



IB Diploma Programme

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IB Diploma Programme

What is IB Diploma Programme

The IB Diploma Programme is a comprehensive and challenging pre-university course of study that prepares students for success at university and life beyond in the rapidly changing global society. The programme demands the best from both motivated students and teachers and has been designed to address the intellectual, social, emotional and physical well-being of students.

UNIVERSITY RECOGNITION

The programme has gained recognition and respect from the world's leading universities because IB Diploma Programme students demonstrate a capacity for in-depth study, maintaining at the same time a broad perspective of the different subject areas. They are able to ask challenging questions but also know how to research a topic and express their opinions. They have a strong sense of their own culture and identity, as well as the ability to communicate in two or more languages with people who have a different perspective of the world.

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.

IB LEARNER PROFILE

IB learners 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 through life.

KNOWLEDGABLE

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 critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in 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 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 approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

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 independence 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.

CORE ELEMENTS

The IB Diploma Programme consists of three core elements:

- Theory of Knowledge
- Extended essay
- CAS

Theory of knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across them.

Theory of knowledge encourages critical thinking about knowledge itself and enables students to make sense of what they encounter. It focuses on questions such as:

- What counts as knowledge
- How does it grow
- What are its limits
- Who owns knowledge
- What is the value of knowledge
- What are the implications of lack of knowledge

Assessment details

Part 1: Essay on prescribed title One essay on a title chosen from a list of six titles prescribed by the IB for each examination session The maximum length for the essay is 1,600 words	10 marks
Part 2: The presentation One presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation.	10 marks

The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university.

The Extended Essay is supervised by a subject teacher and assessed against published criteria both general and subject specific. The final Extended Essay grade and Theory of Knowledge grade are entered into the Diploma Points Matrix to award a maximum of 3 extra points to be added to a student's diploma score.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Creativity, activity, service (CAS) involves students in experiential learning through a range of artistic, sporting, physical and service activities. CAS enables students to demonstrate all attributes of a learner profile, to grow as individuals and develop as caring, principled, respectful and risk-taking citizens.

Some examples of CAS activities:

Creativity:

- Arts: theatre, choir, dance
- Thinking: debating
- Teaching: sports

Activity:

- Sports: basketball, volleyball
- Outdoor activities: skating,

Service:

- Volunteering: helping animals, the disadvantaged
- Helping others: do homework, coaching

IB Diploma Programme model



To achieve the IB Diploma, students must choose one subject from each group below. Three subjects must be at Higher level (HL) and three at Standard level (SL). All subject are offered at HL and SL unless stated.

Group 1 Languages and Literature	Group 2 Language Acquisition	Group 3 Individuals and Societies	Group 4 Experimental Sciences	Group 5 Mathematics	Group 6 Arts and electives
Polish A: Literature	English B	Business Management	Biology	Mathematics: Analysis and Approaches	Theatre or any other subject from Groups 2,3,4
	Spanish ab initio SL	History	Chemistry		
			ESS SL		
		Geography	Physics	Mathematics: Applications and Interpretations	
ITGS SL	Computer Science				

GROUP 1

STUDIES IN LANGUAGE AND LITERATURE

POLISH A: LITERATURE

Aims:

- students are introduced to a range of texts from different periods, styles and genres and are encouraged to appreciate different perspectives of people from other cultures
- students are engaged in close, detailed analysis of individual texts, make relevant connections between them and recognize the importance of context in which the texts are written
- students are encouraged to appreciate the formal, stylistic and aesthetic qualities of texts and find enjoyment and lifelong interest in literature
- students are taught to understand the techniques involved in literary criticism and develop the ability to form independent literary judgments and to support those ideas.

Assessment details

Assessment SL		Assessment HL	
External assessment (3 hours)	70%	External assessment (4 hours)	80%
Paper 1 Guided literary analysis (1 hour 15 minutes) 20 marks	35%	Paper 1 Guided literary analysis (2 hour 15 minutes) 40 marks	35%
Paper 2 Comparative essay (1 hour 45 minutes) 30 marks	35%	Paper 2 Comparative essay (1 hour 45 minutes) 30 marks	25%
		Higher level essay of 1,200-1,500 words in length 20 marks	20%
Internal assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. (15 minutes) 40 marks	30%	Internal assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. (15 minutes) 40 marks	20%

GROUP 2

LANGUAGE ACQUISITION

ENGLISH B

SPANISH AB INITIO

English B is a language acquisition course designed for students with some previous experience of the language. Students further develop their ability to communicate in that language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. Students write texts for a variety of purposes and make oral presentations on topics of interest.

Spanish ab initio is a language acquisition course designed for students with no prior experience of the target language. Student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts

Aims are common to both language B and language ab initio:

- students develop international-mindedness through the study of languages, cultures, ideas and issues of global significance
- students communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Students develop awareness and appreciation of a variety of perspectives of people from diverse cultures.
- students understand the relationship between the languages and cultures with which they are familiar.
- Students are provided, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- students are provided with a basis for further study, work and leisure through the use of an additional language and develop curiosity, creativity and a lifelong enjoyment of language learning.

Themes:

- Identities
- Experiences

- Human ingenuity
- Social organization
- Sharing the planet
- The study of two literary works originally written in English (HL only)

Assessment details English B

Assessment SL		Assessment HL	
External assessment (3 hours)	75%	External assessment (3 hours 30 minutes)	75%
Paper 1 (1 hour 15 minutes) writing task of 250–400 words	25%	Paper 1 (1 hour 30 minutes) writing task of 450–600 words	25%
Paper 2 (1 hour 45 minutes) separate sections for listening and reading	50%	Paper 2 Listening comprehension (1 hour) Reading comprehension (1 hour)	50%
Internal assessment	25%	Internal assessment	25%
A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)		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.	

Assessment details Spanish Ab initio SL

External assessment (3 hours)	75%
Paper 1 (1 hour) two written tasks of 70-150 words each from a choice of three	25%
Paper 2 (1 hour 45 minutes) separate sections for listening and reading Listening comprehension (45 minutes) Reading comprehension (1 hour)	50%
Internal assessment	25%
A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	

GROUP 3

INDIVIDUALS AND SOCIETIES

BUSINESS MANAGEMENT

Aims:

- students are encouraged to think critically and strategically about individual and organizational behaviour
- students are taught the importance of exploring business issues from different cultural perspectives
- students appreciate the nature and significance of change in a local, regional and global context
- students raise their awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- students develop an understanding of the importance of innovation in a business environment.

Assessment details

Assessment SL		Assessment HL	
External assessment (3 hours)	75%	External assessment (4 hours 30 minutes)	75%
Paper 1 (1 hour 15 minutes) based on a case study issued in advance, with additional unseen material for Section B Assessment objectives 1,2,3,4 40 marks	30%	Paper 1 (2 hour 15 minutes) based on a case study issued in advance, with additional unseen material for Sections B and C Assessment objectives 1,2,3,4 60 marks	35%
Paper 2 (1 hour 45 minutes) Assessment objectives 1,2,3,4 50 marks	45%	Paper 2 (2 hours 15 minutes) Assessment objectives 1,2,3,4 70 marks	40%
Internal assessment 15 teaching hours	25%	Internal assessment 30 teaching hours	25%

<p>Written commentary Students produce a written commentary based to three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1,500 words 25 marks</p>		<p>A research project Students research and report on an issue facing an organization or a decision to be made by an organization, or several organizations. Maximum 2,000 words 25 marks</p>	
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GEOGRAPHY

Aims:

- Students learn to understand the interrelations between people and the environment
- Students learn to understand how people and physical processes shaped geographic issues and how to resolve these issues
- Students learn how to manage the resources in order to plan a sustainable development

Assessment details

Assessment SL		Assessment HL	
External assessment (2 hours 45 minutes)	75%	External assessment (4 hours 30 minutes)	80%
Paper 1 (1 hour 30 minutes) Geographic themes- two options (40 marks)	35%	Paper 1 (2 hour 15 minutes) Geographic themes – three options (60 marks)	35%
Paper 2 (1 hour 15 minutes) Geographic perspectives – global change (50 marks)	40%	Paper 2 (1 hour 15 minutes) Geographic perspectives – global change (50 marks)	25%
		Paper 3(1 hour) Geographic perspectives – global interactions (28 marks)	20%
Internal assessment (20 hours)	25%	Internal assessment (20 hours)	20%
Fieldwork (20 hours) Written report (25 marks)		Fieldwork (20 hours)	

		Written report (25 marks)	
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HISTORY

Aims:

- Students develop their interest in the past events, the complex nature of historical concepts and are encouraged to assume multiple perspectives
- Students learn how to develop understanding for history as a discipline including historical consciousness
- Students understand the contemporary society by reflecting on the past

Assessment details

Assessment SL		Assessment HL	
External assessment (2 hours 30 minutes)	75%	External assessment (5 hours)	80%
Paper 1 (1 hour) Source-based paper based on the five prescribed subject. One prescribed subject from a choice of five. (24 marks)	30%	Paper 1 (1 hour) Source-based paper based on the five prescribed subject. One prescribed subject from a choice of five. (24 marks)	30%
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 history topics. Two essay questions on two different topics (30 marks)	45%	Paper 2 (1 hour 30 minutes) Essay paper based on the 12 history topics. Two essay questions on two different topics (30 marks)	25%
		Paper 3(2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	35%
Internal assessment (20 hours) Historical investigation (25 marks)	25%	Internal assessment (20 hours) Historical investigation (25 marks)	20%

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY

Aims:

- Students evaluate social and ethical considerations that arise from the widespread use of IT by individuals, families, communities, organizations and societies in a local and global context
- Students understand the capabilities of current and emerging IT systems and apply their knowledge to various scenarios
- Students use their knowledge and practical IT skills to design a project for a specified client

Assessment details

Assessment SL		Assessment HL	
External assessment (2 hours 45 capabilities of minutes)	70%	External assessment (4 hours 45 minutes)	80%
Paper 1 (1 hour 30 minutes) Four structured questions that assess in an integrated way the three strands of the syllabus. Students answer two. (40 marks)	40%	Paper 1 (2 hours 15 minutes) Seven structured questions in two sections that assess in an integrated way the three strands of the syllabus. Students answer two questions in Section A, and one of section B (60 marks)	35 %
Paper 2 (1 hour 15 minutes) This paper consists of one unseen article. Students write a response to the article. (26 marks)	30%	Paper 2 (1 hour 15 minutes) This paper consists of one unseen article. Students write a response to the article (26 marks)	20%
		Paper 3(1 hour 15 minutes) Four questions based on a pre-seen case study (30 marks)	25%
Internal assessment (30 hours) Project The development of an original IT product for a specified client. (30 marks)	30%	Internal assessment (30 hours) Project The development of an original IT product for a specified client.	20%

GROUP 4 SCIENCES

BIOLOGY CHEMISTRY PHYSICS COMPUTER SCIENCE

Aims are common for Group 4 subjects.

Each subject contains a body of knowledge, methods and techniques that students are required to learn and apply. In their application of scientific method, students develop an ability to analyze, evaluate and synthesize scientific information. A compulsory group 4 project encourages students to appreciate the environmental, social and ethical implications of science. The exercise is a collaborative experience where the emphasis is on the processes involved in scientific investigation rather than the products of such investigation. Furthermore, the collaboration is interdisciplinary: students analyze a topic or problem that can be investigated in each of the science disciplines, and they practice their experimental and investigative skills. An understanding of the relationships between scientific disciplines and the overarching nature of the scientific method is encouraged, and an opportunity to explore scientific solutions to global questions is provided.

Assessment details

Assessment SL		Assessment HL	
External assessment (3 hours)	80%	External assessment (3 hours 30 minutes)	80%
Paper 1 (45 minutes)	20%	Paper 1 (60 minutes)	20%

30 multiple choice questions on core material, about 15 of which are common with HL (30 marks)		40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. (40 marks)	
Paper 2 (1 hour 15 minutes) Short answer and extended response questions on core material. (50 marks)	40%	Paper 2 (2 hour 15 minutes) Short answer and extended response questions on core and AHL material (72 marks)	36%
Paper 3 (1 hour) Questions on core and option material. (35 marks)	20%	Paper 3 (1hour 15 minutes) Section A: candidates answer all questions Section B: short answer and extended response questions from one option. (45 marks)	24%
Internal assessment (10 hours) Individual investigation	20%	Internal assessment (10 hours) Individual investigation	20%

ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS)

The aim of the ESS course are to enable students to:

- Acquire the knowledge and understanding of environmental systems at a variety of scales
- Apply the knowledge, methodologies and skills to analyse environmental systems and societies
- Appreciate the dynamic interconnectedness between environmental systems and societies and develop awareness of the diversity of environmental systems
- Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues

- Be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- Develop critical awareness that environmental problems are caused and solved by individuals and societies that are based on different areas of knowledge
- Create innovative solutions to environmental issues by engaging actively in local and global context.

Assessment details

Assessment component	Weighing %	Approximate weighing of objectives in each component (%)		Duration (hours)
		1 and 2	3	
Paper 1 (case study)	25	50	50	1
Paper 2	50	50	50	2
Internal assessment (individual investigation)	25	Covers objectives 1,2,3, and 4		10

GROUP 5

MATHEMATICS

MATHEMATICS: ANALYSIS AND APPROACHES

MATHEMATICS: APPLICATIONS AND INTERPRETATIONS

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 instill 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

Assessment details

Assessment SL		Assessment HL	
External assessment (3 hours)	80%	External assessment (5 hours)	80%
Paper 1 (90 minutes) Section A: compulsory short-response questions based on the syllabus Section B: Compulsory extended-response questions based on the syllabus (80 marks)	40%	Paper 1 (120 minutes) Section A: compulsory short-response questions based on the syllabus Section B: Compulsory extended-response questions based on the syllabus (110 marks)	30 %
Paper 2 (90 minutes) Section A: compulsory short-response questions based on the syllabus Section B: Compulsory extended-response questions based on the syllabus (80 marks)	40%	Paper 2 (120 minutes) Section A: compulsory short-response questions based on the syllabus Section B: Compulsory extended-response questions based on the syllabus (110 marks) Paper 3 (60 minutes) Two compulsory extended response problem-solving problems	30% 20%
Internal assessment Mathematical exploration (20 marks)	20%	Internal assessment Mathematical exploration (20 marks)	20%

GROUP 6

THEATRE

The aims of the subject enable students to enjoy engagement with theatre and become lifelong admirers of theatre, explore theatre in a variety of cultural contexts, understand and engage in the process of transforming ideas into action

Assessment details

External assessment (3 hours)	SL	HL
Task 1: Solo theatre piece (HL only) Students at HL 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.	N/A	35%
Task 2: Director's notebook (SL and HL) Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how the entire play could be staged for an audience.	35%	20%
Task 3: Research presentation (SL and HL) Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they present and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.	30%	20%
Internal assessment Task 4: Collaborative project (SL and HL) Students at SL and HL 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.	35%	25%