

SECONDARY CURRICULUM
IB DIPLOMA
LANGUAGE B:
ENGLISH ACQUISITION
OVERVIEW
GRADE 11 – GRADE 12

IB Diploma Programme at Tesla Education

The **International Baccalaureate (IB) Diploma Programme** at Tesla Education, offered to students in **Grades 11 and 12**, represents the pinnacle of their learning journey. Designed to prepare students for success at university and beyond, the DP fosters **academic excellence, personal growth**, and a deep sense of **global citizenship**. Through its rigorous and **interdisciplinary curriculum**, students are challenged to think critically, engage with complex local and global issues, and develop an ethical perspective that informs responsible decision-making. The DP nurtures independent inquiry, research, and collaboration, empowering students to become **active, compassionate, and lifelong learners** who can thrive in a rapidly changing world. At Tesla, the DP experience is enriched by our commitment to **innovative teaching, personalized learning pathways**, and the integration of **IB Learner Profile attributes** across all subjects. Our graduates leave Tesla equipped with the **skills, knowledge, and mindset** required to succeed in leading universities and to contribute meaningfully to society.

Criteria for Successfully Achieving the IB Diploma Certificate

To be awarded the **IB Diploma**, students must meet the following requirements:

1. Subject Requirements

Students must complete **six DP subjects**, one from each group:

- **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 **OR** a second subject from Groups 1–4

2. Levels

- At least **three subjects** must be taken at **Higher Level (HL)**.
- The remaining **three subjects** are taken at **Standard Level (SL)**.

3. Core Requirements (*Mandatory for All Candidates*)

Students must complete and pass all three components of the **IB Diploma Programme Core**:

- **Theory of Knowledge (TOK):** Assessed through an exhibition and an essay.

- **Extended Essay (EE):** An independent, 4,000-word research paper.
- **Creativity, Activity, Service (CAS):** Successful completion of documented CAS experiences and a final project.

4. Point Requirements

- Minimum total: **24 points** out of **45**.
- Up to **3 bonus points** may be earned based on combined performance in **TOK** and **EE**.
- **CAS** completion is compulsory but does not contribute to points.

5. Minimum Scores Per Level

- A total of **at least 12 points** across the **three HL subjects**.
- A total of **at least 9 points** across the **three SL subjects**.
- No score lower than **2** in any HL subject.
- No score of **“N”** (non-submission) in any subject or core component.

6. Award of the Diploma

- **Maximum score:** 45 points
 - 6 subjects × **7 points** each = **42**
 - **TOK + EE bonus:** up to **3 additional points**
- The **IB Diploma** is awarded if the student:
 - Achieves **24 points or more**.
 - Meets the HL/SL minimum requirements.
 - Completes **TOK, EE, and CAS** successfully.
 - Has **no disqualifying conditions**.



Policy Alignment Statement

This course is delivered in full alignment with Tesla Education’s IB-approved policies on assessment, language, inclusion, and academic integrity. These policies ensure that teaching, learning, and evaluation within the course are consistent with the IB Diploma Programme standards and support all students in achieving their personal and academic goals.

Subject Description

English B is an IB Diploma Programme (DP) course designed for students with some prior experience of English. The course develops students' receptive, productive, and interactive language skills while deepening intercultural understanding and international-mindedness. Students explore five prescribed themes through authentic texts, cultural inquiry, and diverse text types. At Higher Level (HL), students additionally study two literary works, allowing deeper engagement with themes and perspectives. In English B, academic integrity is promoted through correct referencing, paraphrasing, and authentic authorship, while inclusive teaching strategies ensure that differentiation, scaffolding, and additional support are provided to meet students' varied language needs.

Five Prescribed Themes:

- Identities: Exploring personal identity, lifestyles, health, beliefs, and values
- Experiences: Personal and collective experiences, life stories, travel, migration, traditions
- Human Ingenuity: Creativity, innovation, technology, arts, communication
- Social Organization: Social relationships, community, education, the working world, law
- Sharing the Planet: Environmental issues, human rights, equality, globalization, ethics

Course Levels:

- Standard Level (SL): Focus on developing receptive, productive, and interactive skills through the study of authentic texts and real-world contexts.
- Higher Level (HL): Extends all SL objectives, requires deeper linguistic analysis, and includes the study of two literary works to enhance critical engagement.

Aims:

- Develop international-mindedness through the study of language, culture, and global issues.
- Enable students to communicate effectively across contexts and purposes.
- Foster an appreciation of diverse perspectives and empathy towards others.
- Encourage critical and creative thinking through inquiry, discussion, and analysis.
- Support lifelong learning by providing a strong foundation for academic and professional success.

Approaches to Learning (ATL)

ATL Skill	Application in English B
Thinking Skills	Analysing texts, synthesising multiple perspectives, evaluating arguments.
Research Skills	Locating, interpreting, and referencing authentic sources for written and oral tasks.
Communication	Engaging in debates, discussions, and formal presentations using academic English.
Self-Management	Planning extended writing tasks, managing deadlines, and building independent study habits.
Social Skills	Collaborative projects, peer editing, and integrating CAS-linked activities to strengthen teamwork.

IB Learner Profile

Learner Profile Attribute	How English B Develops It
Inquirers	Students investigate authentic texts, global issues, and cultural perspectives through research and inquiry tasks.
Knowledgeable	Learners deepen their understanding of language and literature by analysing diverse texts and contexts across the five prescribed themes.
Thinkers	Students evaluate perspectives, compare interpretations, and develop reasoned arguments in writing, speaking, and discussion.
Communicators	Through debates, presentations, interviews, and writing tasks, students learn to express themselves fluently and confidently in English.
Principled	Academic integrity is fostered through proper referencing, paraphrasing, and producing authentic work while respecting others' ideas.
Open-minded	Learners explore diverse cultural traditions and viewpoints, promoting empathy and appreciation for multilingualism and intercultural understanding.
Caring	Through CAS-linked projects and thematic studies (e.g., Sharing the Planet), students apply English to address real-world social and environmental challenges.
Risk-takers	Students engage in literary analysis, oral commentary, and real-life CAS communication tasks, often outside their linguistic comfort zones.
Balanced	The course develops students' ability to manage workload across listening, reading, writing, oral tasks, IA, and the DP core (TOK, EE, CAS).

Reflective	Learners analyse their strengths and areas for growth via self-assessment, peer feedback, and reflective language portfolios.
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Assessment Criteria and Scale (Internal and External): Aligned with the IB DP Language B Guide (First Assessment 2020)

External Assessment (75%)

Paper 1 — Writing (25%)

- SL: One task, 250–400 words
- HL: One task, 450–600 words
- Choose one prompt from three options, each based on a different prescribed theme.
- Assesses language, message, and conceptual understanding.

Paper 1 — Writing (SL/HL)

Criterion	Focus	Max Marks	Details
A: Language	Vocabulary range, grammatical accuracy, idiomatic expressions	12	Assesses variety, accuracy, and effective use of structures for communication.
B: Message	Relevance, development, clarity, and organisation	12	Evaluates whether ideas are logical, developed, and well-supported with examples.
C: Conceptual Understanding	Text type, register, tone, and conventions	6	Measures appropriateness of style, tone, and audience awareness.

Total: 30 marks (SL & HL) — criterion-based, best-fit model.

Paper 2 — Listening & Reading (50%)

- SL: 1 hr 45 mins (25 marks listening + 40 marks reading).

- HL: 2 hrs (25 marks listening + 40 marks reading).
- Includes three listening and three reading passages based on the five prescribed themes.
- Tests receptive skills — responses in English.

Internal Assessment (25%) — Individual Oral

- SL: Conversation based on a visual stimulus from one of the prescribed themes + follow-up discussion on another theme.
- HL: Conversation based on an extract from one of the two literary works studied, followed by discussion linked to other themes.
- Assesses:
 - Spontaneous spoken interaction
 - Comprehension and interpretation
 - Ability to justify, analyse, and synthesise ideas
- Conducted by the teacher and externally moderated by the IB

Internal Assessment — Individual Oral (SL/HL)

Criterion	Focus	Marks	Description
A: Language	Accuracy, range, and appropriateness of vocabulary, grammar, and idiomatic expressions	8	Assesses effective use of a variety of structures and vocabulary to maintain coherent and accurate communication.
B: Message	Development, relevance, and organisation of ideas	10	Evaluates clarity, logical sequencing, and depth of ideas with supporting examples related to the stimulus and prescribed themes.
C: Interactive Skills	Engagement, spontaneity, and maintaining flow of conversation	10	Measures ability to initiate, sustain, and conclude discussions naturally, while responding effectively to questions and prompts.
D: Cultural Understanding (<i>HL only</i>)	Demonstration of intercultural awareness and analysis of literary works	2	HL students must make explicit connections to cultural perspectives and the studied literary extract.

Total Marks:

- SL: 28 marks (A + B + C).

- HL: 30 marks (A + B + C + D).
- Assessed using a best-fit approach with IB markbands.

Comparison Table: SL vs HL

Aspect	Standard Level (SL)	Higher Level (HL)
Literary Study	Not required	Two works studied in depth
Individual Oral	Based on visual stimulus + one theme	Based on literary extract + other themes
Paper 1 Writing	250–400 words	450–600 words
Teaching Hours	~150 hours	~240 hours

DP Core Integration (ToK, CAS, EE)

Theory of Knowledge (TOK)

English B fosters conceptual discussions that connect **language, culture, and knowledge**:

- How does language shape or reflect culture?
- Is it possible to think without language?
- How can language influence perception, identity, or ethics?

Creativity, Activity, Service (CAS)

Students apply English in real-life contexts to support CAS outcomes:

- Community interviews and oral histories.
- Cultural exchange activities with local and international groups.
- Service-learning projects requiring English for communication and collaboration.

Extended Essay (EE)

Students may write their EE in Language B (English), selecting from three categories:

- Category 1: Linguistic aspects (language usage, variation, development).
- Category 2: Cultural or societal issues within an English-speaking context.
- Category 3: Literary analysis of texts studied (HL only).

Course Overview

Year	Term	Prescribed Theme	Main Topics / Cultural Focus	Key Text Types / Texts	Assessment Focus	TOK / CAS / Core Integration	Notes / Adaptations
1	Term 1	Identities	Lifestyles, health, beliefs, language, and identity	Blogs, personal letters, news reports	Diagnostic assessment + formative writing + oral interaction	TOK: “How do language and culture shape identity?”	Local context: compare Vietnamese, Korean, and other cultural perspectives
1	Term 2	Experiences	Life stories, rites of passage, travel, and traditions	Diaries, social media posts, travel guides	Listening & reading comprehension tasks	CAS: Plan a “Cultural Exchange Week” using English as the working language	Use student migration stories and personal experiences
1	Term 3	Human Ingenuity	Technology, artistic expression, media, innovation	Magazine articles, reviews, interviews	Summative writing (Paper 1-style task)	TOK: “How does technology influence communication and creativity?”	Include STEAM Week and project-based inquiry
1	Term 4	Social Organization	Community, education, law, social engagement	Formal letters, proposals, speeches	Mock Individual Oral + group discussions	CAS: Service project reflections and multilingual interviews	Use local case studies for cultural comparison
2	Term 1	Sharing the Planet	Environment, globalization, equality, rights	Reports, editorials, brochures	Listening, reading, and integrated writing practice	TOK: “What ethical issues arise from globalization?”	Connect with science and geography projects
2	Term 2	Literature & Review (HL only)	Literary works and cross-theme integration	Literary extracts, debates, opinion columns	Practice Individual Orals + extended writing tasks	EE: Extended Essay preparation using Language B frameworks	EE workshop on research questions, academic sources, and referencing
2	Term 3	Exam Preparation	Integration of all prescribed themes	Mixed text types, authentic past papers	Full mock exams (Papers 1 & 2) + IA completion	TOK/CAS/EE: Review and consolidation	Final IA submission + individual feedback cycles

2	Term 4	Reflection & Extension	Personal and global connections through student-led projects	Reflective essays, presentations, portfolios	Final assessments + student showcase	CAS Showcase + EE submission	Student voice integrated through presentations, peer reflections, and pathways planning
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Curriculum Map

Term	Identities	Experiences	Human Ingenuity	Social Organization	Sharing the Planet	Literature / Review (HL)	Exam Preparation	Reflection / Projects
Year 1 Term 1	X							
Year 1 Term 2		X						
Year 1 Term 3			X					
Year 1 Term 4				X				
Year 2 Term 1					X			
Year 2 Term 2						X (HL only)		
Year 2 Term 3	Review / All	Review / All	Review / All	Review / All	Review / All	Review / All	X	
Year 2 Term 4								X

Scope and Sequence

Year 1 – Term 1

Prescribed Theme: Identities / Focus: Lifestyles, health, beliefs, and identity

Weeks	Focus	Key Text Types / Skills	Assessment	TOK / CAS / EE Integration	Local / Global Context
1–2	Introduction & diagnostic assessment	Concept of identity, self-reflection	Baseline diagnostic writing & speaking task	TOK: <i>How do language and culture shape identity?</i>	Compare Vietnamese, Korean, and other cultural contexts
3–5	Lifestyles	Blogs, informal letters	Formative writing tasks + peer feedback	CAS: Write lifestyle blogs	Local surveys on daily routines
6–8	Health & Well-being	Personal letters, interviews	Oral practice & interactive dialogues	TOK: <i>How does language affect health narratives?</i>	Invite school nurse or wellness speaker
9–10	Beliefs & Values	News analysis, podcasts	Group presentations on cultural values	CAS: Create a multilingual values campaign	Compare Vietnamese beliefs with other cultures
11–12	Review & Summative Writing	Mixed text types	Summative writing assessment + self-reflection	TOK integration review	Peer exhibitions on identity concepts

Year 1 – Term 2

Prescribed Theme: Experiences / Focus: Life stories, rites of passage, travel, and traditions

Weeks	Focus	Key Text Types / Skills	Assessment	TOK / CAS / EE Integration	Local / Global Context
1–2	Rites of Passage	Diaries, personal blogs	Oral reflections + interviews	CAS: Record family traditions	Compare Vietnamese, Korean, and global traditions
3–5	Travel & Migration	Social media posts, travel guides	Listening comprehension practice	TOK: <i>How does migration shape identity?</i>	Use real student migration stories
6–8	Festivals & Traditions	Reviews, photo essays	Cultural comparison essay	CAS: Plan a cultural exchange project	Invite guest speakers on festivals
9–10	Storytelling	Podcasts, short narratives	Formative oral storytelling	CAS: Record bilingual stories	Explore Vietnamese folktales

11–12	Review & Summative	Mixed formats	Integrated listening + reading assessment	TOK links on shared global experiences	Showcase personal travel projects
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Year 1 – Term 3

Prescribed Theme: Human Ingenuity / Focus: Technology, media, and innovation

Weeks	Focus	Key Text Types / Skills	Assessment	TOK / CAS / EE Integration	Local / Global Context
1–2	Technology in Daily Life	Magazine articles, news reports	Listening comprehension task	TOK: <i>Does technology influence how we think?</i>	Compare global vs. Vietnamese tech trends
3–5	Artistic Expression	Reviews, interviews	Creative writing project	CAS: Virtual art exhibition	Explore Vietnamese artists & global movements
6–8	Social Media Impact	Blogs, posts, opinion pieces	Debate on media influence	TOK: <i>How does media shape perspectives?</i>	Analyse social platforms in Asia vs. globally
9–10	Innovation & Sustainability	Reports, TED talks	Group presentation on innovation	CAS: STEAM Week participation	Link Tesla's STEAM activities
11–12	Review & Summative Writing	Paper 1-style text	Summative written task + peer review	TOK integration wrap-up	Compare global tech case studies

Year 1 – Term 4

Prescribed Theme: Social Organization / Focus: Community, education, and law

Weeks	Focus	Key Text Types / Skills	Assessment	TOK / CAS / EE Integration	Local / Global Context
1–2	Communities & Citizenship	Formal letters, speeches	Listening comprehension task	TOK: <i>How do communities shape identity?</i>	Compare Vietnamese civic engagement
3–5	Education & Social Equity	Articles, interviews	Formative essay	CAS: Partner with local schools	Connect Tesla students with community partners
6–8	Law & Human Rights	Reports, editorials	Oral debate on justice	TOK: <i>Are laws culturally relative?</i>	Analyse local vs. international case studies

9–10	Government & Media	Proposals, policy briefs	Group project & oral presentation	CAS: Community awareness campaigns	Collaborate on school publications
11–12	Review & Summative	Mixed text types	Summative speaking assessment	TOK/CAS integration showcase	Use real-world Vietnamese examples

Year 2 – Term 1

Prescribed Theme: Sharing the Planet / Focus: Environment, globalization, and human rights

Weeks	Focus	Key Text Types / Skills	Assessment	TOK / CAS / EE Integration	Local / Global Context
1–2	Globalization & Sustainability	Editorials, reports	Listening comprehension task	TOK: <i>Who owns the planet's resources?</i>	Local green initiatives
3–5	Climate Change & Action	Opinion columns, TED talks	Data analysis & infographic project	CAS: School climate campaign	Connect with local NGOs
6–8	Human Rights & Equality	Interviews, biographies	Summative essay on equality	TOK: <i>Are human rights universal?</i>	Use UN frameworks & Vietnam case studies
9–10	Social Responsibility	News analysis, blogs	Formative project	CAS: Community service reflections	Link with Model United Nations activities
11–12	Review & Summative	Mixed formats	Integrated listening + writing assessment	TOK integration	Showcase student climate pledges

Year 2 – Term 2 (HL Focus)

Prescribed Theme: Literature & Review (HL) / Focus: Literary works and critical review

Weeks	Focus	Key Text Types / Skills	Assessment	TOK / CAS / EE Integration	Local / Global Context
1–2	Literary Appreciation	Extracts, critical reviews	Close-reading tasks	TOK: <i>Can literature shape culture?</i>	Select English-language works relevant to Tesla
3–5	Themes Across Literature	Comparative essays	Oral reflections	CAS: Literature-themed projects	Create multilingual reading clubs

6–8	Character & Narrative Study	Debates, opinion pieces	IA practice individual orals	EE: Finalizing research questions	Link texts to global issues
9–10	Review & Consolidation	Mixed literary texts	Summative HL essay	TOK/EE integration	Showcase cross-literature reflections
11–12	SL Revision Focus	Listening & writing strategies	SL practice Paper 1 & Paper 2	TOK integration	Exam readiness workshops

Year 2 – Term 3

Prescribed Theme: Integration & Exam Preparation

Weeks	Focus	Key Text Types / Skills	Assessment	TOK / CAS / EE Integration	Local / Global Context
1–2	Review All Themes	Mixed authentic texts	Mock Paper 1	TOK integration	Consolidate all prescribed themes
3–5	Receptive Skills Mastery	Listening, reading texts	Mock Paper 2	EE: Progress check	Past paper simulations
6–8	IA Finalization	Oral preparation & practice	Final IA submission	CAS reflections showcase	Peer feedback workshops
9–12	Exam Skills Development	Exam-style tasks	Full mock exams	TOK/CAS integration	Final preparation for IB assessments

Year 2 – Term 4

Prescribed Theme: Reflection & Extension

Weeks	Focus	Key Text Types / Skills	Assessment	TOK / CAS / EE Integration	Local / Global Context
1–4	Student-led Projects	Blogs, reports, essays	Project proposal submissions	CAS showcase planning	Showcase multilingual projects
5–8	Personal & Global Connections	Reflective essays, portfolios	Oral presentations	TOK exhibition preparation	Highlight student leadership

9–10	EE Finalization & Submission	Research reports	EE submission & final reflection	EE supervisor feedback	Document global links in EE topics
11–12	Celebration & Transition	Student-led events	Final student presentations	CAS celebration	Showcase future academic pathways

Assessment Calendar

Year 11	Assessment Task	Type	Weighting	Focus	TOK / CAS / EE Integration
T1	Diagnostic Writing & Oral Interaction	Formative	–	Establish baseline proficiency	TOK: <i>How do language and culture shape identity?</i>
	Formative Writing Task (blogs/letters)	Formative	–	Organisation, coherence, and register	CAS: Create lifestyle blogs
	Summative Writing Task 1 (Paper 1-style)	Summative	10%	Personal identity and values	TOK discussion on global identities
T2	Listening & Reading Comprehension	Formative	–	Travel and migration texts	TOK: Language and migration
	Formative Oral Reflection	Formative	–	Life experiences and storytelling	CAS: Record bilingual interviews
	Summative Integrated Task 1	Summative	10%	Listening + Reading integration	TOK link: shared global experiences
T3	Listening Practice – Human Ingenuity	Formative	–	Authentic texts on technology & art	TOK: Media shaping perspectives
	Debate on Social Media Impact	Formative	–	Spontaneous speech & interaction	CAS: STEAM Week debate
	Summative Writing Task 2 (Paper 1-style)	Summative	10%	Innovation and sustainability	TOK: Technology and communication
T4	Mock Individual Oral (IA Practice 1)	Formative	–	Spontaneous response based on themes	CAS: Service reflections
	Summative Speaking Task 1	Summative	10%	Oral interaction based on visual stimulus	TOK: Equity and social engagement

Year 12	Assessment Task	Type	Weighting	Focus	TOK / CAS / EE Integration
T1	Listening & Reading Integrated Task 2	Summative	10%	Globalisation and sustainability	CAS: Eco-campaign project
	Summative Writing Task 3 (Paper 1-style)	Summative	10%	Human rights & equality	TOK: Are rights universal?
	Individual Oral (IA Practice 2)	Formative	–	Oral discussion based on stimulus	TOK: Ethics of environmental debates
T2	HL Literary Analysis Task (HL only)	Summative	10%	Analytical writing on literary extract	TOK: Literature as cultural expression
	HL Practice Individual Oral (HL only)	Formative	–	Oral discussion based on literary extract	EE: Literary research prep
	Summative Integrated Task 3 (SL/HL)	Summative	10%	Listening + Reading assessment	CAS: Cultural projects showcase
T3	Full Mock Exams (Papers 1 & 2)	Summative	15%	Exam simulation under IB conditions	TOK/CAS integration review
	IA Final Submission	Internal	25%	Assessed using IB IA criteria	Externally moderated by IB
	EE Draft Feedback Checkpoint	Formative	–	Progress review and supervisor input	EE preparation
T4	Final Integrated Assessment	Formative	–	Reflective essays + portfolios	CAS Showcase + TOK Exhibition
	Final IB Mock Exam Review	Formative	–	Papers 1, 2, and IA reflection	TOK/EE integration review
	Final IB Exams (P1, P2, IA submission)	Summative	IB 100% weighting	External IB assessment	Externally assessed by IB

Core Integration and Resource Use

The IB DP core elements — Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay (EE) — are embedded throughout the English B curriculum to ensure authentic and meaningful integration:

- TOK Integration
 - Regular use of guiding TOK questions during discussions, written tasks, and oral presentations.
 - Examples include:
 - “How does language shape cultural identity?”*
 - “Can literature influence perceptions of truth?”*
 - “How do translation and multilingualism affect meaning?”*
- CAS Integration
 - Opportunities for students to use English in real-world contexts, such as:
 - Organising cultural exchange events
 - Conducting bilingual interviews
 - Supporting community projects and school publications
- EE Integration
 - Students may choose to write an EE in English B in one of three IB-approved categories:
 - Category 1: Linguistic analysis
 - Category 2: Cultural and societal studies
 - Category 3 (HL only): Literary analysis
 - EE preparation is scaffolded within classroom activities, particularly during Year 2 Term 2.

Resources Used in English B

- IB DP Language B Guide (*First Assessment 2025*)
- Authentic texts: Blogs, news articles, TED Talks, podcasts, interviews, literary extracts (HL)
- Digital & media resources: Language-learning apps, discussion forums, video transcripts
- Past IB exam papers & specimen materials for exam readiness
- Student-led portfolios to track progress in reading, writing, listening, and speaking

Collaborative Planning and Reflection

English B at Tesla is delivered through structured collaborative planning and ongoing reflection to ensure consistency, alignment, and continuous improvement:

- Collaborative Unit Planning
 - Regular planning meetings with English B teachers, TOK coordinators, and CAS supervisors to ensure integration of IB core elements.
 - Alignment of teaching strategies, assessments, and text selections across SL and HL.
- Cross-Disciplinary Collaboration
 - Joint planning sessions with Humanities, Science, and TOK teachers to embed interdisciplinary connections.
 - Coordination with CAS advisors to design projects requiring authentic English communication.
- Reflection and Review
 - At the end of each term, teachers complete unit reflections focusing on:
 - Effectiveness of teaching strategies
 - Student performance trends
 - Integration of TOK/CAS/EE
 - Identified areas for improvement
 - Student feedback is collected and incorporated into planning to adapt future lessons and assessments.
- Professional Development
 - Teachers engage in ongoing IB training and collaborative workshops to stay current with IB best practices and ensure standardisation.