

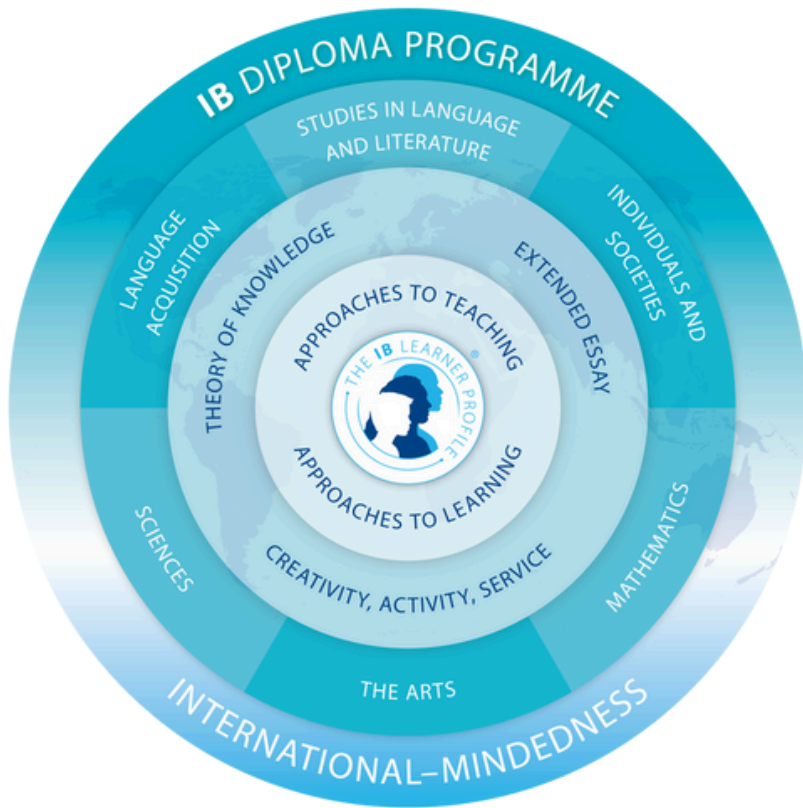


**THE CODRINGTON SCHOOL**  
THE INTERNATIONAL SCHOOL OF BARBADOS



# 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

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There are **two** routes for students studying the Diploma Programme:

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.

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](https://ibo.org/university-admission)

# SUBJECT CHOICES

The following subjects are available at The Codrington School. Those in blue are available online via Pamoja for an additional cost:

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

<sup>^</sup> 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

# LITERATURE



## I. Course description and aims

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

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

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- 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

- 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
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

## II. Curriculum model overview

### Syllabus component

Readers, writers and texts

Time and space

Intertextuality: connecting texts

Total teaching hours

# AB INITIO



## I. Course description and aims

Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language.

Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

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

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

## II. Curriculum model overview

The curriculum is organized around five prescribed themes and 20 prescribed topics with which the students engage through written, audio, visual and audio-visual texts.

Theme	Guiding principle	Prescribed topics	Possible questions
<b>Identities</b>	Explore the nature of the self and how we express who we are.	<ul style="list-style-type: none"><li>• Personal attributes</li><li>• Personal relationships</li><li>• Eating and drinking</li><li>• Physical well-being</li></ul>	<ul style="list-style-type: none"><li>• How do I present myself to others?</li><li>• How do I express my identity?</li><li>• How do I achieve a balanced and healthy lifestyle?</li></ul>
<b>Experiences</b>	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"><li>• Daily routine</li><li>• Leisure</li><li>• Holidays</li><li>• Festivals and celebrations</li></ul>	<ul style="list-style-type: none"><li>• How does travel broaden our horizons?</li><li>• How would my life be different if I lived in another culture?</li><li>• What are the challenges of being a teenager?</li><li>• How are customs and traditions similar or different across cultures?</li></ul>
<b>Human ingenuity</b>	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"><li>• Transport</li><li>• Entertainment</li><li>• Media</li><li>• Technology</li></ul>	<ul style="list-style-type: none"><li>• How do science and technology affect my life?</li><li>• How do I use media in my daily life?</li><li>• What can I learn about a culture through entertainment?</li></ul>
<b>Social organization</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"><li>• Neighbourhood</li><li>• Education</li><li>• The workplace</li><li>• Social issues</li></ul>	<ul style="list-style-type: none"><li>• What purpose do rules and regulations have in society?</li><li>• What is my role in society?</li><li>• What options do I have in the world of work?</li></ul>
<b>Sharing the planet</b>	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"><li>• Climate</li><li>• Physical geography</li><li>• The environment</li><li>• Global issues</li></ul>	<ul style="list-style-type: none"><li>• What can I do to help the environment?</li><li>• How do my surroundings affect the way I live?</li><li>• What can I do to make the world a better place?</li></ul>

# LANGUAGE B



## I. Course description and aims

Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of

vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

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

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.

- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Theme	Guiding principle	Optional recommended topics		Possible questions
<b>Identities</b>	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"><li>• Lifestyles</li><li>• Health and well-being</li><li>• Beliefs and values</li></ul>	<ul style="list-style-type: none"><li>• Subcultures</li><li>• Language and identity</li></ul>	<ul style="list-style-type: none"><li>• What constitutes an identity?</li><li>• How do language and culture contribute to form our identity?</li></ul>
<b>Experiences</b>	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"><li>• Leisure activities</li><li>• Holidays and travel</li><li>• Life stories</li></ul>	<ul style="list-style-type: none"><li>• Rites of passage</li><li>• Customs and traditions</li><li>• Migration</li></ul>	<ul style="list-style-type: none"><li>• How does our past shape our present and our future?</li><li>• How and why do different cultures mark important moments in life?</li></ul>
<b>Human ingenuity</b>	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"><li>• Entertainment</li><li>• Artistic expressions</li><li>• Communication and media</li></ul>	<ul style="list-style-type: none"><li>• Technology</li><li>• Scientific innovation</li></ul>	<ul style="list-style-type: none"><li>• What can we learn about a culture through its artistic expression?</li><li>• How do the media change the way we relate to each other?</li></ul>
<b>Social organization</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"><li>• Social relationships</li><li>• Community</li><li>• Social engagement</li></ul>	<ul style="list-style-type: none"><li>• Education</li><li>• The working world</li><li>• Law and order</li></ul>	<ul style="list-style-type: none"><li>• What is the individual's role in the community?</li><li>• What role do rules and regulations play in the formation of a society?</li></ul>
<b>Sharing the planet</b>	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"><li>• The environment</li><li>• Human rights</li><li>• Peace and conflict</li><li>• Equality</li></ul>	<ul style="list-style-type: none"><li>• Globalization</li><li>• Ethics</li><li>• Urban and rural environment</li></ul>	<ul style="list-style-type: none"><li>• What environmental and social issues present challenges to the world, and how can these challenges be overcome?</li><li>• What challenges and benefits does globalization bring?</li></ul>

# 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)

# BUSINESS MANAGEMENT



## I. Course description 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.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

The aims of the DP **business management course** 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.

# ECONOMICS



## I. Course description 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. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The aims of the DP economics course 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

Component
<b>Unit 1: Introduction to economics</b> <ol style="list-style-type: none"><li>1.1 What is economics?</li><li>1.2 How do economists approach the world?</li></ol>
<b>Unit 2: Microeconomics</b> <ol style="list-style-type: none"><li>2.1 Demand</li><li>2.2 Supply</li><li>2.3 Competitive market equilibrium</li><li>2.4 Critique of the maximizing behaviour of consumers and producers</li><li>2.5 Elasticity of demand</li><li>2.6 Elasticity of supply</li><li>2.7 Role of government in microeconomics</li><li>2.8 Market failure—externalities and common pool or common access resources</li><li>2.9 Market failure—public goods</li><li>2.10 Market failure—asymmetric information</li><li>2.11 Market failure—market power</li><li>2.12 The market's inability to achieve equity</li></ol>
<b>Unit 3: Macroeconomics</b> <ol style="list-style-type: none"><li>3.1 Measuring economic activity and illustrating its variations</li><li>3.2 Variations in economic activity—aggregate demand and aggregate supply</li><li>3.3 Macroeconomic objectives</li><li>3.4 Economics of inequality and poverty</li><li>3.5 Demand management (demand-side policies)—monetary policy</li><li>3.6 Demand management—fiscal policy</li><li>3.7 Supply-side policies</li></ol>
<b>Unit 4: The global economy</b> <ol style="list-style-type: none"><li>4.1 Benefits of international trade</li><li>4.2 Types of trade protection</li><li>4.3 Arguments for and against trade control/protection</li><li>4.4 Economic integration</li><li>4.5 Exchange rates</li><li>4.6 Balance of payments</li><li>4.7 Sustainable development</li><li>4.8 Measuring development</li><li>4.9 Barriers to economic growth and/or economic development</li><li>4.10 Economic growth and/or economic development strategies</li></ol>

# PSYCHOLOGY



## I. Course description and aims

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations.

Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

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

- develop an understanding of the biological, cognitive and socio-cultural factors affecting mental processes and behaviour
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and a lifelong enjoyment of language learning.

# PHILOSOPHY



## I. Course description and aims

The DP philosophy course provides students with an opportunity to undertake systematic critical inquiry into profound and challenging questions, such as: What does it mean to be human? What is the relationship between justice, freedom and equality? What do we mean when we say something is right or wrong? These abstract questions arise out of our everyday experiences, and the practice of philosophy deepens and clarifies our understanding of these questions, as well as possible responses.

The aim of the philosophy course is to engage students in philosophical activity, enabling them to:

- develop an inquiring and intellectually curious way of thinking
- appreciate the diversity of perspectives, traditions and approaches within philosophical thinking
- critically examine their own experiences and perspectives
- learn from the thinking of others
- articulate their own views, ideas and arguments
- apply their philosophical knowledge and skills to the world around them.

## II. Curriculum model overview

The DP philosophy course comprises a shared core syllabus for all SL and HL students, consisting of the study of the core theme "Being human", one optional theme and one prescribed text, as well as the completion of the internal assessment exercise. In addition, students at HL must study one further optional theme as well as the HL extension topic "Philosophy and contemporary issues".

# ENVIRONMENTAL SYSTEMS AND SOCIETIES

## I. Course description and aims

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies.

ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.

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 that provides a holistic lens for the exploration of environmental issues
5. be inspired to engage in environmental issues across local and global contexts.

Syllabus component
<b>Syllabus content</b>
<i>Topic 1 Foundation</i>
1.1 Perspectives
1.2 Systems
1.3 Sustainability
Topic 2 Ecology
Topic 3 Biodiversity and conservation
Topic 4 Water
Topic 5 Land
Topic 6 Atmosphere and climate change
Topic 7 Natural resources
Topic 8 Human populations and urban systems
<i>Higher level (HL) lens</i>
HL.a Environmental law
HL.b Environmental and ecological economics
HL.c Environmental ethics
<b>Experimental programme</b>
Practical work
Collaborative sciences project
Scientific investigation

# BIOLOGY



## I. Course description and aims

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Through the overarching theme of the nature of science, 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 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

The DP biology course promotes concept-based teaching and learning to foster critical thinking.

The DP biology course is built on:

- approaches to learning
- nature of science
- skills in the study of biology.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of biology.

# DESIGN TECHNOLOGY

## I. Course descriptions and Aims:

The DP design technology course is engaging, accessible, inspiring and rigorous. It has the following characteristics.

The course:

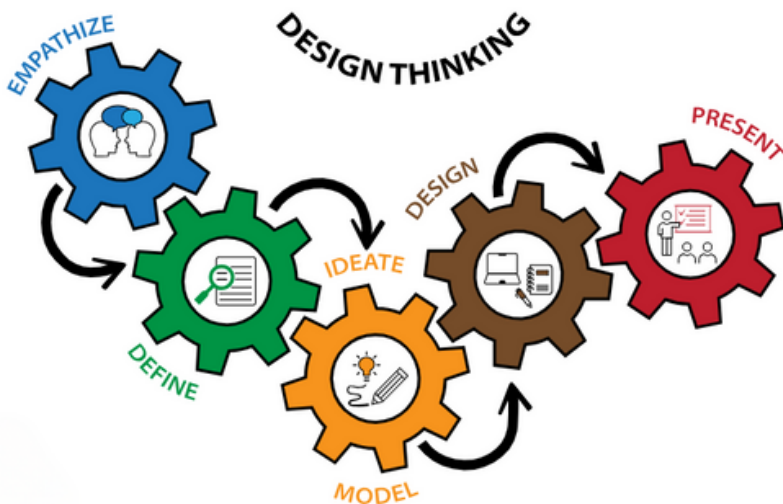
- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- actively promotes the act of learning by experience through topics designed for practical exploration
- raises ethical issues in design
- is underpinned by design thinking.

Design thinking involves the ability to:

- understand users, challenge one's own assumptions, redefine complex problems and create innovative solutions that can be modelled and tested
- utilize an experimental and inquiry-based approach to problem-solving
- engage with empathy, definition, ideation, prototyping and testing
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved.

During the course, students will develop a product design solution. This will involve the ability to:

- identify a problem or need
- design, model, test and develop a product design solution (performance testing)
- liaise with clients, target audiences and end-users to evaluate the success of the product design solution (user testing).





# MATHEMATICS

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

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- 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
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

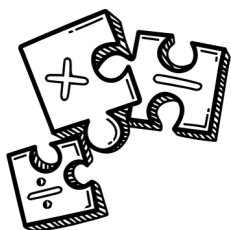
# ANALYSIS & APPROACHES (A&A)



The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Mathematics: analysis and approaches and Mathematics: applications and interpretation share 60 hours of common SL content.

Syllabus component	Recommended teaching hours	
	SL	HL
• Number and algebra	19	39
• Functions	21	32
• Geometry and trigonometry	25	51
• Statistics and probability	27	33
• Calculus	28	55
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30



# APPLICATIONS & INTERPRETATION (A&I)

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Syllabus component	Recommended teaching hours	
	SL	HL
• Number and algebra	16	29
• Functions	31	42
• Geometry and trigonometry	18	46
• Statistics and probability	36	52
• Calculus	19	41
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
<b>Total teaching hours</b>	150	240

# VISUAL ARTS



## I. Course descriptions and Aims:

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:

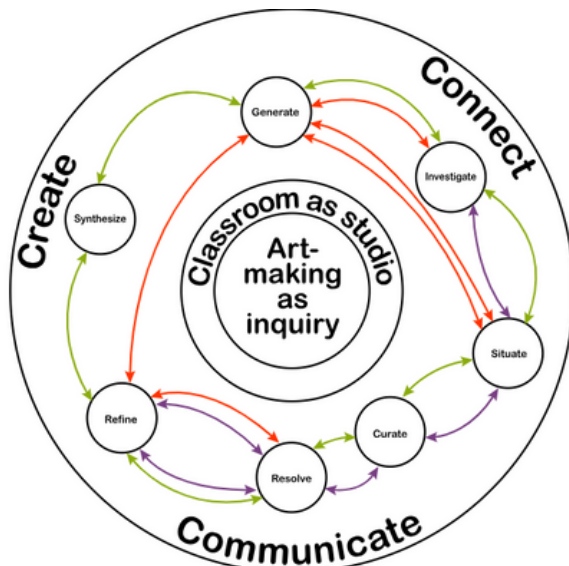
1. appreciate that art-making enhances knowledge, develops understanding and transforms ways of being
2. employ curiosity, creativity and dialogue to more openly engage with the self, the world and others
3. draw on art-making and artworks for their own, and their communities', well-being and flourishing.

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

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 practising 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.



# CREATIVITY, ACTIVITY AND SERVICE (CAS)



## I. Description and aims

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (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.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS

programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

## II. Programme overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's DP course requirements.

CAS students have guidance at the school level through a variety of resources including the school's CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school's CAS coordinator/adviser.

Typically, students' service experiences involve the following stages.

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.
- Demonstration allowing for sharing of what has taken place.

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 description and aims

The theory of knowledge (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.

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.

### Course elements

#### Core theme: Knowledge and the knower

This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.

#### Optional themes

Students are required to study **two** optional themes from the following five options.

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

#### Areas of knowledge

Students are required to study the following **five** areas of knowledge.

- History
- The human sciences
- The natural sciences
- The arts
- Mathematics

# 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.

## Overview of the Extended Essay Process:

Stage	Details
1.) Developing the Research Question	<ul style="list-style-type: none"><li>● Students decide on a broad topic based upon an area of interest.</li><li>● This must be based within a subject they study or it can be an interdisciplinary study.</li><li>● This topic is narrowed down so it is focused and achievable in the 4000 word limit.</li><li>● Students developed a focused research question.</li></ul>
2.) Research and Planning	<ul style="list-style-type: none"><li>● Create a research space, a timeline and decide a method of research that will suit the research question.</li><li>● Gather research and sources.</li><li>● Plan out the structure of the Extended Essay</li></ul>
3.) Writing	<ul style="list-style-type: none"><li>● Students synthesize the research into their Extended Essay ensuring there is a line of argument and the conclusion relates to the research question.</li></ul>
4.) Reflection	<ul style="list-style-type: none"><li>● Students will have a formal reflection point with your supervisor at each stage of the process.</li><li>● The last formal meeting is the Viva Voce where students will talk and answer questions about the completed EE and the experience.</li><li>● Students will complete a 500 word reflection document which will be submitted and assessed external by IB along with the EE.</li></ul>



# 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

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# REQUIREMENTS

## MYP Students

- Successfully complete the School's "CASJunior" 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 students 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 reason and creative thinking skills to analyse and make informed decisions. We are open-minded, capable of adding value to making 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 our own and other cultures, worldviews, and traditions. We are open-minded, capable of adding value to making reasoned, ethical decisions.

We 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

Please return the completed form by the deadline

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:** .....

Indicate your choices in the boxes below.

**Pathway:**       Diploma Programme       Course Certificates

Subject	HL	SL
<b>Group 1: Studies in Language and Literature</b>		
English A Literature		
SSS Literature (indicate language)		
<b>Group 2: Language acquisition</b>		
French B		
Spanish B		
Spanish Ab initio		
<b>Group 3: Individuals and Societies</b>		
Business Management		
History		
Economics		
Environmental Systems and Societies		
<b>Group 4: Sciences</b>		
Biology		
Environmental Systems and Societies		
Design Technology		
<b>Group 5: Mathematics</b>		
Mathematics: Applications & Interpretations		
Mathematics: Analysis & Approaches		
<b>Group 6: The Arts</b>		
Visual Arts		
<b>Pamoja course*</b>		

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

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**Student signature**

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**Parent signature**

# REFERENCES

InternationalBaccalaureateOrganization.Individualsubject briefs.  
Available from <https://www.ibo.org/programmes/diploma-programme/curriculum/>

International Baccalaureate Organization. Facts and Figures, Accurate as of 4 Dec. 2023. Available from [www.ibo.org/about-the-ib/facts-and-figures/](http://www.ibo.org/about-the-ib/facts-and-figures/).

Pamoja Education, 2023. *Online Learning Reimagined*. Available from <https://pamojaeducation.com/wp-content/uploads/2020/11/pamoja-online-learning-reimagined.pdf>

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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.

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## 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.