



THE CODRINGTON SCHOOL
THE INTERNATIONAL SCHOOL OF BARBADOS



DP SUBJECTS GUIDE

DP CLASS OF 2028



The International Baccalaureate (IB) Diploma Programme (DP) first began in 1968 as a course for students aged 16-19 living away from their home country to have the foundations to be able to pursue a university education. Since then, the IB have created three more programmes: the Primary Years Programme (PYP) for 3-11 year olds, the Middle Years Programme (MYP) for 11-16 year olds and an alternative vocational programme for 16-19 year olds called the Career Related Programme (CP).



These programmes are now studied in 5,700 schools in 160 countries (IB, 2023) but, to allow access to a wide range of students from different circumstances, there is no requirement to study all of the programmes. This means many students enter the DP without prior experience of an IB programme.

PATHWAYS

There are two routes for students studying the Diploma Programme:

Full Diploma

In order for students to be eligible for the full diploma, they need to study 6 subjects, 3 at Higher Level (HL) and 3 at Standard Level (SL). Students must study:

One Group 1 and one Group 2 subject, **or** two Group 1 subjects
One subject from **each** of Groups 3, 4 and 5

One Group 6 subject **or** an additional Group 1, 2, 3 or 4

All Core subjects: Theory of Knowledge (ToK), Extended Essay (EE) and Creativity, Activity and Service (CAS)

Students who study two Group 1 subjects will be eligible for the Bilingual Diploma.

Course Certificates

This pathway provides students with individual subject qualifications and offers greater flexibility of subject choice. Through this option, students do not have to study any particular combination of subjects or levels. However, The Codrington School minimum requirement is:

- English Literature SL
- Maths A&I SL
- 3 other subjects at SL
- Creativity, Activity and Service.

To find out more about university recognition and requirements, check with the individual institutions or consult the IB's Recognition Database at ibo.org/university-admission

SUBJECT CHOICES

The following subjects are available at TCS.*

(subject to adjustment, based on class numbers)

Those in blue are available online via Pamoja for an additional cost.

Group 1: Language and Literature	HL English Literature	SL English Literature	SL Literature SSST*		
Group 2: Language Acquisition	HL Spanish B	SL Spanish B	SL Spanish Ab Initio	HL French B	SL French B
	SL French Ab Initio	SL Mandarin Ab Initio			
Group 3: Individuals and Societies	HL History	SL History	HL Business Management	SL Business Management	SL Philosophy
	HL Economics	HL Environmental Systems and Societies^	SL Environmental Systems and Societies^	HL Psychology	SL Psychology
	SL Economics				
Group 4: Sciences	HL Design Technology	SL Design Technology	HL Environmental Systems and Societies^	SL Environmental Systems and Societies^	HL Biology SL Biology
Group 5: Maths	HL Analysis & Approaches	SL Analysis & Approaches	SL Application & Interpretation		
Group 6: Arts	HL Visual Arts	SL Visual Arts			

*SSST: School-Supported Self Taught - Only students who are native speakers of a language other than English are eligible to select this option. The course follows the same structure as English A: Literature.

^ Environmental Systems and Societies can be selected in Group 3, Group 4 or both. If selected as both, students who wish to pursue the full diploma need to ensure they meet the other requirements.

SCHEDULING

Where possible, we try to meet student requests for subject combinations. However, this is not always practicable. Below are example schedules for DP students:

Full Diploma:

	Monday	Tuesday	Wednesday	Thursday	Friday
	Form Time				
Period 1	HL English Literature	SL A&A	HL French	HL History	HL French
Period 2	SL Visual Arts	SL Visual Arts	HL History	HL English Literature	Theory of Knowledge
Break					
Period 3		HL French			HL Biology
Period 4	HL French	HL History	SL Visual Arts	Theory of Knowledge	SL A&A
Lunch					
Period 5	SL A&A	HL English Literature	HL Biology	HL Biology	
Period 6	HL History	HL Biology	SL A&A	SL Visual Arts	HL English Literature

Course Certificate:

	Monday	Tuesday	Wednesday	Thursday	Friday
	Form Time				
Period 1	HL English Literature	SL A&A		SL History	
Period 2	SL Visual Arts	SL Visual Arts	SL History	HL English Literature	
Break					
Period 3					SL Biology
Period 4		SL History	SL Visual Arts		SL A&A
Lunch					
Period 5	SL A&A	HL English Literature	SL Biology	SL Biology	
Period 6	SL History	SL Biology	SL A&A	SL Visual Arts	HL English Literature

During the periods where students do not have a scheduled class, they may be required to attend a supervised study period.

Group 1: LITERATURE



I. Course descriptions and Aims:

The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances.

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

SL students are required to study 7 works, while HL students are required to study 10.

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

II. Curriculum Model Overview

Readers, writers and texts

Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study.

Time and space

Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large.

Intertextuality: Connecting texts

Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons.

Group 2:



LANGUAGE ACQUISITION

I. Course Aims:

Language acquisition consists of two modern language courses—language ab initio and language B. The two modern language courses—language ab initio and language B—develop students' linguistic abilities through the development of receptive, productive and interactive skills.

The following aims are common to both language ab initio and language B.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

II. Curriculum Model Overview

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- 1 Identities
- 2 Experiences
- 3 Human ingenuity
- 4 Social organization
- 5 Sharing the planet

AB INITIO



I. Course descriptions:

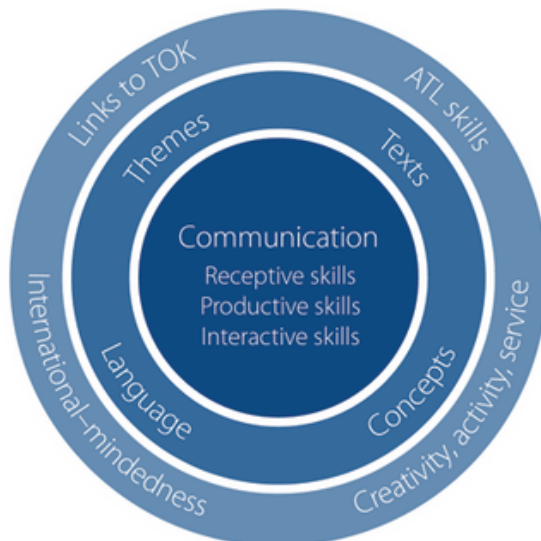
Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Receptive: Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive: Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.



LANGUAGE B



I. Course descriptions:

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

Receptive skills: Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication.

Group 3:

INDIVIDUALS AND SOCIETIES

BUSINESS MANAGEMENT

I. Course descriptions and Aims:

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts—creativity, change, ethics and sustainability—this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

The aims of the business management course at SL and HL are to enable students to:

1. develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
2. foster an informed understanding of ethical and sustainable business practices
3. explore the connections between individuals, businesses and society
4. engage with decision-making as a process and a skill.

II. Curriculum Model Overview

- Introduction to business management
- Human resource management
- Finance and accounts
- Marketing
- Operations management



ECONOMICS



I. Course descriptions and Aims:

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices through the use of models and theories. The Diploma Programme (DP) economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of the following six real-world issues which are posed as economic questions:

Economic theory suggests that the material well-being of societies is related to the quantity of goods and services that are available to that society. As a result, economic growth and increased efficiency have become prominent goals. However, there are two important global economic issues related to these goals and the choices made by economic agents. These are the ways in which economic activity impacts the environment, and the challenges facing the world in terms of fair access to resources, goods and services. When exploring these significant global issues, sustainability and equity become key concepts for DP economics students to understand.

The aims of the economics course at SL and HL are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

II. Curriculum Model Overview

- Introduction to economics
- Microeconomics
- Macroeconomics
- The Global Economy

HISTORY



I. Course descriptions and Aims:

History is a dynamic, evidence-based, interpretive discipline that engages with the past. DP history is one of the courses in the academic area of individuals and societies.

The overarching emphasis of the DP history course is to help students develop as practitioners of history. This means engaging students in different forms of historical inquiry. The course allows students to explore the past through a variety of contexts, concepts, content and skills. In this interpretive discipline, students will engage with diverse perspectives and evidence to reach their own judgements.

The DP history course is grounded in a variety of global, regional and national themes, and allows for a mixture of comparative, thematic and in-depth studies. It provides a balance of structure and flexibility, enabling the course to be implemented in a wide range of contexts.

History is both an academic discipline and a part of the everyday, lived experience of all students. History informs identity, culture, society, politics, and the relationships between individuals and communities. Through the course, students will develop an understanding and appreciation of history in all these dimensions.

N.B: No prior study of History is needed to undertake the History DP course.

The aims of the DP History Course is as follows:

- inquire into the past through historical contexts, concepts, content and skills
- investigate historical events, issues and topics
- explore and evaluate diverse historical perspectives and arguments
- examine diverse historical identities and experiences.

II. Curriculum Model Overview

- Norse Exploration (982 - 1020 CE)
- Aztec Empire (1428 - 1469 CE)
- Hitler in Germany
- Castro in Cuba
- Nasser in Egypt
- Peron in Argentina
- The Americas during the Cold War (1945-1991)
- Social movements in the Americas (1945 - 2020)

PHILOSOPHY



I. Course descriptions and Aims:

Philosophy is a systematic critical inquiry into stimulating and challenging questions such as: What does it mean to be human? What is meant when something is said to be right or wrong? What are the principles on which knowledge is constructed? What is the relationship between justice, freedom and equality? These questions arise out of everyday experiences and the practice of philosophy deepens and clarifies the understanding of these questions, as well as possible responses.

Studying philosophy encourages students to recognize that humans have been asking and answering these kinds of questions throughout history. It encourages them “to appreciate that this conversation across time and across cultures is important and—crucially—that they can and should join in. But they should do so with some humility and respect, building on what has been thought and said before.” (Gardner, 2018). It also develops highly transferable skills such as the ability to formulate arguments clearly, make reasoned judgements and evaluate highly complex and multifaceted issues.

The overarching emphasis of the DP philosophy course is on students “doing philosophy”, that is, on actively engaging students in philosophical activity. This means that a key focus of the course is on encouraging students to explore complex philosophical concepts and questions in a curious and critical way, articulating their own views on the issues they encounter and developing their own philosophical voice. Each area of the course provides students with an opportunity to explore a diverse range of different philosophical concepts, issues and arguments. Having the shared underlying focus on “doing philosophy” helps to give the course unity and coherence, providing a common approach that applies to all of the different elements of the course.

The aims of the philosophy course are to engage students in philosophical activity, enabling them to:

- explore philosophical concepts and issues in an inquiring and intellectually curious way
- articulate their own views, ideas and arguments
- reflect critically on their own experiences and perspectives
- be open to and learn from the thinking of others
- appreciate the diversity of perspectives, traditions and approaches within philosophical thinking
- apply their philosophical knowledge and skills to the world around them.

II. Curriculum Model Overview

Core theme: Being human

Optional themes (SL study one, HL study two)

- Aesthetics
- Epistemology
- Ethics
- Philosophy of religion
- Philosophy of science
- Political philosophy
- Social philosophy

Studying a prescribed text.

*This course is offered only through Pamoja

PSYCHOLOGY



I. Course descriptions and Aims:

Psychology is the scientific study of human and animal cognition and behaviour with the goal of solving problems and increasing the quality of life for individuals and their communities. Psychologists attempt to describe, explain, predict and change behaviour by observing humans, forming hypotheses and theories regarding behaviour and testing them empirically. However, psychology is also a human science and looks for the meaning behind human behaviour through conversations and inquiry.

In the DP psychology course, students will develop knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They acquire the ability to seek fresh information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

Psychological literacy includes:

- understanding basic concepts and principles of psychology
- understanding scientific research process
- having problem-solving skills
- applying psychological principles to personal, social or organizational problems
- acting ethically
- thinking critically
- communicating well in different contexts
- having cultural competence and respecting diversity
- having self-awareness.

The aims of the psychology course at SL and HL are to:

- develop knowledge and understanding of psychological concepts, content and contexts, including models and theories
- think critically and creatively about behaviour and cognitive processes
- engage with problems facing individuals, groups and societies using psychological understanding and skills.

II. Curriculum Model Overview

- Integrating concepts and content in the understanding of contexts
- Class practicals
- The role of culture, motivation and technology in shaping human behaviour (HL)
- Data analysis and interpretation (HL)

*This course is offered only through Pamoja

Group 4: SCIENCES



BIOLOGY

I. Course descriptions and Aims:

The word “biology” was introduced by German naturalist Gottfried Reinhold in 1802. Since then, our understanding of living organisms has expanded considerably with the advent of techniques and technologies such as imaging and molecular sequencing methods. Of all the sciences, biology is a study that takes more of a pragmatic view than a theoretical approach.

The study of life makes progress through not only advances in techniques, but also pattern recognition, controlled experiments and collaboration between scientists. Unifying themes provide frameworks for interpretation and help us make sense of the living world: Form and function, Unity and diversity, Continuity and change, and Interaction and interdependence are four of the themes around which this biology syllabus is constructed, although other frameworks are possible.

The scale of life in biology ranges from the molecules and cells of organisms to ecosystems and the biosphere. This way of considering complex systems as simpler components—an approach known as reductionism—makes systems more manageable to study. It is the foundation of controlled experiments and has thus enabled major discoveries, but it provides an incomplete view of life. At each level of biological organization, different properties exist. Living systems are based on interactions, interdependence and integration of components between all levels of biological organization.

A student of biology should gain not only a conceptual understanding of the subject, but also an awareness of how biologists construct knowledge claims and the limitations of these methods.

The course enables students, through the overarching theme of the nature of science, to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

II. Curriculum Model Overview

- Unit and diversity
- Form and function
- Interaction and interdependence
- Continuity and change

DESIGN TECHNOLOGY



I. Course descriptions and Aims:

Inquiry and problem-solving are at the heart of this subject. Diploma Programme (DP) design technology requires the use of the design process as a tool that provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the proposed solution. In DP design technology, a solution can be defined as a model, prototype, product or system that students have developed independently.

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; and how we work and live.

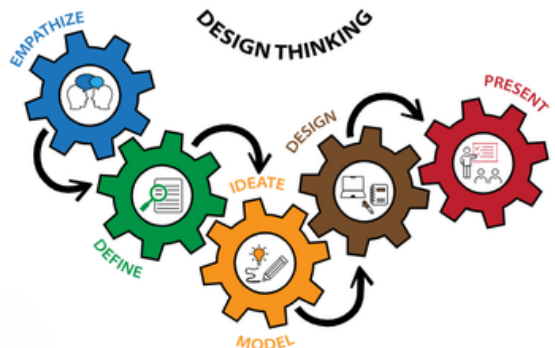
Materials were used to provide useful and decorative artefacts long before there was an understanding of why materials had different properties that could be used for different purposes. In the modern world, the reverse is the case, and designers need to have an understanding of the possibilities offered by science to realize the full potential of what they can design in terms of new technologies, products and systems.

The course aims to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject and to other Diploma Programme (DP) sciences subjects
2. acquire and apply a body of knowledge, methods, process, tools and techniques that characterize design technology
3. develop the ability to analyse, evaluate and synthesize information and claims relating to technological systems
4. develop the ability to approach unfamiliar situations and wicked problems with creativity and resilience
5. design, model and implement solutions to local and global problems to meet the requirements of clients, users and systems
6. develop an appreciation of the possibilities and limitations of design, technology and engineering systems
7. develop the ability to evaluate the impact of products and technologies on a range of stakeholders
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of design technology
10. develop an understanding of the role of the designer when engaging with changing products, processes, systems and technologies.

II. Curriculum Model Overview

- Design in theory
- Design in practice
- Design in context
- Design project



ENVIRONMENTAL SYSTEMS AND SOCIETIES

I. Course descriptions and Aims:

Environmental systems and societies (ESS) is a dynamic interdisciplinary subject that takes 21st-century challenges and socio-environmental real-world issues and looks at them through the lens of human societies and the interrelationships of the natural world: biosphere, atmosphere, hydrosphere and lithosphere. Students explore how these relationships change over time and space, consider the potential adaptations and mitigations that human societies and the natural world may currently be undergoing, and how these could impact the future and our place in it.

Various disciplines from the sciences and social sciences come together in ESS. These include, but are not limited to, ecology, economics, chemistry, geography, design, psychology, physics, law, philosophy, anthropology and sociology. The particular knowledge, concepts, skills and approaches from these disciplines are combined to enable ESS to be studied from a unique and integrated perspective.

The course is firmly grounded in both the scientific exploration of environmental systems in terms of their structure and function, and in the exploration of cultural, economic, ethical, political and legal interactions of societies with environment and sustainability issues. Consequently, ESS requires its students to develop a diverse set of skills, knowledge and understandings.

The interdisciplinary nature of the course means students gain a holistic understanding from the various topics studied; they undertake research and investigations, and participate in philosophical, ethical and pragmatic discussions about the issues involved, from the local to the global level.

Environmental systems and societies (ESS) aims to empower and equip students to:

1. develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
2. develop knowledge of diverse perspectives to address issues of sustainability
3. engage and evaluate the tensions around environmental issues using critical thinking
4. develop a systems approach to provide a holistic lens for the exploration of environmental issues
5. be inspired to engage in environmental issues across local and global contexts.

II. Curriculum Model Overview

- Foundation (perspectives, systems, sustainability)
- Ecology
- Biodiversity and conservation
- Water
- Land
- Atmosphere and climate change
- Natural resources
- Human populations and urban systems
- Environmental law (HL)
- Environmental economics (HL)
- Environmental ethics (HL)



*This can count for a Group 3 or a Group 4 subject

Group 5: MATHEMATICS

Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects. Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty. These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked.

Mathematics is driven by abstract concepts and generalization. This mathematics is drawn out of ideas, and develops through linking these ideas and developing new ones. These mathematical ideas may have no immediate practical application. Doing such mathematics is about digging deeper to increase mathematical knowledge and truth. The new knowledge is presented in the form of theorems that have been built from axioms and logical mathematical arguments and a theorem is only accepted as true when it has been proven. The body of knowledge that makes up mathematics is not fixed; it has grown during human history and is growing at an increasing rate.

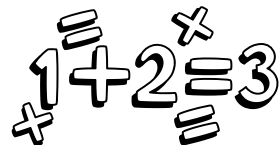
The two mathematics courses available to Diploma Programme (DP) students express both the differences that exist in mathematics described above and the connections between them. These two courses might approach mathematics from different perspectives, but they are connected by the same mathematical body of knowledge, ways of thinking and approaches to problems. The differences in the courses may also be related to the types of tools, for instance technology, that are used to solve abstract or practical problems. The next section will describe in more detail the two available courses.

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics.

II. Curriculum Model Overview (both)

- Number and algebra
- Functions
- Geometry and trigonometry
- Statistics and probability
- Calculus



Group 6: THE ARTS



VISUAL ARTS

I. Course descriptions and Aims:

Students engage in creative practices and processes, and learn art-making as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry that explore and solve open-ended challenges relevant to them.

As practicing artists, students experiment with a variety of art-making forms and creative strategies, investigate and connect with past and contemporary artworks, and engage with the world and other people's diverse perspectives. By curating, sharing and exhibiting their artworks, students communicate with a variety of audiences. Inquiry and choice are at the heart of this course, allowing students to pursue their artistic intentions and to create with curiosity, empathy and resilience.

The course fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. Students learn that by making art they are empowered to engage, transform and emerge, both as individuals and as members of a community. These positive and creative approaches will stay with students after they complete the course, enriching any of their future pursuits.

The visual arts course empowers students to become creative and critical. It encourages them to engage with the world through individual and shared experiences, imagination and action.

In addition, the visual arts course aims to enable students to:

- appreciate that art-making enhances knowledge, develops understanding and transforms ways of being
- employ curiosity, creativity and dialogue to more openly engage with the self, the world and others
- draw on art-making and artworks for their own, and their communities', well-being and flourishing.

In this visual arts course students learn how to create, communicate and connect as artists.

II. Curriculum Model Overview

Create

Teachers introduce a variety of forms and create strategies.

Students generate ideas from investigation and observation

Connect

Teachers introduce investigative artworks from different times and contexts. Students consider the relationships between artwork, artist and audience

Communicate

Teachers introduce methods of visual and written presentation, and create opportunities for dialogue and critique. Students learn how to curate, share and situate their artwork.



THE CORE

CREATIVITY, ACTIVITY AND SERVICE (CAS)



I. Course descriptions and Aims:

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP. CAS is organized around the three strands of creativity, activity and service defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives.

CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The course fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. Students learn that by making art they are empowered to engage, transform and emerge, both as individuals and as members of a community. These positive and creative approaches will stay with students after they complete the course, enriching any of their future pursuits.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed.



THEORY OF KNOWLEDGE (TOK)

I. Course descriptions and Aims:

The TOK course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know.

TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them. It is intended that through this holistic approach, discussions in one area will help to enrich and deepen discussions in other areas. Students are encouraged to examine the evidence for claims and to consider, for example, how we distinguish fact from opinion, or how we evaluate the credibility of claims that we are exposed to in the media. They explore different methods and tools of inquiry and try to establish what it is about them that makes them effective, as well as considering their limitations.

The following 12 concepts have particular prominence within, and thread throughout, the TOK course: **evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility**. Exploration of the relationship between knowledge and these concepts can help students to deepen their understanding, as well as facilitating the transfer of their learning to new and different contexts.

The aims of the TOK course are:

- to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

Core theme: Knowledge and the knower

Optional themes (students study two of the five)

- knowledge and technology
- knowledge and language
- knowledge and politics
- knowledge and religion
- knowledge and indigenous societies

EXTENDED ESSAY (EE)



I. Course descriptions and Aims:

The extended essay is an in-depth study of a focused topic, undertaken either through a subject-focused approach or an interdisciplinary approach combining two DP subjects. Students choose from the list of available DP subjects for the examination session in question. This is normally one of the student's six selected subjects (or two in the case of the interdisciplinary pathway) for those taking the IB diploma, or a subject that a course student has a background in.

The extended essay is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school).

Students produce a significant piece of appropriately presented and structured writing, in which ideas and findings are communicated in a coherent, reasoned manner, appropriate to the subject(s) chosen.

Students must attend three reflection sessions with their supervisor. The third session is a short, concluding interview, or viva voce, that follows the completion of their extended essay. An assessment of this reflection is made under criterion E using the reflection and progress form (RPF).

The extended essay, whether subject-focused or interdisciplinary, is assessed against common criteria.

The aims of the extended essay are to enable students to:

1. experience the excitement of intellectual exploration
2. engage in student-led academic research on a topic of personal interest
3. develop skills in research, thinking, self-management and communication
4. reflect on the learning experience of doing an extended essay.

Key features of the extended essay:

- The extended essay is compulsory for all students taking the DP and is an option for course students.
- The extended essay is a piece of independent research and writing on a topic chosen by the student in consultation with a designated supervisor in the school.
- The extended essay is presented as a formal piece of academic writing containing no more than 4,000 words accompanied by a reflective statement of no more than 500 words.
- The essay is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be three to five hours long, which includes three mandatory reflection sessions; the third and final reflection session is the viva voce, a concluding interview with the supervisor.
- The extended essay process helps to prepare students for the research-driven environment of university or college.

N.B: The extended essay is externally assessed and, in combination with the grade for theory of knowledge (TOK), contributes up to three points to the total score for the IB diploma. A student must achieve a D grade or higher for the extended essay to be awarded the diploma.



Pamoja

online courses

Pamoja is the only provider approved by the International Baccalaureate Organization to teach courses online for the IB Diploma and the IB Career-related Programmes. Courses are available to students taking the Diploma or the Career-related Programme at an IB World School.



Teacher Supported

We recruit experienced teachers and train them in online learning methodologies. Student engagement and activities are tracked by Pamoja teachers to provide support when needed.



Progress Monitoring

Schools designate a member of staff, known as a Site-based Coordinator, to be the first point of contact to keep track of student progress.



Integrated

Students use ManageBac to access their course material and their teachers, and interact with students from around the world.



We recognise that success beyond school depends on more than just academics. With a combination of live lessons, one-to-one sessions and collaborative projects, our students have opportunities to develop their personal and social skills as they prepare to transition into early adulthood.



ENTRY REQUIREMENTS

MYP Students

- Successfully complete the School's "CAS Junior" requirements.
- Graduate from MYP with either an MYP Certificate or MYP Honours Certificate
- For HL subjects, achieve a 6 or above in said subjects at the end of MYP5
- For SL subjects, achieve a 5 or above in said subjects at the end of MYP5.

External Candidates

- Achieve at least grade 2 CSEC or 6 at GCSE in the subjects selected for HL
- Achieve grade 3 CSEC or 4-5 at GCSE in the subjects selected for SL
- Submit Predicted Grades before enrolments and results as they are awarded
- Complete a supervised entry screener for English, Maths and selected Language Acquisition language.

Language Requirements

The school's language of delivery of the DP is English. Therefore, in order to have access to instruction and to the course materials, a student must demonstrate near native proficiency (C1) to access the rigorous academic demands of the programme.

Second language learners will undertake a Duolingo Language test as part of their admissions process.



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use reasoned and creative thinking skills to analyse and make judgements, and to make reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We understand and appreciate different perspectives and world views. We exhibit independence and initiative to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The Codrington School's Diploma Programme

Subject Interest Form

While we will do everything we can to meet your subject selection requests, final subjects will be based on student suitability and the needs of the timetable. This will be supported by end of year grades for each subject, discussions with or reports from teachers, and other student requests.

Student Name:

Date:

Subject	HL	SL
English A Literature		
French B		
Spanish B		
Spanish Ab Initio		
Business Management		
Economics		
History		
Environmental Systems and Societies		
Biology		
Environment Systems and Societies		
Design Technology		
Maths Applications & Interpretations		
Maths Analysis and Approaches		
Visual Arts		
Pamoja*: _____		

*Pamoja Course: Should be in keeping with your course of study and school approved. Please note the additional costs involved

Student signature

Parent signature

Please fill in the [google form link here](#)

The Codrington School's Diploma Programme

Subject Interest Form

Sample Google form.
Select all that apply

Full student name *
Jamal Holder

Pathway. *

Diploma Programme (Make sure you select 3 HL, and 3 SL subjects)
 Course certificates

Subject selection GROUP 1: Language and Literature

	Higher level	Standard level
English A Literature	<input checked="" type="radio"/>	<input type="radio"/>
SSST (SL only)	<input type="radio"/>	<input type="radio"/>

Clear selection

Subject selection GROUP 2: Language Acquisition

	Higher level	Standard level
French B	<input type="radio"/>	<input type="radio"/>
Spanish B	<input type="radio"/>	<input type="radio"/>
Spanish Ab Initio (SL only)	<input type="radio"/>	<input checked="" type="radio"/>
Pamoja	<input type="radio"/>	<input type="radio"/>

Clear selection

Subject selection GROUP 3: Individuals and Societies

	Higher level	Standard level
Business Management	<input checked="" type="radio"/>	<input type="radio"/>
Economics	<input type="radio"/>	<input type="radio"/>
History	<input type="radio"/>	<input checked="" type="radio"/>
Environmental Systems and Societies	<input type="radio"/>	<input type="radio"/>
Pamoja course	<input type="radio"/>	<input type="radio"/>

Clear selection

Subject selection: GROUP 4 Sciences

	Higher level	Standard level
Environmental Systems and Societies	<input checked="" type="radio"/>	<input type="radio"/>
Biology	<input type="radio"/>	<input type="radio"/>
Design Technology	<input type="radio"/>	<input type="radio"/>

Clear selection

Subject selection: GROUP 5 Mathematics

	Higher level	Standard level
Applications and Interpretations (SL ONLY)	<input type="radio"/>	<input checked="" type="radio"/>
Analysis and Approaches	<input type="radio"/>	<input type="radio"/>

Clear selection

Subject selection: GROUP 6
Instead of a Group 6, you can do another subject from Group 3 or 4.

	Higher level	Standard level
Visual Arts	<input type="radio"/>	<input type="radio"/>

Please make sure that if you do not select visual arts, that you choose another in Group 2,3 or 4.

Please also check you have 3 higher and 3 standard level courses before submitting if you are taking Diploma

REFERENCES

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IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The Codrington School Mission Statement

The mission of The Codrington School is to empower all children and adults within the community to become internationally-minded learners who embrace and respect academic excellence and a love of life-long learning and who exemplify the traits of the IB learner profile.