



Monterey High School

International Baccalaureate  
Diploma Programme



Course Catalogue  
2020-2021

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# Language A: Language & Literature HL

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Language A: Language & Literature comprises the study of a range of texts and text-types, literary and otherwise, in various media. It involves the close study of language itself as well as the ways whereby it defines culture and identity, and is defined by them. Diverse approaches will be taken: literary theory, sociolinguistics, media studies and the analysis of critical discourse, to name a few.

Students study a range of non-literary texts, plus four or six literary works, at SL and HL respectively. Time spent teaching and learning at each level are in a similar ratio. In line with the international flavour of the IB, these texts are drawn not only from the target language but promote understanding of a range of cultures by including some in translation.

The course offers interesting possibilities to help complete the CAS programme: through learning about characters in such a range of texts, students can enhance their aptitude for empathy for real people, thus helping them to plan and reflect on the experiences and effects of their projects. The TOK course encourages IB students to reflect on their general learning, and the ways whereby knowledge is constructed, and the Language & Literature course similarly encourages them to think about the nature of human experience and the ways that one's personal vision is created and conveyed to others.

Assessment	Description	Weighting
External Assessment	<b>Paper 1</b> <u>One guided analysis</u> Choose two non-literary texts	<b>35%</b> 2 hours 15 mins
	<b>Paper 2</b> <u>Comparative essay</u> Respond to one question chosen from 4 topics, based on two of the works studied.	<b>25%</b> 1 hour 45 minutes
	<b>Paper 3</b> <u>Higher Level Essay</u> 1200-1500 words Based on a collection of texts, or one literary work.	<b>20%</b>
Internal Assessment	<b>Individual Oral Presentation</b> Referring to extracts from one literary and one non-literary work, explore the global issue of your choice.	<b>20%</b> 15 minutes

# Language B: Ab Initio French SL

**Everyone is required to take a subject in group 2: Language B, either at Standard or Higher level, (or language ab initio, offered only at Standard level) in a foreign language.**

Group 2 consists of two modern language courses—language ab initio and language B—that are offered. The language ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practise and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

## Key features of the curriculum and assessment models

- Only available at standard level (SL).
- Interactive, productive and receptive skills are developed through contextualized study of language, texts and themes.
- Intercultural understanding is a key goal of the course.
- Students are exposed to a variety of authentic texts and they produce work in a variety of communicative contexts.
- External assessment consists of exercises to demonstrate understanding of authentic print texts (receptive skills), two short writing exercises (productive skills), and a written assignment (integrating receptive and productive skills).
- Internal assessment tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills).

Assessment	Description	Weighting
External Assessment	<b>Paper 1</b> Understanding of 4 written texts	<b>30%</b> 1 hour 30 minutes
	<b>Paper 2</b> Two compulsory writing exercises	<b>25%</b> 1 hour
	<b>Written Task</b> A piece of writing, 200–350 words, demonstrating intercultural understanding and written in the target language	<b>20%</b>
Internal Assessment	<b>Individual oral</b> Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.	<b>25%</b>

# Language B: Spanish SL/HL

**Everyone is required to take a subject in group 2: Language B, either at Standard or Higher level, (or language ab initio, offered only at Standard level) in a foreign language.**

Group 2 consists of two modern language courses—Language ab initio and Language B—that are offered in a number of languages. Language ab initio and language B are language acquisition courses 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.

The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate course.

Language B is an additional language-learning course designed for students with some previous learning of that language. In the language B course, students develop the 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.

All language acquisition courses will provide the opportunity to engage with a broad range of texts, stimuli and scenarios that address topics of personal, local or national and global significance. Five prescribed themes are common to the syllabuses of language B and language ab initio. The **five prescribed themes** are: identities, experiences, human ingenuity, social organization and sharing the planet. **In addition, the study of two literary works is required at HL.**

Assessment	Description	Weighting
External Assessment	<b>Paper 1</b> <b>Productive skills</b> – Writing One writing task of 250–400 words (SL) or 450–600 words (HL) from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	<b>25%</b> SL: 1 hour 15 minutes HL: 1 hour and 30 minutes
	<b>Paper 2</b> <b>Receptive skills</b> – Separate sections for listening and reading <ul style="list-style-type: none"> <li>• Listening comprehension (SL: 45 minutes, HL: 1 hour)</li> <li>• Reading comprehension (1 hour)</li> <li>• Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</li> </ul>	<b>50%</b> SL: 1 hour 45 minutes HL: 2 hours
Internal Assessment	<b>Individual Oral Assessment</b> <b>SL:</b> a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. <b>HL:</b> a conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.	<b>25%</b> <b>SL:</b> 12-15 minutes (plus 15 minutes for preparation)  <b>HL:</b> 12-15 minutes (plus 20 minutes for preparation)

# History of the Americas HL

Why study History? By studying the past, History goes beyond what happened to explain why events happened and why these events still matter today. History is rich in argument and debate. IB History explores how different historians have competing views of key issues. Through critical study, students form their own views and engage with key historical debates. This develops both oral and written communication, analytical and individual research skills, providing an excellent foundation for a range of popular careers such as journalism, politics, law and business as well as a foundation for life-long learning.

Throughout the DP history course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. For example, students explore historical examples of many of the global challenges facing the world today, such as conflict, rights and governance. This helps to meet one of the central aims of the course—to increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past.

Assessment	Description	Weighting
<b>External Assessment</b>	<b>Paper 1</b> Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions	<b>20%</b> 1 hour
	<b>Paper 2</b> Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.	<b>25%</b> 1 hour 30 minutes
	<b>Paper 3</b> Separate papers for each of the four regional options. For the selected region, answer three essay questions.	<b>35%</b> 2 hours 30 minutes
<b>Internal Assessment</b>	<b>Historical Investigation</b> Students are required to complete a historical investigation into a topic of their choice.	<b>20%</b>

# Biology HL

Biology is relevant to just about every aspect of daily life and the IB course contains a lot of material surrounding Human Biology and health. Even if students don't study biology again in the future, they will learn a lot about how your own body works and about wider issues such as stem cell therapy, GM crops, cloning and ethical issues related to science. Students develop highly prized critical thinking and problem solving skills as well as develop a thorough understanding of the scientific process. Students will be able to read those newspaper headlines about new developments in IVF treatment or embryo technology and really understand the key issues.

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is underway, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

Assessment	Description	Weighting
<b>External Assessment</b>	<b>Paper 1</b> 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. The use of calculators is not permitted. No marks are deducted for incorrect answers	<b>20%</b> 1 hour
	<b>Paper 2</b> Short-answer and extended-response questions on core and AHL material. Two out of three extended response questions to be attempted by candidates. The use of calculators is permitted.	<b>36%</b> 2 hour 15 minutes
	<b>Paper 3</b> Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material. Section B: short-answer and extended-response questions from one option. The use of calculators is permitted.	<b>24%</b> 1 hours 15 minutes
<b>Internal Assessment</b>	<b>Scientific Investigation</b> Students are required to complete a scientific investigation. Students research, design, perform, and write up their own investigation.	<b>20%</b>

# Chemistry HL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Earth, water, air and fire are often said to be the four classical elements. They have connections with Hinduism and Buddhism. The Greek philosopher Plato was the first to call these entities elements. The study of chemistry has changed dramatically from its origins in the early days of alchemists, who had as their quest the transmutation of common metals into gold. Although today alchemists are not regarded as being true scientists, modern chemistry has the study of alchemy as its roots. Alchemists were among the first to develop strict experimentation processes and laboratory techniques. Robert Boyle, often credited with being the father of modern chemistry, began experimenting as an alchemist.

Assessment	Description	Weighting
External Assessment	<b>Paper 1</b> 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. Students will be given a periodic table. The use of calculators is not permitted. No marks are deducted for incorrect answers	<b>20%</b> 1 hour
	<b>Paper 2</b> Short-answer and extended-response questions on the core and AHL material. The use of calculators is permitted. A chemistry data booklet is to be provided by the school.	<b>36%</b> 2 hour 15 minutes
	<b>Paper 3</b> This paper will have questions on core, AHL and option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. The use of calculators is permitted. A chemistry data booklet is to be provided by the school.	<b>24%</b> 1 hours 15 minutes
Internal Assessment	<b>Scientific Investigation</b> Students are required to complete a scientific investigation. Students research, design, perform, and write up their own investigation.	<b>20%</b>

# Environmental Systems and Societies SL

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal to a community and to a global scale.

The prime intent of the course is to provide you with a coherent perspective of the relationships between environmental systems and societies; one that enables students to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. As part of the course, students will evaluate the scientific, ethical and socio-political aspects of these environmental issues. The subject draws from both human geography and the ecological element of biology and as such requires a logical, methodical and analytical approach to interpreting, evaluating and concluding the information and data presented to develop a clearly informed opinion.

Assessment	Description	Weighting
<b>External Assessment</b>	<b>Paper 1</b> Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All of the questions are compulsory	<b>25%</b> 1 hour
	<b>Paper 2</b> Paper 2 consists of two sections, A and B. <ul style="list-style-type: none"> <li>• Section A is made up of short-answer and data-based questions.</li> <li>• Section B requires students to answer two structured essay questions from a choice of four.</li> </ul>	<b>50%</b> 2 hours
<b>Internal Assessment</b>	<b>Scientific Investigation</b> The internal assessment task involves the completion of an individual investigation of an ESS research question that has been designed and implemented by the student. The investigation is submitted as a written report.	<b>25%</b>

# Mathematics: Analysis and Approaches SL/HL

Mathematics is the purest of the Arts and Sciences, in as much it is studied as much for the purity of its pursuit of knowledge as it is for its application to the real world. While ostensibly it is the study of numbers and of patterns in numbers it has at its heart the training of the mind for critical thinking and analysis. It trains one to focus on the essence of what is and to disregard all outside influences that have no bearing on the reality of one's situation. It provides an excellent foundation for a range of popular careers such as engineering, architecture, law, economics and finance as well as a foundation for life-long rational thinking

## Mathematical Topics Covered

• Algebra • Geometry • Statistics • Calculus • Mathematical Exploration

## Standard Level

This course caters for students who wish to develop mathematical concepts. The material covered is more geared to those who enjoy Mathematics and wish to pursue the subject in a purer context. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects which might have a more Mathematical nature.

## Higher Level

This course caters to students with a good background in Mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Assessment	Description	Weighting
External Assessment	<b>Paper 1</b> <b>Section A</b> Compulsory short-response questions based on the syllabus. <b>Section B</b> Compulsory extended-response questions based on the syllabus	<b>SL</b> <b>40%</b> 1 hour 30 minutes <b>HL</b> <b>30%</b> 2 hours
	<b>Paper 2</b> Technology required. Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus	<b>SL</b> <b>40%</b> 1 hour 30 minutes <b>HL</b> <b>30%</b> 2 hours
	<b>Paper 3 (HL Only)</b> Technology required. Two compulsory extended response problem-solving questions	<b>HL</b> <b>20%</b> 1 hour
Internal Assessment	<b>Mathematical Investigation</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	<b>20%</b>

# Psychology HL

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

Assessment	Description	Weighting
External Assessment	<b>Paper 1</b> <b>Section A:</b> Three compulsory questions on part 1 of the syllabus. <b>Section B:</b> Three questions on part 1 of the syllabus. Students choose one question to answer in essay form.	<b>35%</b> 2 hours
	<b>Paper 2</b> Fifteen questions on part 2 of the syllabus. Students choose two questions to answer in essay form.	<b>25%</b> 2 hours
	<b>Paper 3</b> Three compulsory questions based on an unseen text, covering part 3 of the syllabus.	<b>20%</b> 1 hour
Internal Assessment	<b>Experimental Study</b> A report of a simple experimental study conducted by the student.	<b>20%</b>

# Sports Exercise and Health Science SL

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. Apart from being worthy of study in its own right, SEHS is a good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context.

Assessment	Description	Weighting
<b>External Assessment</b>	<b>Paper 1</b> 30 multiple-choice questions on the core syllabus.	<b>20%</b> 45 minutes
	<b>Paper 2</b> <b>Section A:</b> Students answer one data-based question and several short-answer questions on the core (all compulsory). <b>Section B:</b> Students answer one extended-response question on the core (from a choice of three).	<b>35%</b> 1 hour 15 minutes
	<b>Paper 3</b> Several short-answer questions (all compulsory) in each of the two options studied.	<b>25%</b> 1 hour
<b>Internal Assessment</b>	<b>Scientific Investigation</b> The internal assessment, worth 20% of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study.	<b>20%</b>

# Theatre HL

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

Assessment	Description	Weighting
External Assessment	<b>Task 1: Solo Theatre Piece</b> Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.	35%
	<b>Task 2: Director’s notebook</b> Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.	20%
	<b>Task 3: Research presentation</b> Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.	20%
Internal Assessment	<b>Task 4: Collaborative project</b> Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	25%

# Visual Arts SL

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The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Assessment	Description	Weighting
Assessment	<b>Comparative Study</b> Students analyse and compare three different artworks by two different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. A student exhibition of work	20%
	<b>Process Portfolio</b> Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.	40%
	<b>Exhibition</b> Students submit for assessment a selection of 8-11 resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.	40%

# Theory of Knowledge (TOK)

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## What is Theory of Knowledge?

The theory of knowledge (TOK) requirement is central to the educational philosophy of the IB Diploma Programme. It offers the opportunity to:

- Reflect critically on diverse ways of knowing and on areas of knowledge.
- Consider the role and nature of knowledge in their own culture, other cultures and in the wider world.

## In addition, it prompts students to:

- Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge.
- Recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK is composed almost entirely of questions. The most central of these is “How do we know?” The aim is to become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected. TOK plays an important role in providing coherence. It transcends and links academic subject areas, demonstrating the ways in which knowledge may be applied with awareness and credibility.

Assessment	Description	Weighting
<b>Essay Requirement</b>	Each student must submit for external assessment an essay on any one of the six titles prescribed by the IB for each examination session. The titles ask generic questions about knowledge and are cross-disciplinary in nature. They may be answered with reference to any part or parts of the TOK course, to specific disciplines, or with reference to opinions gained about knowledge both inside and outside the classroom.	<b>67%</b>
<b>Presentation Requirement</b>	The TOK presentation requires students to identify and explore a knowledge question raised by a substantive real-life situation that is of interest to them. The selected real-life situation may arise from a local domain of personal, school, or community relevance, or from a wider one of national, international or global scope. Whatever situation is chosen, it must lend itself naturally to a question about knowledge.	<b>33%</b>

# Creativity, Activity, Service (CAS)

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## What is CAS?

CAS involves students in a range of CAS experiences that take place alongside their academic studies throughout the IB Diploma Programme.

Creativity, activity and service is not formally assessed but students need to reflect on their CAS experiences and provide evidence of achieving the seven learning outcomes for CAS.

## How is CAS structured?

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

**Creativity:** exploring and extending ideas leading to an original or interpretive product or performance

**Activity:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.

**Service:** collaborative and reciprocal engagement with the community in response to an authentic need. The rights, dignity and autonomy of all those involved are respected.

## What is the significance of CAS?

- Learning through experience.
- It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

Students are required to undertake a **CAS Project**.

The project challenges students to:

- show initiative
- demonstrate perseverance
- develop skills such as collaboration, problem solving and decision making.

# Extended Essay (EE)

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Students engage in independent research and write a 4,000 word essay on a topic of their choice within a selected DP subject area. The extended essay gives the student an opportunity to explore a self selected, academic topic in depth. Students begin the research process in the fall of their junior year. Final essays are to be completed early in their senior year. While students work under the guidance of the EE Coordinator, their TOK teacher, and a teacher EE Supervisor, the extended essay is written outside of the classroom on a student's own time. The International Baccalaureate Organization recommends a student devote approximately 40 hours of independent study, research, and writing time to the extended essay.

## What is the Extended Essay?

- A 4,000 word maximum (3,500-4,000 words recommended) formal Research Project/Paper.
- The EE must be linked to a subject area that the student is taking in the IB DP, but topic ideas can come from anywhere.
- Each student is assigned an EE Supervisor from the school. Students are encouraged to discuss potential topics and research questions with teachers, and ask the IB teacher of the subject they are most interested in or another teacher to be their EE Supervisor.
- Students choose the topic - they **MUST** choose something of interest. Look at it as an **OPPORTUNITY** to delve deeply into something fascinating.
- Paper and sources must be documented in a standard style- MLA, APA, Chicago, etc.
- Papers are externally assessed (graded) by an IB Examiner.
- The extended essay is a central part of the IB Diploma Programme and must earn a passing score in order to be awarded an IB diploma.