientists on a collaborative task. Throughout the practical programme their personal skills, working alone, working with others, and their awareness of environmental impact are assessed.

Chemistry

Standard Level

Core Content:	Quantitative chemistry; Atomic structure; Periodicity; Bonding; Energetics; Kinetics; Equilibrium; Acids and bases; Oxidation and reduction; Organic Chemistry; Measurement and data processing
Option Topics:	Two from: Modern analytical chemistry; Human biochemistry, Chemistry in industry and technology; Medicine and drugs; Environmental chemistry; Food chemistry; Further organic chemistry.
Internal Assessment:	24% of Practical Work with a minimum requirement of 40 hours
External Assessment:	76% Examinations <ul style="list-style-type: none"> • Paper 1: 30 multiple choice questions on the Core (20%) • Paper 2: Structured and extended response questions on the Core (32%) • Paper 3: Structured and extended response questions on two option topics (24%)

May 2011 Results	1	2	3	4	5	6	7	<i>Mean</i>
% awarded grade	2	14	21	24	20	13	6	<u>4.08</u>

Comparison between this course and AS Level

The overall Chemical content of IB Chemistry SL is beyond that of AS Level. If a comparison is made between OCR AS Level Chemistry A and IB Chemistry SL the following differences are noted:

- The following topics are examples of topics that are included in the core part of the course for IB Chemistry SL but are not included at all at AS level: the ideal gas equation, equilibrium constants, limiting reactants, pH, electrolysis, voltaic cells.
- The Organic Chemistry is more extensive at AS level. Electronic configurations are only studied to calcium at IB Chemistry SL and no mention of orbitals and sub shells is made.
- We believe that the level of sophistication required to solve calculation problems at IB Chemistry SL is beyond that required at AS level. Many questions at SL on Moles are common with HL.
- The practical program at AS level is much more prescriptive, and practicals other than those supplied for the board are not usually looked favourably upon for assessment. With IB Chemistry the practical scheme of work is designed by the teacher, who is free to use any practicals for assessment. More open practicals are encouraged by the IB.
- We believe that by the end of the course IB Chemistry SL students have a much better overview of Chemistry than their AS counterparts. They have studied a wider range of topics, including two optional topics.
- All DP students are required to complete a Group 4 Project during which they must work with other scientists on a collaborative task. Throughout the practical programme their personal skills, working alone, working with others, and their awareness of environmental impact are assessed.

Design Technology

Higher and Standard Level

Core Content:	Design process; Product innovation; Green design; Materials; Product development; Product design; Evaluation. HL additional topics: Energy; Structures; Mechanical design; Advanced manufacturing techniques; Sustainable development.
Option Topics:	One from: Food science and technology; Electronic product design; CAD/CAM; Textiles; Human factors design.
Internal Assessment:	36% on Coursework <ul style="list-style-type: none"> • Investigations (18%) • Design project (18%)
External Assessment:	64% Examination <ul style="list-style-type: none"> • Paper 1: 40 HL / 30 SL multiple choice questions (20%) • Paper 2: Structured and extended response questions on core topics and HL additional topics (24%) • Paper 3: Structured and extended response questions on two option topics (20%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - HL	0	2	15	31	35	14	3	<u>4.50</u>
% awarded grade - SL	0	8	22	32	28	8	2	<u>4.12</u>

Aims

In addition to the generic aims for Group 4, the Design Technology course aims to develop in students:

- a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
- an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology
- initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
- an ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others
- a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
- an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives
- a willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies so they can articulate and defend their proposals with confidence
- an understanding of the contribution of design and technology to the promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being
- empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment
- skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhanced solutions to technological problems.

Comparison between this course and A Level

The IB Design Technology syllabus is much more wide ranging than the A Level. With the choice of options it is possible for IB Design and Technology students to focus in more detail on particular aspects of technology. The IB's written papers contain a more varied type of question than A Level examinations and include an unseen data-based question which is not syllabus specific. There are no multiple choice questions at A Level.

A major difference is in the balance between coursework and examinations - for some A Level boards the coursework counts for 65% of the final grade awarded. The nature of A Level coursework is also very different to that of IB Design and

Technology with 30% for the major project; 20% for a minor project and 15% for a case study. IB Design and Technology coursework awards 18% to a mixture of small scale projects and lab based investigations. There is no equivalent in A Level courses.

There is commonality between the IB Design and Technology SL and HL courses with extension material of the Core and Options for HL students. This means that SL students answer fewer questions to the same depth as HL students but on a restricted range of topics.

Environmental Systems and Societies

Standard Level

This course is an Interdisciplinary Standard Level Subject (TSL) in Groups 3 and 4 and is not available at Higher Level

Core Content:	Systems and models; The Ecosystem (Structure, Abiotic and biotic components, Biomes, Functioning, Change and its measurement); Human population, carrying capacity and resource use (Population dynamics, Resources, Energy, Soil, Food, Water resources, Limits to growth and Environmental demands of human populations); Conservation and Biodiversity (Biodiversity in ecosystems, Evaluation and Conservation of biodiversity); Pollution Management (Nature of pollution, Detection and monitoring, Approaches to management, Eutrophication, Domestic waste, Depletion of ozone, Urban air pollution, acid deposition); Global warming (Causes, Consequences, Contrasting approaches); Environmental value systems
Option Topics:	None
Internal Assessment:	20% Practical and Fieldwork assignments
External Assessment:	80% Examination <ul style="list-style-type: none"> • Paper 1: Short answer and data analysis questions (30%) • Paper 2: Case study and two structured essay questions from a choice of four (50%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	1	10	21	28	26	12	3	<u>4.15</u>

Aims

In addition to the generic aims for Group 4, the aims of the Environmental Systems and Societies course are to:

- promote understanding of environmental processes at a variety of scales, from local to global
- provide a body of knowledge, methodologies and skills that can be used in the analysis of environmental issues at local and global levels
- enable students to apply the knowledge, methodologies and skills gained
- promote critical awareness of a diversity of cultural perspectives
- recognize the extent to which technology plays a role in both causing and solving environmental problems
- appreciate the value of local as well as international collaboration in resolving environmental problems
- appreciate that environmental issues may be controversial, and may provoke a variety of responses
- appreciate that human society is both directly and indirectly linked to the environment at a number of levels and at a variety of scales.

Comparison between this course and A Level

There is no direct comparison between Environmental Systems and Societies and an A Level specification. It is an Interdisciplinary Standard Level subject, offered at SL only.

The course is a challenging Standard Level course that is both scientifically and socially relevant. It is not a course for those disaffected with their study of the traditional sciences thus far but rather for those who want to bring their skills and knowledge learned at GCSE/IGCSE to the study of some of the most interesting and socially pertinent issues of our time. The course takes the conceptually challenging topics within ecology such as population dynamics and energetics and links them to those of physical geography at the levels of climatology, geology and pedology. Overlain is the careful examination of human impact on the biosphere; both the causes and the possible solutions, and the economic implications of them. Upon completion of the course individuals will be in a better position than most in their adult lives to make informed political decisions at both local and national levels.

Physics

Higher Level

Core Content:	Physics and physical measurement; Mechanics, Thermal physics, Oscillations and waves; Electric currents; Fields and forces; Atomic and Nuclear Physics; Energy, power and climate change; Motion in fields; Thermal physics; Wave phenomena; Electromagnetic induction; Quantum physics and nuclear physics; Digital technology.
Option Topics:	Two from: Astrophysics; Communications; Electromagnetic waves; Relativity; Medical physics; Particle physics.
Internal Assessment:	24% of Practical Work with a minimum requirement of 60 hours.
External Assessment:	76% Examinations <ul style="list-style-type: none"> • Paper 1: 40 multiple choice questions on the Core and Options (20%) • Paper 2: Structured and extended response questions on the Core and Options (36%) • Paper 3: Structured and extended response questions on two Options (20%)

May 2011 Results	1	2	3	4	5	6	7	<i>Mean</i>
% awarded grade	0	7	20	25	23	15	11	<u>4.50</u>

Comparison between this course and A Level

The IB Physics course covers fewer topics than those at A Level but those that are covered, are done in more detail than A Level. The main difference between the two comes in the style of questioning. Greater mathematical sophistication and accuracy are required by IB Physics; calculations are more extended and they often require algebraic skill not needed at A Level. The problem-solving is tougher and mathematical. Formal questions, which rely on algebraic skill as well as on an understanding of the Physics concepts, are common. We therefore believe that a student securing a 6 or better at IB Physics HL is a candidate who would gain an 'A' grade in the current A Level.

Since the A Level exam is modular, candidates can target revision on certain topics for certain papers. By virtue of the assessment structure, DP candidates cannot do this but must be in command of all the subject in each exam. Having said that, there is some choice of question and there are fewer specifically "synoptic" questions, demanding knowledge from more than one area, on the IB Physics exam. The style of the IB's course is more traditional and the exam papers reflect this.

All DP students are required to complete a Group 4 Project, during which they collaborate with other scientists from the full range of subjects. Throughout the programme, their personal skills, ability to work independently and awareness of wider ethical aspects of the subject are assessed.

Both IB Physics and A Level assess practical skills through coursework submitted for external moderation. The students complete several activities over the course which are written up formally. There is no practical exam.

Physics

Standard Level

Core Content:	Physics and physical measurement; Mechanics, Thermal physics, Oscillations and waves; Electric currents; Fields and forces; Atomic and Nuclear Physics; Energy, power and climate change.
Option Topics:	Two from Sight and wave phenomena; Quantum physics and nuclear physics; Digital technology; Relativity and particle physics; Astrophysics; Communications; Electromagnetic waves.
Internal Assessment:	24% of Practical Work with a minimum requirement of 40 hours.
External Assessment:	76% Examinations. <ul style="list-style-type: none"> • Paper 1: 30 multiple choice questions on the Core (20%) • Paper 2: Structured and extended response questions on the Core (32%) • Paper 3: Structured and extended response questions on two option topics (24%)

May 2011 Results	1	2	3	4	5	6	7	<i>Mean</i>
% awarded grade	1	11	27	24	18	11	8	<u>4.10</u>

Comparison between this course and A Level

The nature of IB Physics SL is different from AS Level. The IB Physics SL is often nearly as demanding conceptually as Higher Level, but there is less material. The AS course is very definitely a lower sixth course, the first half of A Level, whereas SL covers in two academic years the range of course topics. Thus we believe that those studying IB Physics SL get a much richer grounding in Physics than those studying AS, though there is no materials science in the IB's course.

Since the A Level exam is modular, candidates can target revision on certain topics for certain papers. By virtue of the assessment structure, DP candidates cannot do this but must be in command of all the subject in each exam. Having said that, there are fewer specifically synoptic questions, demanding knowledge from more than one area, on the IB's exam.

All DP students are required to complete a Group 4 Project, during which they collaborate with other scientists from the full range of subjects. Throughout the programme, their personal skills, ability to work independently and awareness of wider ethical aspects of the subject are assessed.

Both IB Physics and A Level assess practical skills through coursework submitted for external moderation. The students complete several activities over the course which are written up formally. There is no practical exam.

GROUP 5: Mathematics

Aims

The aims of all courses in Group 5 are:

- To appreciate the multicultural and historical perspectives of the subject
- To enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subject
- To develop logical, critical and creative thinking
- To develop students' understanding of the principles and nature of the subject
- To employ and refine students' powers of abstraction and generalization
- To develop patience and persistence in problem solving
- To appreciate the consequences arising from technological developments
- To transfer skills to alternative situations and to future developments
- To communicate clearly and confidently in a variety of contexts.

Overview

All students studying on the IB Diploma Programme must take a course in Mathematics. The different courses offered reflect the differing needs of students and we believe that it is right that the IB should offer all of the courses (Mathematical Studies, Mathematics SL, Mathematics HL and Further Mathematics SL), in order to meet those different needs.

Mathematical Studies SL	This course is available at SL only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.
Mathematics SL	This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.
Mathematics HL	This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics 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. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.
Further Mathematics SL	This course is available at SL only. Worldwide there is extremely limited availability of this subject in schools. It caters for students with a good background in mathematics who have attained a high degree of competence in a range of analytical and technical skills, and who display considerable interest in the subject. Most of these students will intend to study mathematics at university, either as a subject in its own right or as a major component of a related subject. The course is designed specifically to allow students to learn about a variety of branches of mathematics in depth and also to appreciate practical applications. This course is a complement to the Mathematics HL course in that it is constituted of the entire Options range of the Mathematics HL course. Where it is occasionally offered by schools, it thus caters for the most able section of the Mathematics HL constituency who are able to show a very high degree of mathematical flexibility.

Mathematics Higher Level

Core Content:	Algebra; Functions, Equations, Trigonometry, 2d and 3d Vectors, Matrices, Statistics and Probability, Calculus and Differential Equations; Complex numbers; Induction.
Option Topics:	One from (a) Further Statistics and Probability (b) Sets, Relations and Groups, (c) Series and Differential Equations (d) Discrete Mathematics.
Internal Assessment:	20% on one Investigation and one Modelling Piece.
External Assessment:	80% Terminal Examinations. <ul style="list-style-type: none"> • Paper 1: Section A – compulsory short response questions and Section B – compulsory extended response questions all based on the Core (15% + 15%) <i>No calculator allowed</i> • Paper 2: Section A – compulsory short response questions and Section B – compulsory extended response questions all based on the Core (15% + 15%) <i>Graphic display calculator (GDC) required</i> • Paper 3: extended response questions based mainly on the Options (20%) <i>Graphic display calculator (GDC) required</i>

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	1	9	17	26	25	15	7	<u>4.37</u>

Comparison between this course and A Level

Comparison is difficult, especially given the presence of options topics and the lack of Mechanics in the IB Mathematics courses. We would regard the content of IB Mathematics HL as significantly more than A level and, perhaps, similar to A level plus AS Further Maths. It is important to note that the option topics are predominantly constituted of undergraduate level topics.

The lack of applied mathematics compared with A level has been noted but both IB Physics HL and SL have a compulsory Mechanics component which covers much of the work from M1 and includes work from M2 and M3 also. The Mathematics HL Core covers almost all of the S1 and S2 syllabuses; most of the remainder and much of S3 are covered in the Statistics Option.

The main difference is in assessment. Each individual examination question can be, and often is, set on a wide range of ideas from across the syllabus, so students need to select the appropriate tool from their entire repertoire of skills. Therefore, this is not a course in which a weak student can be coached in techniques at the expense of understanding. The IB course and assessment also require confident use of a graphical calculator.

We feel that the IB examinations discriminate well at the top end 7/6/upper 5 grades. From our experience, a student with a mid-range 5 at IB HL would normally be capable of an A at A level, and a student with a 7 at IB HL is one of genuine insight and ability in the subject and is likely to be at least as strong – if not stronger – than an average A* Mathematics and Further Mathematics student.

Further Mathematics

Standard Level

This course is not available at Higher Level

Core Content:	Euclidean Geometry; Statistics and Probability; Sets, Relations and Groups; Series and Differential Equations; Discrete Mathematics. In addition, the syllabus states that 'proof forms a common thread throughout the five topics; contrapositive and proof by contradiction; and induction.'
Option Topics:	None.
Internal Assessment:	None.
External Assessment:	100% Examination <ul style="list-style-type: none"> • Paper 1: Four to six compulsory short-response questions based on the whole syllabus (35%) <i>Graphic display calculator (GDC) required</i> • Paper 2: Four to six compulsory extended-response questions based on the whole syllabus (65%) <i>Graphic display calculator (GDC) required</i>

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	13	16	7	16	19	15	15	<u>4.16</u>

Comparison between this course and A Level

The differences in structure make a comparison with Further Mathematics A Level very difficult to make.

The IB Further Mathematics SL course focuses on different branches of mathematics in order to encourage students to appreciate the diversity of the subject. Students are required to begin to form an overview of the characteristics that are common to all mathematical thinking, independent of topic or branch. The emphasis on proof is particularly challenging for students at this level.

The syllabus is the entire option range for IB Mathematics HL, with the addition of Euclidean Geometry. Examination questions are comparable in difficulty with those set on the four options in the IB Mathematics HL course. The challenge for students is to reach an equivalent level of understanding across these five topics; achieving this requires significant mathematical maturity.

It should be noted that very few schools worldwide offer Further Mathematics (in May 2011 there were 134 candidates worldwide). Many that do offer the subject require students to take it in addition to the regular Diploma – that is, as a *seventh* subject.

Mathematics

Standard Level

This course was formerly called Mathematical Methods

Core Content:	Algebra, Functions, Equations, Trigonometry, 2D and 3D Vectors, Matrices, Statistics and Probability, Differential and Integral Calculus.
Option Topics:	None.
Internal Assessment:	20% two portfolio assignments with one on mathematical investigation and one on mathematical modelling.
External Assessment:	80% Examination <ul style="list-style-type: none"> • Paper 1: approximately half the marks for 6/7 short questions and half for 3/4 long questions (40%) <i>No calculator allowed</i> • Paper 2: approximately half the marks for 6/7 short questions and half for 3/4 long questions (40%) <i>Graphic display calculator (GDC) required</i>

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	1	10	19	19	24	19	8	<u>4.44</u>

Comparison between this course and A Level

As with other IB Mathematics courses, Mechanics is not studied at all, as it is regarded as a branch of Physics. This combined with the differing nature of assessment makes comparison difficult, but we would regard IB Mathematics SL as being equal in difficulty to A Level Mathematics, whilst containing some 80-90% of the content.

A comparison between IB Mathematics SL and Edexcel modules C1-C4, S1, S2 shows that the A level requires a basic knowledge of the trapezium rule, circle equations, the remainder theorem, iterative methods, partial fractions, parameters, the Poisson distribution, continuous distributions, and significance testing, all outside the SL syllabus, but contains nothing on matrices, which is a major topic in SL.

Mathematical Studies

Standard Level

Core Content:	Number and Algebra; Sets, Logic and Probability, Functions, Geometry and Trigonometry, Statistics, Introductory Differential Calculus, Financial Mathematics
Option Topics:	None.
Internal Assessment:	20% on a Project involving the generation/collection, interpretation, analysis and evaluation of information and data
External Assessment:	80% Examination <ul style="list-style-type: none"> • Paper 1: 15 short questions (40%) <i>Graphic display calculator (GDC) required</i> • Paper 2: 5 extended response questions (40%) <i>Graphic display calculator (GDC) required</i>

May 2011 Results	1	2	3	4	5	6	7	<i>Mean</i>
% awarded grade	1	5	14	23	29	21	7	<u>4.66</u>

Comparison between this course and A Level

This is a mathematics course designed for those students not formally needing mathematics beyond the school level. A primary aim is to ensure that students retain, or if necessary develop, a solid understanding of those simple numerical and algebraic techniques which will be of use to them in future life, and the project element allows students to follow their own interests. A high degree of accuracy and fluency is required – as evidenced by the need to answer fifteen questions (no choice) from across the syllabus in ninety minutes for paper one.

Though some of the course is at high-GCSE level, several topics are found in A Level syllabuses. Arithmetic and geometric series, differential calculus, conditional probability, exponential functions, regression lines, correlation coefficients and chi-squared test for independence are found in A Level syllabuses. The study of truth-tables and logic is not found on GCSE or A Level syllabuses, but supports inferential reasoning across the curriculum. The IB Mathematical Studies SL course and exams also require confident use of advanced statistical and graphing functions on a graphical calculator for both papers.

With its emphasis on applications rather than on conceptual analysis, a comparison of grades with AS or A2 level is difficult; we believe that while the course is certainly no preparation for a technical subject at university, its breadth and selective depth make it an excellent support for non-technical subjects. Students emerging with a top grade in IB Mathematical Studies SL will have practised a range of skills far superior to one coming from a top GCSE grade. Conversely, those entering the course with a top GCSE grade need to work diligently to achieve a top IB Mathematical Studies grade.

GROUP 6: Arts

Overview

Through studying any of the Group 6 subjects, the Arts, students become aware of how artists work and communicate.

Aims

The aims of all subjects in Group 6 are to enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

Art History

Standard Level

School Based Syllabus; not available at Higher Level

Core Content:	Close study of the heritage of visual representation, ranging from painting, architecture, sculpture and the applied arts, including consideration of function and iconography, techniques and materials, training of painters, social and economic relationships of patronage, aesthetics, and social and political context.
Option Topics:	Two from the following: Art and architecture of Ancient Greece; Rome – republic and empire; The Middle Ages; Romanesque and Gothic art and architecture; The art of the Renaissance; The Baroque Age – Art and architecture of C17 Europe; The Age of Reason to Romanticism; Experiments in C19 and C20 century art
Internal Assessment:	32% on a guided coursework project (2,000 word illustrated cross-cultural investigation on a topic chosen by student)
External Assessment:	68% Examination <ul style="list-style-type: none"> • Paper 1: Two short answer questions on either topic studied based on picture sources from the eight topics (20%) • Paper 2: A choice of three extended response from five themed sections from a choice of two questions for each theme (48%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade	1	14	35	20	14	10	6	<u>3.87</u>

Aims

In addition to the generic aims for Group 6, the aims of the Art History course at SL are to

- develop visual awareness and understanding
- promote an interest in and critical understanding of the artistic production of human societies within their historical, political, social, economic and cultural contexts, as a means to enjoying and benefiting from our cultural heritage and fostering an understanding and sensitivity towards other cultures
- encourage an appreciation of Art History as a discipline, with an awareness of its various methods and interpretations.

Comparison between this course and A Level

A comparison between the courses is not possible as there are no schools offering both IB Art History SL and A Level.

IB Art History allows for the study of the rich heritage of visual arts produced by human societies. This production, ranging from painting, sculpture, architecture, design and applied arts, to costume and body art, has found expression in human cultures from the earliest times. The art historian is concerned with the formal appreciation of these works and the understanding of their meaning within the culture that produced them.

A wide range of study options are available, an extended essay task is undertaken on any appropriate topic and there is a close focus on the social, economic and political context of art.

Music

Higher and Standard Level

Core Content:	Musical perception and analysis paper, involving study of two prescribed works and the critical analysis of unprepared excerpts.
Option Topics:	Higher Level: Creating, solo performing. Standard Level: One of creating, solo performing or group performing.
Internal Assessment:	HL = 50% <ul style="list-style-type: none"> • Creating three pieces of coursework with recordings and written work (25%) • Solo performing with a recording selected from one or more public performances of 20 mins duration in total (25%) SL = 50% on one of: <ul style="list-style-type: none"> • Creating two pieces of coursework with recordings and written work • Solo performing with a recording selected from one or more public performances of 15 mins duration in total • Group performing with a recording selected from two or more public performances of 20-30 mins duration in total
External Assessment:	30% Examination <ul style="list-style-type: none"> • Paper 1: Prescribed works analysis and study of genre and style 20% Musical links investigation comparing two or more pieces from distinct musical cultures (maximum 2000 words)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - HL	0	2	18	28	34	14	4	<u>4.51</u>
% awarded grade - SL	0	2	19	36	28	14	1	<u>4.37</u>

SL results are the average of the three options mentioned above

Aims

In addition to the generic aims for Group 6, the aim of the Music course at SL and HL is to enable students to:

- develop their knowledge and potential as musicians, both personally and collaboratively.

Comparison between this course and A Level

A key difference between IB Music and A Level is that the former has no specific examination in harmony and counterpoint or in aural perception; however, it is possible to incorporate the study of such within the framework of the IB's course. IB Music does not contain a specific curriculum content, which A Level does, although it makes it clear in the scheme of assessment what it is required in the listening paper. It requires some knowledge of written music from 1500 to present day, and also non-Western music from around the world. There is also only the study of two set works in detail with IB Music rather than several set works in less detail. IB Music involves writing 25 minute critical responses on music which has not previously been specifically prepared or studied by the candidate whereas A Level asks similar questions on unprepared extracts within the context of the aural perception papers but from a prescribed area of study.

This all serves to make the IB Music course one which truly embraces a wide range of cultures and perspectives and encourages candidates to posit their own musical heritage within the international context. Equally, the freedom that this allows students and teachers to pursue areas of interest is of much benefit – indeed, it is an obligation, given the variety of what might be encountered in the examination.

Theatre

Higher and Standard Level

Core Content:	Theatre in the making; Theatre in the world; Theatre in performance; Journal studies.
Option Topics:	HL only: One from Devising practice; Exploring practice. SL only: Any independent aspect of interest in theatre
Internal Assessment:	50% on spoken, research and reflective tasks. <ul style="list-style-type: none"> Theatre performance and production presentation: An oral presentation of 30mins with 7-10 HL/5-7 SL images (25%) Portfolio of 3000 HL / 2000 SL on their independent project and its connection to experiences of the Core (25%)
External Assessment:	50% on research and written tasks. <ul style="list-style-type: none"> Research investigation: A 2000-2500 HL / 1500-1750 SL word study with supporting visual materials (25%) Practical performance proposal of 250 words with supporting visual materials and a report of 1000-1250 words (25%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - HL	0	2	16	32	28	17	7	<u>4.61</u>
% awarded grade - SL	0	2	10	31	33	17	6	<u>4.71</u>

Aims

In addition to the generic aims for Group 6, the aims of the Theatre course are to provide students with the opportunity to

- experience and participate in a wide and varied range of theatre activities and develop proficiency in more than one area of theatre technique
- become familiar with forms of theatre from their own and different cultures
- explore different theatre traditions in their historical contexts
- develop academic skills appropriate for the study and understanding of theatre
- become reflective and critical practitioners in theatre
- develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre
- understand the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form.

Comparison between this course and A Level

The IB Theatre course seeks to integrate practical approaches to performance with a study of important theatrical theories, texts and practices from a range of cultures and periods. At both HL and SL, students engage with a variety of production work, participating in a minimum of two productions in different capacities at HL and one at SL. In class they develop ensemble performance skills, have opportunities to direct, and learn to write informed critiques of live performances. Regular theatre visits are a key component of the course. A variety of World Theatre practices or traditions and play texts from different cultures are studied. The areas of study involved, the number of texts covered, and the emphasis on integrating theory and practice make the course directly comparable to A Level Drama and Theatre Studies, although HL students will invariably gain greater practical and non-performance experience, encounter a wider range of production roles, and have a broader sense of international theatre than A Level students. (At SL the course similarly extends beyond AS Level). The crucial difference from A Level lies in the more flexible and varied approach to the curriculum and methods of assessment, and we believe that a 7 at HL is significantly more difficult to attain than an 'A' grade at A Level Drama and Theatre Studies.

Visual Arts

Higher and Standard Level

Core Content:	Personal themes explored and expressed in an appropriate context.
Option Topics:	No prescribed content.
Internal Assessment:	Option A: 25-30 HL/15-20 SL A4-size copies of pages from the investigation workbook (40%) Option B: 8-12 HL/6-8 SL photographs representing the works produced for studio work (40%)
External Assessment:	Option A: 12-18 HL/8-12 photographs representing the works produced for studio work (60%) Option B: 30-40 HL/25-30 SL A4-size copies of pages from the investigation workbook (60%)

May 2011 Results	1	2	3	4	5	6	7	Mean
% awarded grade - HL	0	3	11	24	24	28	10	<u>4.90</u>
% awarded grade - SL	1	7	19	27	22	19	5	<u>4.39</u>

SL results are the average of the two options

Aims

In addition to the generic aims for Group 6, the aims of the Visual Arts course are to provide students with the opportunity to

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.

Comparison between this course and A Level

The IB Visual Arts course is part of a web of learning towards the explicit development of individual identity and abilities, whereas A Level offers stand alone specialist disciplines (e.g. graphic design) in addition to a general course.

IB Visual Arts has online training for examiners and relies on standardisation of work samples by senior examiners. At A Level, the work is assessed by a teacher-examiner and moderated by an external moderator with the student absent, in contrast, the IB sends an examiner to each school. One of the IB's requirements is that students exhibit their work at the end of the two year course and that they are interviewed in its presence. This is an opportunity for the examiner and others to peruse the studio work and the investigation workbooks as the total submission.

With A Level, the balance of marks favours research and development but the IB Visual Arts course favours studio work. Assessment criteria are therefore quite different. A Level can favour fine art disciplines like drawing, whereas the IB Visual Arts course is more open and inclusive of craft skills and personal visual vocabularies.

APPENDIX 1:

The UCAS and QCDA Tariffs

IB Diploma Points	UCAS Tariff Points For 2010 onwards	QCDA Tariff
24	260	825
25	282	858
26	304	896
27	326	924
28	348	957
29	370	990
30	392	1023
31	413	1056
32	435	1089
33	457	1122
34	479	1155
35	501	1188
36	523	1221
37	545	1254
38	567	1287
39	589	1320
40	611	1353
41	632	1386
42	654	1419
43	676	1452
44	698	1485
45	720	1518

Note that an A* at A2 level counts as 140 UCAS points and 300 QCDA points; an A-grade at A2-level counts as 120 UCAS points and 270 QCDA points.

Sources:

http://www.ucas.com/students/ucas_tariff/tariffables/

(accessed 1 December 2011)

Page 9 of http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000964/sfr31_2010.pdf

(accessed 1 December 2010)

It should be noted that the UCAS tariff is only sometimes adhered to by universities for A Level, the IB Diploma Programme or any other qualification that is benchmarked. However, it is certainly useful to inform the discussion of equivalence.

Both the UCAS and QCDA tariffs have been the subject of much controversy which cannot be resolved here; however, it is clear that both the UCAS tariff and the QCDA tariff recognise the value of the IB Diploma Programme.

While levels of conditional offers are rightly left to awarding institutions, we note that the UCAS tariff is based on wide consultation with expert groups of teachers of both systems, as well as detailed comparisons of syllabuses and exam papers. We believe that the QCDA tariff substantially undervalues the IB Diploma Programme at scores of more than 35 points. Aware that we may be perceived to be partial on this matter, we draw your attention to two specific observations to support this perspective.

Individual subject equivalences

The QCDA tariff (originally published by the QCDA's predecessor, QCA) is based on the assertion that "there was broad consistency in the findings to suggest that no great injustice would be done to either qualification if the grade A were aligned to 7 points and the grade E to 4" (QCA, 2004, p2). We believe that this is incorrect for two reasons. Firstly it contradicts the overwhelming experience of teachers who teach both courses, as outlined throughout this document. Secondly, it is impossible to square this assertion with the relative proportions of students attaining top grades in individual subjects. In Mathematics, English, Physics and Economics for example, the proportion of students attaining A grades (both A and A*) at A Level in 2011 was 44.7%, 22.3%, 33.0% and 35.2% (see Appendix 3) whereas the proportions of students attaining a "7" in the equivalent HL subject with the IB Diploma were 8%, 2%, 11% and 15% respectively (see the specific pages where each subject is described). While there is variation from subject to subject, the general pattern is clear, and this certainly suggests that equating a "7" with an "A" is not a fair equivalence.

The differing aims and methodologies of QCDA and UCAS in determining the tariff

The UCAS tariff aims to offer "comparisons between applicants with different types and volumes of achievement" (UCAS, 2006, p7). New qualifications are subject to careful scrutiny as explained here:

Tariff points are allocated to qualifications following a set of procedures devised by UCAS and the University of Oxford, Department of Education. A team of experts is convened and comprised of representatives from UCAS, universities and colleges. This team works to make collaborative professional judgements on how well specific qualifications help prepare students for higher education study. Qualifications are systematically compared against GCE Advanced levels to judge how attainment reflects the development of the knowledge, skills, attitudes and dispositions deemed important for progression into and success in higher education.

http://www.ucas.com/students/ucas_tariff/faqs/tariff/faq1

UCAS is thus concerned with the measurements made in order to provide access to Higher Education, and UCAS naturally values the academic skills developed by, for example, Theory of Knowledge and the Extended Essay. QCDA, on the other hand, naturally has a much wider perspective and is equally concerned with, for example, vocational qualifications as with academic ones; QCDA does not, therefore give as much credit to the academic nature of the IB Diploma Programme. In addition, QCDA must legitimately balance social and financial factors in addition to educational considerations. Their own documents state:

Perhaps the most important consideration in any proposed scale is its possible implications for centres. A scale that undervalues the IB would be unfair to centres who offer it – and would open the proposed scale to the charge of manipulation by the DfES. Conversely, any scale which gave the IB undue recognition could have the effect of driving centres to adopting it (or at least those which could afford it) and its expense could thus become a problematic issue for the Department).

(QCA, 2004 p3)

These differing aims are reflected in differing methodologies, and while a comparative review is beyond the scope of this document, we note two points:

- The QCDA tariff was based on data from 450 IB Diploma Programme students (QCA, 2004); the UCAS tariff was based on all May 2004 IB Diploma Programme students – some 25,000 students (UCAS, 2006).
- The UCAS methodology involved extensive consultation of Senior A Level Examiners, Senior IB Diploma Programme Examiners, Higher Education Representatives¹ and IB School Representatives (UCAS, 2006). The QCDA tariff appears to lack this basis in expert judgment. While there is a previous QCDA report which did involve experts from IB and A Level backgrounds (QCA, 2003), it is by its own admission a methodologically limited report which itself notes as one of its own limitations "the failure to address the nature of the IB Diploma as an umbrella qualification" (QCA, 2003 p13). As it is precisely this overarching value of the IB Diploma Programme that any tariff must address, the QCDA tariff cannot be soundly based on this report and appears to lack support from experts.

We strongly urge interested parties to examine two documents which explain matters in far more detail:

UCAS, 2006: http://www.ucas.com/documents/tariff/tariff_reports/ibreport.pdf

QCA, 2003: http://www.ofqual.gov.uk/files/alevels_vs_ib.pdf

Both sites are active at time of writing (1 December 2011).

¹ Dr Stephen Roser (Admissions Tutor, Department of Chemistry, University of Bath), Dr Anthony Hoare (Admissions tutor, School of Geographical Sciences, University of Bristol), Dr James Blowey (Department of Mathematical Sciences, University of Durham), Mr Hywel Davies (Head of Admissions & Recruitment, University of Aberystwyth), Ana Hidalgo-Kingston (Head of Admissions, Student Recruitment & Admissions Office, University of Sheffield), Ms Jane Minto (Director of Admissions, University of Oxford)

Recognition of Diploma Programme Courses

Previously, there was no formal recognition of those candidates who had been awarded Diploma Programme Course Results, although many institutions recognise the demanding study that such candidates undertake and rightly acknowledge their achievements:

IB Diploma Programme Courses Points	UCAS Tariff Points For Higher Level	UCAS Tariff Points For Standard Level
1	0	0
2	0	0
3	20	11
4	50	27
5	80	43
6	110	59
7	130	70

IB Core Points	UCAS Tariff Points
0	10
1	40
2	80
3	120

The individual Diploma Programme Courses are recognised at an equivalent level to those candidates who have completed the IB Diploma Programme successfully. Ergo, a Diploma candidate who studied 3 HL and 3 SL at grade 7, had completed a course in Theory of Knowledge and the Extended Essay with A grades in both, as well as the requirements for CAS, would be awarded 720 points and a Diploma – and the points for the individual Diploma Programme Courses and IB Core points are correspondingly $3HL (130 \times 3) + 3SL (70 \times 3) + Core (120) = 720$.

However, those candidates who are not Diploma candidates cannot be registered for Theory of Knowledge or the Extended Essay because of the IB Diploma Programme regulations. Nonetheless, many of these candidates will have been obliged by a school to attend Theory of Knowledge sessions and may have been required to complete an Extended Essay (especially if they are studying amongst a cohort that includes a high proportion of IB Diploma candidates): they are unable to be assessed formally. Ultimately, Diploma Programme Courses candidates are unable to be awarded the Core Points and are thus unable to access the tariff scores to recognise their involvement with Core studies. Therefore, the UCAS Tariff for IB Core Points is only applicable to those IB Diploma candidates who fail the IB Diploma.

References

Tariffs

Department for Education (DfE, 2010) *GCE/Applied GCE A/AS and equivalent examination results in England, 2009/10 (Provisional)*

Page 9 of http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000964/sfr31_2010.pdf

(accessed 1 December 2011)

University and Colleges Admissions Services (UCAS 2010) *The UCAS Tariff*

http://www.ucas.com/students/ucas_tariff/tariffables/

(accessed 1 December 2011)

Reports

Qualifications and Curriculum Authority (QCA 2003) *Report on Comparability between GCE and International Baccalaureate Examinations*

http://www.ofqual.gov.uk/files/alevels_vs_ib.pdf

(accessed 1 December 2011)

Qualifications and Curriculum Authority (QCA, 2004) *Annex 6 – IB Comparability and Inclusion in the Performance tables*

No longer available

University and Colleges Admissions Services (UCAS, 2006) *Expert Group Report for Awards Seeking Admission to the UCAS Tariff: The International Baccalaureate*

http://www.ucas.com/documents/tariff/tariff_reports/ibreport.pdf

(accessed 1 December 2011)

APPENDIX 2:

Diploma Points Distribution May 2011

These data include only those 41,506 candidates who were awarded a Diploma, which was 78.07% of all Diploma candidates.

IB Diploma Points	Number of Candidates	% achieving Diploma point score
24	1,254	2.36
25	1,745	3.28
26	2,254	4.24
27	2,778	5.22
28	3,211	6.04
29	3,317	6.24
30	3,316	6.24
31	3,164	5.95
32	3,064	5.76
33	2,828	5.32
34	2,550	4.80
35	2,284	4.30
36	2,085	3.92
37	1,768	3.33
38	1,519	2.86
39	1,260	2.37
40	1,053	1.98
41	739	1.39
42	563	1.06
43	389	0.73
44	240	0.45
45	125	0.24

Source: Statistical Bulletin (IBO 2011)

http://www.ibo.org/facts/statbulletin/dpstats/documents/Statisticalbulletin_May_2011.pdf (accessed 1 December 2011)

APPENDIX 3:

A Level Results by Subject 2011

SUBJECTS	PERCENTAGES BY GRADE						
	A*	A	B	C	D	E	U
Art and Design Subjects ¹	14.2	17.0	26.6	23.4	13.0	4.6	1.2
Biology	8.8	19.5	23.8	21.2	15.0	8.8	2.9
Business Studies	3.8	12.6	27.1	29.3	18.5	6.8	1.9
Chemistry	9.4	24.9	25.2	18.7	12.4	6.9	2.5
Classical Subjects ¹	10.8	28.2	28.1	19.4	9.6	2.9	1.0
Communication Studies	5.5	13.8	30.7	29.8	15.4	3.7	1.1
Computing	3.7	12.8	21.6	24.5	19.7	12.7	5.0
Critical Thinking	2.7	11.5	21.1	28.2	22.1	10.4	4.0
Design Technology	5.3	12.5	25.2	27.7	19.4	8.2	2.2
Drama	3.6	14.5	30.9	30.5	15.9	3.9	0.7
Economics	8.6	26.6	28.1	20.3	10.7	4.2	1.5
English ¹	7.1	15.2	27.1	29.2	16.6	4.2	0.6
French	7.7	32.4	29.3	18.0	8.7	3.0	0.9
General Studies	4.0	8.8	18.6	24.3	22.5	14.7	7.1
Geography	7.1	23.0	27.9	23.6	13.3	4.1	1.0
German	9.1	32.9	26.5	18.7	8.9	3.2	0.7
History	7.2	20.2	28.9	25.2	13.4	4.1	1.0
ICT	2.5	9.6	21.8	26.7	23.6	12.1	3.7
Irish	8.8	44.2	27.2	12.5	4.3	1.8	1.2
Law	4.7	13.7	23.6	25.1	19.5	9.8	3.6
Mathematics	17.8	26.9	21.7	15.4	10.2	5.6	2.4
Mathematics (Further)	27.5	30.2	21.3	10.5	5.8	3.0	1.7
Media/Film/TV Studies ¹	1.6	10.2	31.0	35.9	16.6	3.8	0.9
Music	4.2	14.8	24.9	26.3	19.6	8.3	1.9
Other Modern Languages ³	13.1	38.7	27.9	11.7	4.8	2.3	1.5
Performing/Expressive Arts	4.7	12.1	30.1	30.7	16.8	4.9	0.7
Physical Education	4.4	10.8	21.3	25.6	22.1	12.7	3.1
Physics	10.4	22.6	22.2	18.3	14.5	8.7	3.3
Political Studies	8.8	23.2	29.0	21.3	11.4	4.6	1.7
Psychology	4.3	13.9	25.1	26.4	18.5	8.9	2.9
Religious Studies	5.5	21.8	30.5	23.4	12.5	4.8	1.5
Sociology	4.8	14.6	26.4	27.2	17.9	7.0	2.1
Spanish	8.3	29.5	28.7	19.0	9.9	3.5	1.1
Welsh	4.0	15.7	26.3	31.4	15.9	5.1	1.6
All Other Subjects	3.7	14.0	24.0	25.0	19.2	10.1	4.0
All Subjects	8.2	18.8	25.6	23.6	15.1	6.5	2.2

- 1 These titles cover a range of related subjects
- 2 Science includes all science subjects except Biology, Chemistry and Physics
- 3 Other Modern Languages includes all languages except French, German, Irish, Spanish and Welsh
- 4 Welsh includes Welsh (First Language) and Welsh (Second Language)

Source:
<http://www.jcq.org.uk/attachments/published/1575/JCQ%20RESULTS%2018-08-11.pdf>
 (accessed 1 December 2011)

APPENDIX 4:

IB Diploma Grade Inflation Analysis

We believe that the data below shows that the IB Diploma has not suffered from grade inflation.

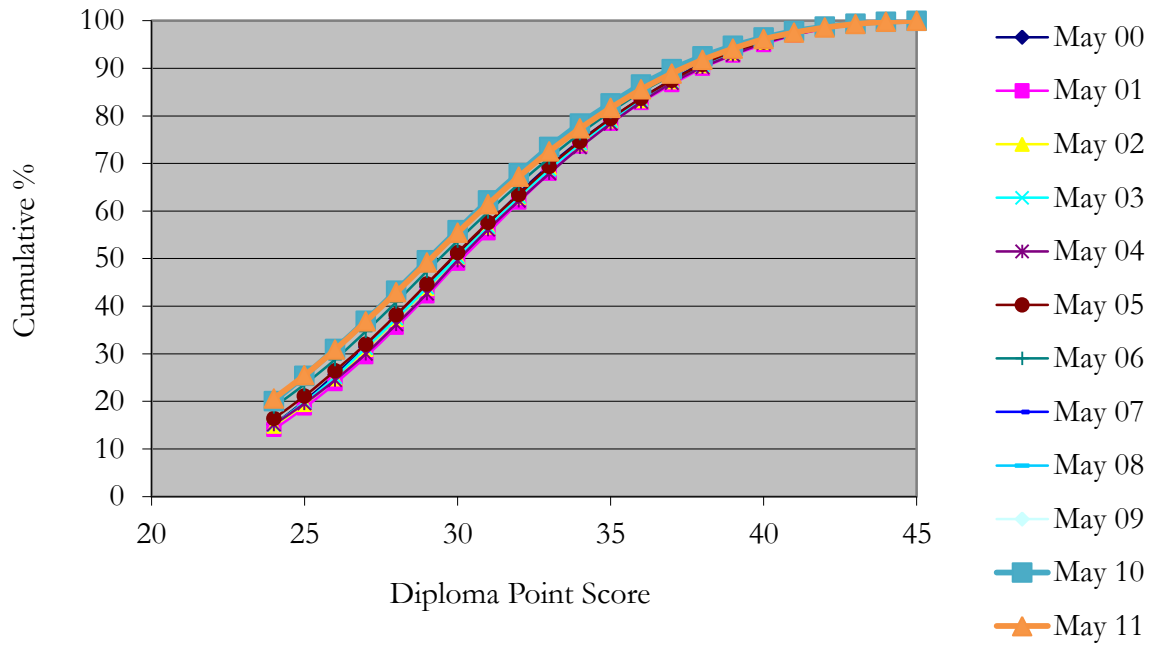
Mean score per examination session	May 2002	May 2003	May 2004	May 2005	May 2006	May 2007	May 2008	May 2009	May 2010	May 2011
	30.29	30.26	30.41	30.09	29.89	29.56	29.57	29.51	29.55	29.61

Mean grade per examination session	May 2002	May 2003	May 2004	May 2005	May 2006	May 2007	May 2008	May 2009	May 2010	May 2011
	4.82	4.81	4.82	4.78	4.74	4.68	4.69	4.66	4.65	4.66

Pass rate (%)per examination session	May 2002	May 2003	May 2004	May 2005	May 2006	May 2007	May 2008	May 2009	May 2010	May 2011
	82.37	81.99	83.07	81.40	80.35	78.78	79.02	78.71	78.06	77.99

DP Point Total	Cumulative % Achieving Diploma Points Total											
	May 2000	May 2001	May 2002	May 2003	May 2004	May 2005	May 2006	May 2007	May 2008	May 2009	May 2010	May 2011
24	15.13	14.12	14.83	15.10	15.12	16.41	18.84	20.47	20.25	20.76	20.06	20.62
25	20.07	18.66	19.40	19.81	19.55	21.11	23.56	25.46	25.29	25.82	25.35	25.47
26	25.64	23.75	24.79	25.12	24.50	26.46	28.81	31.08	31.06	31.27	31.05	30.86
27	31.42	29.39	30.95	31.22	29.99	32.06	34.70	37.16	37.13	37.24	36.97	36.79
28	37.47	35.62	37.31	37.40	36.20	38.22	40.88	43.22	43.45	43.58	43.28	42.91
29	44.09	42.16	43.76	43.92	42.65	44.71	47.37	49.50	49.78	49.87	49.66	49.19
30	50.76	49.06	50.32	50.30	49.62	51.30	53.72	56.00	56.19	56.18	56.00	55.48
31	57.27	55.43	56.69	56.63	56.13	57.60	59.82	62.03	62.34	62.12	62.23	61.45
32	63.73	61.89	62.89	62.97	62.17	63.46	65.70	67.64	68.08	67.99	67.98	67.23
33	69.60	67.98	69.09	68.71	67.93	69.38	71.17	73.04	73.36	73.41	73.49	72.56
34	74.79	73.70	74.12	74.19	73.39	74.61	76.29	77.78	78.04	78.30	78.40	77.36
35	79.42	78.44	78.98	78.90	78.38	79.44	80.86	82.23	82.23	82.53	82.63	81.67
36	83.70	82.84	83.26	83.32	82.95	83.74	85.01	86.14	86.00	86.35	86.58	85.59
37	87.61	86.62	87.18	87.16	86.93	87.49	88.52	89.42	89.23	89.59	89.83	88.92
38	90.96	90.04	90.57	90.66	90.23	90.87	91.50	92.26	92.15	92.27	92.50	91.78
39	93.37	92.79	93.26	93.31	92.88	93.54	93.99	94.60	94.56	94.51	94.72	94.15
40	95.55	95.02	95.47	95.50	95.31	95.53	95.75	96.38	96.46	96.32	96.47	96.13
41	97.15	97.01	97.31	97.17	97.00	97.27	97.31	97.75	97.85	97.66	97.84	97.52
42	98.45	98.26	98.53	98.49	98.42	98.53	98.48	98.71	98.79	98.70	98.76	98.58
43	99.26	99.23	99.30	99.33	99.29	99.33	99.29	99.40	99.45	99.43	99.40	99.31
44	99.81	99.77	99.79	99.78	99.79	99.76	99.72	99.82	99.82	99.81	99.80	99.76
45	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Cumulative % Diploma Points 2000 - 2011



Sources:
Statistical Bulletins (IBO 2000 – 2011)