



# IB Options



**BRITISH  
INTERNATIONAL  
SCHOOL**  
HO CHI MINH CITY  
A NORD ANGLIA EDUCATION SCHOOL

2017 - 2019

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## **Welcome to the International Baccalaureate Diploma Programme**

The IB Diploma provides a challenging and rewarding educational experience for students. The studying of six academic subjects, along with the IB *core* of Creativity Activity Service, Theory of Knowledge and the Extended Essay provides an excellent preparation for the rigours of university and adult life. It is widely recognised by many as the best post-16 qualification available to young people.

A high level of commitment is required. As explained during the International Life Skills lessons, in this IB Options Booklet and at the Parents Options Information Evening, there is a lot of work to be done. Enquiry, reflection and perseverance will be necessary to ensure you select the right mix of IB subjects, and that is just the start of your IB experience!

At BIS the ILS programme operates in tandem with the IB programme. We focus on skills such as stress management, time management and careers as a way of further helping our students and preparing them for the rigours of academic study for the Diploma and beyond at university.





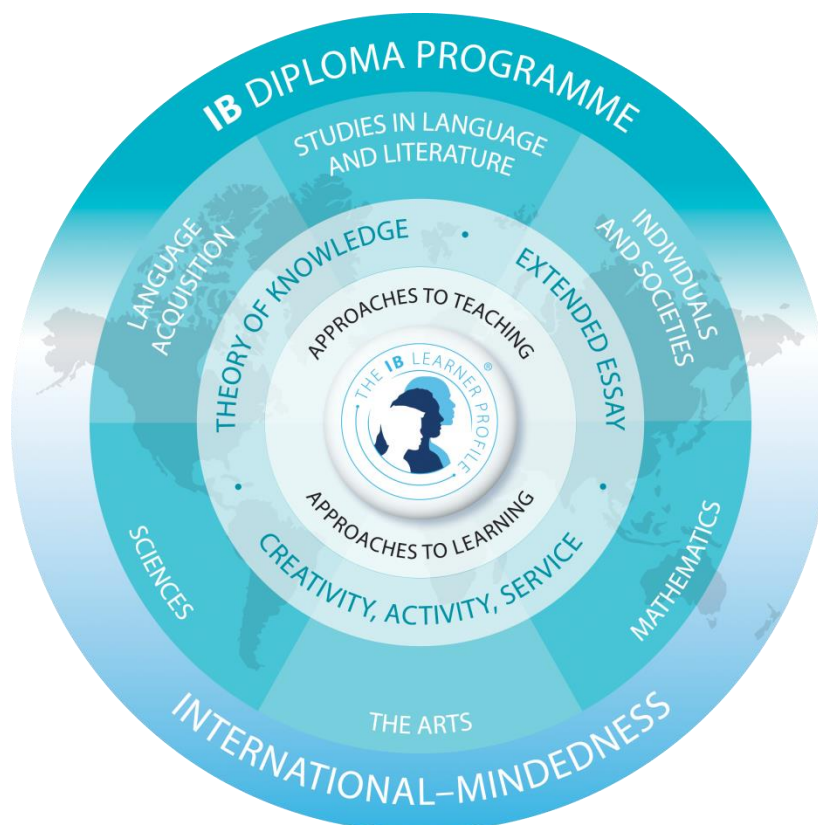
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## Introduction to the IB Diploma

In Years 12-13, students undertake the International Baccalaureate (IB) Diploma Programme.

The Diploma Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The diagram below shows how the course is designed:



As the diagram shows, the course is divided into a central core and six academic subjects. At the core are three components:

- An extended essay – a 4000 word essay on a subject of interest to the student.
- A course on the theory of knowledge – this invites students to question the basis and limits of knowledge from their own perspective.
- CAS – Creativity, Activity and Service – students must undertake and reflect on a variety of activities. These may include learning to play an instrument, improving sporting skills or being a reading mentor. The school has an extensive range of service activities in the local community in which students are actively encouraged to take part.

Students chose academic subjects from six groups:

- **Group 1:** Studies in Language and Literature
- **Group 2:** Language Acquisition
- **Group 3:** Individuals and Society
- **Group 4:** Sciences
- **Group 5:** Mathematics
- **Group 6:** The Arts or an Elective

**Subjects currently on offer from August 2017 at the British International School are:**

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>
English	English	History
Korean	French	Business Management
Chinese	Spanish	Geography
Vietnamese	Chinese	Information Technology in a Global Society
	Ab Initio (beginner) languages	Economics
		Psychology

<b>Group 4</b>	<b>Group 5</b>	<b>Group 6</b>
Design Technology	Mathematics HL	Visual Arts
Chemistry	Mathematics SL	Music
Physics	Mathematics SL Studies	Theatre
Biology		Or another from groups 3 & 4
Sports, Exercise & Health Science		
Environmental Systems and Societies*		
Computer Science		

*\*Although listed in Group 4, Environmental Systems and Societies can be in Group 3,4 or 6*

**To qualify for the full diploma students study:** 3 subjects at higher level (HL), 3 subjects at standard level (SL)

For those with limited or no experience of an available second language, **ab initio** courses are available. In addition, students who do not meet the requirements for either the HL or SL Mathematics course can undertake the Mathematics Studies SL course. All these courses are worth the same number of IB points as their HL and SL counterparts.

It is important you check the entrance criteria for each course you are considering studying in the options booklet.

**Usually the vast majority of subjects are available at HL and SL but this can vary from year to year depending upon demand. Some subjects may not run, or have limited places, dependent upon student uptake.**

Higher Level subjects require the acquisition of more subject knowledge and a higher level of analysis and evaluation. Examinations for HL subjects are more demanding. In each subject, students complete an *Internal Assessment* (course work) component and this is also usually more demanding for HL subjects than for SL subjects.

### **Timetabling and the Diploma**

- HL subjects – 6 periods a week.
- SL subjects – 4 periods a week.
- Theory of Knowledge – 2 periods a week.
- Extended Essay – students allocated a supervisor to guide them.
- CAS – through the extensive programme of activities and residential trips at the school.

### **Diploma Courses Programme**

A student who does meet the entry requirements for the International Baccalaureate full Diploma can undertake a selection of *Diploma Programme courses*. For example, a student could study 2 HL subjects, 3 SL subjects and undertake an extended essay. Students who study Diploma Programme courses without covering the requirements of the full Diploma will be awarded “Diploma Programme Course Results.” Students who study the Diploma Programme courses can still obtain a place at university.

For further information please contact Mr James Chandler

**Grading the Diploma**

Each of the six academic subjects studied is awarded a point score from one to seven, with four being the nominal score required to pass each subject. Three extra points are available dependent upon the student's performance in theory of knowledge and the extended essay. Thus the Diploma of the International Baccalaureate is scored out of a total of forty-five points.

**Passing the Diploma**

Students must achieve a point score of at least 24, and pass all aspects of the core to be awarded the Diploma of the International Baccalaureate.

Theory of Knowledge and the Extended Essay are awarded a grade from A to E. At least a D grade in both is required to pass the full diploma. There are also a number of supplementary criteria that must be met for the Diploma to be awarded. Further details of these can be requested.

**More information**

For more information on the International Baccalaureate Diploma see:

<http://ibo.org/diploma/>



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## Year 11 IB Options Process September 2016

### Option Interviews

Students meet with University Councillor to discuss possible options choices and university advice.

### ILS (1)

Students have two ILS sessions in order to start thinking about the process and their initial choices. Advice, questions and support from the careers and academic teams.

### Parents Options Evening -3rd October

This will provide an overview of the options process highlighting the subjects available and how you can help your child make the best choices. This is combined with additional information from the Deputy Head Teacher-Curriculum, IB Co-ordinator, and the University Counsellor.

This is followed by an open floor session with Department Heads to allow students and parents to fully understand what is involved in each subject. The Options Handbook is given to all students which gives subject specific information. They are then asked to discuss this with their parents before submitting their first choices.

### ILS (2)

Students have a further ILS session in order to help thinking about the process and their initial choices. Advice, questions and support from the careers and academic teams. They will submit their first thoughts form on the 17th October.

### Option Blocks

From the first thoughts, option blocks are formed. Students are issued with an option block form which shows the subjects they have chosen in the relevant blocks.

### Final Submission of Option Form

Final Choices form should be signed by both the student and parent and returned to the Head of Year 11 or their Form tutor by the 25th November 2016

### Confirmation of Options

In March 2017 students will be given a final confirmation of their option choices. These should not then be changed until IGCSE results are released in August 2017.



## IB Option Blocks 2017-2019 - First Thoughts

Students must choose **one** subject from each of the groups listed below. These will be submitted through an online form.

There are six groups altogether and they have been designed by the IBO to ensure that student's study a range of academic disciplines. Course details for each subject, including the minimum recommended entrance requirements can be found in the options guide.

Group 1 Studies in Language and Literature	Group 2 Language Acquisition	Group 3 Individuals and Societies
<b>Chinese Literature</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>English Language B</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>Economics</b> HL <input type="checkbox"/> SL <input type="checkbox"/>
<b>English Literature</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>French Language B</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>ITGS</b> HL <input type="checkbox"/> SL <input type="checkbox"/>
<b>Korean Literature</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>Spanish B</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>History</b> HL <input type="checkbox"/> SL <input type="checkbox"/>
<b>Vietnamese Literature</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>Chinese B</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>Geography</b> HL <input type="checkbox"/> SL <input type="checkbox"/>
<b>English Language &amp; Literature</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>Ab Initio Language- SL Only</b> <input type="checkbox"/>	<b>Psychology</b> HL <input type="checkbox"/> SL <input type="checkbox"/>
	<b>English Language &amp; Literature (Fluency in 2 A languages) Level</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>Business Management</b> HL <input type="checkbox"/> SL <input type="checkbox"/>
Group 4 Experimental Sciences	Group 5 Mathematics	Group 6 The Arts and Electives
<b>Biology</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>Mathematics HL</b> <input type="checkbox"/>	<b>Music</b> HL <input type="checkbox"/> SL <input type="checkbox"/>
<b>Physics</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>Mathematics SL</b> <input type="checkbox"/>	<b>Theatre</b> HL <input type="checkbox"/> SL <input type="checkbox"/>
<b>Design Technology</b> HL <input type="checkbox"/> SL <input type="checkbox"/>	<b>Mathematical Studies <u>SL Only</u></b> <input type="checkbox"/>	<b>Visual Arts</b> HL <input type="checkbox"/> SL <input type="checkbox"/>
<b>Chemistry</b> HL <input type="checkbox"/> SL <input type="checkbox"/>		<b>Elective Subject .....</b> <b>From <u>Group 3 or 4</u></b> HL <input type="checkbox"/> SL <input type="checkbox"/>
<b>Sports, Exercise &amp; Health Science</b> <b><u>SL only</u></b> <input type="checkbox"/>		
<b>Computer Science</b> SL only <input type="checkbox"/>		
<b>Environmental Systems &amp; Societies <u>SL Only</u></b> <input type="checkbox"/>		

Students must study **3 subjects at HL** and **3 subjects at SL**. Please indicate this on the form



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## Careers related information to support your IB choices

### IB Subjects that are likely to be needed for specific university courses

You should

- Talk it through with your University Guidance Counsellor
- Involve your parents/guardians in the decision making and requirement checking

**CAUTION:** These requirements may vary depending on the country you wish to study in:

Business/Economics		Humanities	
Subject(s) needed	Level	Subject(s) needed	Level
English A1 or English B (IGCSE English is useful)	Higher or Standard	English A1 or B(IGCSE English is useful)	Higher or Standard
Language proficiency i.e. IELTS/ TOEFL may be required if English B)		Language proficiency i.e. IELTS/TOEFL may be required if English B)	
Economics is often required for Economics	Higher or Standard		
Mathematics (HL usually required for Economics in <b>SELECTIVE UK UNIVERSITIES</b> )	Higher or Standard	Humanity subject that you wish to study e.g. Geography, History	Higher

Art		Music	
Subject(s) needed	Level	Subject(s) needed	Level
English A1 or English B (IGCSE English is useful)	Higher or Standard	English A1 or B(IGCSE English is useful)	Higher
Language proficiency i.e. IELTS/TOEFL may be required if English B)		Language proficiency i.e. IELTS/TOEFL may be required if English B)	
Visual Arts	<b>Typically Higher</b> or sometimes Standard	Music + audition often needed	<b>Typically Higher</b> or sometimes standard
Personal portfolio of Design/Art work	<b>Essential</b>	Graded Music exams e.g. ABRSM	<b>Min Grade 8 + Grade 5 Theory for performance</b>

General Engineering		Law	
Subject(s) needed	Level	Subject(s) needed	Level
English A1 or English B (IGCSE English is useful)	Standard	English A1 or B(IGCSE English is useful)	Higher
Language proficiency i.e. IELTS/TOEFL may be required if English B)		Language proficiency i.e. IELTS/TOEFL may be required if English B)	
Physics* (Most common)	Higher	Humanities - History is very facilitating	Higher
Mathematics	Higher (sometimes SL accepted but depends on the type of Engineering and University)	Work Experience can help an application	
Chemistry*	Higher	LNAT test required for UK Law courses in many universities. Research is essential	

\* Depends on the type of Engineering

Medicine		Bio-Technology	
Subject(s) needed	Level	Subject(s) needed	Level
English A1 or English B (IGCSE English is useful)	Standard	English A1 or B(IGCSE English is useful)	Standard
Language proficiency i.e. IELTS/TOEFL may be required if English B)		Language proficiency i.e. IELTS/TOEFL may be required if English B)	
Mathematics	Higher	Mathematics	Higher [Preferable] but SL occasionally
Chemistry	Higher	Two from Sciences at HL [Chemistry Essential]	
Biology* with Chemistry/Maths	Higher	Chemistry*	Higher
Physics* less popular subject choice	Higher	Biology*	Higher
UKCAT or BMAT entrance exam for UK admission/ MCAT - US*	Research carefully	Physics*	Higher

\*USA and some Australian/Canadian Universities is Postgraduate entry only.

\*Indian Universities require 3 Sciences for Bio-Technology and Medicine.

Finance, Banking and Insurance		Psychology	
		Subject(s) needed	Level
English A1 or B(IGCSE English is useful)	Standard	English A1 or B(IGCSE English is useful)	Higher or Standard
Language proficiency i.e. IELTS/TOEFL may be required if English B)		Language proficiency i.e. IELTS/TOEFL may be required if English B)	
Economics [and sometimes business] are useful but not a requirement.	Higher	Mathematics - sometimes	Higher or Standard
Mathematics	Higher [for accounting and finance]	Biology or Chemistry or Physics	Higher or Standard

Architecture		Computing	
Subject (s) needed	Level	Subject(s) needed	Level
English A1 or English B (IGCSE English is useful)	Higher or Standard	English A1 or B(IGCSE English is useful)	Higher or Standard
Language proficiency i.e. IELTS/TOEFL may be required if English B)		Language proficiency i.e. IELTS/TOEFL may be required if English B)	
Physics [for engineering related architecture]	Higher	Computer Science	Higher or Standard
		Some start with Science subjects (Maths, Physics and Chemistry) and move into Computer Science in 2 <sup>nd</sup> year	
Mathematics	Higher	Mathematics	Higher or Standard
Visual Arts [for art/design related architecture]	Higher or Standard		
Portfolio of Art/Design work often required			

Veterinary Science		Hospitality	
Subject(s) needed	Level	Subject(s) needed	Level
English A1 or English B (IGCSE English is useful)	Higher or Standard	English A1 or B(IGCSE English is useful)	Higher or Standard
Language proficiency i.e. IELTS/TOEFL may be required if English B)		Language proficiency i.e. IELTS/TOEFL may be required if English B)	
Mathematics	Higher	Language B / ab initio is an advantage	Higher or Standard
Chemistry	Higher		
Biology or Physics	Higher	Personality and fit are much more important	
Very competitive – work experience advised			

- **Environmental Sciences:**

Two from: Biology; Chemistry; Physics; Maths; Geography at HL

**NOTE: Mathematics, English, Physics, Chemistry, Biology, Geography, History and Languages are seen as ‘facilitating’ subjects, so the IB is ideal as it allows a good mix of subjects.**

**CAUTION:** This is a **GUIDE ONLY**. Professional qualifications e.g. Clinical Psychology etc. will require further study at Post-graduate (i.e. following on from your Bachelor degree) level.

To find out more about careers which are possible with various degree subjects, visit website: [http://www.prospects.ac.uk/options\\_with\\_your\\_subject.htm](http://www.prospects.ac.uk/options_with_your_subject.htm)

For further information please contact Mrs Lieve Perera

### University Subjects and Careers that might develop from different subjects

Other subjects may be mandatory to get into some of these careers areas – do your research.

#### Business Management / Economics

Accountancy	Agricultural Economics	Banking
Business	Estate Management	Finance
Hotel Management	Industry e.g. plant manager	Marketing
Surveying	Retail	Insurance
Economist	Building Management	Business Development
Land Management	Transport	Tourism
International Relations	Market Research	Diplomat
Health manager	Auditor	Public Servant
Statistician	International Development	European Studies
Politics	International Relations	Town Planning

#### Visual Arts and Design Technology

Advertising	Animation	Architecture
Archaeology	Creative Arts	Costume Design
Media	Film Studies	Graphic Design
Industrial Design	Illustration	Theatre Design
TV Studies	Visual Studies	Interior Design
Town and Country Planning	Computer Aided Design	

#### Biology

Botanist	Biochemistry	Biotechnology
Anatomy	Zoology	Agriculture
Nutrition	Physiology	Behavioural Science
Bio molecular Science	Cell Biology	Biochemical Engineering
Consumer studies	Dental Technology	Dentistry
Earth Science	Dietetics	Psychology
Immunology	Environmental Science	Genetics
Medicine	Physiotherapy	Occupational Health
Radiography	Neuroscience	Pharmacy
Toxicology	Veterinary Studies	Speech Therapy
Forensic Science	Sports Science	Pathologist

#### Chemistry

Biochemist	Chemistry	Bacteriology
Animal Sciences	Agricultural Sciences	Chemical Technology
Dyeing Technology	Chemical Engineering	Environmental studies
Geochemistry	Food studies	Immunology
Human Studies	Anthropology	Medicine
Microbiology	Mineral Studies	Molecular Studies
Neurosciences	Petroleum	Oceanic Studies
Pharmacy	Life Sciences	Material Sciences



**ITGS/ Computer Science**

Artificial Intelligence	Business computing	Graphics
Computational Chemistry	Computational Maths	Computer Studies
Engineering Software	Animation Control Systems	Robotics Illustration/Design
System Analyst	Programming	

**English and Languages**

Advertising	Media	Communication
Information Science	Cultural Studies	Publishing
Theatre Studies	TV Broadcasting	Interpreter
Journalist	Public Relations	Copywriting
Marketing	Speech Therapy	Critic/Writer
Travel industry	Hospitality	Librarian

**Geography**

Agriculture	Sustainable development	Anthropology
Earth Sciences	Town and country planning	Geology
Government	Human Geography	Land studies
Maritime Studies	Meteorology	Mineral studies
Politics	Population studies	European studies
Asian studies	Surveying	Transport
Tourism	Logistics	Archaeology
Hydrology	Ecology	Soil Science
Oceanography	Environmental	Topography

**History**

Administration	Archivist	Archaeologist
Anthropologist	Conservator	Travel and tourism
Playwright	Researcher	Writing
Cultural studies	Politics	Teaching
Middle East studies	Museum	Law

**Mathematics**

Accounting	Engineering	Maths
Statistics	Architecture	Astrophysics
Banking	Insurance	Commerce
Investment	Surveying	Systems Analyst
Computer Science	Research	Actuarial study

**Physics**

Engineering	Agriculture	Air traffic
Astronomy	Audiologist	Materials
Metallurgist	Medical Sciences	Radiographer
Minerals	Physicist	Radiation

**Sport & Exercise Health Science**

Sports Science	Chiropractor	Paramedic
Physiotherapy	Sports Management	Sports Medicine
Coaching	Sports Development	Teacher
Health promotion	Personal trainer	Sports therapy



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## Entry to Year 12

Entry to Year 12 and the IB Diploma Programme is seamless for most of our Year 11 students, but it is not automatic. Student entry into Year 12 is dependent upon meeting the following criteria.

### **Academic suitability**

Students should have achieved at least **5 A\*-C grades** in their IGCSE examinations, with a good match between their results in individual subjects and their intended IB subject choices. They would normally be expected to have achieved A\*-B grades in their three Higher Level subjects and it is therefore very important that this IB Options Handbook is read carefully. This booklet clearly states the entrance criteria for every subject at both Higher and Standard levels. Achieving these grades is a requirement because of the high academic challenges of the IB Diploma Programme. Parents of any students shown to be at risk of not achieving these levels of IGCSE qualifications in either their November and/or February reports will be invited to meet with the Head of Year 11 to discuss possible future alternatives.

### **Excellent Effort**

The IB Diploma is a demanding course of study, with students having to balance their six Higher and Standard Level subjects with the demands of the core – Theory of Knowledge, the Extended Essay and the Creativity, Action, Service programme. Students achieving at least 5 A\*-C grades in their IGCSE examinations have usually shown themselves to be academically capable of achieving the IB Diploma. However, students who are not fully committed to their studies will find balancing these demands difficult. Under such circumstances the IB Diploma Programme may not be the most appropriate course of post-16 education. Reports will be scrutinized prior to accepting student onto courses.

### **Positive Behaviour and Attitude**

Students in Years 12 and 13 should be role-models for the rest of the school community, and students are therefore expected to have acted in a mature and responsible manner throughout Years 10 and 11. While many students make mistakes, we would expect students to respond to these maturely and responsibly and to have learnt from them. It is also very important that students in Years 12 and 13 do not adversely affect the learning of their peers. Parents may be called in to discuss targets for getting the student back on track. This needs to relate more explicitly to entry to Year 12. Any student at risk of being refused entry to Year 12 on this basis will have a meeting with their parents and the Head of Year at the earliest opportunity.

### **Punctuality and Attendance**

The IB Diploma Programme is a demanding course with a great deal of material to cover. Students who do not attend every lesson put themselves at risk of falling behind and not being able to catch up on work missed. Students who are regularly late to school also put themselves at risk of falling behind in their work. Whilst we understand that students are on occasion unwell and hence may be unable to attend school for a couple of days each academic year we feel that it is important that students who have had a poor record of attendance and punctuality in Year 11 should review whether the IB Diploma Programme is appropriate for them. Parents may be called in to discuss the options for a student whose record of attendance or punctuality is below that expected.

**Involvement in Activities**

The Creativity, Activity and Service programme is one of the cornerstones of the IB Diploma Programme, with students expected to be committed to a range of activities throughout Years 12 and 13. Students are expected, therefore, to have been involved in a variety of activities throughout Years 10 and 11 and to have been fully involved in the wider life of the school. Although activities are not compulsory, a good personal portfolio of activities will be taken into consideration should a student's Year 12 place be in doubt.

We need to be clear about what the IB course is and what it is not. It is not an elitist course designed only for high achievers. It is academically challenging but it also rewards hard work. Most BIS students can obtain the IB Diploma provided they manage their time well and engage fully with the programme. We want all of our students to graduate through the IB Programme but naturally reserve the right to build a committed IB student team by protecting the group's interests. If this means denying a place to individuals for reasons stated above then we may take that option.



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# Theory of Knowledge

## Course Description & Assessment

### Knowing about Knowing:

TOK is described by the IB as “a flagship element of the Diploma programme”. TOK requires that you take a *critical approach* to knowledge and therefore it is also referred to as the keystone of your IB; hence its place in the IB Core. TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals.

The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse **knowledge claims** and explore **knowledge questions**. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between **shared knowledge** and **personal knowledge** is made.

### The Ways of Knowing:

While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs). They are **language, sense perception, emotion, reason, imagination, faith, intuition, and memory**. Students must explore a range of ways of knowing, and it is suggested that studying four of these eight in depth would be appropriate. The WOKs have two roles in TOK: they underlie the methodology of the areas of knowledge and they provide a basis for personal knowledge. Discussion of WOKs will naturally occur in a TOK course when exploring how areas of knowledge operate.

Examples of knowledge questions raised by the Ways of Knowing:

- *Are we driven more by emotion or reason?*
- *Under what circumstances can intuition alone be accepted as a justification for a knowledge claim?*
- *How can we know whether to rely upon memory as a way of knowing?*
- *How can imagination be a way of knowing if it merely proposes possibilities?*

### The Areas of Knowledge:

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are **mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems**. Students must explore a range of areas of knowledge, and it is suggested that studying six of these eight would be appropriate.

In practice, this means questioning and analysing different viewpoints and perspectives about the very subjects and ideas we learn about every day in our IB subjects:

- *Are basic ethical truths as certain as basic mathematical truths?*
- *What can biology tell us about emotions?*
- *What could be meant by artistic truth?*
- *How can we draw a clear line between fact and interpretation in history?*

**Assessment in TOK:**

There are **two assessment** tasks in the TOK course: an **essay** and a **presentation**.

The **essay** is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1,600 words.

The **presentation** can be done individually or in a group, with a maximum group size of three. Approximately 10 minutes per presenter should be allowed, up to a maximum of approximately 30 minutes per group.

**TOK & Extended Essay IB points:**

You are awarded up to 3 points for TOK and Extended Essay combined.

**For further information please contact Mr Dan Gamwell**



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## Extended Essay

### Introduction

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher at British International School, HCMC). This leads to a major piece of formally presented, structured writing.

### The extended essay is:

- **compulsory** for all Diploma Programme students
- **externally assessed** and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma
- **submitted with three written reflections** on the planning, research and writing process
- a piece of **independent research/investigation** on a topic chosen by the student in cooperation with a supervisor in the school
- presented as a **formal piece of scholarship containing no more than 4,000 words**
- the result of **approximately 40 hours of work** by the student
- concluded with a short interview with the supervising teacher.

### The Extended Essay Process

During the first term, Year 12 students will be introduced to the general requirements of the Extended Essay. They will also be given information about the specific subject requirements and encouraged to select the subject and topic that they would like to investigate further. At the start of the second term, the students will submit two brief written proposals to two different subjects which will outline their topic of study and their initial research questions. Based upon these proposals, students will each be assigned a supervisor to support them in their Extended Essay. Please note that students are not always guaranteed to get their first subject choice. The final deadline for submission of the extended essay is in term one of Year 13.

As the Extended Essay is an independent research project, the supervisor's role is not to teach the subject. They will provide guidance and assistance where necessary but the onus is firmly upon the student to formulate their own question, conduct their own research and to arrive at their own conclusions. However, various levels of support are in place, for example, research and referencing skills are taught during ILS, supported Friday Catch-up sessions and one-one support from the Academic English department is available.

The Extended Essay has been identified as one of the unique selling points of the IBDP by major universities, often featuring in questions during the interview process. Therefore careful selection of the subject, topic and research question is advised. Throughout Year 12 the students will receive guidance about academic honesty, referencing, research skills and how to avoid plagiarism as well as assistance in shaping their essay into an academically sound body of work.

### Assessment

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.





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## Language A: Literature (Chinese) HL and SL

### Course Description:

The Chinese A Literature course aims to encourage a personal appreciation of literature and to help candidates develop an understanding of the techniques involved in literary criticism. It will introduce students to a range of literary works of and from different genre, time periods and cultures. Thus, it will promote an interest in literature and an appreciation of other cultures. Students' powers of expression, both written and oral will be developed.

The following are some of the skills which Chinese language A literature candidates will need to demonstrate:

- a personal appreciation of language and literature
- skills in literary criticism
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective

### Minimum Entry Requirements

Standard Level: "B" grade in **IGCSE (First language)**

Higher Level: "A" in **IGCSE (First language)**

Students who do not have the above will only be accepted on to the course in exceptional circumstances.

### Assessment:

The external assessment represents 70% and is examined at the end of the course by means of two exam papers (one unseen commentary and one literary response to texts studied) in addition to both written assignments and reflective statement, which are completed internally but assessed externally. The internal element represents the further 30% and is by means of oral assessment tasks – the individual oral presentation and the individual oral commentary that will be recorded for moderating. **IB Chinese Literature A Course**

This is an outline of the course structure, including the selection of texts studied throughout the two year course. The course requires a number of texts to be studied (13 at HL, 10 at SL).

These texts will be grouped into four key categories:

- **Part One:** Works in Translation. This section of the course requires the study of 3 texts for HL and 2 texts for SL, which were not originally written in Chinese. The texts are, however, studied in Chinese translation. A written assignment of 1440 – 1800 words and a reflective statement of 360-480 words should be submitted to the external examiner.
- **Part Two:** Detailed Study of different genres (Drama, Poetry, Prose and Prose other than Fiction). Oral commentaries are internally assessed and then sent away for external moderation.
- **Part Three:** Literary Genres (linked by a common genre). The exam requires students to respond to one essay question, comparing and contrasting the similarities and differences between at least two of the part 3 works.
- **Part Four:** Options (linked by a common theme). Students in consultation with the teacher choose a topic for this from one of the part 4 works and deliver the presentation to the class.

<b>INTERNAL ASSESSMENT</b>			
<b>Part 4 :</b> 3 texts for ( HL & SL)	<ul style="list-style-type: none"> <li>• Prose-Liang Shi Qiu 'Ya She Xiao Pin' 《雅舍小品》梁实秋</li> <li>• Poem by Zheng Chou Yu 郑愁予诗选</li> <li>• Drama' Lei Yu' by Cao Yu 《雷雨》曹禺</li> </ul>	Individual Oral Presentation (10 – 15 minutes long) Topics chosen by students.	15%
<b>Part 2</b> HL: 3 works SL: 2 works	<ul style="list-style-type: none"> <li>• Classical novel 'Shui Hu Zhuan' by Shi Nai An 《水浒传》施耐庵</li> <li>• Song Poetry of Su Shi 苏轼词选</li> <li>• <u>Yuan drama 'The Injustice to Dou E' by Guan Han Qing</u> 元杂剧《窦娥冤》关汉卿</li> </ul>	+ <b>HL:</b> Individual formal oral commentary (recorded) of 10 minutes on a poem or extract of a poem chosen by the teacher, followed by 10 minutes of discussion ( recorded) on one of the Part 2 works not used for the commentary + <b>SL:</b> Individual formal oral commentary (recorded) of 10 minutes on a poem or extract of a poem chosen by the teacher.	15%
<b>EXTERNAL ASSESSMENT</b>			
<b>Part 1</b> <b>(Works in Translation)</b> HL: 3 works SL: 2 works	<ul style="list-style-type: none"> <li>• 'A doll's house' by Henrik Ibsen 《玩偶之家》易卜生</li> <li>• 'Madame Bovary' by Gustave Flaubert 《包法利夫人》福楼拜</li> <li>• <u>'The Awakening' by Kate Chopin</u> 《觉醒》凯特肖邦</li> </ul>	One written assignment of 1440 – 1800 words based on one Part 1 text completed during the course. A reflective statement of 360 – 480 words and the piece of supervised writing in class should be enclosed and submitted to the examiner with the final essay itself.	25%
<b>Part 3</b> <b>Literary Genres</b> HL: 4 works SL: 3 works	All collected novel: <ul style="list-style-type: none"> <li>• 'Wei Cheng' by Qian Zhong Shu' 《围城》钱钟书</li> <li>• 'Luo Tuo Xiang Zi' by Lao She 《骆驼祥子》老舍</li> <li>• 'Yuan Nu' by Zhang Ai Ling 《怨女》张爱玲</li> <li>• <u>'To live' by Yu Hua</u> 《活着》余华</li> </ul>	Exam Paper 2 – respond to one essay question, comparing and contrasting the similarities and differences between at least two of the part 3 works. ( HL: 2 hours/ SL: 1.5 hours)	25 %

<p><b>Exam paper1</b>  <u>+ Literary Commentary for HL</u>  <u>+ Guided Literary Analysis for SL</u></p>	<p>+ a prose passage            + a piece of poetry            Unseen by the students for comment and appreciation.</p>	<p>The student chooses either the prose or the poetry to answer on            ( HL: 2 hours/ SL: 1.5 hours)</p>	<p>20 %</p>
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Note: Works for HL have been underlined.



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## Language A: Language & Literature (English) HL and SL

### Minimum Entry Requirements:

Standard Level: 'C' pass in both Language (First or ESL) and Literature at IGCSE or equivalent.

Higher Level: 'B' pass in both Language (First or ESL) and Literature at IGCSE or equivalent.

Students who do not have the above will only be accepted on to the course in exceptional circumstances.

### Course Description:

Language A: language and literature is a popular course, introduced into groups 1 and 2 to provide greater choice and with a particular focus on developing an understanding of the constructed nature of meanings generated by language. Two parts of the course relate to the study of language and two to the study of literature.

The language A: language and literature course develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined.

The language and literature course is divided into four distinct sections:

#### Part 1: Language in cultural context

In this part of the course students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world and the ways in which language shapes both individual and group identity. Topics for stimulating approaches to the unit include areas such as gender, language and power and language and taboo.

Students studying this part of the course should pay particular attention to the role of language in constructing meaning and understanding of particular issues in the world.

#### Part 2: Language and mass communication

In Part 2 students consider the way language is used in the media. Mass media include newspapers, magazines, the Internet (e.g. social networking), mobile telephony, radio and film. This unit also addresses the issue of how the production and reception of texts is influenced by the medium in which they are delivered. Approaches to the topic include areas such as stereotypes, popular culture and arts and entertainment.

### Part 3: Literature – Texts and contexts

Meaning is shaped by culture and context. Literary texts are not created in a vacuum but influenced by social context, cultural heritage and historical change. Through the close reading of literary texts, students are able to consider the relationship of literature to issues at large such as gender, power and identity. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. The compulsory study of translated texts encourages students to reflect on their own cultural assumptions through an examination of work produced in other languages and cultures.

### Part 4: Literature – Critical study

Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction.

The selection of texts within each of the Four Parts is as follows:

Syllabus Topic	SL	HL
<b>Part 1</b> <i>Language in cultural context</i>	Texts are chosen from a variety of sources, genres and media. Topics include: <ul style="list-style-type: none"> <li>• Language and Taboo</li> <li>• Language and Gender</li> <li>• Language and Power</li> </ul>	Texts are chosen from a variety of sources, genres and media. Topics include: <ul style="list-style-type: none"> <li>• Language and Taboo</li> <li>• Language and Gender</li> <li>• Language and Power</li> </ul>
<b>Part 2</b> <i>Language and mass communication</i>	Texts are chosen from a variety of sources, genres and media. Topics include: <ul style="list-style-type: none"> <li>• Language of Political Campaigns</li> <li>• Textual Bias</li> <li>• Media and Violence</li> </ul>	Texts are chosen from a variety of sources, genres and media. Topics include: <ul style="list-style-type: none"> <li>• Language of Political Campaigns</li> <li>• Textual Bias</li> <li>• Media and Violence</li> </ul>
<b>Part 3</b> <i>Literature—texts and contexts</i>	Two texts, one of which is a text in translation from the prescribed literature in translation (PLT) list and one, written in the language A studied, from the prescribed list of authors (PLA) for the language A studied, or chosen freely.	Three texts, one of which is a text in translation chosen from the prescribed literature in translation (PLT) list and one from the prescribed list of authors (PLA) for the language A studied. The other may be chosen freely.
<b>Part 4</b> <i>Literature—critical study</i>	Two texts, both of which are chosen from the prescribed list of authors (PLA) for the language A studied.	Three texts, all of which are chosen from the prescribed list of authors (PLA) for the language A studied.

### Assessment:

The external assessment represents 70% and is examined at the end of the course by means of two exam papers (one literary exam, one non-fiction textual analysis exam) and a written assignment that is completed internally but assessed externally. The internal element represents the further 30% and is by means of two oral activities – one individual and one interactive – worth 15% each.



# Language A

## Literature (English) HL and SL

### Minimum Entry Requirements:

Standard Level: 'C' pass in both English Language and English Literature at IGCSE or equivalent.

Higher Level: 'B' pass in both English Language and English Literature at IGCSE or equivalent.

Students who do not have the above will only be accepted on to the course in exceptional circumstances.

### Course Description:

English Literature A has a distinctly international flavour and promotes a 'world spirit' through the opportunities it offers for the appreciation of culture. Students can gain an understanding of the ways in which cultures influence and shape the experiences of life common to all humanity.

The course aims to encourage a personal appreciation of literature and to help candidates develop an understanding of the techniques involved in literary criticism. It will introduce students to a range of literary works of and from different genres, time periods and cultures. Thus, it will promote an interest in literature and an appreciation of other cultures. Students' powers of expression, both written and oral will be developed.

### Group 1 aims

There are general aims that are applicable to all of the Group 1 subjects and that there are a few additional ones that are specific to Literature.

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.

### Language A: literature aims

In addition, the aims of the language A: literature course at SL and at HL are to:

8. develop in students an understanding of the techniques involved in literary criticism
9. develop the students' ability to form independent literary judgments and to support those ideas.



**Assessment:**

The external assessment represents 70% and is examined at the end of the course by means of two exam papers (one unseen commentary and one literary response to texts studied) in addition to a written assignment, which is completed internally but assessed externally. The internal element represents the further 30% and is by means of oral assessment tasks – the individual oral presentation and the individual oral commentary.

**IB English Literature A Course**

This is *an example* of the course structure, including selected texts studied throughout the two year course. ***The texts listed below will change.*** The total number of texts studied is: 13 at HL, 10 at SL.

Candidates will study a broad range of texts, which explore a variety of themes and cultural, social and historical contexts. These texts will be grouped into four key categories:

- **Part One:** Texts in Translation (originally written in another language)
- **Part Two:** Detailed Study of (Drama, Poetry, Prose and Prose other than Fiction)
- **Part Three:** Literary Genres (linked by a common genre – poetry)
- **Part Four:** Options (linked by a common theme)

INTERNAL ASSESSMENT			
<b>Part 4</b>	<ul style="list-style-type: none"> <li>• <i>Regeneration</i>, Pat Barker</li> <li>• <i>The Quiet American</i>, Graham Greene</li> <li>• <i>The Sorrow of War</i>, Bao Ninh (TT)</li> </ul>	<p><b>Individual Oral Presentation</b> (10 – 15 minutes)</p> <p>Presentation of a topic, chosen by the candidate</p>	<b>15%</b>
<b>Part 2</b>	<ul style="list-style-type: none"> <li>• Drama: <i>Arcadia</i>, Stoppard</li> <li>• Poetry: Selected Poems: Plath, Dickinson or Owen</li> <li>• Non-Fiction: Selected Speeches of Martin Luther King*</li> </ul>	<p><b>Individual Oral Commentary</b></p> <p><b>SL:</b> 10-minute Commentary on an extract, chosen by the teacher. Guiding questions provided</p> <p><b>HL:</b> 10-minute Commentary based on Poetry, followed by a 10-minute interview / discussion on any other Part 2 text</p>	<b>15%</b>
EXTERNAL ASSESSMENT			
<b>Part 1 (TT)</b>	<ul style="list-style-type: none"> <li>• <i>Hedda Gabler (or A Doll's House)</i>, Ibsen</li> <li>• <i>Death and the Maiden</i>, Dorfman</li> <li>• <i>Antigone</i>, Sophocles*</li> </ul>	<p><b>HL &amp; SL:</b> one reflective statement (300-400 words) and one essay (1,200 – 1,500 words) based on any Part 1 text</p>	<b>25%</b>
<b>N/A</b>	Response to an unseen extract (students choose between a poem or a prose extract – guiding questions provided for SL only)	<p><b>HL – Paper 1: Literary commentary (2 hours)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary.</p> <p><b>SL – Paper 1: Guided literary analysis (1.5 hrs)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a <i>guided literary analysis</i> in response to two questions.</p>	<b>20%</b>
<b>Part 3</b>	<p>HL study 4 and SL study 3 of the following poets:</p> <ul style="list-style-type: none"> <li>• Robert Frost</li> <li>• William Shakespeare</li> <li>• W. H. Auden</li> <li>• Keats</li> <li>• Carol Ann Duffy</li> <li>• Lorna Goodison</li> <li>• Percy Bysshe Shelley*</li> </ul>	<p><b>Exam Paper 2 – Essay</b> (HL – 2 hours; SL – 1.5 hours)</p> <p>The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3.</p>	<b>25%</b>

**NB: Higher Level will study 13 works, whereas Standard Level will study 10 works. Texts studied by Higher Level students only are marked with an asterisk\***



## Language A: Literature (Korean) HL and SL

### Minimum Entry Requirements:

Standard Level: “B” grade at IGCSE level.

Higher Level: “A” grade at IGCSE level.

Students who do not have the above will only be accepted on to the course in exceptional circumstances.

The reading demands of the course are high, and students should have a genuine interest in Literature, along with an enjoyment in reading and a desire to do so across a range of different texts which are likely to prove challenging.

### Course Description:

The Korean Literature A course aims to encourage a personal appreciation of literature and to help candidates develop an understanding of the techniques involved in literary criticism. It will introduce students to a range of literary works of and from different genre, time periods and cultures. Thus, it will promote an interest in literature and an appreciation of other cultures. Students’ powers of expression, both written and oral will be developed.

The following are some of the skills which Korean A1 candidates will need to demonstrate:

- An ability to engage in independent literary criticism based on the unseen texts
- An appreciation of the similarities and differences between texts from different periods and cultures to produce the reflective statement and the written assignment from 1200 – 1500 words
- An awareness of the effects of structure, technique and style as employed by authors
- An ability to express ideas with clarity, precision, and fluency in both oral and writing skills.
- A thorough knowledge of the works themselves, and the relationship between the groups of works
- An ability to participate in the interview with the teacher to answer the content of Literature works that have been taught.

### Assessment:

The external assessment represents 70% and is examined at the end of the course by means of two exam papers (one unseen commentary and one literary response to texts studied) in addition to both written assignments and reflective statement, which are completed internally but assessed externally. The internal element represents the further 30% and is by means of oral assessment tasks – the individual oral presentation and the individual oral commentary that will be recorded for moderating.

### IB Korean Literature A Course

This is an outline of the course structure, including the selection of texts studied throughout the two year course. The course requires a number of texts to be studied (13 at HL, 10 at SL).

These texts will be grouped into four key categories:

- **Part One:** Works in Translation. This section of the course requires the study of 3 texts for HL and 2 texts for SL, which were not originally written in Korean. The texts are, however, studied in Korean

translation. A written assignment of 1200 – 1500 words and a reflective statement of 300-400 words should be submitted to the external examiner.

- **Part Two:** Detailed Study of different genres (Drama, Poetry, Prose and Prose other than Fiction). Oral commentaries are internally assessed and then sent away for external moderation.
- **Part Three:** Literary Genres (linked by a common genre). The exam requires students to respond to one essay question, comparing, contrasting the similarities and differences between at least two of the part 3 works.
- **Part Four:** Options (linked by a common theme). Students in consultation with the teacher choose a topic for this from one of the part 4 works and deliver the presentation to the class

INTERNAL ASSESSMENT			
<p><b>Part 4 :</b> 3 texts for ( HL &amp; SL)</p>	<ul style="list-style-type: none"> <li>• Poem collection by Kim Soo Young</li> <li>• Short story by Park Tae won</li> <li>• “Gwang Jang” story by Choi In Hoon</li> </ul>	<p>Individual Oral Presentation (10 – 15 minutes long) Topics chosen by students.</p>	<p>15%</p>
<p><b>Part 2</b> HL: 3 works SL: 2 works</p>	<ul style="list-style-type: none"> <li>• “Nime Chimmuk” by Han youn Hoon (Poem)</li> <li>• Essay by An Byeong Uk</li> <li>• <u>Short Story by Kim Dong In for HL</u></li> </ul>	<p>+ <b>HL:</b> Individual formal oral commentary (recorded) of 10 minutes on a poem or extract of a poem chosen by the teacher, followed by 10 minutes of discussion ( recorded) on one of the Part 2 works not used for the commentary + <b>SL:</b> Individual formal oral commentary (recorded) of 10 minutes on a poem or extract of a poem chosen by the teacher.</p>	<p>15%</p>

EXTERNAL ASSESSMENT			
<b>Part 1 (Works in Translation)</b> HL: 3 works SL: 2 works	<ul style="list-style-type: none"> <li>• The Kite Runner by Khaled Hosseini</li> <li>• L'Etranger by Albert Camus</li> <li>• <u>Snow Country by Kawabata Yasunari for HL</u></li> </ul>	One written assignment of 1200 – 1500 words based on one Part 1 text completed during the course. A reflective statement of 300 – 400 words and the piece of supervised writing in class should be enclosed and submitted to the examiner with the final essay itself.	25%
<b>Part 3 Literary Genres</b> HL: 4 works SL: 3 works	Novel : <ul style="list-style-type: none"> <li>• DangshindeuleCheonguk by Lee Cheong Jun</li> <li>• Yol Ha Il Gi by Park Ji Won</li> <li>• Tak Ryu by Choe Man Shik</li> <li>• <u>Sjangkwa Jeonjang by Park Gyung Ri for HL</u></li> </ul>	Exam Paper 2 – respond to one essay question, comparing and contrasting the similarities and differences between at least two of the part 3 works. ( HL: 2 hours/ SL: 1.5 hours)	25 %
<b>Exam paper1</b> + Literary Commentary for HL + Guided Literary Analysis for SL	+ a prose passage + a piece of poetry Unseen by the students for comment and appreciation.	The student chooses either the prose or the poetry to answer on ( HL: 2 hours/ SL: 1.5 hours)	20 %

Note: Works for HL have been underlined.



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## Language A: Literature (Vietnamese) HL and SL

### Minimum Entry Requirements:

“A or B” grade of their final tests based on IGCSE grade system.

Students who do not have the above will only be accepted on to the course in exceptional circumstances.

The reading demands of the course are high, and students should have a genuine interest in Literature, along with an enjoyment in reading and a desire to do so across a range of different texts which are likely to prove challenge.

### Course Description:

The Vietnamese Literature A course aims to encourage a personal appreciation of literature and to help candidates develop an understanding of the techniques involved in literary criticism. It will introduce students to a range of literary works of and from different genre, time periods and cultures. Thus, it will promote an interest in literature and an appreciation of other cultures. Students’ powers of expression, both written and oral, will be developed.

The following are some of the skills which Vietnamese candidates need to demonstrate:

- An ability to engage in independent literary criticism based on the unseen texts
- An appreciation of the similarities and differences between texts from different periods and cultures to produce the reflective statement and the written assignment from 1200 – 1500 words
- An awareness of the effects of structure, technique and style as employed by authors
- An ability to express ideas with clarity, precision, and fluency in both oral and writing skills.
- A thorough knowledge of the works themselves, and the relationship between the groups of works
- An ability to participate in the interview with the teacher to answer the content of Literature works that have been taught.

### Assessment:

The external assessment represents 70% and is examined at the end of the course by means of two exam papers (one unseen commentary and one literary response to texts studied) in addition to both written assignments and reflective statement, which are completed internally but assessed externally. The internal element represents the further 30% and is by means of oral assessment tasks – the individual oral presentation and the individual oral commentary that will be recorded for moderating.

## IB Vietnamese Literature A Course

This is an outline of the course structure for 2015 -2017, included the selection of texts studied throughout the two year course. The course requires fewer texts to be studied (13 at HL, 10 at SL).

These texts will be grouped into four key categories:

- **Part One:** Works in Translation. This section of the course requires the study of 3 texts for HL and 2 texts for SL, which were not originally written in English. The texts are, however, studied in Vietnamese translation. Written assignment of 1200 – 1500 words and a reflective statement of 300-400 words should be submitted to the external examiner.
- **Part Two:** Detailed Study of different genres (Drama, Poetry, Prose and Prose other than Fiction). Oral commentaries are internally assessed and then sent away for external moderation.
- **Part Three:** Literary Genres (linked by a common genre). The exam requires students to respond to one essay question, comparing, contrasting the similarities and differences between at least two of the part 3 works.
- **Part Four:** Options (linked by a common theme). Students in consultation with the teacher choose a topic for this from one of part 4 works and deliver the presentation to the class

INTERNAL ASSESSMENT			
<b>Part 4 :</b> Options 3 texts for ( HL & SL)	<ul style="list-style-type: none"> <li>• Love poems by Xuan Dieu</li> <li>• Vợ chồng A Phủ - by Tô Hoài</li> <li>• Chi pheo – by Nam Cao</li> </ul>	Individual Oral Presentation (10 – 15 minutes long) Topics chosen by students.	15%
<b>Part 2 – Detailed study</b> HL: 3 works SL: 2 works	<ul style="list-style-type: none"> <li>• Love poem by Nguyen Binh</li> <li>• Tiểu thuyết « Số đỏ » by Vũ Trọng Phụng</li> <li>• Drama “ Vu nhu To” by Nguyen Huy Tuong for HL*</li> </ul>	<b>HL:</b> Individual formal oral commentary (recorded) of 10 minutes on a poem or extract of a poem chosen by the teacher, followed by 10 minutes of discussion ( recorded) on one of the Part 2 works not used for the commentary  <b>SL:</b> Individual formal oral commentary (recorded) of 10 minutes on a poem or extract of a work in part 2 chosen by the teacher.	15%
EXTERNAL ASSESSMENT			

<p><b>Part 1 (Works in Translation)</b> HL: 3 works SL: 2 works</p>	<ul style="list-style-type: none"> <li>• Jane Eyre* by Charlotte Bronte</li> <li>• Les Miserables by Victor Hugo</li> <li>• The kite runner by Khaled Hosseini</li> </ul>	<p>One written assignment of 1200 – 1500 words based on one Part 1 text completed during the course. A reflective statement of 300 – 400 words and the piece of supervised writing in class should be enclosed and submitted to the examiner with the final essay itself.</p>	<p>25%</p>
<p><b>Part 3 Literary Genres</b> HL: 4 works SL: 3 works</p>	<p>Short stories are collected:</p> <ul style="list-style-type: none"> <li>• Chiec thuyen ngoai xa by Nguyen Minh Chau</li> <li>• Kép tư bần by Nguyen Cong Hoan</li> <li>• Đời thừa by Nam Cao</li> <li>• Trong cảnh khốn cùng by Nguyễn Hồng</li> </ul>	<p>Exam Paper 2 – respond to one essay question, comparing and contrasting the similarities and differences between at least two of the part 3 works. ( HL: 2 hours/ SL: 1.5 hours)</p>	<p>25 %</p>
<p><b>Exam paper1</b> Literary Commentary for HL Guided Literary Analysis for SL</p>	<p>A prose passage A piece of poetry Unseen by the students for comment and appreciation.</p>	<p>The student choose to answer either the prose or the poetry. ( HL: 2 hours/ SL: 1.5 hours)</p>	<p>20 %</p>

**NB: Texts studied by Higher Level students only are marked with an asterisk\***





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## Language B: English HL and SL

### Minimum Entry Requirements:

Standard Level: 'C' pass at IGCSE in ESL (English as a Second Language) or equivalent.

Higher Level: 'B' pass at IGCSE in ESL (English as a Second Language) or equivalent. Previous study of English Literature would also be an advantage.

If you do not hold one of these qualifications, this course could still be suitable for you. We may ask you to complete a written entry test.

### Course Description:

International Baccalaureate English language B is primarily a course aimed at the continued acquisition of English, through listening, speaking, reading and writing activities for students with 4-5 years experience at the higher level and 2-5 years at the Standard level. The course will focus on material which stimulates their knowledge through enjoyment and creativity.

The Language B English course will give students the opportunity to reach a high degree of ability to handle the language. Students will focus on the clear expression and organization of their ideas with an understanding of the cultural characteristics of moderately complex written and spoken material. The course will assess the individual's proficiency and ensure that they are appropriately challenged with practical, social, expressive and intellectual teacher/ student generated learning situations. This course will also attempt to foster a sense of cultural pluralism and world spirit through the appreciation of a variety of texts and exercises. English language B will also attempt to exemplify the role of the language in relation to other knowledge areas and illustrate how cultures can shape and influence human thinking.

The purpose of the study of the English language is to help students with some previous experience to develop their oral and written skills up to a fairly sophisticated degree at the higher level. By the end of the course, students should be able to understand and use English in a range of contexts and for a range of purposes.

### Assessment:

Students will be assessed both internally and externally.

At both Higher and Standard level, the internal assessment represents 30% of the final mark. This is comprised of two oral activities. The external assessment consists of two papers at the end of the course and represents the remaining 70%.

In order to prepare for the external and internal assessments, students are given mock orals, exams and assessments throughout the two-year cycle.

Students will be given access to, a continued explanation of the Assessment Criteria from the IB Language Course Guide.



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## Language B: French/Mandarin/Spanish HL and SL

### Minimum Entry Requirements:

Standard Level: 'B' at IGCSE or equivalent.

Higher Level: 'A\*' at IGCSE or equivalent.

If you do not hold one of these qualifications, this course could still be suitable for you. We may ask you to complete a written entry test.

### Course Description:

International Baccalaureate French / Mandarin / Spanish language B is primarily a course aimed at the continued acquisition of French / Mandarin/Spanish, through listening, speaking, reading and writing activities for students with 4-5 years' experience at Higher level and 2-5 years at the Standard Level. The course will focus on material which stimulates knowledge through enjoyment and creativity.

The purpose of the study of the French / Mandarin / Spanish language B course is to help students with some previous experience to develop their oral and written skills up to a fairly sophisticated degree. By the end of the course, students should be able to understand and use French / Mandarin / Spanish in a range of contexts and for a range of purposes. The language B course will give students the opportunity to reach a high degree of ability to handle the language

Topics include:

- Communications and Media
- Global issues
- Social Relationships

There are also optional topics such as Leisure, Health and Cultural Diversity.

### Assessment:

Students will be assessed both internally and externally.

At both Higher and Standard Level, the internal assessment represents 30% of the final mark. This is comprised of interactive oral activities during the course and an end of course individual oral. The external assessment consists of two papers at the end of the course. There is also a written assignment which is completed in Year 13 and is externally assessed.

Students will be given the Assessment Criteria from the IB Language Course Guide.

It is important to note that study at Higher Level includes two literary texts.



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## Languages ab initio SL

### Minimum Entry Requirements:

The course is designed for students who have failed to meet the entry requirements in their Modern Foreign Language or for those who have never taken a Modern Foreign Language. It is essentially a beginner's course and therefore only available at Standard Level. Students will be advised at a later date as to which languages will be available at this level.

### Course Description:

The course gives students the opportunity to develop a variety of linguistic skills through specific language-learning tasks, and also through topics on relevant cultures around the world. The main focus is on acquiring competency in the language for purposes and situations used in everyday social interaction. This means that grammar and vocabulary are practised while learning about a previously unknown culture.

### The Students Will Learn:

- to communicate information and basic ideas clearly and effectively in a limited range of situations
- to express ideas with appropriate language and register
- to understand and use accurately the essential spoken and written forms of the language in a limited range of situations
- to show an awareness of some elements of the cultures in the language-speaking countries

### Topic Areas:

- The Individual and Society
- The Urban and Rural Environment
- Work and Leisure

### Assessment:

The students are assessed both internally and externally.

The external component represents 75% and is by means of two written examinations at the end of the course. Additionally, there is a written assignment that is carried out in class time.

The internal assessment represents the further 25% and is in the form of an individual oral.

To prepare for the external and internal assessments, students are given mock orals (recorded), exams and assessments during class time.



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## Business and Management HL and SL

### Minimum Entry Requirements

Students do not need to have studied Business Studies at IGCSE to take this option at IB SL or HL.

Higher Level: B grade at IGCSE Business Studies or equivalent and demonstrated ability to work at grade B or above in Mathematics. Students who have not taken IGCSE Business Studies are expected to have a B grade in both English and Mathematics.

Standard Level: C grade at IGCSE or equivalent. Students who have not taken IGCSE Business Studies are expected to have a C grade in both English and Mathematics.

### Course Description

The Business Management course aims to help students understand the implications of business activity in a global market. It gives an international perspective of business through the topics of international marketing, human resource management, growth and business strategy. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Business and Management will contribute to students' development as critical and effective participants in local and world affairs.

**There are 5 sections of study in the HL and SL core.** They are:

**Topic 1:** Business organization and environment.

**Topic 2:** Human Resources.

**Topic 3:** Accounts and Finance.

**Topic 4:** Marketing

**Topic 5:** Operations Management.

The entire course is underpinned by the six concepts:

**Change Culture Ethics Globalization Innovation Strategy**

**The HL course in Business and Management differs from the SL course in terms of:**

- HL course covers extra depth and breadth through additional and extension topics;
- Examination duration and questions differ;
- HL course has 6 lessons, SL has 4 lessons.

### Assessment

There are two different methods used for assessing the economics course.

- External assessment at HL and SL consists of two exam papers which comprise 75% of the total.
- HL and SL students must also complete a rigorous research project of a business.



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## Economics HL and SL

### Minimum Entry Requirements

Standard Level: 5 IGCSE grades A\* - C including Maths and English at grade B or above.

Higher Level: 5 IGCSE grades A\* - C including Mathematics at A or A\* grade and English Language at A or A\* grade

Students do not need to have studied Economics at IGCSE level to take this option at IB SL or HL.

### Course Description:

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about how to improve the welfare of individuals, from a local, national and international perspective. It studies the respective roles of markets and governments and considers the advantages and disadvantages of living in a global economy, particularly from the perspective of developing countries. A truly fascinating subject, economics is at the heart of all major decisions facing societies around the world.

There are four sections of study for both the HL and SL courses; they are:

**Section 1: Microeconomics:** the study of markets and the role played by consumers, producers and the government

**Section 2: Macroeconomics:** the examination of economic growth, development, unemployment and income distribution.

**Section 3: International economics:** assesses the role of free trade, trading blocs and the World Trade Organisation.

**Section 4: Development economics:** analyses how countries can develop and the barriers that hold back development.

The HL course in economics differs from the SL course in economics in terms of:

- HL course covers extra depth and breadth through additional and extension topics
- Examination duration and questions differ
- HL course has 6 lessons SL has 4 lessons.

### Assessment:

There are two different methods used for assessing the economics course. The external assessment at HL consists of three papers and accounts for 80% of the total. At SL, the two papers account for 80%.

HL and SL students must also produce a portfolio comprising of their economic analysis of three newspaper articles from around the world.



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## Geography HL and SL

### Minimum Entry Requirements:

Higher Level: 'B' pass at IGCSE or equivalent

Standard Level: 'C' pass at IGCSE or equivalent.

Students with no background in Geography will only be accepted for this course in exceptional circumstances due to the amount of required background knowledge. Please speak to Mr. Hadley about this as soon as possible.

### Course Description:

The IB Geography course fuses human and physical geography together with a management focus relevant for today's changing society. Students study a variety of themes throughout the two year Geography course:

<b>Part 1: Core Theme</b> – Patterns and Change (SL & HL)	
<b>Part 2: Optional Themes</b> (SL choose 2 / HL study all 3)	
2.a	Freshwater – issues and conflicts
2.d	Hazards and Disasters – risk assessment and response
2.f	The geography of food and health
<b>Part 3: HL Core Theme</b> – Global Interactions (HL only)	

All students will study a variety of geographical skills and techniques. These will be integrated at appropriate points in the course.

### Assessment:

#### External

All students sit two common papers based on the core and optional themes studied. Higher Level students then sit an additional extension, essay based, paper.

#### Internal Assessment

In addition to the course's exam requirements all students must produce one piece of coursework based on data collected during the annual IB Geography field trip (attendance is mandatory). We will visit rural Dalat where we will collect the data on a remote river in order to complete the Internal Assessment

For all students this is up to 2500 words and is worth 25% at Standard Level and 20% at Higher Level.

***Please note that a curriculum review is underway and there is likely to be some changes to the curriculum and assessment prior to the course starting.***



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## History HL and SL

### Minimum Entry Requirements:

Higher and Standard Level: 'B' at IGCSE History or 'A' in English First Language or Literature

Students with no background in History may be accepted for this course. If you do not hold one of these qualifications we may ask you to complete a written entry test. Students who have not studied History previously will have their English IGCSE grades scrutinised to check they are capable of writing essays to a suitable standard.

### Course Description and Assessment:

#### Paper 1 (1 hr) SL and HL

Source based paper

Paper Weighting – SL 30% and HL 20%

Prescribed Subject 3:

- The move to global war - Japanese expansion in East Asia (1931–1941) and German and Italian expansion (1933–1940)

The prescribed subject consists of two case studies, each taken from a different region of the world. **Both** of the case studies specified for the chosen prescribed subject must be studied but only one will come up on the exam.

The paper will contain four sources. They will be primary or a mixture of primary and secondary, and may be written, pictorial or diagrammatic. The paper will consist of four questions for each prescribed subject, and students must answer all four questions from their chosen prescribed subject. Some questions will be answered using only evidence from one or more of the sources, as indicated. In other questions students will be asked to use their own knowledge of the prescribed subject as well as evidence contained in the sources.

#### Paper 2 (1.30hrs) SL and HL

This is an analytical essay paper.

*Paper Weighting* – SL 45% and HL 25%

World History Topics: Option 10. Authoritarian states (20th century), Option 12. The cold war: Superpower tensions and rivalries (20th century)

**Paper 3 (2.30hrs) HL only**

This is an analytical essay paper.

*Paper Weighting* - HL 35%

Option 4. The History of Europe

- Topic 14: European states in the inter-war years (1918–1939)
- Topic 15 : Versailles to Berlin: Diplomacy in Europe (1919–1945)
- Topic 16: The Soviet Union and post-Soviet Russia (1924–2000)

**Internal Assessment** SL and HL

Historical Investigation

Weighting: SL- 25%, HL- 20%

In addition to the courses exam requirements all students must produce an essay of words on their topic of choice. This will be based on analysis of two sources of their choice. An example question is: *How and why have explanations of the Cuban Missile Crisis changed since 1962?*

Internal assessment enables students to demonstrate the application of skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. All students complete a historical investigation into a historical topic of their choice. The internal assessment allows flexibility for students to select a topic of personal interest. The topic need not be related to the syllabus and students should be encouraged to use their own initiative when deciding on a topic. The free choice of topic means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history.





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## ITGS HL and SL

### Minimum Entry Requirements:

There is no requirement for students to have studied ICT at IGCSE level. Students who have taken IGCSE ICT are expected to have a minimum 'C' pass. All students should have a 'C' pass at IGCSE English language or equivalent.

### Course Description:

The Diploma Programme 'Information Technology in a Global Society' (ITGS) course is the study and evaluation of the impact of information technology on individuals and society. During the course, students learn to:

1. design and apply IT solutions to a problem set in a social context through a project
2. understand and critically examine the global impact of IT developments
3. demonstrate a knowledge and understanding of the social and ethical implications of IT systems and developments at the local, national and global level
4. analyse and evaluate the social and ethical implications of IT developments
5. express ideas clearly and coherently with supporting arguments and examples

The ITGS course has an integrated approach to the three strands of the syllabus, which considers the needs of the various stakeholders. The strands are:

- IT systems
- Social and Ethical Significance
- Application of ICT to specific scenarios

### 1. IT Systems

Students are required to demonstrate knowledge and understanding of the technical concepts, where possible by carrying out practical activities to reinforce theoretical knowledge. The practical skills learnt in this section will form the basis of the project for internal assessment. The sections are: Hardware

- Software
- Networks
- Internet
- Databases
- Personal and public communications
- Multimedia/digital media
- Spreadsheets, modeling and simulations
- Introduction to project management
- IT Systems in Organisations (HL only)
- Robotics, artificial intelligence and expert systems (HL only)

## 2. Social and Ethical Significance

What are the social impacts associated with a particular IT development?

- How did the IT development emerge?
- Who are the stakeholders?
- What feasible solutions can be applied to overcome problems?

What are the ethical issues associated with a particular IT development?

- Who is responsible?
- Who is accountable?
- What are the alternative ethical decisions?
- What are the consequences of these decisions?

## 3. Specific Scenarios

Scenarios are divided into themes and topics which are taught using real life examples. The themes are:

- Business and Employment
- Education and Training
- Environment
- Health
- Home and Leisure
- Politics and Government

### Internal Assessment: Project

Students at both standard (30%) and higher (20%) levels undertake a project to design, create and implement an IT product that solves a problem in social context for an identifiable end user. A wide range of software packages can be used and possible project ideas include website design, multimedia training packages, relational databases and accounting systems.

### External Assessment:

	Higher Level	Standard Level
Paper 1	35% - All topics, Data responses, 2 ¼ hours	40% - Core topics, Data responses, 1 ½ hours
Paper 2	20% - Unseen article, 1 ¼ hours	30% - Unseen article, 1 ¼ hours
Paper 3	25% - Pre-seen Case Study, 1 ¼ hours	n/a



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## Psychology HL and SL

### Minimum Entry Requirements:

Standard Level: 5 A\* - C IGCSE including a C or higher in English A, or a B or higher in English Second Language.

Higher Level: 5 A\* - C IGCSE including Cs in Mathematics and Science and a B or higher in English Second Language.

No prior knowledge/study of Psychology is expected or required. The skills and knowledge needed will be developed throughout the course. A grade C or above in Science (Biology) is also highly recommended.

### Course Description:

Psychology is the systematic study of behaviour and mental process, or *'the scientific study of mind and behaviour'*. It is a relatively new subject, only about 120 years old, and so is continually developing. Psychology has roots in both natural and social sciences, which means that it provides a diverse approach to understanding modern society. Essentially, we are trying to answer basic questions about human nature such as, 'is behaviour the result of biological or environmental influences?', 'why do we follow what other people do?' or 'what is the connection between the brain and behaviour?'

The core of IB Psychology involves studying the biological, cognitive and sociocultural influences of human behaviour, and understanding how these three levels of analysis can interact to affect emotions, thoughts and behaviour. Within this, you will study theories about human nature, analyse classic psychological studies and learn how to carry out psychological research. The emphasis is on a holistic approach to the study of human behaviour integrating different approaches whilst recognizing the complexity. Psychology students will also have the chance to carry out their own simple experiment, which will involve testing a hypothesis and analysing the findings. Ethical considerations are an overarching theme. A consideration of ethics and the development of ethical practice is salient across the syllabus and could be assessed in any context.

### IB Psychology aims to:

1. develop an awareness of the applications of research and the benefit of these applications
2. identify ethical issues and ensure that ethical standards are upheld in research
3. develop an understanding of biological, cognitive and sociocultural influences on human behaviour
4. understand alternative explanations of human behaviour
5. understand and use the different methods for carrying out psychological research
6. develop the use of analytical, evaluative and problem solving skills.

### The course at a glance:

SL students:

Paper/Content	Weighting
<b>External assessment- Paper One: Core (2 hours)</b> <ul style="list-style-type: none"> <li>• Biological level of analysis</li> <li>• Cognitive level of analysis</li> <li>• Sociocultural level of analysis</li> </ul>	50%

<b>External assessment- Paper Two: Options (1 hour)</b> <ul style="list-style-type: none"> <li>Abnormal Psychology</li> </ul>	25%
<b>Internal assessment: Simple experimental study</b> <ul style="list-style-type: none"> <li>Introduction to experimental research</li> <li>Carrying out your own research</li> </ul>	25%

HL students:

Paper/Content	Weighting
<b>External assessment- Paper One: Core (2 hours)</b> <ul style="list-style-type: none"> <li>Biological level of analysis</li> <li>Cognitive level of analysis</li> <li>Sociocultural level of analysis</li> </ul>	40%
<b>External assessment- Paper Two: Choice of two of the following options (2 hours)</b> <ul style="list-style-type: none"> <li>Abnormal Psychology</li> <li>Health psychology</li> <li>Human relationships</li> </ul>	20%
<b>External assessment- Paper Three: Qualitative research methodology (1 hour)</b> <ul style="list-style-type: none"> <li>Qualitative research in psychology</li> </ul>	20%
<b>Internal assessment: Simple experimental study</b> <ul style="list-style-type: none"> <li>Introduction to experimental research</li> <li>Carrying out your own research</li> </ul>	20%

### Internal Assessment:

All students (HL and SL) are required complete a simple experimental study and produce a report of their study. This involves manipulating a single independent variable and measuring the effect of this manipulation on a dependent variable. Common choices for experiments include memory and perception tests.

### External Assessment:

All students (HL and SL) will complete paper one, which focuses on the three core levels of analysis. In paper two SL students will study one module from a range of options (e.g. Abnormal Psychology), and HL students will study two modules from the same range of options (e.g. Abnormal and Human Relationships). HL students will also complete paper three, which assesses understanding of qualitative research methods such as questionnaires, observations and case studies.



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## Biology HL and SL

### Minimum Entry Requirements

Standard Level: B grade in IGCSE Separates Biology or B grade in IGCSE Co-ordinated Science or equivalent.

Higher Level: A grade in IGCSE Separates Biology or A\* grade in IGCSE Co-ordinated Science recommended but an A grade or equivalent for students who are stronger in this subject area would be considered.

All students should have a C grade at IGCSE English language or equivalent.

Students with no background in Biology will only be accepted for this course in exceptional circumstances.

### Course description:

Biology is the study of living organisms, applying the techniques and approaches of the experimental sciences. It allows students to engage with a range of topical medical and research ideas. This study is undertaken at a variety of levels from the molecular to that of the biosphere, each with its own distinctive approaches and methods. By the end of the course the student should have developed an appreciation of the interactions between these levels, and of organisms as functioning entities within the biosphere.

The design of the International Baccalaureate Biology programme seeks to incorporate recent scientific thinking in many countries. At BIS this will include framing specific examples within a global and cultural context using international science journals and news. Through studying the biology programme students will develop their ability to analyse and evaluate scientific information, as well as developing their experimental, investigative and practical skills.

The programme will provide a broad understanding of core concepts in Biology to prepare the student for the IB examinations. Topics include statistical analysis, cells, molecular biology, human health and physiology, ecology and evolution and genetics. Higher Level students explore these topics in greater detail preparing them for successful academic careers in science at university level.

### Assessment:

Assessment for IB grades is based on a combination of internal and external examinations. The external exams are taken at the end of the course in Y13 and represents 80% of the total grade. The external exams consist of 3 papers, taking a total of 3 hours at Standard Level and 4.5 hours at Higher Level.

The internal assessment (IA) represents 20% of the total grade. It is based on a practical investigation that is researched, carried out and recorded by the students.

Ongoing assessment will be completed in the form of; unit tests, quizzes, co-operative learning exercises, assignments, homework and practical work and investigations.



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## Chemistry HL and SL

### Minimum Entry Requirements

Standard Level: B grade in IGCSE Co-ordinated Science or C grade in IGCSE Separate Chemistry. B grade in Maths at IGCSE or equivalent is recommended.

Higher Level: A\* grade in IGCSE Co-ordinated Science or A grade at IGCSE Separate Chemistry. A\* grade in Maths at IGCSE is recommended. An 'A' grade in IGCSE Co-ordinated Science or equivalent for students who are stronger in this subject area would be considered.

Students with no background in Chemistry will only be accepted for this course in exceptional circumstances.

### Course Description:

Chemical principles underpin the physical environment in which we live and all biological systems. The unifying principles of Chemistry are developed in a logical way, with laboratory investigations providing a basis for this development. In this programme great emphasis will be placed on experimentation and observation to enhance and develop experimental and practical skills.

The programme will provide a broad understanding of core concepts in Chemistry such as to prepare the student for the IB examinations and for successful academic careers in science at university level. Through studying the Chemistry programme students will also develop their ability to analyse and evaluate scientific knowledge. The design of the International Baccalaureate chemistry programme seeks to incorporate recent scientific thinking in many countries.

### Assessment:

Grades for IB candidates will be determined by internal school assessment and external evaluation by the IB organization. The external exams consist of 3 papers, occupying a total of 3 hours at standard level and 4.5 hours at higher level.

Internal assessment is based on practical work carried out and recorded by the subject teacher, including the Group 4 project.

Internal assessment, accounting for 20% will be in form of experimental work. This is evaluated using a set of standards devised by the IB organization.

Ongoing assessment will be completed in the form of; unit tests, quizzes, co-operative learning exercises, assignments, homework and experiments.



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## Computer Science SL

### Minimum Entry Requirements:

There is no requirement for students to have studied Computer Science at IGCSE level. All students should have a 'C' pass at IGCSE English language or equivalent, and an 'A' pass at IGCSE Mathematics is recommended.

### Course Description:

Computer Science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. Computational thinking involves the ability to:

- think procedurally, logically, concurrently, abstractly, recursively and think ahead
- utilize an experimental and inquiry-based approach to problem-solving
- develop algorithms and express them clearly
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally

### Course Content

The topics that must be studied, including some practical work, are:

- Topic 1: System fundamentals
  - Systems in organizations, System design basics
- Topic 2: Computer organization
  - Computer architecture, Secondary Memory, Operating systems and application systems, Binary representation, Simple logic gates
- Topic 3: Networks
  - Network fundamentals, Data transmission, Wireless Networking,
- Topic 4: Computational thinking, problem-solving and programming
  - Thinking procedurally, logically, ahead, concurrently, abstractly
  - Algorithms, Pseudocode, Nature of programming languages, Use of programming languages, Sub-programmes, Arrays

### Option

Students study one of the following options:

Option A: Databases

Option B: Modelling and simulation

Option C: Web science

Option D: Object-oriented programming (OOP)

### Internal Assessment:

Students at standard level undertake the practical application of skills through the development of a computational product and associated documentation. This component counts for 30% of the final grade. It is internally assessed by the teacher and externally moderated by the IB at the end of the course

Students develop a computational solution and must produce:

- a cover page that follows the prescribed format
- a product
- supporting documentation (word limit 2,000 words).

**External Assessment:**

	Standard Level
Paper 1	<p>45% - 1 ½ hours</p> <p>Section A (30 minutes approximately) consists of several compulsory short answer questions. The maximum mark for this section is 25.</p> <p>Section B (60 minutes approximately) consists of three compulsory structured questions. The maximum mark for this section is 45.</p>
Paper 2	<p>25% - 1 hour</p> <p>Paper 2 is an examination paper linked to the option studied. The paper consists of between two and five compulsory questions. The maximum mark for this section is 45.</p>

In the interests of a broad and balanced curriculum, it is anticipated that students would not study both Computer Science and ITGS.





## Design Technology HL and SL

Design is the link between innovation and creativity; it is human-centred and focuses on the needs, wants and limitations of the end user. Design is multidisciplinary and draws from many areas including the natural and social sciences, mathematics and arts.

Diploma Programme Design Technology aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world.

It focuses on analysis, design development, synthesis and evaluation.

### Minimum Entry Requirements

While there is no prerequisite for Design Technology, it would be beneficial to have studied the subject to IGCSE level. An 'A' or 'B' grade would offer candidates a strong foundation for further study. Candidates who achieve an A or B grade in either Art or Science would also be suitable for IB Design Technology. Students not having studied Design Technology before should arrange an interview to check their suitability to the course.

### IB Course Content Overview

Design Technology students at SL are required to spend 60 hours and students at HL 96 hours on practical design briefs or investigative work. This includes 40 hours on the Design Project at SL and 60 hours on the Design Project at HL. This also includes 10 hours for the Group 4 project for both SL and HL.

Syllabus component	Teaching hours	
	SL	HL
Core	90	
1. Human factors and ergonomics	12	
2. Resource management and sustainable production	22	
3. Modelling	12	
4. Raw material to final product	23	
5. Innovation and design	13	
6. Classic design	8	
HL Only		54
7. User-centred design (UCD)		12
8. Sustainability		14
9. Innovation and markets		13
10. Commercial production		15
Practical work	60	96
Design project	40	60
Group 4 project	10	10
Teacher-directed activities	10	26
Total teaching hours	150	240

## Aims

Through studying Design Technology, students should become aware of how designers work and communicate with each other. While the design methodology may take on a wide variety of forms, it is the emphasis on a rigorous and creative approach to the design and manufacture of products, systems and environments that characterises this subject.

The aims enable students, through the overarching theme of the nature of design, to develop:

1. a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
2. an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology
3. initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
4. an ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others
5. a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
6. an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives
7. a willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies so they can articulate and defend their proposals with confidence
8. an understanding of the contribution of Design and Technology to the promotion of intellectual physical and emotional balance and the achievement of personal and social well-being
9. empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment
10. skills that enable them to reflect on the impacts of Design and Technology on society and the environment in order to develop their own learning and enhance solutions to technological problems



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## Environmental Systems and Societies (ESS) SL

### Minimum Entry Requirements

Students need at least 5 A\* - C IGCSE including a C or higher in English A, or a B or higher in English Second Language. Due to the nature of the course it is highly recommended that students have at least a grade B in Science (Biology) or Geography.

### Course description:

IB Environmental Systems and Societies (ESS) provides students with a coherent perspective on the environment. The emphasis is on the scientific and geographic details of our local environment with practical experiments. Students will draw on concepts from the natural sciences and apply this scientific understanding to political and social issues. Students will be expected to build on what they learn to establish positions on public policy, to consider diverse environmental perspectives, and to appreciate the international nature of resolving major environmental issues.

ESS is an interdisciplinary group 3 and 4 course that is offered only at Standard Level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (Sciences) with those associated with group 3 (Individuals and Societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject. For further details of the implications of this please speak to Mr Chandler or Mr Turner.

### Assessment:

Assessment for IB grades is based on a combination of internal and external examinations. The external exams are taken at the end of the course in Y13 and represents 80% of the total grade.

The Internal Assessment (IA) represents 20% of the total grade. It is based on a practical investigation that is researched, carried out and recorded by the students.



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## Physics HL and SL

### Minimum Entry Requirements

Standard Level: B grade in Physics or Co-ordinated Science and B grade in Maths at IGCSE or equivalent.

Higher Level: A\* grade in IGCSE Co-ordinated Science or A grade in IGCSE Physics and A\* grade in IGCSE Maths is recommended. An A grade in IGCSE Co-ordinated Science, or equivalent, for students who are stronger in the Physics subject area would be considered.

All students should have a 'C' pass at IGCSE English language or equivalent.

Students with no background in Physics will only be accepted for this course in exceptional circumstances.

### Course Description:

Physics is a subject concerned with exploring the most fundamental of natural phenomena. It seeks to explain the universe itself from the very smallest subatomic particles to the vast distances between galaxies. It is important for students to be aware of the key ideas in Physics, to make informed decisions regarding their place in an increasingly complex environment. Professionally, Physics is essential for those whose vocational ambitions are in the fields of engineering, communication, mining, medicine, architecture and related disciplines.

In the IB Physics course, all students will study topics including: mechanics; thermal physics; waves; electricity and magnetism; circular motion and gravitation; atomic, nuclear and particle physics and energy production. Higher Level students will also study quantum and nuclear physics, wave phenomena, fields and electromagnetic induction. The current option topic studied is astrophysics.

### Assessment:

Grades for IB candidates will be determined by internal school assessment and external evaluation by the IB organisation. The external exams consist of 3 papers, occupying a total of 3 hours at Standard Level and 4.5 hours at Higher Level.

Internal assessment is based on practical work carried out and recorded by the students.

Internal assessment, accounting for 20%, will be in form of an individual investigation. This is evaluated using a set of standards devised by the IB organisation.

Ongoing assessment will be completed in the form of: unit tests, quizzes, co-operative learning exercises, assignments, homework and experiments.



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## Sports, Exercise & Health Science SL

This course will run as a **Standard Level** course only

### Minimum Entry Requirements

Standard Level: 'B' pass at IGCSE or equivalent.

It is an expectation that you have completed the IGCSE Sports Science course and have an interest in Sport (e.g. represented the school in fixtures, overseas sports tournaments, considering completing the Sports Leaders Course). Students with no background in Physical Education/Sports Science will only be accepted for this course in exceptional circumstances due to the amount of required background knowledge. Please speak to Mr. Husband about this as soon as possible.

### Course Description:

Students will study the following **core elements** of Sports Science:

Anatomy, Exercise & Physiology, Energy Systems Movement Analysis, Skill in Sport, Measurement and evaluation of Human Performance

Option A Optimizing physiological performance

Option B Psychology of sport

Option C Physical activity and health

Option D Nutrition for sport, exercise and health

### Assessment:

#### External

The external assessment for sports, exercise and health science consists of three written papers.

- **Paper 1 (45 minutes 20%)** 30 multiple-choice questions on the core syllabus.
- **Paper 2 (1 hour 15 minutes 32%)** Section A: one data-based question and several short-answer questions on the core (all compulsory). Section B: one extended-response question on the core (from a choice of three)
- **Paper 3 (1 hour 24%)** Several short-answer questions in each of the two options studied (all compulsory).

#### Internal

##### Internal assessment 24%

Group 4 project and practical work.

The intention is that students from the different group 4 subjects analyse a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the **processes** involved in scientific investigation rather than the **products** of such investigation.



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## Mathematics HL

### Minimum Entry Requirements

Students studying this course should have a competency in Mathematics to a standard of IGCSE grade A\*.

### Course description:

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

The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible and coherent way. This is achieved by means of a carefully balanced approach: students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts while, at the same time, being introduced to important concepts of rigour and proof. Students embarking on this course should expect to develop insight into mathematical form and structure in their studies, and should be intellectually equipped to appreciate the links between parallel structures in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course is clearly a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses.

### Syllabus Outline – Mathematics HL

#### Part I: Core

1. Algebra
2. Functions and equations
3. Circular functions and trigonometry
4. Vectors
5. Statistics and Probability
6. Calculus

**Part II: Options**

- 7. Statistics and Probability
- 8. Sets, relations and groups
- 9. Calculus
- 10. Discrete mathematics

**Mathematical Exploration**- an extended piece of work to develop a wider appreciation of mathematics

**External Assessment:**

Paper 1 (30%): Core Units- Graphical Display Calculator not permitted

Paper 2 (30%): Core Units- Graphical Display Calculator permitted

Paper 3 (20%): Options Unit

Exploration (20%): The Mathematical Exploration



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## Mathematics SL

### Minimum Entry Requirements

Students studying this course should have a competency in Mathematics to a standard of IGCSE grade B or equivalent.

### Course description:

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigour. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course does not have the depth found in the mathematics HL course. As such, students wishing to study subjects with a high degree of mathematical content should therefore opt for the mathematics HL course rather than a mathematics SL course.



**Syllabus Outline - Mathematics SL**

Requirements - all topics are compulsory. Students are also required to be familiar with the topics listed as prior knowledge.

Syllabus content

Topic 1—Algebra

Topic 2—Functions and equations

Topic 3—Circular functions and trigonometry

Topic 4—Vectors

Topic 5— Statistics and probability

Topic 6— Calculus

**Mathematical Exploration-** an extended piece of work to develop a wider appreciation of mathematics.

**External Assessment:**

Paper 1 (30%): Core Units- Graphical Display Calculator not permitted

Paper 2 (30%): Core Units- Graphical Display Calculator permitted

Exploration (20%): The Mathematical Exploration



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## Mathematics Studies SL

### Minimum Entry Requirements

Any students accepted onto the IB programme can take the Mathematical Studies course.

### Course description:

This course is available at standard level (SL) only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. The course includes project work, a feature unique within this group of courses, students must produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course. This process allows students to ask their own questions about mathematics and to take responsibility for a part of their own course of studies in mathematics.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting with first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered nature of the subject formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course.

### Syllabus Outline - Mathematical Studies SL

Requirements - all topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as prior knowledge.

**Syllabus content**

Topic 1—Introduction to the graphic display calculator

Topic 2—Number and algebra

Topic 3—Sets, logic and probability

Topic 4—Statistics

Topic 5—Geometry and trigonometry

Topic 6—Functions

Topic 7—Introductory differential calculus

Topic 8—Financial mathematics

**Project:** the project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

**External Assessment:**

Paper 1 (40%)

Paper 2 (40%)

Project (20%)



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## Music HL and SL

### Entry Requirements

To take IB Music, students should realistically have completed an IGCSE or equivalent prior to taking IB HL or SL music.

Involvement in at least ONE of our extensive extra-curricular activities is compulsory. This assists our IB musicians with valuable ensemble and musical skills outside of the classroom environment.

### Course description

#### Aims

The aims of the IB Music programme are to:

- Give students the opportunity to explore and enjoy the diversity of music throughout the world
- Encourage students to develop perceptual skills through a breadth of musical experiences, where they will learn to recognize, speculate, analyse, identify, discriminate and hypothesize in relation to music
- Enable students to develop creatively their knowledge, abilities and understanding through performance and composition
- Assist students to develop their potential as musicians both personally and collaboratively, in whatever capacity, to the full

#### Objectives

Candidates who have completed the Higher Level (HL) programme will be expected to demonstrate:

- Performance skills through solo music making
- Compositional skills through exploration and investigation of musical elements
- Use appropriate musical language and terminology to describe and demonstrate their critical understanding of music
- Perceptual skills in response to music
- Knowledge and understanding of music in relation to time and place.

Candidates who have completed the Standard Level (SL) programme will be expected to demonstrate:

- Use of appropriate musical language and terminology to describe and reflect their critical understanding of music
- Perceptual skills in response to music
- Knowledge and understanding of music in relation to time and place.

In addition, Standard Level candidates following the option indicated, Solo Performance (SLS), Group Performance (SLG) or Composition (SLC), will be expected to demonstrate:

- Performance skills through solo (SLS) or ensemble (SLG) music making
- or
- Compositional skills through exploration and investigation of musical elements (SLC).

For 'Creating' (composition), students should present:

- Two pieces of 'creating' coursework at Standard level (if chosen).
- Three pieces of 'creating' coursework at Higher level.

### For Solo Performing

- A 15 minute varied performance on any instrument for Standard Level .
- A 20 minute varied performance on any instrument for Higher Level.

### Group Performing (if chosen –SL only)

- A 20-30 minute group performance

## Assessment

Assessment component				
Listening paper				
SL 2 hours			HL 2 hours 30 minutes	
Section A	Question 1 or question 2	Analyse and examine question: prescribed works	Question 1 or question 2	Analyse and examine question: prescribed works
			Question 3	Compare and/or contrast question (emphasizing the presence of any significant musical links): prescribed works
Section B	Question 3 (score provided) or question 4 (no score provided)	Analyse and examine question: western art music	Question 4 (score provided) or question 5 (no score provided)	Analyse and examine question: western art music
	Question 5	Analyse and examine question: jazz/pop	Question 6	Analyse and examine question: jazz/pop
	Question 6	Analyse and examine question: world music	Question 7	Analyse and examine question: world music
<b>Musical Links investigation</b> A written media script of no more than 2,000 words, investigating the significant musical links between two or more pieces from distinct musical cultures (20 marks)				
<b>Internal Assessment (150 teaching hours)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (50%)				
<b>Creating (75 Hours)</b> Three pieces of coursework, with recordings and written work (30 marks)(25%)				
<b>Solo Performing (75 hours)</b> A recording selected from pieces presented during one or more public performances. (20 marks) (25%)				



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## Theatre HL and SL

### Minimum Entry Requirements:

The Theatre course requires no previous experience in Drama or Theatre; previous IGCSE experience would be useful but is not essential. Since the course is designed to enable students to experience theatre on a personal level, achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying this art form. Students' individual ability to be creative and imaginative will be challenged and extended through the course.

By instilling discipline, and refining communication and group-work skills, the Theatre course offers a valuable programme of study not only for those wishing to move on to further study in the arts, but also for careers in many areas unrelated to theatre.

Students will be required to research, discuss, present and explore a variety of theatrical styles and genres' as well as be able to question the role of theatre in society and its function. Students will be offered the chance to be involved in performances in a variety of roles suited to each candidate.

### Focus:

Theatre is a composite art that is forever evolving in new forms. It nourishes, sustains and extends the human spirit. It is a means of exploring society and relationships within it. Through it, there may emerge possibilities for individual and communal understanding. Theatre is about transformation. It is the application, through play, of energy and imagination to frame, reflect, expose, critique and speculate. These activities should engage and develop the sensibilities of all the students who participate in them. By studying theatre, and engaging with it practically, students will discover how elusive, fascinating and varied theatre can be.

### Course Description

**Aims:** The aims of the **theatre** course at HL and SL are to enable students to:

- experience and participate in a wide and varied range of theatre activities and develop proficiency in more than one area of theatre technique
- become familiar with forms of theatre from their own and different cultures
- explore different theatre traditions in their historical contexts
- develop academic skills appropriate for the study and understanding of theatre
- become reflective and critical practitioners in theatre
- develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre
- understand the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form.

**Objectives:** Having followed the **theatre** course at HL or SL, students will be expected to:

- demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture
- demonstrate an understanding of production elements and theatre practices
- evaluate critically a range of diverse performances

- engage practically in creating and presenting performances, which will include a basic level of technical proficiency
- reflect on their own development in theatre through continual self-evaluation and recording
- acquire appropriate research skills and apply them
- demonstrate an ability to interpret playtexts and other types of performance texts analytically and imaginatively
- demonstrate initiative and perseverance in both individual and group projects.

### **Theatre in Context**

This area of the course encourages students to look at and explore theatre in terms of the personal, cultural and theoretical contents in which it exists and is born out of. It allows students to reflect on meaning and technique from a broader perspective and encourages them to consider the influences and contexts of their own work as well as that of others.

### **Theatre processes**

This area of the course focuses on the acquisition and exploration of the skills and techniques involved in the creating and performing process. It encourages them to reflection their own processes as well as learning about the processes of creating, rehearsing, directing, performing and designing.

### **Presenting Theatre**

In this section of the course the students consider the presentation of theatre itself as well as the presentation of their ideas and research surrounding theatre within the course.

### **Assessment:**

**Director's notebook** (SL 35%, HL 20%) Students select a play that they have not studied and develop ideas regarding how it could be staged for an audience. The students submit a notebook of no more than 20 pages that documents this, as well as a list of sources.

**Research Presentation** (SL 30%, HL 20%) Students plan and deliver a presentation (maximum 15 minutes) in which they outline and physically demonstrate their research into a convention of a theatre tradition that they have not previously studied. The students must submit a video recording of their presentation and a list of resources used.

**Collaborative project** (SL 35% HL 25%) Students collaboratively create and present an original piece of theatre (lasting 13-15 minutes) for and to a specified target audience, created from a starting point of their choice. Students submit a maximum of 4 minutes video recording of the students contribution to the piece, a process portfolio of no more than (15 pages) and a list of all sources used.

**Solo Theatre Piece** (HL only 35%) Students research a theatre theorist they have not previously studied, identify an aspect of their theory and create and present a solo theatre piece (4-8 minutes) based on their research. Students submit a report (3,000 words maximum) A recording of the performance, and a list of all sources used.



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## Visual Arts HL and SL

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

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

### Minimum Entry Requirements

You should consider Visual Arts only if you have been predicted an 'A' or 'B' grade in Art at IGCSE. Candidates with a predicted 'C' grade should discuss the matter further with their Art teacher. If you haven't studied Art before, you can still opt to take IB Visual Arts, but you will need to show the Art Department proof of your ability and commitment. This may be a sketchbook or other drawings, paintings etc

### Course Description

#### Aims:

- make artwork that is influenced by personal and cultural contexts
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas.

#### Objectives:

##### **Demonstrate knowledge and understanding of specified content**

- a. Identify various contexts in which the visual arts can be created and presented
- b. Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- c. Recognize the skills, techniques, media, forms and processes associated with the visual arts
- d. Present work, using appropriate visual arts language, as appropriate to intentions

##### **Demonstrate application and analysis of knowledge and understanding**

- a. Express concepts, ideas and meaning through visual communication
- b. Analyse artworks from a variety of different contexts
- c. Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making



**Demonstrate synthesis and evaluation**

- a. Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
- b. Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
- c. Demonstrate the use of critical reflection to highlight success and failure in order to progress work
- d. Evaluate how and why art-making evolves and justify the choices made in their own visual practice

**Select, use and apply a variety of appropriate skills and techniques**

- a. Experiment with different media, materials and techniques in art-making
- b. Make appropriate choices in the selection of images, media, materials and techniques in art-making
- c. Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
- d. Produce a body of resolved and unresolved artworks as appropriate to intentions

**Assessment:**

At the end of the course the following three components are assessed

	<b>SL</b>	<b>HL</b>	<b>%</b>
<b>Comparative study:</b> Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts	10-15 screens	13-20 screens	20%
<b>Process portfolio:</b> Students submit carefully selected materials that evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.	9-18 screens	13-25 screens	40%
<b>Exhibition:</b> Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.	4-7 pieces	8-11 pieces	40%



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