IBDP Options Handbook for 2020-2021

REGENTS INTERNATIONAL SCHOOL PATTAYA
A NORD ANGLIA EDUCATION SCHOOL

Be Ambitious Be Regents

An introduction to
The International Baccalaureate Diploma

The International Baccalaureate Organisation (IBO) is an educational, not-for-profit, Swiss foundation which was registered in 1968 by a group of educationalists with funding from UNESCO, the Ford Foundation and others. It arose from the efforts of teachers in a group of international schools who wanted to develop a shared academic experience, critical thinking and intercultural understanding amongst young people. The IB Diploma is a prestigious international pre-university qualification and is recognised by universities and governments throughout the world, and the Diploma Programme is now followed by 150,000 students annually.

International Baccalaureate Organisation Mission Statement
"The International Baccalaureate Organisation (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

The IB Diploma Programme at Regents

In September 2002, Regents International School Pattaya introduced the International Baccalaureate (IB) Diploma Programme, with a total of 9 students graduating in July of 2004. We have grown to the point where this year (2020) more than 50 students will be undertaking their diploma exams in May.

The IB Diploma Programme, as reflected in its mission statement, also reflects the mission statement of Regents International School Pattaya, its aims and Round Square philosophy. It is a two-year course of study for students aged sixteen to nineteen and is designed to be broad, comprehensive and academically demanding. All IB Diploma students take six subjects and therefore maintain a breadth of study across a range of disciplines similar to that experienced in Key Stage 4. In addition to this, IB students study those subjects in much greater depth. For these reasons, it is best suited to students who are highly motivated and committed to serious study. Indeed, motivation, organisation and hard work could be said to be the prime pre-requisites for successful study at this level.

Learning how to learn and to evaluate information critically is an important part of the IB Diploma Programme. Emphasis is placed on this through the Theory of Knowledge course but more importantly, it is an integral part of each subject's curriculum.

This emphasis on critical thinking and evaluative skills over mere content acquisition sets the IB Diploma apart from other post-16 qualifications. In addition, students have sufficient flexibility of choice in their subjects to allow them to follow their interests, whilst the deliberate combination of breadth and depth equips students with the skills and attitudes they require for higher education or employment. The students' programmes help to engender international understanding and responsible citizenship.

The IB Diploma at Regents is based on the foundation that we are all part of a globalised and integrated world; it is designed to equip these young adults with an education that allows them to live and to succeed in this rapidly changing environment. Because the IB Diploma extends beyond the classroom and incorporates individual research with the Extended Essay, it challenges students to consider the nature of knowledge in Theory of Knowledge and encourages them to participate in the community around them and develop their interests and leadership skills through Creativity, Activity and Service, it truly is a well-rounded and unparalleled choice for education.

The IB Diploma Programme Model

The Diploma Programme model visualises the subject requirements for the IB Diploma Programme. Students select one subject from Groups 1 to 6. For their Group 6 subject, students can choose one of the arts or select a second science or a second individuals and societies course if they prefer. You can see the six groups in the graphic below: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Maths, and Arts. Those six main subject areas are only a part of the diploma, as you can see. The IB places a strong emphasis on the Core: Theory of Knowledge, Extended Essay and Creativity, Activity and Service which transcend the typical disciplines. All of the Programme engenders a sense of International Mindedness.

Within the six main courses, students choose 3 at the Higher Level and 3 at Standard Level. The Higher Level subjects are different to Standard Level subjects in three principal ways: they are broader in scope; they are more challenging in their content; the questions asked in examinations are more demanding.

Students should choose their courses based on their strengths and interests. Many courses assume background knowledge, like what would be gained through a GCSE course. The Diploma Coordinator will work with the Key Stage 4 teachers and consult with students individually before the start and in the beginning of Year 12 to ensure students are following an appropriate course of study.

Potential Course Offerings for 2020-2021

Final course offerings will be decided based on the amount of interest for a specific course and timetabling needs.

Group	Course	Higher Level	Standard Level
Group 1: Studies in Language and Literature	Chinese A: Literature	x	x
	English A: Literature	x	x
	Korean A: Literature	x	x
	Russian A: Literature	x	x
	Thai A: Language and Literature	x	x
	School Supported Self Taught A: Literature (available in 55 languages)		x
Group 2: Language Acquisition	English B	x	
	French Ab Initio		x
	French B	x	x
	German Ab Initio		x
	German B		x
	Mandarin Ab Initio		x
	Mandarin B	x	x
	Spanish Ab Initio		x
	Spanish B	x	x
	A second language from Group 1	x	x
Group 3: Individuals and Societies	Business Management	x	x
	Economics	x	x
	Geography	x	x
	History	x	x
	Information Technology in a Global Society	x	x
	Psychology	x	x
Group 4: The Sciences	Biology	x	x
	Chemistry	x	x
	Computer Science	x	x
	Design Technology	x	x
	Environmental Systems and Societies		x
	Physics	x	x
	Sports, Exercise and Health Science		x
Group 5: Maths	Applications and Interpretation	x	x
	Analysis and Approaches	x	x
Group 6: The Arts	Music	x	x
	Theatre	x	x
	Visual Arts	x	x

Some Questions Answered

Are there prerequisites for entry into the Diploma Programme at Regents?
Students wishing to enter the IB programme must have five IGCSE passes of A* to C or the equivalent including math, English and a science, and at least a grade B in each subject to be studied at Higher Level. (For some subjects it may not be necessary to have studied the subject at IGCSE level to be accepted to the course.) In the spring of Year 11, students will go through an application process to join the Diploma Programme.

Can I change subjects if I find I don't like a particular subject?
Students are advised to choose subjects very carefully and consider the level at which they are studied realistically. Changing subjects on a whim is unacceptable. Changes at the end of the induction week in August are accepted, special cases only will be considered up to October half term.

How many periods per week does the Diploma programme take?
HL subjects will be taught for 240 hours or more across the two years, while SL subjects will be allocated in excess of 150 hours. TOK is allocated 100 hours over the whole course, the Extended Essay should take around 40 hours in total and is completed early in your second IB year. CAS activities usually take around 3 hours per week and run until March of your second IB year.

How much private study should I do?
This of course depends on many factors such as how conscientious you are, how quickly you work, how efficient you are in your study habits, how much reading around a subject you wish to do, and so on. However, as a general rule of thumb, if you wish to be successful in the IB Diploma you will need to spend a minimum of 3 hours per week of private study for each HL subject, and 2 hours for each SL subject.

How much coursework is there?
All IB courses have a coursework component, but the relative importance of coursework in contributing to your final grade varies from subject to subject. Some subjects, in particular the languages but also ToK, place considerable importance on oral presentations along with written assignments. Your teachers will explain the assessment requirements clearly to you at the beginning of the course.

How is the IB Diploma marked?
The IB exams take place at the end of the second year (May) and last for approximately three weeks. Most subjects have two separate papers, though some have three. The final results are published in early July and students can access these via a secure website using a PIN given to students in advance.

In each subject you can gain a score of 1 (lowest) to 7 (highest). The maximum for 6 subjects is therefore 6 x 7 = 42 points. There are up to an extra 3 points available for good performance in a combination of the Theory of Knowledge course and the Extended Essay. Hence, the total score possible is 45. Usually a minimum of 24 points gains you the Diploma, though there are some technical 'failing conditions' as well (Please refer to the section 'The Award of the IB Diploma' at the end of this booklet). Exam papers and the subject guides are written by teams of experienced IB examiners and teachers. Each team has members from many continents and cultures; to ensure the courses are kept relevant, each subject undergoes a stringent review process every five to seven years.

Why take the IB Diploma?
Is it hard work? Yes. Is it worth it? Yes! The IB Diploma is the most recognised high school diploma in the world. Rather than being just a 'key' to open doors to local universities, it provides you with a 'passport' with which you can 'travel the world' and decide on a university of your choice from almost anywhere in the world.

Other than this major benefit, the IB Diploma course is also excellent preparation for life after school. With its international outlook and emphasis, students gain an understanding and appreciation of different cultures and ways of thinking, which fosters intercultural understanding and exposes you to various points of view. The individual courses place an emphasis on critical, 'higher order' thinking rather than 'rote learning' and demand that students take responsibility for their own learning. Students become very proficient at forming their own opinions and being able to back them up. It provides a challenging and solid education as well as a foundation for a lifetime of learning.

The IB Mission Statement at the beginning of this booklet reflects the philosophy and beliefs of Regents International School Pattaya and in particular its Round Square philosophy. International education is a way of thinking that transcends national boundaries. In the words of a former director general of the IBO, Roger Peel:

> "...the honesty of the IB stems from the fact that we require all students to relate first to their own national identity – their own language, literature, history and cultural heritage – no matter where in the world this may be. Beyond that we ask that they identify with the corresponding traditions of others. It is not expected that they adopt alien points of view, rather that they are exposed to them and encouraged to respond intelligently. The end result, we hope, is a more compassionate population, a welcome manifestation of national diversity within an international framework of mutual respect. Ideally, at the end of the IB experience, students should know themselves better than when they started, while acknowledging that others can be right in being different."

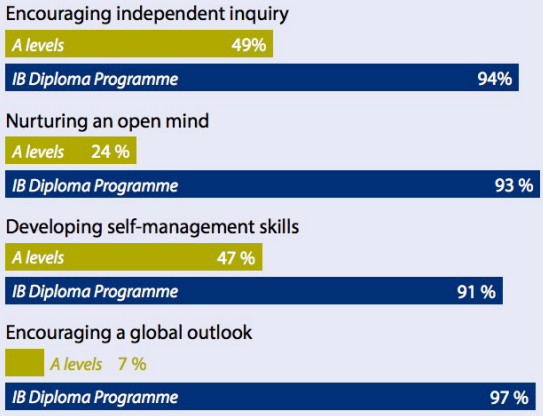
There is a wider range of abilities in students taking the Diploma than you might imagine. The very few (around 50 students each year worldwide) who gain the maximum 45 points are very able indeed, but there are many far less academically able students who successfully gain the Diploma with a score of 24 points or more. The secret is no surprise: hard work!

What Universities Say About the IB Diploma

The IB Diploma is recognised by universities around the world in more than 100 countries. Universities understand that the IB is a package which goes well beyond the academic disciplines. University admission offices recognise the considerable achievement of IB candidates across not only their three academically challenging Higher Level subjects, but also their three Standard Level subjects, the ToK course, the Extended Essay and CAS. Indeed, in university interviews, students can 'stand out from the crowd' by discussing their Extended Essay or their achievements in CAS.

If you would like to see the requirements for British universities, it is simply a case of going to the 'UCAS' website: www.ucas.co.uk to find the requirements for a particular course, simply go to the courses/undergraduate courses, select the university or subject of your choice, go to course details and click on IB qualification requirements. For other countries, go to the IB's website www.ibo.org and click on 'Diploma Programme' then 'University Recognition'. Students wishing studying in Germany should discuss their options with the Diploma Coordinator or the University Counselor before choosing courses.

Figure 1: How well do you think each of these exam systems develop the following qualities in students at present?

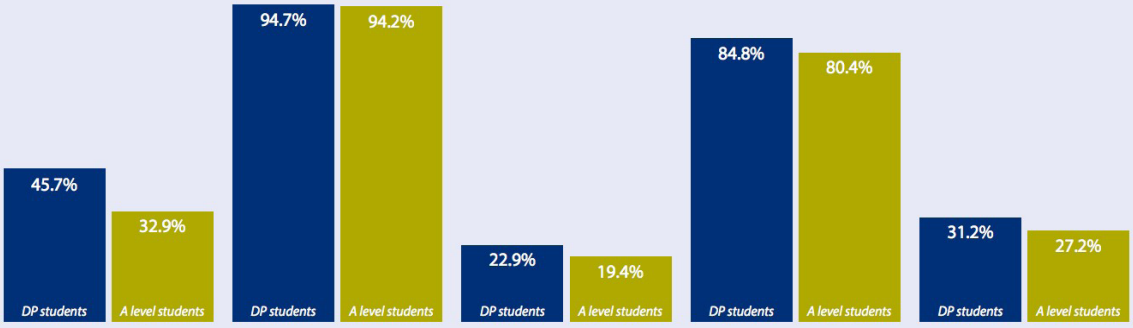


Source: Figure based on University Admissions Officer Report 2017, ACS International Schools.

A fairly typical offer might be 28-32 points (see 'How is the IB marked?' below for an explanation of these 'points') which is about 4-5 points for each of the six subjects. Oxbridge might ask for around 38 points as well as a minimum of a grade 6 in particular subjects. Students hoping to apply for a specialised programme like Medicine or Engineering should research entry requirements and choose their courses accordingly. For instance, for most medical programmes, universities will require that the student have studied Biology and Chemistry, sometimes both at HL.

In the IB's document, "Key findings on the research of the impacts of the IB Programmes…", they write: A study by ACS International Schools surveyed the perceptions of UK university admissions officers of A level and DP students' preparation for university studies. Overall, the DP was considered the best educational qualification for providing students with the necessary skills to succeed at university. Admissions officers believed the DP was particularly helpful in "encouraging a global outlook" and "nurturing an open mind" (Figure 1) (ACS International Schools 2017).

Figure 3: University enrollment and outcomes for DP and A level students



Subject Choice Summary

GROUP 1 – Studies in Language and Literature

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognised that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

Language A: Literature SL/HL

English, Chinese, Korean, Russian

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

School Supported Self Taught in 55 Languages

One of the unique aspects of the IB Diploma is the ability to self-study literature in your own mother tongue. It is a timetabled class and you will be assigned a teacher who will guide you through the work required and help you develop your skills in literary analysis. Please be aware that this teacher will not be able to mark any of your assignments, so it is required that you secure a tutor outside of school who will be able to help you with this. Such tutors can support you from overseas via the internet.

Furthermore, the student must have a strong educational background in this language. It is not sufficient that the language is merely the spoken language at home. You will be required to read novels, poems and plays in this language and produce lengthy essays and commentaries on these works. The financial onus will be on the student to supply texts for such a course. More information regarding the options available is available from the Diploma Coordinator.

The aims of the language A: literature course at both higher and standard levels are to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way and foster a lifelong interest in and enjoyment of language and literature

Language A: Language and Literature HL/SL

Thai

The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation and develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
4. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of the relationships between studies in language and literature and other disciplines
6. communicate and collaborate in a confident and creative way
7. foster a lifelong interest in and enjoyment of language and literature
8. encourage students to think critically about the different interactions between text, audience and purpose

GROUP 2 – Language Acquisition

Language B: SL/HL
English, Spanish, French, German, Mandarin

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

The aims of the language B higher level course are to:

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

Language B: Ab Initio SL
Spanish, French, German and Mandarin

The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. As ab initio is a beginner language course, is is available at standard level only.

The aims of the language ab initio course are to:

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

GROUP 3 – Individuals and Societies

Business Management: SL/HL

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the sociocultural and economic contexts in which those organisations operate.

The course covers the key characteristics of business organisation and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalisation, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

The aims of the business management course at HL and SL are to:

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organisational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations
6. develop an understanding of the importance of innovation in a business environment

Economics: SL/HL

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The DP economics course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies.

These economic theories are not studied in a vacuum— rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The aims of the DP economics course are to enable students to:

- develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- develop an appreciation of the impact on individuals and societies of economic interactions between nations
- develop an awareness of development issues facing nations as they undergo the process of change

Geography: SL/HL

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesise the concepts in the HL extension.

The aims of the geography course at SL and HL are to enable students to:

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
  - acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
  - synthesising diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
- understand and evaluate the need for planning and sustainable development through the management of resources at varying scales

History: SL/HL

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasises the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

The aims of the DP history course are to enable students to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past

Information Technology in a Global Society: SL/HL

The IB DP information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitised information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

The aims of the ITGS higher level courses are to:

- enable students to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organisations and societies at the local and global level
- develop students' understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
- enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects
- encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user

Psychology: SL/HL

The IB Diploma Programme higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

In addition, the course is designed to:

- encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- develop the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable students to collect, describe and analyse data used in studies, test hypotheses; and interpret complex data and source material
- enable the student to recognise that the content and methodologies are contestable and that their study requires the toleration of uncertainty
- develop an awareness of how psychological research can be applied for the better understanding of human behaviour
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- develop an understanding of alternative explanations of behavior
- understand and use diverse methods of psychological inquiry

GROUP 4 – The Sciences

Biology: SL/HL

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP biology course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterise science and technology
4. develop an ability to analyse, evaluate and synthesise scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge

Chemistry: SL/HL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community.

The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP chemistry course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterise science and technology
3. apply and use a body of knowledge, methods and techniques that characterise science and technology
4. develop an ability to analyse, evaluate and synthesise scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge

Computer Science: SL/HL

The IB DP computer science HL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved.

During the course the student will develop computational solutions. This will involve the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

The aims of the computer science HL courses are to:

- provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- provide a body of knowledge, methods and techniques that characterise computer science
- enable students to apply and use a body of knowledge, methods and techniques that characterise computer science
- demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
- develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

Design Technology: SL/HL

The Diploma Programme design technology course 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. Inquiry and problem-solving are at the heart of the subject.

DP design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently. DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

Through the overarching theme of the nature of design, the aim of the DP design technology course is to enable students 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 to confidently articulate and defend proposals
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.

Environmental Systems and Societies: SL

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment.

As a result of studying this course, students will become equipped with the ability to recognise and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

The aims of the DP environmental systems and societies course are to enable students to:

- acquire the knowledge and understandings of environmental systems and issues at a variety of scales
- apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- develop awareness of the diversity of environmental value systems
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- engage with the controversies that surround a variety of environmental issues
- create innovative solutions to environmental issues by engaging actively in local and global contexts

Physics: HL/SL

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP physics course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterise science and technology
3. apply and use a body of knowledge, methods and techniques that characterise science and technology
4. develop an ability to analyse, evaluate and synthesise scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Sports, Exercise and Health Science: SL

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition.

Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context. Apart from being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries. Both the SL and HL have a common core syllabus, internal assessment scheme, and overlapping elements in the options studied. While the skills and activities are common to all students, HL requires additional material and topics within the options. Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate, and the variety of forms of the “scientific method” with an emphasis on a practical approach through experimental work.

In this context, the aims of SEHS is for students to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterise science and technology
- develop an ability to analyse, evaluate and synthesise scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

GROUP 5 – Mathematics

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalisation
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities and appreciate how developments in technology and mathematics influence each other
7. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
8. appreciate the universality of mathematics and its multicultural, international and historical perspectives
9. appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
10. develop the ability to reflect critically upon their own work and the work of others
11. independently and collaboratively extend their understanding of mathematics

Applications and Interpretation: SL/HL

Mathematics: Applications and Interpretation SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

Analysis and Approaches: SL/HL

Mathematics: Analysis and Approaches at SL and HL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalisation. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

GROUP 6 – The Arts

The aims of all DP arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills

Music: SL/HL

The IB Diploma Programme music courses seek to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate.

In addition, the course enables students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills
- develop their knowledge and potential as musicians, both personally and collaboratively.

Theatre: SL/HL

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasises working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualise their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

The aims of the theatre course are to enable students to:

1. explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
2. understand and engage in the processes of transforming ideas into action (theatre processes)
3. develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
4. understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

Visual Arts: SL/HL

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 further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organise learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the visual arts course at SL and HL are to enable students to:

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

Theory of Knowledge
The ToK course enables the student to ask fundamental questions about 'knowledge' and its role in our society. The course is almost entirely made up of questions such as 'How do we acquire knowledge?' or 'How do I know that a proof is true?' The course is designed to make students think and challenge ideas and preconceptions in a critical way. The ToK course is central to the entire Diploma Programme and a dedicated ToK teacher will teach the course. Each subject teacher will be highlighting the relevance of ToK in his/her subject.

The Extended Essay
The four thousand word Extended Essay is compulsory and is one of the key elements of the IB course. Its purpose is to develop the skills of critical research and independent study that will be required for higher education. A topic of interest, preferably one that will be studied later at university, should be chosen. A teacher will be assigned to each student to help and advise over several months in order to produce the final version of the essay.

Creativity, Activity and Service
Creativity, Activity and Service helps the students to engage with the community around them and to develop themselves outside the classroom. To pass Creativity, Activity and Service, students must participate in experiences in each of the three strands: Creativity, Activity and Service. These experiences could be sports teams, drama productions, volunteer work, etc. Students will reflect on their experiences and their growth toward the seven learning outcomes. They will also each design and implement a CAS project of their choosing throughout their Diploma years.

The Core

Award of the IB Diploma

A maximum of seven points is available for each of the six subjects studied. In addition, a maximum of three points is available from the Theory of Knowledge and Extended Essay matrix, making a combined total of forty-five points available. A total of 24 points must be obtained in order to receive the IB Diploma.

Conditions for the Award of a Diploma

- All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.
- The IB Diploma will be awarded to a candidate provided all the following requirements have been met:
  - CAS requirements have been met
  - The candidate's total points are 24 or more
  - There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject
  - There is no grade E awarded for theory of knowledge and/or the extended essay
  - There is no grade 1 awarded in a subject/level
  - There are no more than two grade 2s awarded (HL or SL)
  - There are no more than three grade 3s or below awarded (HL or SL)
  - The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
  - The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)
  - The candidate has not received a penalty for academic misconduct from the Final Award Committee
- A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Bilingual Diplomas

The IB awards bilingual diplomas to students who study a group 3 or 4 subject in a language other than the candidate's language A (Literature) course. This means that all of our students who study a course other than English Literature in Group 1 will be eligible for a Bilingual Diploma.

Course Certificates

Students not attempting the full Diploma or not earning the full Diploma can still earn certificates for each of the courses they complete and pass. Students can take anywhere from one to six Diploma courses depending on individual needs.

Expectations of Sixth Form (DP) Students

Registration and Growing Minds
The IB is a challenging academic programme which requires a high level of commitment for the students undertaking it. Students are required to maintain attendance levels of at least 90% and to be punctual to registration at 8:20. Their tutor is responsible for supporting them through their studies and is the main point for information relating to their studies and the school in general. In order to help the students become IB learners, we have a structured Growing Minds programme which is delivered by the tutor in a weekly tutor period. The Growing Minds programme is as follows:

Year 12
Being an IB Learner; Communication, Thinking and Social skills; Academic Honesty and Research Skills; The Extended Essay; Creativity, Activity and Service; Beginning University searches

Year 13
University Applications; Extended Essay and Creativity, Activity and Service; Self-Management: Study Skills, Time management and Coping with stress

Residential Trips
We undertake residential trips at the start of both Year 12 and 13. Both of these trips are considered compulsory requirements for IB Students. In Year 12, the focus is on understanding the requirements of the CAS programme and learning how to record CAS involvement through Managebac. In addition, important work is covered to help students understand the requirements of the IB Diploma and becoming an independent learner as well as time spent working on the Theory of Knowledge course. In Year 13, the emphasis is on fieldwork. All students are required to participate in the Group 4 science project, and this project is undertaken during the Year 13 residential along with other assessment fieldwork for their science classes.

University Application
Regents International School Pattaya supports students through their application to university wherever their destination. The University Counselor with support from other members of Regents' faculty will help students write personal statements, gather recommendations, produce transcripts, and put together application packets. The school also offers the SAT and SAT Subject Tests at several points during the year. There will also be many visits from university representatives and visits to university fairs depending on interest and schedules. At the students' requests, the University Counselor will also help in the university search and provide counselling on next steps. We have alumni studying around the world in countries as diverse as the UK, USA, Canada, Australia, New Zealand, Spain, Netherlands, Singapore, Korea, Hong Kong and China.

Homework and Study
Students are expected to develop independent learning skills throughout the course as they become IB Learners and prepare themselves for life at University. On average, successful IB students will spend between 18 and 24 hours per week on their study (approximately 3 hours per week per HL subject and 2 hours per week per SL subject plus 3-4 hours on CAS and 2 to 3 hours on ToK and Extended Essay). This work will include set homework tasks; extended projects and assignments; recapping, revising and reflecting; wider reading and preparatory study. It is important that they develop good, regular work habits, have a quiet organised environment in which to work and maintain good eating and sleeping habits.

PE
It is important that the year group develop a sense of belonging and mutual support network. In order to assist in this, we hold a compulsory PE/Sports lesson each week. This session uses sports for fun to build team spirit, to give students an opportunity to "let off steam" and to help develop healthy living habits. All students are required to attend unless they have additional timetabled classes.

Dress Code
Sixth Form students do not wear school uniform but wear business dress. In summary, boys are required to wear tailored (not casual) shirt (long or short sleeved, long sleeves may not be rolled-up), tie and trousers and girls are required to wear tailored blouse (not t-shirt) and skirts. All students should wear sensible leather shoes. As a guideline, students should consider the dress worn by employees in traditional professional occupations such as banking and law offices. A copy of the complete Dress Code will be issued alongside the start of year arrangements.

Co-Curricular Activities Programme (CCAs)
The school's Co-Curricular Activities programme runs on Monday and Thursday throughout all three terms and is an expectation for all students. We encourage all Sixth Form students to choose their activities carefully (and early) and to make full use of the programme to support their CAS requirements and to help develop their sporting, arts or performing interests. Students are required to participate fully in their activities and non-attendance to activities is treated in the same way as nonattendance to a lesson.

Transportation
School policy does not allow for students to drive themselves and others to or from any school-organised event. Students with a Thai driving license may drive to and from school but are not allowed to drive on campus.

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