

# New DP Mathematics Models for Structuring

There are numerous ways of structuring the Diploma Programme mathematics courses. This allows schools to consider what will work in their own context and adopt the model which best suits their needs. Below are three models the IB suggests. Could they work in your school?

## MODEL 1 - FOUR SEPARATE CLASSES

All four courses can be taught separately throughout the two years of the Diploma Programme.

<b>Course 1</b>	Mathematics: analysis and approaches HL
<b>Course 2</b>	Mathematics: analysis and approaches SL
<b>Course 3</b>	Mathematics: applications and interpretation HL
<b>Course 4</b>	Mathematics: applications and interpretation SL



## MODEL 2 - COMBINED HL/SL CLASSES

Both SL courses are taught as a subset of lessons of their respective HL courses. This means that for every 8 scheduled lessons, SL students are present for 5 alongside HL students. HL students have an additional 3 lessons on their own. This model allows for both subjects to be offered at SL and HL using two (or more) teachers.

<b>Course 1</b>	Mathematics: analysis and approaches HL
	Mathematics: analysis and approaches SL
<b>Course 2</b>	Mathematics: analysis and approaches HL
	Mathematics: applications and interpretation HL
	Mathematics: applications and interpretation SL
	Mathematics: applications and interpretation HL

## MODEL 3 - COMBINATION OF MODELS 1 & 2

For a school that may have three DP Mathematics teachers, Mathematics: applications and interpretation is offered with SL and HL being taught separately throughout the two years, and Mathematics: analysis and approaches is taught as a combined class over two years.

<b>Course 1</b>	Mathematics: applications and interpretation HL
<b>Course 2</b>	Mathematics: applications and interpretation SL
<b>Course 3</b>	Mathematics: analysis and approaches HL
	Mathematics: analysis and approaches SL
	Mathematics: analysis and approaches HL

