



DP Academic Handbook

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1. Learning Through the International Baccalaureate Diploma Programme (IBDP)

*“Until you make the unconscious conscious, it will direct your life and you will call it fate.” —
C.G. Jung*

Like all UWCs, UWC Maastricht offers the two-year International Baccalaureate Diploma Programme (IBDP) as its final degree.

Why study the IBDP?

This is how the International Baccalaureate organisation describes the IBDP programme (http://www.ibo.org/globalassets/publications/become-an-ib-school/ibdp_en.pdf). When you read these points, you will understand **why** the IBDP is studied at UWC:

- ‘We challenge students to excel in their studies and in their personal growth’
- ‘We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy’
- ‘The IB aspires to help schools’:
 - ‘develop well-rounded students’
 - develop students ‘with the character’
 - develop students ‘who respond to challenges with optimism and an open mind’
 - develop students who ‘are confident in their own identities’
 - develop students who ‘make ethical decisions’
 - develop students who ‘join with others in celebrating our common humanity’
 - and develop students who ‘are prepared to apply what they learn in real-world, complex and unpredictable situations’

The IBDP is a very well respected qualification:

- It is accepted as an entrance qualification by universities around the world
- It offers subject specialisation (higher level subjects) and subject breadth (higher and standard level subjects combined)

What makes an IBDP programme?

- All students study six subjects (this is called your *subject package*)
- Three subjects are studied at higher level (HL, subject specialisations) and three are studied at standard level (SL, offering breadth to the programme).
- The subjects are chosen from five to six different subject groups:
 - Group 1: Studies in Language and Literature
 - Group 2: Language Acquisition
 - Group 3: Individuals and Societies
 - Group 4: Sciences
 - Group 5: Mathematics
 - Group 6: The Arts
- All students also take three core components:
 - Creativity, Activity and Service (CAS)
 - Theory of Knowledge (ToK)
 - Extended Essay (EE)
- The IBDP is a two year programme (this includes work during school breaks and over the summer)

The IB Learner Profile

The IB organisation aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers/Courageous
- Balanced
- Reflective

Before Constructing a Subject Package

Please schedule an appointment to speak with our universities counsellors (universities@uwcmaastricht.nl), who can guide you on an appropriate subject package for your university & country where you wish to continue your studies after completing the Diploma Programme.

1.1 Constructing a Subject Package

To construct your IBDP subject package, you will need to:

- Choose one subject from each of the first 5 IBDP groups.
- **And** select **either** Visual Art, Music or Film from Group 6 **or** a second subject from any of the first four areas.
- Upon arrival, you will take diagnostic exams in Mathematics.
Your performance in these exams will shape which syllabus and level you are permitted to select for maths.
- HL Science subjects should only be selected, if you have a thorough prior knowledge and demonstrable level of achievement in the chosen discipline. If you do not, you should initially pursue the subject at SL in order to determine whether you have sufficient aptitude to succeed in HL.
- In addition, if you possess two first languages:
 - you may study two languages in Group 1 (Studies in Language and Literature) instead of a Group 1 and Group 2 (Language acquisition) language. In this case, you would be eligible for the Bilingual Diploma.
- The college does not permit students to pursue 4 HL subjects in their package, unless sufficient need can be evidenced.
- The IBO offers the non-regular diploma, wherein students study 3 Science subjects as part of their package, at the expense of a Group 3 subject.

This represents a substantial challenge, due to the inherent difficulty of the Science subjects, thus the college will only consider students who have a demonstrated level of achievement, effort and attendance in their previous school reports.

Importantly, the IBO will only permit this, if it is a requirement for a university course that you intend to apply for. Evidence of this would need to be provided for IBO consent.

1.2 IBDP Core

“When I discover who I am, I’ll be free.” — Ralph Ellison, Invisible Man

The core of the IBDP is composed of three areas which complement and build on the academic curriculum. Each part is equally important. You must complete all three components to receive the IB Diploma:

- Theory of Knowledge (ToK)
- The Extended Essay (EE)
- Creativity, Activity and Service (CAS)

Theory of Knowledge (ToK)

Theory of Knowledge explores critical thinking and asks about how we know what we claim to know, whether that be scientific knowledge, musical skills or any other knowledge that you are likely to acquire in the next two years. TOK will help you understand the nature of knowledge and improve your understanding within your other subjects and your CAS. You will have TOK classes twice a week with extra support from your TOK teachers during preparation for assessments.

Most of the ToK course is completed in the first year when you :

- Explore the Core *Theme of Knowledge and the Knower* - how our knowledge is constructed individually and as communities
- Explore different Optional themes such as *Knowledge and Politics, Knowledge and Religion, etc* as well as different *Areas of Knowledge* such as *Natural Sciences and The Arts*.

- Prepare an Exhibition of objects that explore how knowledge is created or interpreted and submit a written commentary on this that constitutes the first part of the external assessment in TOK.

In Year two you will complete the ToK course when you:

- Explore the remaining *Areas of Knowledge*, such as *The Human Sciences*, *Maths* and *History*
- Write a TOK essay selected from titles prescribed by the I.B that constitutes the second part of the external assessment in TOK.

Extended Essay (EE)

The Extended Essay is an integral part of the IB Diploma Programme core together with TOK and CAS. It is your opportunity to look in greater detail at one of your subject areas. This is an independent research project which begins in January of DP1 and finishes in November of DP2. The final product is an essay of 4000 words. More details will be presented but the basic EE process is as follows:

- Chose a subject group
- Agree on a topic with your supervisor. This must be a specific and narrow topic.
- Begin researching and continue meeting your supervisor
- Plan your essay before the summer break
- Write the first draft during the summer
- Submit the first draft after summer
- Discuss feedback with your supervisor before completing the final copy

Remember the EE is an independent research project. It is your responsibility to arrange regular meetings with your supervisor.

Creativity, Activity and Service (CAS)

“The best way to find yourself is to lose yourself in the service of others.” — Mahatma Gandhi

Full commitment to the CAS programme is central to your successful completion of the IB. It is also central to your contribution to UWC achieving its mission and values. At UWC Maastricht, we consider your participation, engagement and initiative in activities equally as valuable as the time and energy you put into academics. CAS provides an important counterbalance to the academic pressures of the Diploma Programme. A good CAS programme should be challenging and enjoyable. It should also be a journey of self-discovery which allows you to develop personal and interpersonal skills.

Your starting point is different from other students’ so you will have different goals and needs, but the CAS activities will provide profound, life-changing experiences.

The three components of CAS often overlap in activities. Individually they are characterised 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 Diploma Programme
- **Service:** collaborative and reciprocal engagement with the community in response to an authentic need

You are encouraged to take initiative and lead activities but it is also just as important to simply participate in activities. Commitment to full engagement in CAS is crucial to passing your diploma but the quality of experience is most important. Advisers will guide you through the CAS Programme and evaluate your participation and commitment. Advisers will share with and report your progress to other stakeholders if applicable.

Youth Social Entrepreneurship (YSE) Programme & CAS Project

The Youth Social Entrepreneurship Programme or YSE Programme is a changemakers programme designed to provide DP1 students with the toolkit and skill-set to identify and analyse problems in their communities and produce sustainable solutions to those in the form of projects. This programme fits perfectly with the requirements of a CAS Project.

During this programme students design and implement their CAS Project. YSE and the CAS Project are an essential part of the UWC education which gives you the chance to test your skills and knowledge outside the classroom. So are our 'Project weeks'. Project weeks have a long tradition in the UWC context and are known to be challenging and enriching experiences. It is a unique opportunity for personal development and for spreading the UWC mission and values outside the UWC community. At UWC Maastricht, the optional project weeks run during October, Carnival and May breaks. All DP students are encouraged to organise an optional project week during study breaks (October, Carnival and May). These optional project weeks can focus on service as well as creativity, action and exploration in general. Optional project weeks are restricted to a 1,000 km travel radius and need to make use of eco-friendly transport. Also these projects are normally done by groups of 4 to 8 students and last a minimum of 4 days.

Documenting your Academic and CAS progress

Throughout the Diploma programme, you will use ManageBac, an online learning management system, to keep track of your academic work and CAS activities. Teachers will use the ManageBac system to post deadlines, outline tasks, send messages and share resources. Your CAS adviser and supervisors will also check your reflections, report meetings and provide a supervisor review.

As a student, you will be expected to:

- upload summative assessments (such as internal investigations, extended essays, TOK essay etc) onto the ManageBac system
- check ManageBac for messages, tasks and deadlines from your teachers

- upload/enter reflections for CAS
- Upload Project Week reflections
- check for supervisor reviews and messages regarding CAS
- enter your exam registration information in DP2

For more information concerning how to use Managebac, you can refer to the Student ManageBac Guide at <http://help.managebac.com/> (Click on the student tab).

1.3 IBDP Courses Offered at UWC Maastricht

NOTE: A place in a subject cannot be guaranteed and is subject to timetable blocking. Should a subject be over-subscribed, class membership will be decided via lottery.

Group 1: Studies in Language and Literature

Group 1 courses in Language and Literature engage with literary and non-literary works under three areas of exploration: i) the exploration of the nature of the interactions between readers, writers and texts; ii) the exploration of how texts interact with time and space and iii) the exploration of intertextuality and how texts connect with each other. Although these three areas seem to offer an ordered approach to progression within the course, they overlap, and it is one of your tasks to make connections between the three areas of exploration in your studies.

We offer Group 1 *Language and Literature* in:

- English (*Language and Literature*)
- Dutch (*Language and Literature*)
- Spanish (*Language and Literature*)
- Arabic (*Language and Literature*)
- French (*Language and Literature*)
- Chinese (*Language and Literature*)
- Italian (*Literature only*)

These courses are for students who are native or advanced language learners and therefore are able to listen to, read, understand and analyse unadapted literary and non-literary language.

In addition, it is possible to study Self-Taught Literature in Group 1. Self-Taught Literature is available to everyone whose mother tongue or strongest language is not Arabic, Chinese, Dutch, English, French, German, Italian or Spanish.

Note: School Supported Self Taught exist in Standard Level only.

As a Self-Taught student, you will:

- Attend two World Literature classes in your first year. This will
 - Help you to develop analytical skills
 - Help introduce the skills you need to study literature in your first language

- Attend regular meetings with the School Supported Self Taught Coordinator, and if possible, meet a language tutor of your home language to provide guidance.

Every Group 1 Language and Literature course follows the same curriculum and, therefore, uses the same assessment criteria. The texts will be different in each language but the expectations are identical. The same applies to English, Italian and German Literature.

Similarly, if you study Self-Taught you will do the same literature course as other self-taught candidates. The books and texts studied will, of course, be different for each language, but the assessments and the assessment criteria are exactly the same.

All Group 1 Language teachers work collaboratively in the Group 1 Department to ensure that expectations are the same in every language.

[Group 2: Language Acquisition](#)

Three levels of Group 2 language acquisition courses are offered at UWCM:

- Dutch, English, French, German or Spanish HL, SL or Ab Initio.

HL/SL

HL/SL courses are designed for students with previous knowledge of the language studied. Students can study Dutch, English, French, German, or Spanish at higher or standard level.

The main focus is on:

- language acquisition
- intercultural understanding

To develop language skills, students investigate a variety of topics through various media. HL level students study two works of literature and have one more lesson per week. Like Group 1 languages, the books and texts studied will, of course, be different for each language, but the assessments and the assessment criteria are exactly the same.

Language *Ab Initio*

Language *Ab Initio* courses are designed for students who want to learn a new language or have had very little exposure to the language studied at *Ab Initio*. We offer Dutch, French, German and Spanish *Ab Initio* as a standard level course. The main focus is based on three themes:

- individual and society
- Leisure and work
- The urban and rural environment

At the end of the course, students should be able to interact appropriately in everyday situations. Students can follow this course only at SL.

English: Language Acquisition

English is the language of instruction at UWCM. To ensure that the English language needs of our students are identified and met, we offer differentiated levels of support within the Group 2 English Language Acquisition courses.

At the beginning of the Diploma Programme, all students take a diagnostic English test for staff to acquire more information on students' language profile. The other purposes of this test are for the school:

- To understand the entry-level of proficiency for all students;
- To gain an understanding of the overall level of proficiency of the whole year group;
- To identify individual language needs early;
- To support students in their choice of a viable subject package by making recommendations as to the most beneficial language option;

Students with little or no proficiency in English will be placed in the DP English SL (English Language Learning, ELL) level of study. In ELL:

- Specific language needs will be identified and supported;
- Students will follow the course syllabus with additional, language support for other subjects;

When ready, these students will move into the core English SL group. Some students may also progress into English HL. Student and teacher will discuss the decision to move to HL as it is important that the student is ready to meet the HL language demands.

Group 3: Individuals and Societies

“How can there be peace without people understanding each other, and how can this be if they don't know each other” -- Lester B. Pearson, Nobel Peace Prize Winner.

Individuals and Societies' courses help us understand the lives of people around the world today and the legacy of their past.

UWC Maastricht offers the Individuals and Societies courses detailed below.

The courses cover a rich variety of topics and focus on developing investigative, analytical and critical thinking skills.

Economics:

"Money is flat, the world is round" (Source: Loesje)

Economics studies human behaviour within a globalising world where resources are limited and our needs are infinite. We try to address questions such as:

- How can we increase our well being without harming the environment?
- What can we do to fight unemployment and inflation?
- How can we promote economic development? Should we give aid to developing countries or should we allow them to trade fairly?

The course teaches you to think like an economist and to look critically at the world around us. Once you start the course, your view on economic policies, current events and election campaigns will never be the same.

Environmental Systems and Societies (ESS): Also available as a Group 4 course.

ESS is an interdisciplinary Group 3 and 4 course that is offered only at standard level (SL). Selecting this subject means that it fulfils the Diploma requirements for a Group 3 and Group 4 subject, therefore it is not necessary to select an additional Group 3 or Group 4 subject in your package.

It is a complex course, requiring a diverse set of skills. The course involves:

- 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.

ESS allows the students to make informed decisions by providing an understanding of the interrelationships between environmental systems and societies.

ESS takes a holistic approach and encompasses a wide range of subjects, mainly including:

- Natural Sciences(Biology, Chemistry & Physics)

- Geography

Geography:

Geography is everywhere. It is the study of the earth's natural and human features and their interactions. Geography is diverse and evolving because the earth and the ways that we live on it are always changing. Geography bridges social sciences, the humanities and physical science in order to examine and try to explain space, place, and environment from local to global scales.

The course covers a broad range of topics and concepts including:

- Demographics
- Sustainability
- Tourism,
- Globalisation.

There is a particular focus on globalisation because, as the planet becomes smaller due to globalisation, Geography becomes increasingly important and relevant in helping us understand our place in the world.

Global Politics

The 21st century is characterized by rapid change and increasing interconnectedness.

Global Politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences, reflecting the complex nature of contemporary political issues.

The Global Politics course is divided into four units:

- Power, Sovereignty, and international relations
- Human Rights
- Development
- Peace and Conflict

Global Politics includes traditional assessments such as source analysis and evaluation and essay writing but it also uses new forms of assessment such as an engagement activity, in which students actively engage with a political issue. In addition, at Higher Level, there is a specific focus on communicating our understanding of Global Politics through presentations.

History

“One individual can begin a movement that turns the tide of history.” Jack Canfield

History is not only about interesting people, places and events from the past. History encourages:

- Critical thinking
- Open-mindedness

By developing these qualities, you also develop an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

DP History will give you the tools to develop analytical and evaluative skills. We use a variety of case studies to compare and contrast historical accounts from different periods and perspectives. Once we are able to use the skills necessary for historical study, we can apply them to our own stories as well as stories from the past. History can be personal. History can be abstract. But History is always fascinating.

World Arts and Cultures

A trans-disciplinary subject, World Arts and Cultures draws in elements from Social and Cultural Anthropology, Politics, Geography, Art History, Visual Arts and Ethnomusicology.

The course examines the socio-economic context from an aesthetic view by looking at works of art and cultural phenomenon

- Examine and Appreciate the cultural artefacts from an aesthetic point of view **and**
- Understand the artefacts as manifestations of broader cultural and social life.

You are encouraged to observe, analyse and critically analyse the cultural similarities and differences by understanding the role of cultural artefacts in shaping and reflecting aspects of identity. You undertake a comparative analysis of a selected list of world cultures in the first year of the program. In the second year, you will focus on the cultural heritage of the region surrounding Maastricht and the ‘idea’ of Europe through time and space. Local field trips form an essential part of the subject. World Arts and Cultures is offered at Standard Level only.

Group 4: Sciences

We offer five Group 4 Science subjects at diploma level:

- Biology
- Chemistry
- Design Technology (DT)
- Environmental Systems and Societies (A Group 3 & 4 interdisciplinary course)
- Physics

You can take an SL Science subject regardless of your previous experience.

If you take an HL Science, you should have recent experience/success in the subject.

Biology

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make whole ecosystems function. There is a strong link with chemistry in understanding the origins of life and the processes that occur in living cells.

When you study Biology, you will explore these basic biological concepts:

- Cell Biology
- Ecology
- Equilibrium within systems
- Evolution and Biodiversity
- Genetics and Molecular biology
- Plant Biology
- Animal Physiology with special emphasis on Human physiology.

Chemistry

Chemistry is the study of matter, its properties and how matter can be changed into different materials by chemical reactions.

DP Chemistry allows you to develop traditional practical skills, develop digital technology skills and increase your ability to use mathematics, the language of science.

Students wishing to pursue HL Chemistry, as well as having a recent background in the subject, should also be recommended for at least Mathematics: Analysis & Approaches SL, due to the demanding mathematics involved in HL Chemistry.

Chemistry is called the central science, as it serves as a bridge between the logical physical sciences (IB Physics) to conceptual life sciences (IB Biology and ESS).

In HL as well as SL course, we study four broad areas of chemistry:

- Physical Chemistry
- Organic Chemistry
- Inorganic Chemistry
- Analytical Chemistry

And as an option, we choose one of the following:

- Human Biochemistry
- Medicinal Chemistry
- Energy.

Design Technology (DT)

Are you creative? Do you like making things and exploring how products around you work?

DT links innovation and creativity; throughout the course, varied project work offers you the opportunity to explore and create commercial ideas and have a means to prototype, test and evaluate their possibilities and limitations. The course always keeps the end-user in focus, making this a very human-centred subject.

DT introduces the six core design topics of:

- Ergonomics,
- Resources management,
- Modelling, raw materials to final production,
- Innovation in design
- Classic design.

If you choose HL you will also study:

- User-centred design
- Sustainability,
- Innovation and marketing
- Commercial production.

Environmental Systems and Societies (ESS): Also available as a Group 3 course.

For a description of ESS, look at the [Group 3 Individuals and Societies section](#). This course can be taken as both a Group 3 and a Group 4 course

Physics

Physics offers an opportunity to learn problem-solving and logical thinking skills through both theoretical and practical study of different phenomena and systems. Topics covered include:

- Classical mechanics
- Thermal physics
- Waves
- Electromagnetism
- Atomic and nuclear physics
- Energy, power and climate change
- *And one optional topic chosen from:*
 - Relativity,
 - Engineering Physics,
 - Imaging
 - Astrophysics.

If you are thinking of studying HL Physics, a recent background knowledge is essential. Both Standard and Higher level students should have a good command of basic mathematical concepts/topics such as:

- vectors
- trigonometry
- solving equations

Students wishing to pursue HL Physics, as well as having a recent background in the subject, should also be recommended for at least Mathematics: Analysis & Approaches SL, due to the demanding mathematics involved in HL Physics.

[Group 5: Mathematics](#)

A diagnostic exam will take place at the start of DP. The results from the [math placement test](#) will inform the syllabus & level of study that you are able to follow.

Mathematics is taught at four different levels:

- Mathematics Analysis and Approaches HL
- Mathematics Analysis and Approaches SL
- Mathematics Applications and Interpretation HL
- Mathematics Applications and Interpretation SL

All levels of Mathematics focus on five core topics:

1. Number and Algebra
2. Functions
3. Geometry and trigonometry
4. Statistics and probability
5. Calculus

All levels of Mathematics will help you develop skills in:

- Problem-solving
- Analytical thinking
- Critical thinking
- Using a Graphic Display Calculator effectively

Mathematics Analysis and Approaches HL & SL

Students who choose Mathematics: Analysis and Approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Mathematics Applications and Interpretation HL & SL

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

[Group 6: The Arts](#)

Visual Arts

The IB Diploma Programme visual arts course encourages you to challenge your own creative and cultural expectations and boundaries. It is a thought-provoking course in which

you will develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. You will be encouraged to:

- Question all preconceived notions of art and personal ability
- Express your ideas and feelings through the controlled use of a broad range of materials and techniques
- Investigate and relate to all the evolutionary processes that are inherent in the development of good design
- Articulate issues relating to the work of other artists from a variety of cultures, past and present

Music

Studying Music at IBDP level fosters curiosity and openness to both familiar and unfamiliar musical worlds. The core elements will be experimenting, exploring and performing based on personal, local and global music. You will also explore the similarities, differences and links in music from within your own culture and that of others across time. Engaged musical study allows exploration and discovery of relationships between lived human experience and specific sound combinations and technologies, which informs us about the world around us. Music is offered at SL and HL. Both courses contain a combination of analytical skills, performance skills and creative skills. Students with no previous music experience often find IB Music to be challenging as it presupposes the ability to read music.

Film

The creation, presentation and study of film requires courage, passion and curiosity: courage to create individually and as part of a team, to explore ideas through action and harness the imagination, and to experiment; a passion to communicate and to act communally, and to research and formulate ideas eloquently; curiosity about self and others and the world, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through the art form.

At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

Please see the enclosed link for the recommended equipment for the course.

<https://bit.ly/2YMUvKy>

Music School

For all students, including those students who do not select music as part of their subject package, it is possible to attend lessons at our [Music School](#). In addition to the courses listed there, other courses can be offered, based on students' interest and availability of instrumental teachers.

The costs for an individual lesson are € 20 per 30 minutes. Attending lesson at the UWCM Music School is free for those residential students who selected the IBDP Music course as part of their subject package.

Assessment

When you study the IBDP you should aim to improve your study skills and subject knowledge but you must also allow yourself to understand and enjoy every step of your learning journey. You should not worry about what grade other students achieve.

The IB helps you to measure your improvements by using Assessment Criteria in each subject area. The criteria use numbers to indicate a description of your performance in the task they are assessing. It is useful to look at the assessment criteria when you write an assignment as they will help guide you. You should also read the description when you receive marked work back because they will explain what you have achieved. Once you understand your achievement, you can then look at the next description and work out what you need to do in order to move towards reaching that level. Always feel free to ask your teacher for advice about how to develop your learning. Teachers will supply you with the assessment criteria but it's not always easy to understand the criteria first time so, again, feel free to ask the teacher or your personal tutor for help.

The final IBDP grade for each is graded between 1- 7. Each grade is accompanied by a Grade Descriptor. The grade descriptors explain the skills and knowledge you have achieved in each subject. Grade descriptors help teachers explain the academic requirements of the IB diploma programme to students, report progress and prepare anticipated grades.

For more details on the assessment details for each course, please consult the appendix on [p22](#).

Attained grades

Attained grades represent your performance in summative assessments (end-of-topic tests, mock exams, essays, etc.) and are cumulative, thus are a reflection of how you have performed in your subject across the duration of the programme.

Predicted grades

Predicted grades represent your teacher's informed and professional assessment of your potential achievement. The grade is based on your work and progress. Assessment is continuous throughout the Diploma programme and will evolve as your teacher gathers more information about your learner profile (your strengths and weaknesses, your motivation, etc.).

All of these factors inform your predicted grade:

- Daily classroom contributions (written, oral, practical)
- Sustained effort which results in steady progress
- Meeting deadlines
- Regular attendance which results in full exposure to the curriculum and your understanding of it
- Achievement in formative and summative assessment tasks (including practice IAs, final copies of IAs, practice tests, classroom discussions etc.)
- Our estimation of your future development based on our professional experience.
- Adherence to academic honesty which ensures that progress is recognized as your own
- Your active response to feedback

These points all demonstrate your motivation, ability and potential to learn, as well as your level of engagement with the full curriculum; universities ask us to comment on all these areas when we give references.

Predicted grades will be formulated as required for university applications, typically at the end of DP1 and in the Winter and Spring reports of DP2.

Please note:

Because of the nature of the course, anticipated grades are not provided for School-Supported Self-Taught languages. In the rare event that a university requests an anticipated grade for a self-taught language, we will do our utmost to provide a grade, providing we have a tutor of the language at our disposal.

Transition requirements for DP2

The IB Diploma Programme provides part of the “Challenge” that is inherent in the UWC experience.

We monitor student achievement in their subjects and the IB Core, in order to assess whether the student is demonstrating & developing the skills & attitudes which are necessary for success in the current programme and in the future.

This is benchmarked against the college’s transition requirements:

1. A minimum total of 24 points, including a minimum of 12 points from HL subjects.
2. A positive commendation from their EE supervisor & ToK teacher, on their likelihood of obtaining a passing grade.
3. A positive commendation from their CAS advisor, attesting that they have shown satisfactory engagement with their CAS experiences and the reflection process.
4. Effort Grades of C or above in the final report of DP1.
5. Demonstrate punctuality and have minimal instances of late-coming.
6. Maintain an attendance rate of at least 90%.

Students who meet these requirements will progress directly into DP2, whereas those who do not meet the requirements will have their status reviewed.

If the review indicates that the student is not suited to the programme:

1. Student may be given the opportunity to repeat DP1.
2. Student may be given the opportunity to continue following a reduced subject package.
3. Student may not be offered continuation at the college.

Continuation is offered is at the college’s discretion and reflects the individual circumstances of the student.

2. University Counselling (Universities)

Choosing a university is about figuring out a good fit. This can be an exciting and overwhelming process. You will have to consider which of your interests and skills you would like to explore and develop as well as take into consideration finances and your complete profile. Our university counsellors are here to help and will meet with you individually and through group presentations.

If you make the most of the opportunities offered by a UWC education, you will find yourself in the privileged position of having a wide range of college and university choices available to you. Furthermore, there are UWC and international scholarships available as well as the possibility of funding through the UWC Scholars Program, a needs-based fund set up by the American philanthropist, Shelby Davis (www.davisuwcscholars.org)

During the two years of the IBDP, you will have the opportunity to interact with representatives from over 100 national and international colleges and universities who visit UWCM outside of classroom hours to present on different topics such as 'writing the personal essay', 'university in Canada', 'financial aid in the US' as well as on their universities. The Universities Office coordinates any interviews that might follow these presentations. Both the presentations and interviews will certainly help you make important application choices more confidently.

University Factors to Consider in Planning an IBDP Subject Package:

It is not a problem if you do not know now what you want to study after graduation. The two years at UWCM will be transformative and your plans are very likely to change. We do understand, however, that you might feel anxious about choosing a subject package that fits your future study plans. The following questions and answers may help you make some decisions:

- How will my IBDP subject choices affect my university applications?
 - Often your subject package choices will not affect your university application.
 - Universities in some countries do ask for specific IBDP subjects. This often depends on the country and which university course you wish to follow (a list with some of the more common examples is included later).

- What if I do not know what I want to study after IBDP?
 - Don't worry. The IBDP provides the skills necessary for studying a wide range of higher education courses.

- If you choose a Liberal Arts degree, you can still explore your interests for the first year or two of university study before you need to specialise.
- Universities in the US and Canada allow you to combine subjects through offering major and minor or joint major degrees so there is a variety of choice.
- What is required for my undergraduate college/university plans?
 - The requirements vary by institution and country (including IBDP point requirements). You will need to research the requirements carefully by checking individual university websites
 - If you want to study at a Dutch university in Dutch, you must have at least Dutch B Higher Level in your IBDP subject package. (Note: There are many English language programmes in the Netherlands and they have no Dutch language requirement)
 - If you want to study in your home country, you must make sure you understand the university requirements. Some countries have language requirements that need to be reflected in your IBDP package. The IB Diploma is widely recognized for college entry requirements. Please find more details at the IBO website, <https://www.ibo.org/university-admission/>)
- How do I choose my Higher Level and Standard Level subjects?
 - Ask yourself these questions:
 - Do I enjoy studying this subject?
 - Do I have enough background knowledge in this subject?
 - Do my previous grades and experience show that I am strong in this subject?
 - Do I want to challenge myself with a new subject which I have not had the opportunity to study before?
 - Does my university choice mean that I have to study specific courses in the IBDP?

For further details on which IBDP courses are recommended for a variety of university programmes in Canada, The Netherlands, the UK and the USA, please see the appendix on [p42](#).

University Application Process

The university counsellors will meet collectively and individually with all DP1 students before the end of your first year. This is the beginning of the university process as they get to know

you better and you have the opportunity to ask questions. They will review with you your profile and offer suggestions on moving forward, including the provision of different resources to help you with your research.

Once you start applying to universities, the university counselling team will advise and help you coordinate your application/s to a maximum of 6 US colleges in the Davis Programme and 8 applications worldwide (some applications count as 1 - e.g. UCAS is one application that allows up to 5 choices).

When do I apply to university?

- During the first term of DP2, most students apply to university.
- Please note:
 - The Universities Office sets internal deadlines. These deadlines allow the university counsellors to ensure that all application materials are complete and ready to meet the external deadlines.
 - You must keep to these deadlines. Failure to do so may compromise your application and thus impact your desired start date.

What is a transcript and why do I need one?

- A transcript is an official record of classes taken and grades received in high school.
- Many universities require transcripts (past and present) with grades from the last four years of high school as part of the application.
 - If you attended UWC Maastricht as an MYP student, the Universities Office will provide this document to students and/or universities, as needed.
 - For those who join UWC Maastricht for the first time as DP students, please be aware that an official transcript of the last two years of studies from your previous high school(s) is needed. Please bring the original with you but send a scanned copy to universities@uwcmaastricht.nl before you actually arrive in Maastricht. Scans will be checked against originals once you arrive. A copy of your school report is not sufficient.

It is your responsibility to obtain an official transcript from your previous high school.

Normally, you can do this by making a request to the Registrar of your previous school.

Transcripts come in different formats, but are usually one page and contain the name and address (and logo) of the school, a list of courses taken, dates and grades in class and of any external or national exams. They must include the signature of the person verifying the

information and a stamp of that institution. Official translations are required if the original language of the documents is not English.

Law and medicine in the UK and some courses at Oxford and Cambridge require external tests as part of the application process. Many US colleges no longer require submission of a standardized test (SAT or ACT), so please talk to your university counsellor and consider carefully whether taking these tests is helpful or necessary for your US university applications. These tests cost approximately €65.

Students are responsible for university application costs though some fee waivers may be available for those with limited financial resources applying to the US. Application costs can range from €0-€200.

Students are responsible for their own costs if called for an in-person interview although most institutions are understanding of circumstances and are happy to conduct an interview online.

3. Academic Honesty

The principle of academic honesty is the keystone to teaching and learning at UWC Maastricht. Teaching and learning at UWCM are guided by the [UWCM Academic Honesty Policy](#), a published policy document on ManageBac and the school website. By upholding honesty and personal integrity values, this document is informed by the IB Learner Profile attributes and United World College's mission. Besides several training sessions during the first year of IBDP/IBCP, you will also be guided by your teacher in understanding the ethical practices in line with the vision of UWC Maastricht. Please read, understand and become familiar with the School's [Academic Honesty Policy](#). As part of this community, we expect you to be respectful and responsible in making moral and ethical decisions.

Appendix

Mathematics Placement test:

The content that is assessed in the Mathematics placement exam is listed below:

Number and algebra

- Number systems: natural numbers \mathbb{N} ; integers, \mathbb{Z} ; rationals, \mathbb{Q} , and irrationals; real numbers, \mathbb{R}
- SI (Système International) units for mass, time, length and their derived units, eg. speed, area and volume
- Rounding, decimal approximations and significant figures, including appreciation of errors
- Definition and elementary treatment of absolute value (modulus), $|a|$
- Use of addition, subtraction, multiplication and division using integers, decimals and fractions, including order of operations
- Prime numbers, factors (divisors) and multiples
- Greatest common factor (divisor) and least common multiples (HL only)
- Simple applications of ratio, percentage and proportion
- Manipulation of algebraic expressions, including factorization and expansion
- Rearranging formulae
- Calculating the numerical value of expressions by substitution
- Evaluating exponential expressions with simple positive exponents
- Evaluating exponential expressions with rational exponents (HL only)

- Use of inequalities, $<$, \leq , $>$, \geq , \leq , $>$, \geq , intervals on the real number line
- Simplification of simple expressions involving roots (surds or radicals)
- Rationalising the denominator (HL only)
- Expression of numbers in the form $a \times 10^k$, $1 \leq a < 10$, $k \in \mathbb{Z}$
- Familiarity with commonly accepted world currencies
- Solution of linear equations and inequalities
- Solution of quadratic equations and inequalities with rational coefficients (HL only)
- Solving systems of linear equations in two variables
- Concept and basic notation of sets. Operations on sets: union and intersection
- Addition and subtraction of algebraic fractions (HL only).
- Mappings of the elements of one set to another. Illustration by means of sets of ordered pairs, tables, diagrams and graphs.

Geometry and trigonometry

- Pythagoras' theorem and its converse
- Mid-point of a line segment and the distance between two points in the Cartesian plane
- Geometric concepts: point, line, plane, angle
- Angle measurement in degrees, compass directions
- The triangle sum theorem
- Right-angle trigonometry, including simple applications for solving triangles
- Three-figure bearings
- Simple geometric transformations: translation, reflection, rotation, enlargement
- The circle, its centre and radius, area and circumference. The terms diameter, arc, sector, chord, tangent and segment
- Perimeter and area of plane figures. Properties of triangles and quadrilaterals, including parallelograms, rhombuses, rectangles, squares, kites and trapezoids; compound shapes
- Familiarity with three-dimensional shapes (prisms, pyramids, spheres, cylinders and cones)
- Volumes and surface areas of cuboids, prisms, cylinders, and compound three-dimensional shapes

Statistics and probability

- The collection of data and its representation in bar charts, pie charts, pictograms, and line graphs
- Obtaining simple statistics from discrete data, including mean, median, mode, range
- Calculating probabilities of simple events

- Venn diagrams for sorting data
- Tree diagrams

Subject Assessment in all IBDP Subjects

Group 1: Studies in Language and Literature						
	External Assessment 1 Coursework: You write it during your time as a student; it is marked by your teachers, and then sent to IB for external moderation. .			External Assessment 2 Exams: You write it during the Official IB May Examinations; it is marked by the IB		
Lang/Lit HL	HL essay (1,200 to 1,500 words long)	15-minute long Individual oral commentary comparing a literary work with a non-literary work (studied during the two-year programme)	Learner Portfolio tasks	Paper 1 2hrs 15 mins Textual analysis of two unseen texts	Paper 2 2hrs Comparative essay on 2 of the 6 literary works studied	xxx
Lang/Lit SL	xxx	15-minute long Individual oral commentary	Learner Portfolio tasks	Paper 1 1 hour 15 mins Commen-	Paper 2 2 hrs Comparative essay on 2 of the	xxx

		comparing a literary work with a non-literary work (studied during the two-year programme)		tary on one unseen text	4 literary works studied	
School-Supported Self-Taught (SSST) Lit SL only	Please note that all SSST work is assessed externally by IB moderators	Written Assignment x1	15-minute long Individual oral commentary based on two chosen texts or extracts	Paper 1 1.5 hours Literary analysis	Paper 2 1.5 hours Comparative essay on 2 of the 4 literary works studied	
Group 2: Language Acquisition						
Lang B HL	Written Assignment Creative Writing based on Literature	Individual Oral	Interactive Oral	Paper 1 Writing Two texts 1.5	Paper 2 1.5 hrs	Paper 2
Lang B SL	Written Assignment based on 3 texts	Individual Oral	Interactive Oral	Paper 1 Reading 1.5 hrs	Paper 2 Writing 1.5 hrs	xxx
Ab Initio SL	Written Assignment (done in the students own time)	Individual Oral Based on a picture and the Written Assignment		Paper 1 Reading 1.5 hours	Paper 2 Writing 2 texts 1hou	xxx
Group 3: Individuals and Societies						
Economics HL	Portfolio of 3 commentaries, based on sections of the syllabus and extracts from news media. Max 750 words x 3			Paper 1 (1 h 30 m) Extended response paper	Paper 2 (1 h 30 m) Data response paper	Paper 3 (1 h) HL extension paper
Economics SL	Portfolio of 3 commentaries,			Paper 1 (1	Paper 2 (1	xxx

	based on sections of the syllabus and extracts from news media. Max 750 words x 3	30 m) Extended response paper	30 m) Data response paper		
ESS SL	See Group 4 for info on ESS				
Geography HL	Written report based on fieldwork. Maximum 2,500 words	Paper 1 (1 h 30 m) Syllabus content: Core theme	Paper 2 (2 hours) Syllabus content: Three optional themes	Paper 3 (1 hour) Syllabus content: Higher level extension	
Geography SL	Written report based on fieldwork. Maximum 2,500 words	Paper 1 (1 h 30 m) Syllabus content: Core theme	Paper 2 (1 h 20 m) Syllabus content: Two optional themes	xxx	
Global Politics HL	Engagement activity Written report (2,000-words on a political issue explored through engagement and research	HL extension: global political challenges. 2 video recorded oral presentations (10 minutes each) on 2 case studies	Paper 1 (1 h 15 min) Stimulus-based, short answer and structured questions	Paper 2 (2 h 45 min) Essay based paper	xxx
Global Politics SL	Engagement activity Written report (2,000-words on a political issue explored through engagement and research		Paper 1 (1 h 15 min) Stimulus-based, short answer and structured questions	Paper 2 (1 h 45 min) Essay based paper	xxx
History HL (May 2016)	A historical investigation into a topic of Student's choice (1,500-2,000 words)	Paper 1 (1 h) Short answer/structured questions	Paper 2 (1 h 30 m) Extended response questions	Paper 3 (2 h 30 m) Extended response	

					questions
History SL (May 2016)	A historical investigation into a topic of Student's choice (1,500 -2,000 words)		Paper 1 (1 hour) Short answer/structured questions	Paper 2 (1 hour 30 min) Extended-response questions	xxx
History HL (May 2017)	A historical investigation into a topic of Student's choice (2200 words).		Paper 1 (1 hour) Source based paper.	Paper 2 (1 hour 30 minutes) Essay based paper	Paper 3 (2 hours 30 minutes) Essay based paper
History SL (May 2017)	A historical investigation into a topic of Student's choice (2200 words).		Paper 1 (1 hour) Source-based paper.	Paper 2 (1 hour 30 minutes) Essay based paper.	xxx
World Arts & Cultures SL	Written report based on fieldwork. (2000 words)		Paper1. (1.5 hour) Short answer questions.	Paper 2 (1.5 hour) Essay based paper.	xxx
Group 4: Sciences					
Biology HL	Internal Assessment. 1 investigation: personal engagement, exploration, analysis, evaluation, communication. about 2,000 words.	group 4 project 1 day (all group 4 students together)	paper 1. multiple choice 1 hour	paper 2 Structured questions 2 1/4 hours	paper 3 option paper and N.O.S (science methods) 1 ¼ hours)
Biology SL	Internal Assessment. 1	group 4 project 1 day (all group 4 students together)	paper 1 multiple choice 45	paper 2 Structured questions	option paper and

	investigation: personal engagement, exploration, analysis, evaluation, communication. about 2,000 words.		minutes	1 1/4 hours	N.O.S (science methods) 1 hour
Chemistry HL	Internal Assessment. 1 investigation: personal engagement, exploration, analysis, evaluation, communication. about 2,000 words.	group 4 project 1 day (all group 4 students together)	paper 1. multiple choice 1 hour	paper 2 Structured questions 2 1/4 hours	paper 3 option paper and N.O.S (science methods) 1 1/4 hours)
Chemistry SL	Internal Assessment. 1 investigation: personal engagement, exploration, analysis, evaluation, communication. about 2,000 words.	group 4 project 1 day (all group 4 students together)	paper 1 multiple choice 45 minutes	paper 2 Structured questions 1 1/4 hours	paper 3 option paper and N.O.S (science methods) 1 hour
DT HL	IA assessment 40% of	group 4 project 1 day (all group 4 students together)	paper 1 multiple choice 1hr.	paper 2 Data based	paper 3 structured

	<p>marks based on one individual design project.</p> <p>A: analysis of design opportunity.</p> <p>B: conceptual design.</p> <p>C: development of a detailed design.</p> <p>D: testing and evaluation.</p> <p>E: commercial production.</p> <p>F: marketing strategies.</p>		20% of final marks.	structured questions 1.5 hours. 20% of final marks.	questions. 1.5 hours. 20% of final marks.
DT SL	<p>IA assessment 40% of marks based on one individual design project.</p> <p>A: analysis of design opportunity.</p> <p>B: conceptual design.</p> <p>C: development of a detailed design.</p> <p>D: testing and evaluation.</p>	group 4 project 1 day (all group 4 students together)	paper 1 multiple choice 45 minutes. 30% of final marks.	paper 2 Structured questions 1.5 hours. 30% of final marks.	xxx

ESS SL	IA assessment - 24%. Many opportunities to complete assessments - use best marks	group 4 project 1 day (all group 4 students together)	paper 1 1 hour. Short structured questions	Paper 2 2 hours Resource based questions. Two essay questions - each 20 marks	xxx
Physics HL	Internal Assessment. 1 investigation: personal engagement, exploration, analysis, evaluation, communication. about 2,000 words.	group 4 project 1 day (all group 4 students together)	paper 1. multiple choice 1 hour	paper 2 Structured questions 2 1/4 hours	paper 3 option paper and N.O.S (science methods) 1 1/4 hours)
Physics SL	Internal Assessment. 1 investigation: personal engagement, exploration, analysis, evaluation, communication. about 2,000 words.	group 4 project 1 day (all group 4 students together)	paper 1 multiple choice 45 minutes.	paper 2 Structured questions 1 1/4 hours	paper 3 option paper and N.O.S (science methods) 1 hour
Group 5: Mathematics					
Maths A&A HL	Internal Assessment 20% of the final mark Exploration investigation, modeling:		Paper 1 30% of the final mark (2 h)	Paper 2 30% of the final mark (2 h) With	Paper 3 20% of the final mark

	communication, mathematical presentation, personal engagement, reflection, use of mathematics. about 12 - 20 pages.	Without GDC This paper consists of section A, short-response questions, and section B, extended-response questions.	GDC This paper consists of section A, short-response questions, and section B, extended-response questions.	(1h) With GDC This paper consists of two compulsory extended-response problem-solving questions.
Maths A&A SL	Internal Assessment 20% of the final mark Exploration investigation, modeling: communication, mathematical presentation, personal engagement, reflection, use of mathematics. about 12 - 20 pages.	Paper 1 40% of the final mark (1h:30) Without GDC Section A consists of compulsory short questions based on the whole syllabus. Section B consists of a small number of compulsory extended-response questions based on the whole syllabus.	Paper 2 40% of the final mark (1h:30) With GDC Section A consists of compulsory short-response questions based on the whole syllabus. Section B consists of a small number of compulsory extended-response questions based on the whole syllabus.	xxx
Maths A&I HL	Internal Assessment 20% of the final mark Exploration investigation, modeling: communication, mathematical presentation, personal engagement, reflection, use of	Paper 1 30% of the final mark (2 hrs) With GDC This paper consists of	Paper 2 30% of the final mark (2 hrs) With GDC This paper consists of	Paper 3 20% of the final mark (1hr) With GDC

	<p>mathematics. about 12 -20 pages.</p>	<p>section A, short-response questions, and section B, extended-response questions.</p>	<p>section A, short-response questions, and section B, extended-response questions.</p>	<p>This paper consists of two compulsory extended-response problem-solving questions.</p>
<p>Maths A&I SL</p>	<p>Internal Assessment 20% of the final mark Exploration investigation, modeling: communication, mathematical presentation, personal engagement, reflection, use of mathematics. about 12 -20 pages.</p>	<p>Paper 1 40% of the final mark (1h:30) With GDC This paper consists of compulsory short-response questions. Questions on this paper will vary in terms of length and level of difficulty. Individual questions will not be worth the same number of marks. The marks allocated are indicated at the start of each question.</p>	<p>Paper 2 40% of the final mark (1h:30) With GDC This paper consists of compulsory extended-response questions. Questions on this paper will vary in terms of length and level of difficulty. Individual questions will not be worth the same number of marks. The marks allocated are indicated at the start of each question.</p>	<p>xxx</p>
<p>Group 6: The Arts</p>				
<p>Visual Art HL</p>	<p>Internal assessment 40%</p>	<p>External assessment 60%</p>		

	<p>Exhibition Internal assessment externally moderated by the IB.</p> <p>HL students submit a curatorial rationale that does not exceed 700 words. HL students submit 8–11 artworks. HL students submit exhibition text for each selected artwork.</p>	<p>Comparative study 20% Students at HL analyse and compare different artworks by different artists. An independent critical and contextual investigation. HL students submit 10–15 screens Plus HL students submit 3–5 further screens which analyse the extent to which their work has been influenced by the art and artists examined.</p> <p>Process portfolio 40% HL students submit 13–25 screens which evidence their sustained experimentation & exploration throughout the course.</p>
Visual Art SL	<p>Internal assessment 40% Exhibition Internal assessment externally moderated by the IB. SL students submit a curatorial rationale that does not exceed 400 words SL students submit 4–7 artworks. SL students submit exhibition text for each selected artwork.</p>	<p>External assessment 60% Comparative study 20% Students at SL analyse and compare different artworks by different artists. An independent critical and contextual investigation. SL students submit 10–15 screens</p> <p>Process portfolio 40% SL students submit 9–18 screens screens which evidence their sustained experimentation & exploration throughout the course.</p>
Film SL	<p>Internal assessment 40%</p> <p>Film portfolio Students at SL and HL undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.</p>	<p>External assessment Textual analysis 30% Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements.</p> <p>Comparative study 40% Students at SL and HL carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study</p>
Film HL	Internal assessment 60% -	External assessment

	<p>Film portfolio 25% Students at SL and HL undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.</p> <p>Collaborative film project 35% Bringing together all they have encountered during the film course, students at HL work collaboratively in a core production team to plan and create an original completed</p>	<p>Textual analysis 20% Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements.</p> <p>Comparative study 20% Students at SL and HL carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study</p>
Music HL	<p>Internal assessment 50%</p> <p>The contemporary music-maker (HL only) 25% Students submit a continuous multimedia presentation documenting their real-life project which evidences: a) the project proposal b) the process and evaluation c) the realized project, or curated selections of it.</p> <p>Experimenting with music 25% Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/ or global context. The report provides a rationale and commentary for each process. Students submit a written experimentation report that supports the experimentation and practical musical evidence of the experimentation process in creating and performing.</p>	<p>External assessment 50%</p> <p>Exploring music in context 20% Students select samples of their work for a portfolio submission. Students submit: a) written work demonstrating engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing</p> <p>Presenting music 30% Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: Programme notes, Composition and/or improvisation and Presenting as a performer: solo and/ or ensemble</p>
Music SL	<p>Internal assessment 30%</p> <p>Experimenting with music Students submit an experimentation report with evidence of their musical</p>	<p>External assessment 70%</p> <p>Exploring music in context 30% Students select samples of their work for a portfolio submission. Students submit: a) written work demonstrating</p>

	<p>processes in creating and performing in two areas of inquiry in a local and/ or global context. The report provides a rationale and commentary for each process. Students submit a written experimentation report that supports the experimentation and practical musical evidence of the experimentation process in creating and performing.</p>	<p>engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing Presenting music 40% Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: Programme notes, Composition and/or improvisation and Presenting as a performer: solo and/ or ensemble</p>
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Matrix of IBDP prerequisites for university admissions

This matrix contains general guidelines that are a starting point in your preparations for university applications. Requirements for specific programs often change. There are many subjects not listed here that can be studied at university level, which have no specific IB prerequisites. Because some programs do have IB prerequisites in order to apply, it is essential that students conduct their own research to ensure their IB subject package meets their needs.

	CANADA <i>For some programs with Math prerequisite, Math Applications and Interpretations SL may not be accepted</i>	NL <i>Programs conducted in Dutch may require Dutch A. For some programs, Math Applications and Interpretations SL may not be accepted</i>	UK	USA
ARCHITECTURE (may require portfolio, interview or exam)	may require Physics and Chemistry at HL/SL and Maths HL or SL Analysis	Maths HL or SL Analysis, Physics SL or some places HL	may require HL Maths or Physics or Visual Arts; recommend DT or Visual Arts for portfolio	recommend HL Maths, Physics or Visual Arts; recommend DT or Visual Arts for portfolio
ART & DESIGN (may require portfolio or audition)	Portfolio required. Art or DT required. relevant IB subject, recommend at HL	Portfolio required. Art or DT recommended.	Portfolio required. Art or DT required. Relevant IB subject, recommend at HL	Portfolio required. Art or DT recommended.
Computer Science (IB Computer Science not required)	recommend SL/HL Maths Analysis; may require Chemistry and Physics at HL or SL	recommend SL/HL Maths Analysis;	recommend HL Maths	<i>No specific prerequisites</i>
ECONOMICS (not BUSINESS MANAGEMENT)	recommend SL/HL Maths Analysis or HL Applications	Maths Analysis highly recommended, some universities might accept Math Applications SL	check Maths requirements on www.ucas.com	<i>No specific prerequisites</i>
ENGINEERING	usually require Chemistry and Physics at SL or HL; recommend SL/HL Analysis or HL Applications	Maths Analysis, Physics HL	check Maths requirements on www.ucas.com	recommend HL Maths and HL Physics. 1 more Science HL highly encouraged

<p>LAW (essay-based subject at HL recommended)</p>	<p><i>Not available as undergraduate option</i></p>	<p>English A HL and essay-based subjects at HL strongly recommended (e.g. History)</p>	<p>recommend English Literature or Lang/Lit at HL (Scottish unis may require Lit HL)</p>	<p><i>Not available as undergraduate option</i></p>
<p>MEDICINE</p>	<p><i>Not available as undergraduate option</i></p>	<p>3 Sciences Required Physics SL, Chemistry HL or some places SL, Biology HL (substitute courses and exam can be done before application in Boswell Beta Institute in Utrecht, contact institute for the cost); Maths Analysis HL/SL or HL Applications</p>	<p>may require HL Chemistry and one other science, usually at HL; recommend HL Biology and Maths Analysis SL</p>	<p><i>Not available as undergraduate option</i></p>
<p>PSYCHOLOGY (IB Psychology not required)</p>	<p>may require SL/HL Maths Analysis or HL Applications and two sciences</p>	<p>may require Biology SL and SL/HL Maths Analysis or HL Applications</p>	<p>may require at least Maths Applications SL; 1 HL from Biology, Chemistry, Maths or Physics</p>	<p><i>No specific prerequisites</i></p>