

The IB community theme in the Diploma Programme

The opportunity to explore the global issues of the IB community theme already exists within the Diploma Programme. Many of the aims and objectives of Diploma Programme courses require critical thinking and the development of multiple perspectives, which provide a natural framework for consideration of these issues. In many curriculum areas, questions and topics can be developed both to cover course requirements and to develop insights into the IB community theme. Some ideas about how to integrate the IB community theme into the Diploma Programme are noted below.

Diploma Programme-specific ideas and suggestions

The core: Creativity, action, service (CAS)

Many Diploma Programme students are mature enough to play a leadership role, as well as a support role, in CAS activities involving the school and local community. The IB community theme could be presented to students, who are encouraged to come up with new initiatives or to support and lead existing ones.

The core: Theory of knowledge (TOK)

The aims, objectives and course structure of TOK allow students to consider knowledge issues associated with 'correct' moral behaviour and different perspectives about the nature and extent of the problems identified in the theme. Students can do class presentations on issues relating to the theme.

The core: Extended essay

Within the extended essay guidelines, students can select material or data relevant to the IB community theme.

Group 1

A number of texts in world literature and on the prescribed book lists have relevant themes that can be explored to stimulate discussion on the issues of the IB community theme. Placing such works in their social, historical or cultural contexts will promote a deeper understanding of causes, consequences and ethical implications of the issues. Literature can be analysed to explore how ideas about the issues are conveyed, how the reader contextualizes them and how language shapes attitudes towards the issues.

Group 2

Projects and language activities can be centred on the IB community theme. Language can be analysed to explore how ideas about the issues of the theme are conveyed, how the reader contextualizes them and how language shapes attitudes towards the issues.

Group 3

The group 3 aims provide a natural context in which the IB community theme can be explored. For example, group 3 subjects encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions. Local case studies can often be selected that can both provide a meaningful context for the development of course objectives and explore the IB community theme.

Group 4

The nature of experimental sciences allows for the consideration of relevant data and the design of experiments related to the IB community theme. The group 4 project, with the possibility of collaboration between schools, allows for exciting possibilities for scientific investigation.

Group 5

The study of mathematics at all levels allows for the use of data relevant to the IB community theme. The internal coursework requirements also provide an opportunity to combine mathematical processes with relevant content.

Group 6

Group 6 subjects allow for the artistic exploration of the IB community theme through public exhibition and performance.