

*IB Diploma  
Programme  
Options Booklet  
2019*



**BRITISH INTERNATIONAL SCHOOL  
HANOI**  
A NORD ANGLIA EDUCATION SCHOOL



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## Headteacher's Welcome

Dear Parents and Students

Welcome to our IB Options Booklet. We have always been proud to offer a curriculum, expertly taught, that allows students to enter into the most competitive universities around the world. The International Baccalaureate Diploma Programme is the cornerstone of that curriculum.

The IB Diploma Programme is recognised by the world's leading universities as a premium post-16 qualification that prepares students thoroughly for the challenge of higher education.

This booklet contains some excellent advice on how to design your IB programme so please read it carefully and ask for further guidance if required.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'T. Webb', is positioned above the typed name.

Mr Tim Webb  
Secondary Headteacher

## IB Coordinator Statement



Dear prospective students,

Welcome to an exciting phase in your life, when you choose which subjects you want to study at greater academic depth. These subjects will form the core of your further academic career at university.

The Diploma Programme is a course of study that is widely recognised by university admissions departments as a rigorous and demanding education programme that prepares students for studying at degree level. Due to the international acceptance of the course it is highly appropriate for all students no matter in which country or institution the student is interested in continuing their education.

When deciding what subjects to choose you should consider:

### **Which subjects do you find the most interesting and enjoyable?**

All IB examinations are challenging either at SL or HL. The options process is designed to equip you with knowledge so that you can strategize your subject choice, follow your career pathway and attain the highest point score possible. Try to consider both of these factors throughout the process.

You will need to have a discussion with a subject specialist regarding each of your options. Base your choices on careful research, your interests and your strengths. It is not a good idea to choose your subjects based on what your friends are doing, rumors or hearsay. If you are unsure about anything, speak to the IB Coordinator or the subject teacher.

The IB Diploma Programme is a challenging yet rewarding experience for all students. With commitment and hard work, you will achieve highly and develop into an independent learner who thinks critically and creatively. Please do not hesitate to contact me at school, if you have any questions or would like to discuss your options further.

Yours faithfully,

A handwritten signature in blue ink that reads "A. Duckett".

IB Coordinator: Mr A. Duckett  
adrian.duckett@bishanoi.com

## BIS HANOI Mission Statement

The British International School is a caring and multicultural community that enables all individuals to realize their academic and personal potential in a dynamic and challenging learning environment which values enquiry, perseverance and reflection. At the British International School, we act with integrity and treat one another with respect, learning together as responsible global citizens



## INTERNATIONAL BACCALAUREATE Mission Statement



The International Baccalaureate 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 organisation 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.



## Overview of Diploma Programme (DP)

The Diploma Programme is a rigorous programme of academic study that prepares students for the challenge of higher education. It aims to create lifelong learners through developing the IB Learner profile characteristics.

The IB Diploma Programme is comprised of six academic subjects and the IB Core.



These aim to produce a knowledgeable, creative, critical thinker who is willing to take risks with their studies. Diploma students will follow a broad and balanced curriculum which allows students to experience all aspects of academic study. Subjects that are studied include; a language, a science, mathematics, a creative arts as well as continuing to study their mother tongue. This wide variety ensures that as students mature, their life choices are not limited to just one field of study. Alongside the curriculum, the Diploma Programme includes an extended essay which is a chance for the student to specialise in an area of interest to themselves. There is also TOK – Theory of Knowledge. TOK is where students get a chance to think in depth about how they learn, how knowledge is gained and how it accumulates.

An IB DP education is a holistic experience and the DP caters for this by including the CAS programme – Creativity, Activity and Service. In CAS, students have opportunities to enhance their life and social skills. They get involved in the local community. They can learn a new sport or they can coach a younger team. They could start a drama society or become a sound technician.



## The IB Subject Choice

The IB Diploma requires students to study six subjects in addition to completing the theory of knowledge course, the extended essay and CAS.

Each subject is either studied at standard level (SL) or in greater depth at higher level (HL). Students need to pick three subjects at SL and three subjects at HL.

Group 1: Studies in language and literature

Group 2: Language acquisition

Group 3: Individuals and Societies

Group 4: Sciences

Group 5: Mathematics

Group 6: The Arts

IB Core: Theory of Knowledge. Extended Essay. Creativity - Activities - Service.

**Students will pick one option from each group 1 - 6. In special cases it may be possible to substitute group 6 for a subject from groups 1-4 this is subject to availability and can only be done with consent from the Diploma Programme Coordinator. Students are advised to maintain a healthy selection of cross-disciplinary subjects, this is at the heart of the IB philosophy and part of what makes the Diploma Programme well respected by higher education providers.**

## The Bilingual Diploma

For students who are talented linguists the Bilingual IB Diploma could be a suitable option, it demonstrates the ability to critically analyse language and literature in two languages. The Bilingual Diploma will be awarded to IB Diploma graduates who:

- Take two Language A's. E.g. Vietnamese Literature in group 1 and English Language and Literature in Group 2

OR

- Take their group 1 language A in a different language to the rest of the Diploma Programme. Thereby, every student who studies Vietnamese or Korean literature will be awarded the Bilingual Diploma because the language of instruction for groups 3-6 is English.

It is important to recognize the extra workload generated by studying two language A subjects, this combination will only be offered to students who can prove they have reached a level of fluency and academic proficiency in each. If a student is interested in the bilingual diploma they should speak to the DP Coordinator.



## International Baccalaureate Assessment

Assessment in the Diploma Programme is criterion based. This means that the number of “7”s (for example) that are awarded every year is stable. Examiners assess student work and allocate that piece of work into a band of standard statements that most closely describes the quality of the piece of work. This set of standard statements stay the same every year. Students are not ranked against each other.

There are the following types of assessment in the Diploma Programme.

1. Oral and presentational assessment across all subjects is a feature of the Diploma.
2. Internal assessment assessed by teacher and moderated by IB
3. External assessment (examinations)

The Diploma is a continuous qualification which means that there are no external exams at the end of Year 12. There is coursework and in most subjects the deadlines of the coursework will be towards the end of Year 12. This enables Year 13 to be focused on examination work.

The following are the points that can be awarded in each subject both at Higher and Standard level. You should achieve at least a 4 in each subject.

- |                 |              |
|-----------------|--------------|
| 1. Very Poor    | 5. Good      |
| 2. Poor         | 6. Very Good |
| 3. Mediocre     | 7. Excellent |
| 4. Satisfactory |              |

The maximum points for all subjects together is 42. The extra three points come from the Core. You can gain three points from your extended essay and your TOK essay combined. CAS is not formally assessed but it does have to be completed and signed off by the school.

The following is a table with the proportions of Internal Assessments to Examinations

Group	Name	IA proportion
<b>1: Language and Literature</b>	Vietnamese Literature	30%
	English Language and Literature	SL 30% HL 20%
	Korean Literature	30%
<b>2: Language Acquisition</b>	English	20%
	Spanish	20%
	French	20%
	Mandarin ab-initio online (SL Only)	25%
	French ab-initio (SL only)	25%
<b>3: Individuals and Societies</b>	Business Management	30% - SL / 20% - HL
	Geography	25%
	History	25% - SL / 20% - HL
	Economics	25% - SL / 20% - HL
<b>4: The Sciences</b>	Biology	20%
	Chemistry	20%
	Physics	20%
	Sports, Exercise and Health Science (SL Only)	20%
	Computer Science	20%
<b>5: Mathematics</b>	Analysis and Approaches	30%
	Applications and Interpretation	30%
<b>6: The Arts</b>	Visual Arts	50%
	Music (SL Only)	50%
	Theatre	50%

**Please note that the availability of subject options are subject to timetabling and staffing and may require option groups to be changed.**



## Award of The IB Diploma Programme

In order to be awarded the IB Diploma Programme students must meet the following criteria.

- Score a minimum of 24 points across the six subject groups.
- Pass all three components of the IB Core. Theory of Knowledge, Extended Essay and CAS.
- Score at least 12 points from 3 HL subjects.

Students who meet all of the requirements above will be awarded the IB Diploma, hard copy certificates are made available in September for each graduating year group.

The maximum point score for the IB Diploma is 45:

Subject score = 6 subjects x maximum point score 7 = 42

The IB Core can gain a maximum of 3 points.

Total points available = 45

The IB Diploma Programme has detailed failing criteria and requirements, students will be monitored closely as they progress through the course. Failure to uphold the school's expectations of academic honesty due to plagiarism or collusion may result in the diploma being withheld. If you require further information about the award requirements and failing conditions, please see the DP Coordinator.

## IB Diploma: Successful University Applications

Durham University, Royal Holloway, University of London, University of Bristol, University of Surrey, University of Melbourne Monash University, City University of Hong Kong, The Chinese University of Hong Kong, Connecticut College, Juniata College, Kalamazoo College, The College of Wooster, Duke University (Trinity College of Arts & Science), Brown University, Colgate University, Johns Hopkins University, Northwestern University, School of Visual Arts, Maryland Institute, College of Art School of the Art Institute of Chicago, Concordia University - Montreal, University of Alberta, Humber College, Lehigh University (Engineering, Science & Mathematics), Drexel University, Rochester Institute of Technology, Les Roches Global Hospitality Management, University of Waterloo, University of Alberta (Science), University of British Columbia, McGill University (Faculty of Engineering), University of Michigan (Literature, Science,

& the Art), University of Ottawa (Faculty of Science), Simon Fraser University (Faculty of Applied Sciences), University of Toronto (Faculty of Arts and Science), Pace University, New York City (Lubin School of Business), Lycoming College, The University of Melbourne, University of Illinois at Chicago, Monash University, University of Sydney, University of Technology Sydney, UNSW Australia, Seneca College of Applied Arts & Technology, The London School of Economics and Political Science, Loughborough University, University of Birmingham, The University of Warwick, Pratt Institute, Otis College of Art and Design, School of the Art Institute of Chicago, RMIT (Royal Melbourne Institute of Technology - HCMC), University of the Pacific, University of California, Riverside Newbury College, Santa Cruz, University of Massachusetts, Amherst, Pennsylvania State University, University of California, San Diego, Northeastern University, Rensselaer Polytechnic Institute, Brunel University, London, Coventry University, Nottingham Trent University Royal Holloway, University of London, University of Hertfordshire, Australia National University, University of New South Wales, University of Sydney, University of Technology Sydney, Macquarie University, Australia.



## Award of The BIS Hanoi Diploma

The BIS Hanoi High School Diploma provides an alternative pre-university qualification for students who elect, or are advised, not to continue with the IB Diploma programme. The BIS Hanoi Diploma is a very rigorous course but has the advantage of being more personalised to a student's strengths. At the individual subject level, the content of the course and examinations are identical to that of the IB Diploma Programme.

**All courses students studied in the BIS Hanoi Diploma are externally assessed and standardised by the IB. Each subject studied will result in official certification from the International Baccalaureate Organisation.**

All students in Years 10 to 13 at BISH are able to graduate with the BISH High School Diploma providing they meet the following graduation requirements:

- Attendance of 90% in each of the four High School Diploma years.
- This requirement may be waived at the discretion of the Head of Secondary under exceptional circumstances only (e.g. severe ill- health, attendance at world meets).
- In Years 10 & 11 minimum of 5 IGCSE Courses. In Years 12 & 13 minimum of 5 Standard Level IB Courses.
- Successful completion of CAS programme in Years 12 and 13.
- Subjects studied: English (4yrs), Mathematics (4yrs), Science (at least 2yrs), Social Science/Humanities (at least 2 yrs), Mandatory Elective(s) (4yrs)
- An accumulation of 22 credits or more over 4 years.
- Please see the Head of Sixth Form or the IB Coordinator for a more detailed breakdown of how credits are awarded in the BIS Hanoi Diploma.

## BIS Hanoi Diploma: Successful University Applications

<b>CANADA</b>	Seattle Pacific University	<b>UNITED KINGDOM</b>
Concordia University	Fresno Pacific University	University of Southampton
<b>University of Alberta</b>	Lane Community College	University of Kent
Brock University	California Lutheran University	Durham University
University of Lethbridge	Johnson & Wales University	<b>EUROPE</b>
<b>UNITED STATES</b>	University of Rochester	EU Business School
<b>Pace University</b>	Lake Forest College	<b>HK</b>
Wentworth Institute of Technology	Brandeis University	Chinese University of Hong Kong
<b>Connecticut College</b>	Case Western University	<b>AUSTRIA</b>
University of Vermont	George Washington University	Modul University
Chatham University	Rider University	Macquarie University
La Roche College	Knox College	Australia National University
Montana State University	Foothill College	<b>ABU DHABI</b>
Boston University	<b>SWITZERLAND</b>	NYU Abu Dhabi
University of Richmond	<b>Les Roches Global Hospitality Management</b>	
West Virginia University	Glion University	

## Entry requirements

### Internal candidates

Every student will have to go through the option choosing process, including interviews with senior teachers. Due to the high academic challenge of the Diploma Programme, it is expected that students will have demonstrated in Year 11 their commitment to academic study. This will be evidenced in their effort grades and their academic honesty.

**Any IGCSE student who achieves less than 5 (A\*-C) grades will meet with the Head of Sixth Form and the IB Coordinator to evaluate which learning pathway is most suitable.**

**To study a subject at HL students should expect to achieve an IGCSE grade of at least a B.**

Where HL subjects have been selected, each student's academic progress will be carefully monitored within those departments. This monitoring is to ensure each HL student is achieving their expected grades and meeting their academic potential. Consequently, where students fail to achieve their required grades or do not show consistent commensurate effort, parents will be called into the school to discuss alternative options.

### External candidates

External candidates who wish to study the IB DP at BIS Hanoi will be expected to demonstrate good academic grades in the curriculum of their previous school. BIS Hanoi will contact previous schools for reports on prospective student's work ethic and attitude to study.

## Options Timeline

The following is a timeline of the options process, from initial information at options evening up to beginning study in August 2019.

Week Commencing	Options Event
8 <sup>th</sup> October	<ul style="list-style-type: none"><li>• Students receive option booklet.</li><li>• Life skills focused on options process.</li><li>• IB Options Evening Thursday 11<sup>th</sup> October</li></ul>
29 <sup>th</sup> October	<ul style="list-style-type: none"><li>• Students begin a life skills programme based on options choices, higher education pathway and careers.</li></ul>
12 <sup>th</sup> November	<ul style="list-style-type: none"><li>• Preliminary options choices are submitted by 16<sup>th</sup> November. (These decisions are not final).</li><li>• Students begin options evaluation meetings with senior teachers.</li></ul>
10 <sup>th</sup> December	<ul style="list-style-type: none"><li>• Final options choices submitted.</li></ul>
July	<ul style="list-style-type: none"><li>• IGCSE grades published.</li></ul>
August	<ul style="list-style-type: none"><li>• Pathway interviews with Head of Sixth Form and DP Coordinator if IGCSE grades do not meet minimum entry criteria.</li><li>• Students begin to study IB courses.</li></ul>

Whilst every effort will be made to meet all of the option choices, BIS Hanoi reserves the right to change options subject to timetable and staffing constraints.

## University information

The following information might help you with your decision but you should do your own research especially if you have a specific university or course in mind to which you would like to gain entry.

## English proficiency

Universities generally require evidence of language proficiency such as IELTS/TOEFL if you study English B (Group 2). Your own research is required on this element. There is further information in the Higher Education Room in school.



## Career Choices

The following are some careers that often have subject requirements for acceptance into university. These can vary depending on the country you are studying in. Again, it must be emphasised, the following is a starting point for you, and your own research is essential. Please see your counsellor if you need further guidance.

Career choice	Subject	Level	Extras
<b>Medicine</b>	Mathematics	SL or HL	BMAT - UK admission BMAT is a separate exam for entry to UK medical schools and BIS Hanoi offer the facilities to sit this exam.
	Chemistry	HL	
	Biology/Physics Biology is more popular	HL	
	English (A or B)	SL	
<b>Bio-technology</b>	Mathematics	SL or HL	2 Sciences at HL.
	Chemistry	HL	
	Biology or Physics	HL	
	English (A or B)	SL	
<b>Optometry</b>	Chemistry	HL	3 sciences at HL for some universities/ countries.
	Biology	HL	
	Mathematics	SL or HL	
	English (A or B)	SL	
<b>Dentistry</b>	Chemistry	SL or HL	UK universities require 2 sciences at HL Other universities require HL in 1 science and SL in 2 <sup>nd</sup> science.
	Biology	SL or HL	
	English (A or B)	SL	
<b>Engineering</b>	Physics	HL	Maths at SL is acceptable for some courses – research.
	Mathematics	HL	
	Chemistry	HL	
	English (A or B)	SL	
<b>Psychology</b>	English (A or B)	HL or SL	HL or SL will depend on the course and the university. Do your research.
	Mathematics	HL or SL	
	Any Science	HL or SL	
<b>Creative Careers</b>	English (A or B)	SL	Most creative courses such as fashion design, music, drama will expect to see a portfolio of actual work that you have produced.
	Music	HL	
	Visual Arts	HL	
<b>Marketing</b>	Mathematics or Maths Studies	SL	Entry requirements have a lot of variation so do your research. Some degrees are more creative, others are more maths based.
	English (A or B)	SL	
<b>Veterinary Science</b>	Mathematics	SL or HL	Very competitive so rest of CV will be looked at.
	Chemistry	HL	
	Biology or Physics	HL	
	English (A or B)	SL	
<b>Law</b>	History	HL	LNAT for UK admission. Work experience in some form of admin/law capacity can help.
	English	HL	
<b>Finance / Business Management</b>	Mathematics	SL	Entry requirements for each course can be very specific. Do not narrow down your subjects here.
	English	SL	



## The IB Learner Profile



### IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

#### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

#### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

#### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

#### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

#### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## Group 1: Language and Literature

### Vietnamese A: Literature

#### 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.

#### Aims

- 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.

#### Yearly Overview

Terms	Year 1	Year 2
<b>Core</b>	<b>Part 4 (HL only)</b> <ul style="list-style-type: none"> <li>• Love poems by Nguyen Binh</li> <li>• Người lái đò sông Đà by Nguyen Tuan</li> <li>• Cánh đồng bất tận story by Nguyen Ngoc Tu</li> </ul>	<b>Part 1 Works in Translation</b> <ul style="list-style-type: none"> <li>• Kitchen by Banana Yoshimoto</li> <li>• Short stories by Lo Tan</li> <li>• Sir Goriot <b>HL only</b></li> </ul>
	<b>Part 2</b> <ul style="list-style-type: none"> <li>• Love poem by Xuan Quynh</li> <li>• prose by Nguyen Cong Hoan</li> <li>• Phóng sự by Vũ trọng Phụng <b>for HL only</b></li> </ul>	<b>Part 3 Combination</b> <ul style="list-style-type: none"> <li>• Vợ chồng A Phủ by Tô Hoài</li> <li>• Chí Phèo by Nam Cao</li> <li>• Chiếc thuyền ngoài xa by Nguyen Minh Chau</li> <li>• Vợ nhặt by Kim Lân <b>for HL only</b></li> </ul>

#### Assessment

<b>Internal Assessment HL &amp; SL</b>	Individual Oral 15 mins 30% (SL); 20% (HL) & has 10 minutes discussion Topic chosen by teacher	
<b>HL Essay</b>	1200-1500 words 20% (HL)	
<b>External Assessment</b>	<b>SL</b> Paper 1 – 1.15 hrs - 35% Unseen prose/poetry Paper 2 – 1.45 hrs - 35% Essay on any of 2 works not been used for IA (HL)	<b>HL</b> Paper 1 – 2.15 hrs – 35% Unseen prose/poetry Paper 2 – 1.45 hrs – 25% Essay on any of 2 works not been used for IA (HL)

# English A: Language and Literature

## Course Overview

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

### 1. Knowledge and understanding

- Demonstrate knowledge and understanding of a range of texts
- Demonstrate an understanding of the use of language, structure, technique and style
- Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning
- Demonstrate an understanding of how different perspectives influence the reading of a text

### 2. Application and analysis

- Demonstrate an ability to choose a text type appropriate to the purpose required
- Demonstrate an ability to use terminology relevant to the various text types studied
- Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader
- Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings
- Demonstrate an ability to substantiate and justify ideas with relevant examples

### 3. Synthesis and evaluation

- Demonstrate an ability to compare and contrast the formal elements, content and context of texts
- Discuss the different ways in which language and image may be used in a range of texts
- Demonstrate an ability to evaluate conflicting viewpoints within and about a text
- At HL only: Produce a critical response evaluating some aspects of text, context and meaning

### 4. Selection and use of appropriate presentation and language skills

- Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication
- Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations
- Demonstrate an ability to discuss and analyse texts in a focused and logical manner
- At HL only: Demonstrate an ability to write a balanced, comparative analysis

<b>Internal Assessment HL &amp; SL</b>	Language A: language and literature students will be required to discuss one literary text and one non-literary text; Language A: literature students will discuss a text studied in translation and a text written originally in the language studied. The weighting of the individual oral will be 30% for SL and 20% for HL.
<b>External Assessment</b>	<p><b>Paper 1 will be 1h 15 minutes for SL and 2hs 15 minutes for HL.</b> The weighting of Paper 1 will be 35% for both levels.</p> <p>Paper 2 will require candidates to write a literary essay about two works in response to a question. . The time allotted will be 1h 45 minutes. The weighting of Paper 2 will be 35% for SL and 25% for HL.</p> <p><b>The HL essay</b> is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied. HL Language A: language and literature candidates will have a choice between writing about a non-literary or literary text. The weighting of the HL essay will be 20% for SL and 25% for HL</p>

## Korean A: Literature

### 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.

### Aims

- 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

<b>Internal Assessment HL &amp; SL</b>	Individual Oral 15 mins 30% (SL); 20% (HL) & has 10 minutes discussion Topic chosen by teacher	
<b>HL Essay</b>	1200-1500 words 20% ( HL)	
<b>External Assessment</b>	<b>SL</b> Paper 1 – 1.15 hrs – 35% Unseen prose/poetry Paper 2 – 1.45 hrs – 35% Essay on any of 2 works not been used for IA (HL)	<b>HL</b> Paper 1 – 2.15 hrs – 35% Unseen prose/poetry Paper 2 – 1.45 hrs – 25% Essay on any of 2 works not been used for IA (HL)

## Group 2: Language Acquisition

### Language Acquisition: English B; Spanish B; French B

#### Course Description

At the end of the course students will be able to eloquently articulate in depth and thought provoking observations on a wide range of global, communicative and social issues.

#### Aims

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyse and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study (HL only).

#### Objectives

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

#### Assessment

<b>Internal assessment HL &amp; SL HL Essay</b>	Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks) 1200-1500 words 20% (SL and HL)	
<b>External Assessment</b>	<b>SL</b>	<b>HL</b>
	Paper 1 (1 hour 15 minutes) 25% Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different Theme.  Paper 2 (1 hour 45 minutes) 50% Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. 50%	Paper 1 (1 hour 30 minutes) 25% Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme.  Paper 2 (2 hours) 50% Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks)





## Language Acquisition: Spanish ab-initio SL; French ab-initio SL

### Course Description

The study of the Spanish language entails acquiring a language system and applying it in four active and interrelated ways: listening, speaking, reading and writing. These four primary language skills will be developing to a similar level of communication. At the Ab Initio level, the emphasis is on a practical utility. Students will be able to interact and function in a new environment, different from their original one. Students will learn the language through everyday situations and specific cultural aspects related to them.

### Aims

- Communicate information and basic ideas clearly and effectively.
- Understand and use accurately the essential spoken and written forms of French/Spanish.
- Understand and use a limited range of vocabulary in common usage.
- Use a register that is appropriate to the situation.
- Show awareness of elements of the Francophone/Hispanic culture.

### Themes

- There are **5 themes** and a series of **20 topics**: Identities, Experiences, Human ingenuity, Social organisation, Sharing the planet

### Assessment

<b>Internal Assessment</b>	<b>Individual Oral: 10 minutes - 25%</b> 3 part oral internally assessed and moderated by the IB: <ul style="list-style-type: none"> <li>• Part 1: presentation of a visual stimulus (picture/ image)</li> <li>• Part 2: Follow-up questions on the visual stimulus</li> <li>• Part 3: General conversation</li> </ul>
<b>External Assessment</b>	<b>SL</b> Paper 1: Written Production – 1: 15 min → 30% <ul style="list-style-type: none"> <li>• One text around 450 words</li> </ul> Paper 2: – 1: 45 min → 50% <ul style="list-style-type: none"> <li>• Listening Comprehension – 45 min</li> <li>• Reading Comprehension 1: 40 min</li> </ul>



## Online School-Supported, Self-Taught Courses

All online courses will be officially timetabled and a classroom will be allocated for the study of the language. Our online courses are provided by Pamoja who are the leading organisation for the provision of online IB Diploma Programme courses. Pamoja provide all resources, lessons and teachers. The school will provide a SBC – Site Based Coordinator whose role will be to ensure that the students stay engaged, proactive and will register all students for the IB DP examinations. If you would like to undertake an online course please see the DP Coordinator in the first instance.

### Mandarin ab-initio

#### Course Description

The Mandarin ab initio course aims to develop the receptive, productive and interactive skills to a high level of communicative competence. While providing a solid framework in terms of grammar and vocabulary, the Mandarin ab initio course is organised into a number of cultural and thematic topics related to three themes: individual and society, leisure and work, urban and rural environment in which grammatical structures and vocabulary can be practised. The topics provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students are enabled to communicate and interact appropriately in a defined range of everyday situations.

#### The Mandarin ab initio course:

- Focuses on developing critical character writing skills early and often. This is done using character sheets to develop correct stroke order. Work will be evaluated by a teacher.
- Utilises a number of technical and social solutions to maximise communicative speaking opportunities.
- Encourages students to be actively productive in their use of Mandarin.
- Utilises professionally recorded native speakers of Mandarin Chinese. The audio recordings are also available as a web-based resource, and for download, for continuing drill and practice.
- Provides students with opportunities for further understanding of both language and culture using authentic and contextual video.

The language component of the course is designed so that receptive, productive and interactive skills may be developed in an integrated way. To that end, Mandarin ab initio students may be involved in many different forms of communication and a wide variety of texts, such as newspaper, telephone conversations, class discussions about a written text, informal conversations, conferences, drama, and e-mails. Furthermore, students are expected to develop accuracy and fluency in expression, and control over vocabulary, register, grammar, pronunciation and intonation.

The syllabus features three themes: individual and society, leisure and work, urban and rural environment subdivided into twenty topics that develop students' language competency and knowledge of different text types in a range of real situations. A range of texts are accessed in the course. Language skills are not developed in isolation but rather through the use of a wide range of contemporary materials such as advertisements, newspaper and magazine articles, catalogues, forms, instructions, and much more.

#### Assessment

<b>Internal Assessment</b>	Individual Oral: 10 minutes – 25% 3 part oral internally assessed and moderated by the IB: Part 1: presentation of a visual stimulus (picture/ image) Part 2: Follow-up questions on the visual stimulus Part 3: General conversation
<b>External Assessment</b>	<b>SL</b> Paper 1: Written Production – 1: 15 min → 30% One text around 450 words Paper 2: – 1:45 min → 50% Listening Comprehension – 45 min Reading Comprehension 1: 40 min

## Group 3: Individuals and Societies Geography

### Course Description

Geography is a dynamic subject that is 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. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within individuals and societies subjects, Geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that 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. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

These are all highly valued characteristics a well-rounded BIS student should aspire to master.

### Aims

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
  - synthesizing 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

### Yearly Overview

Terms	Year 1	Year 2
<b>Core</b>	<b>PART 2 - SL and HL</b> <b>Geographical Perspectives - Global Change</b> Population - Distribution and Change Global Climate - Vulnerability and Resilience  <b>PART 3 - HL Global Interactions</b> Power, Places and Networks	<b>PART 2 - SL and HL</b> <b>Geographical Perspectives - Global Change</b> Global Resources - Consumption and Security  <b>PART 3 - HL Geographical Perspectives - Global Interactions</b> Human Development and Diversity Global Risks and Resilience
<b>PART 1 - Options</b>	<b>PART 1 - OPTION A (SL and HL)</b> Freshwater <b>PART 1 - OPTION C (HL only)</b> Geography of Food and Health	<b>PART 1 - OPTION G (SL and HL)</b> Part 1 – Option E (SL & HL) Leisure, Tourism and Sport.

## Assessment

<b>Internal Assessment</b>	Written report based on field work - Field trip with option A - Freshwater 2500 words maximum 25% SL/ 20% HL	
<b>External Assessment</b>	<b>SL</b> Paper 1 - 1.5 hrs - 35% Short answer + 1 extended  Paper 2 - 1.25 hrs - 40% Short answer / structured questions based on core content and stimulus material: 1 extended answer (essay)	<b>HL</b> Paper 1 - 2.25 hrs - 35% Short answer + 1 extended  Paper 2 - 1.25 hrs - 25% Short answer/ structured questions based on core content and stimulus material: 1 extended answer (essay)  Paper 3 - 1 hr - 20% 2 extended answer questions (essays)

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# History

## Course Description

The study of history is far more than the memorisation of names and dates from the past. Although the focus of study is that of our collective past, its significance is the bearing it has on our present, on the world we live in now and the world we will live in in the future. More significantly, history greatly shapes and determines how we view the world we live in and our relationships with others. One of the greatest rewards of the study of history is the realisation that truth is subjective and relative; it depends largely on contextual perspective. Historians and students of history alike critically question the historical truths that influence us today. The beauty of the discipline, contrary to the conventional view of history, is that the discipline is not static. Rather, it is dynamic and constantly evolving; history lives and changes as we change. History isn't simply the past - it's what we make of it.

History is a facilitating subject - in other words, it allows students to develop skills that will be applicable to a wide range of academic disciplines and career options in the future. Universities and employers value History very highly. Students who hope to pursue a degree in Law, Politics, International Relations, Education, or Journalism would be strongly advised to take History as one of their IB subjects. It is not essential for students to have completed IGCSE History to gain access to the IB History course.

## Aims

- To promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- Encourage an understanding of the present through critical reflection of the past
- Encourage an understanding of the impact of historical developments at national, regional and international levels
- Develop an awareness of one's own historical identity through the study of historical experiences of different cultures.

There is considerable overlap between the topics studied Standard Level, which allows for the review and consolidation of knowledge and understanding throughout the duration of the course. The course has been designed to offer a focus on 20th century world history; however, aspects of 19th century history are also taught and there is scope for students to choose their own area of interest when writing their Internal Assessment. For Paper 1, students will analyse and evaluate sources of evidence related to the topic the causes of the Second World War. For Paper 2, the students will complete essay questions on the origins and development of totalitarian states in all four regions and will study the Cold War with a specific focus on key crisis points and leaders.

Higher Level students will study an additional THREE topics, and answer essay questions in Paper 3. These topics have been carefully chosen to amplify and extend the content covered at Standard Level. Examples and case studies drawn from the topics covered at Higher Level can be used in conjunction with those learnt at Standard Level when the students sit their Paper 3 examination. The aim in designing this course has been to give students a thorough grounding in modern European history from 1789 onwards.

## Yearly Overview

Terms	Year 1	Year 2
<b>Core</b>	<b>Paper 2:</b> <b>Authoritarian States</b> <b>The Cold War</b> <b>(HL) The French Revolution</b> <b>(HL) The Unification and Consolidation of Italy and Germany</b>	<b>Paper 1:</b> <b>The Road to Global War</b>  <b>(HL) Imperial Russia, revolutions, emergence of Soviet State (1853-1924)</b>
<b>Case study</b>	Hitler (Germany); Stalin (Russia); Castro (Cuba) The North Korean Invasion of South Korea; The Cuban Missile Crisis	Japanese expansion in South East Asia and German and Italian expansion in Europe

## Assessment

<b>Internal Assessment</b>	Historical investigation on any area of the syllabus - 25% at SL / 20% at HL 20 hours	
	Standard Level Paper 1 (60 minutes) 30% Paper 2 (90 minutes) 45%	Higher Level Paper 1 (60 minutes) 20% Paper 2 (90 minutes) 25% Paper 3 (150 minutes) 35%

# Business Management

## Course Description

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. 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. Business management will give students a wide range of transferable skills which are valued by organisations worldwide. It will also lead to a broad choice in further study.

## Aims

- Encourage a holistic view of the world of business
- Empower students to think critically and strategically about individual and organisational behavior
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the student to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations

## Yearly Overview

Terms	Year 1	Year2
<b>Core</b>	<p><b>Business organisation and environment</b> Introduction to business management Types of organisations Organisational objectives Organisational planning tools</p> <p><b>Finance and accounts</b> Sources of finance Costs and revenues Break-even analysis Final accounts Efficiency ratio analysis</p> <p><b>Marketing</b> The role of marketing Marketing planning Market research Sales forecasting The extended marketing mix of seven Ps International marketing</p> <p><b>Finance and accounts</b> Final accounts Profitability and liquidity ratio analysis Investment appraisal Budgets / Cash flow / Investment appraisal</p>	<p><b>Marketing</b> E-commerce The four Ps</p> <p><b>Human resource management</b> Functions and evolution of human resource management Organisational structure Leadership and management Motivation Organisational (corporate) culture Industrial/employee relations</p> <p><b>Business organisation and environment</b> Stakeholders External environment Growth and evolution</p> <p><b>Operations management</b> Lean production and quality management Production planning The role of operations management Production methods Location Research and development Crisis management and contingency planning</p>
<b>Case Study</b>	Issued in Term 1 Examined in Paper 1	

## Assessment

<b>Internal Assessment</b>	<p>Practical Project - assessed by teacher - moderated by external 15 hrs SL: Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation. - 25% HL: Students research and report on an issue facing an organisation or a decision to be made by an organisation. - 25%</p>	
<b>External Assessment</b>	<p><b>SL</b> Paper 1 - 1 hr 15 mins - 35% Structured questions Paper 2 - 1 hr 45 mins - 40% Structured and extended response questions</p>	<p><b>HL</b> Paper 1 - 2 hrs 15 mins - 35% Structured and extended response questions Paper 2 - 2 hrs 15 mins - 40% Structured and extended response questions</p>



## Economics

### Course Description

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. This 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 governments, countries and societies.

### Aims

- 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 and awareness of development issues facing nations as they undergo the process of change.

### Yearly Overview

Terms	Year 1	Year2
<b>Core</b>	<p><b>Microeconomics</b></p> <p>Competitive markets: demand and supply Elasticity Government intervention Market failure Theory of the firm and market structures</p> <p><b>Macroeconomics</b></p> <p>The level of overall economic activity Aggregate demand and aggregate supply Macroeconomic objectives Fiscal policy Monetary policy Supply-side policies</p> <p><b>International economics</b></p> <p>International trade Exchange rates</p>	<p><b>International economics</b></p> <p>The balance of payments Economic integration Terms of trade</p> <p><b>Development economics</b></p> <p>Economic development Measuring development The role of domestic factors The role of international trade The role of foreign direct investment (FDI) The role of foreign aid and multilateral development assistance The role of international debt The balance between markets and intervention</p>
<b>Case Study</b>	Portfolio of three commentaries	

### Assessment

<b>Internal Assessment</b>	Portfolio - Three commentaries based on different sections of the syllabus and on published extracts from the news media. - 20 hours of classroom teaching time and 20% of student's final grade	
<b>External Assessment</b>	<p><b>SL</b></p> <p>Paper 1 - 1 hr 30 mins - 40% Extended response paper on microeconomics and macroeconomics</p> <p>Paper 2 - 1 hr 30 mins - 40% Data response paper on international and development economics</p>	<p><b>HL</b></p> <p>Paper 1 - 1 hr 30 mins - 30% Extended response paper on microeconomics and macroeconomics</p> <p>Paper 2 - 1 hr 30 mins - 30% Data response paper on international and development economics</p> <p>Paper 3 - 1 hr - 20% HL extension paper on all syllabus content</p>



## Group 4: The Sciences

### Biology

#### **Course Description**

'Human beings are attracted to novelty: to probe the 'adjacent possible.' We didn't stay in the caves. We didn't stay on the planet, and soon we won't stay within the limitations of our biology.' Jason Silva

Biology is going through an exciting stage of development in its various fields, with many of the troubles that are set to face the human race during our lifetimes having biology at their core. Choose to study biology and through a range of activities, you will learn the ingredients and applications of biology at this important stage in the evolution of biology as a subject.

#### **Aims**

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- apply and use a body of knowledge, methods and techniques that characterize biology and technology
- develop experimental and investigative scientific skills including the use of current technologies
- become critically aware, as global citizens, of the ethical implications of using biology and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between disciplines in biology and their influence on other areas of knowledge.



## Yearly Overview

Terms	Year 1	Year 2
<b>Core</b>	<p><b>Cell biology</b> Introduction to cells Ultrastructure of cells Membrane structure / Membrane transport The origin of cells Cell division</p> <p><b>Molecular biology</b> Molecules to metabolism Water Carbohydrates and lipids Proteins / Enzymes Structure of DNA and RNA DNA replication, transcription and translation Cell respiration / Photosynthesis</p> <p><b>Genetics</b> Genes / Chromosomes Meiosis / Inheritance Genetic modification and biotechnology</p> <p><b>Ecology</b> Species, communities and ecosystems Energy flow / Carbon cycling Climate change Nucleic acids HL Metabolism, cell respiration and photosynthesis HL Plant biology HL</p>	<p><b>Evolution and biodiversity</b> Evidence for evolution Natural selection / Classification of biodiversity Cladistics</p> <p><b>Human physiology</b> Digestion and absorption The blood system Defence against infectious disease Gas exchange Neurons and synapses Hormones, homeostasis and reproduction</p> <p>Genetics and evolution HL Animal physiology HL</p>
<b>Option</b>		<p>Human Physiology Human nutrition Digestion Functions of the liver the heart Hormones and metabolism HL Transport of respiratory gases HL</p>
<b>IA</b>	2 x practice IA	
<b>Grp4</b>	Collaborative Project with all sciences in Group 4	

## Assessment

<b>Internal Assessment</b>	Students must conduct an experiment and produce a report 20% at SL and HL	
<b>External Assessment</b>	<p><b>SL</b> Paper 1 - 50m - 20% 30 multiple-choice questions on core material, about 15 of which are common with HL.</p> <p>Paper 2 - 1 hr 15m - 40% Short-answer and extended-response questions on core material.</p> <p>Paper 3 - 1 hr - 20 % Short-answer and extended-response questions covering all SL material including the option.</p>	<p><b>HL</b> Paper 1 - 1 hr - 20% 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL.</p> <p>Paper 2 - 2 hr 15 m - 36% Short-answer and extended-response questions on core and AHL material.</p> <p>Paper 3 - 1.15 m - 24% Short-answer and extended-response questions covering all material including the option.</p>

# Chemistry

## Description of Course

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, dentistry, veterinary sciences, biological science and environmental science, and serves as useful preparation for employment.

## Aims

- acquire a body of knowledge, methods and techniques that characterize science and technology
- 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
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

## Yearly Overview

Terms	Year 1	Year 2
<b>Core</b>	Stoichiometric relationships, Atomic structure, Chemical Bonding and structure, Periodicity, Energetics, Organic chemistry, Measurement and data processing	Chemical kinetics, Equilibrium, Acids and bases, Redox processes, Measurement and data processing
<b>Option</b>		SL and HL Option B Biochemistry
<b>IA</b>	Practice IA in the summer term	SL and HL September of Year 2 - 10 hrs work
<b>Grp4</b>	Group 4 project - collaborative project with all sciences	

## Assessment

<b>Internal Assessment</b>	Practical Project - assessed by teacher - moderated by external examiner <ul style="list-style-type: none"><li>• Student should spend 10 hours for SL and HL on a scientific research topic of their choice</li><li>• 20% at both SL and HL</li></ul>	
<b>External Assessment</b>	<b>SL</b> Paper 1 - 45 m - 20 % (Multiple Choice questions)  Paper 2 - 1 hr 15 m - 40% (Short answer and extended response questions)  Paper 3 - 1 hr - 20% Options	<b>HL</b> Paper 1 - 1 hr - 20 % (Multiple Choice questions)  Paper 2 - 2 hr 15 m - 36% Structured questions  Paper 3 - 1 hr 15 m - 24% Options

## Physics

### **Course Description**

In the words of Neill de Grasse Tyson, a pop-culture astrophysicist, physics is “The greatest story ever told”. He is right, in the case of physics, reality is stranger than fiction. To unravel the mysteries of the universe one needs imagination, creativity and determination. The goal of physics is to explain the natural world and all its complexity as accurately as possible. From the motion of the planets to tiny sub-atomic particles physics aspires to find the fundamental truth about that which governs everything.

### **Aims**

- 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 characterize science and technology
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.



## Yearly Overview

Terms	Year 1	Year 2
<b>Core</b>	<p><b>Mechanics SL</b> Forces / Motion / WEP Momentum and Impulse Circular Motion Newtons Laws Of Gravitation Gravitational Fields - <b>HL</b></p> <p><b>Thermal Physics SL</b> Thermal Concepts Modelling Gasses</p> <p><b>Oscillations and Waves SL</b> Wave Characteristics &amp; Behaviour Traveling Waves / Standing Waves Oscillations</p> <p><b>HL</b> Interference Single Slit Diffraction / Doppler Effect Resolution / Simple Harmonic Motion</p> <p><b>Energy Production SL</b> Thermal Energy Transfer Energy Sources</p> <p><b>Measurement and Uncertainties SL</b> Measurement in Physics Errors and Uncertainties Vectors and Scalars Graphical &amp; Simulation Techniques</p>	<p><b>Electromagnetism SL</b> Electric Cells Heating Effects Of Electric Currents Electric Field / Magnetising Effects Of Currents</p> <p><b>HL</b> Electromagnetic Induction Capacitance Power Generation and Transmission</p> <p><b>Atomic Nuclear &amp; Particle Physics SL</b> The Structure of Matter Discrete Energy and Radioactivity Nuclear Reactions</p> <p><b>HL</b> Nuclear Physics / Interaction of Matter with Radiation</p> <p><b>Measurement and Uncertainties SL</b> Measurement in Physics Errors and Uncertainties Vectors and Scalars Graphical Techniques Simulation Techniques</p>
<b>Option</b>	<b>Astrophysics SL</b>	

## Assessment

<b>Internal Assessment</b>	Internal assessment is a full practical investigation assessed by teacher and moderated externally. Students design a question upon which to base an investigation. Weighting is 20% of SL and HL over a pre allocated 10 hour slot.	
<b>External Assessment</b>	<p><b>SL</b> Paper 1: 0.75 hours: 20% Multiple Choice</p> <p>Paper 2: 1.25 hours: 40% Extended Answers</p> <p>Paper 3: 1 hour: 20% Data Analysis</p>	<p><b>HL</b> Paper 1: 1 hour: 20% Multiple Choice</p> <p>Paper 2: 2.25 hours: 36% Extended Answers</p> <p>Paper 3: 1.25 hour: 24% Data Analysis</p>





## Computer Science

### **Course Description**

Computer Science is an experimental science. You will learn by doing, supplemented by the fundamentals of Computer Science theory. The use of computers has evolved rapidly over the years, but many of the principles are the same. In fact, this course requires a great deal of ‘computational thinking.’ This isn’t about thinking like a computer, but using computers to problem solve – the thinking comes from you! Have you ever wondered how bits of plastic and metal can help solve some of the most complex problems? Computer Science itself is an international endeavour – the international exchange of information and ideas has been essential to the development of the subject. It is through international collaboration that we are currently experiencing a technological boom and the demand for Computer Science has never been greater. There is a clear need in many industries for computer scientists who can code. If you think that coding is too difficult – it’s not! Coding is simply using a language the computer understands to process the solutions you have created.

The Diploma Programme computer science course is engaging, accessible, inspiring and rigorous.

### **Aims**

- Demonstrate initiative in applying thinking skills critically to identify and resolve 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
- Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems



## Yearly Overview

Terms	Year 1	Year 2
<b>Core</b>	System fundamentals Computer Organisation Computational thinking, problem-solving and programming Abstract Data Structures - <b>HL Only</b>	Networks Computational thinking, problem-solving and programming Resource Management - <b>HL Only</b> Control - <b>HL Only</b>
<b>Case Study</b>	Case Study – issued in Term 3 investigated and examined on in Paper 3 <b>HL only</b>	Case Study – issued in Term 3 investigated and examined on in Paper 3 <b>HL only</b>
<b>IA</b>	Practical project – 30hrs Start Term 3 May – finish at start Term 4 Sept	
<b>Group 4 Project</b>	10 hour project to be done in term 1	

## Assessment

<b>Internal Assessment</b>	Practical Project – assessed by teacher – moderated by external examiner. 30% at SL 20% at HL The development of an original IT product for a specified client. Students must produce: <ul style="list-style-type: none"> <li>• a cover page using prescribed format</li> <li>• an original IT product</li> <li>• documentation supporting the product (word limit 2,000 words).</li> </ul>	
<b>External Assessment</b>	<b>Standard Level</b> Standard Level Paper 1 – 1 hr 30 mins - 45% Structured questions on content Paper 2 – 1 hr – 25% Response to unseen article OR interpret code (if JAVA option taken)	<b>Higher Level</b> Paper 1 – 2 hrs 10 mins - 40% Structured questions on content including HL content Paper 2 – 1 hr 20 mins - 20% Response to unseen article OR interpret code (if JAVA option taken) Paper 3 – 1 hr - 20% Response to pre-seen case study





## Sports, Exercise and Health Science SL

### **Course Description**

This is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. After studying the course learners would be able to prescribe exercise for the promotion of health and well-being. The Diploma Programme course involves the study of the science which underpins physical performance and provides the opportunity to apply these principles. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students will cover a range of core and option topics, and carry out experimental investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyses human performance.

### **Aims**

- 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 characterize science and technology
- develop an ability to analyse, evaluate and synthesize 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 21<sup>st</sup>-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.

## Yearly Overview

Terms	Year 1	Year 2
<b>Content</b>	<p><b>Topic 1: Anatomy</b> The skeletal system The muscular system</p> <p><b>Topic 5: Skills in sports</b> The characteristics and classification of skill Information processing Principles of skill learning</p> <p><b>Topic 6: Measurement and evaluation of human performance</b> Statistical analysis Study design Components of fitness Principles of training programme design</p>	<p><b>Topic 2: Exercise physiology</b> Structure and function of the ventilator system Structure and function of the cardiovascular system</p> <p><b>Topic 3: Energy Systems</b> Nutrition Carbohydrate and fat metabolism</p> <p><b>Topic 4: Movement analysis</b> Neuromuscular function Joint and movement type Fundamentals of biomechanics</p>
<b>Option</b>	<p><b>A: Optimizing physiological performance</b> Training Environmental factors and physical performance. Non-nutritional ergogenic aids Recovery from sports and exercise (HL only) Training and performance at altitude (HL only)</p> <p><b>C: Physical activity and health</b> Hypokinetic disease Cardiovascular disease Physical activity and obesity Physical activity and type 2 diabetes Physical activity and bone health Prescription of exercise for health Exercise and psychological well-being Public health (HL only) Injury and hazards (HL only)</p>	<p><b>B: Psychology of sports</b> Individual differences Motivation Mental preparation for sports Psychological skills training Talent identification and development (HL only) Self-determination theory and self-regulated learning (HL only)</p> <p><b>D: Nutrition for sports, exercise and health</b> Digestion and absorption Water and electrolyte balance Energy balance and body composition Nutritional strategies Glucose uptake (HL only) The effects of alcohol on performance and health (HL only) Antioxidants (HL only)</p>
<b>IA</b>	2 x practice IA	
<b>Grp4</b>	Collaborative Project with all sciences in Group 4	

## Assessment

<b>Internal Assessment</b>	Students must conduct an experiment and produce a report. Assessment objectives 1 – 4 Internally assessed and externally moderated. 20% at SL and HL	
<b>External Assessment</b>	<p><b>SL</b> Paper 1 – 1 hour – 20% 40 multiple-choice questions on core material, about 15 of which are common with SL. Assessment objectives 1 and 2 Paper 2 – 2hr 15 m – 35% Short-answer and extended-response questions on core material. Paper 3 - 1 hr. 15 min – 25 % Short-answer and extended-response questions covering all SL material including the option.</p>	<p><b>HL</b> Paper 1 – 1 hr. – 20% 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. Paper 2 - 2 hr. 15 min – 35% Short-answer and extended-response questions on core and AHL material. Paper 3 - 1 hr. 15 min 25% Short-answer and extended-response questions covering all material including the option.</p>

## Group 5: Mathematics

For all mathematical Courses, students will be required to purchase a graphical calculator. The model of calculator required is TI NSpire CX (not CAS). The mathematics department will inform you of the approved suppliers.

You WILL NOT be allowed to sit an exam with an alternative calculator

### Mathematics: Analysis and Approaches

#### Course Description

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 generalization. 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.

#### Aims

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 instill confidence in using mathematics
5. Employ and refine their powers of abstraction and generalization
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
7. Appreciate how developments in technology and mathematics influence each other
8. Appreciate the moral, social and ethical questions arising from the work of mathematicians and its applications
9. Appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course

#### Course Overview

Mathematics: Analysis and approaches		
	SL	HL
Number and algebra	18	34
Functions	21	31
Trigonometry and geometry	26	54
Statistics and probability	27	36
Calculus	28	55
“Toolkit” and IA	30	30
Total	150	240

The **number and algebra SL** looks at: scientific notation, arithmetic and geometric sequences and series and their applications including financial applications, laws of logarithms and exponentials, solving exponential equations, simple proof, approximations and errors, and the binomial theorem. The **number and algebra HL** looks at: permutations and combinations, partial fractions, complex numbers, proof by induction, contradiction and counter-example, and solution of systems of linear equations.



The **functions SL** looks at: equations of straight lines, concepts and properties of functions and their graphs, including composite, inverse, the identity, rational, exponential, logarithmic and quadratic functions. Solving equations both analytically and graphically, and transformation of graphs. The **functions HL** looks at: the factor and remainder theorems, sums and products of roots of polynomials, rational functions, odd and even functions, self-inverse functions, solving function inequalities and the modulus function.

The **geometry and trigonometry SL** looks at: volume and surface area of 3d solids, right-angled and non-right-angled trigonometry including bearings and angles of elevation and depression, radian measure, the unit circle and Pythagorean identity, double angle identities for sine and cosine, composite trigonometric functions, solving trigonometric equations. The **geometry and trigonometry HL** looks at: reciprocal trigonometric ratios, inverse trigonometric functions, compound angle identities, double angle identity for tangent, symmetry properties of trigonometric graphs, vector theory, applications with lines and planes, and vector algebra.

The **statistics and probability SL** looks at: collecting data and using sampling techniques, presenting data in graphical form, measures of central tendency and spread, correlation, regression, calculating probabilities, probability diagrams, the normal distribution with standardization of variables, and the binomial distribution. The **statistics and probability HL** looks at: Bayes theorem, probability distributions, probability density functions, expectation algebra.

The **calculus SL** looks at: informal ideas of limits and convergence, differentiation including analysing graphical behaviour of functions, finding equations of normals and tangents, optimisation, kinematics involving displacement, velocity, acceleration and total distance travelled, the chain, product and quotient rules, definite and indefinite integration. The **calculus HL** looks at: introduction to continuity and differentiability, convergence and divergence, differentiation from first principles, limits and L'Hopital's rule, implicit differentiation, derivatives of inverse and reciprocal trigonometric functions, integration by substitution and parts, volumes of revolution, solution of first order differential equations using Euler's method, by separating variables and using the integrating factor, Maclaurin series.

### Assessment

Exam Component	SL % weighting		HL % weighting	
	Paper 1	1.5 hrs	40	2 hrs
Paper 2	1.5 hrs	40	2 hrs	30
Paper 3	n/a	n/a	1 hr	20
Internal assessment: Investigative, problem solving and modelling skills development leading to one written exploration	30 hrs	20	30 hrs	20
<b>Total</b>	<b>100</b>		<b>100</b>	





## Mathematics: Application and Interpretation

### Course Description

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.

### Aims

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 instill confidence in using mathematics
5. Employ and refine their powers of abstraction and generalization
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
7. Appreciate how developments in technology and mathematics influence each other
8. Appreciate the moral, social and ethical questions arising from the work of mathematicians and its applications
9. Appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. Develop the ability to reflect critically upon their own work and the work of others

### Course Overview

Mathematics: Analysis and approaches		
	SL	HL
Number and algebra	18	34
Functions	21	31
Trigonometry and geometry	26	54
Statistics and probability	27	36
Calculus	28	55
“Toolkit” and IA	30	30
<b>Total</b>	<b>150</b>	<b>240</b>

The number and algebra SL looks at: scientific notation, arithmetic and geometric sequences and series and their applications in finance including loan repayments, simple treatment of logarithms and exponentials, simple proof, approximations and errors. The number and algebra HL looks at: laws of logarithms, complex numbers and their practical applications, matrices and their applications for solving systems of equations, for geometric transformations, and their applications to probability.

The functions SL looks at: creating, fitting and using models with linear, exponential, natural logarithm, cubic and simple trigonometric functions. The functions HL looks at: use of log-log graphs, graph transformations, creating, fitting and using models with further trigonometric, logarithmic, rational, logistic and piecewise functions.

The geometry and trigonometry SL looks at: volume and surface area of 3d solids, right-angled and non-right-angled trigonometry including bearings, surface area and volume of composite 3d solids, establishing optimum positions and paths using Voronoi diagrams. The geometry and trigonometry HL looks at: vector concepts and their applications in kinematics, applications of adjacency matrices, and tree and cycle algorithms.

The statistics and probability SL looks at: collecting data and using sampling techniques, presenting data in graphical form, measures of central tendency and spread, correlation using Pearson's product-moment and Spearman's rank correlation coefficients, regression, calculating probabilities, probability diagrams, the normal distribution, Chi-squared test for independence and goodness of fit. The statistics and probability HL looks at: the binomial and Poisson distributions, designing data collection methods, tests for reliability and validity, hypothesis testing and confidence intervals.

The calculus SL looks at: differentiation including analysing graphical behavior of functions and optimisation, using simple integration and the trapezium/trapezoidal rule to calculate areas of irregular shapes. The calculus HL looks at: kinematics and practical problems involving rates of change, volumes of revolution, setting up and solving models involving differential equations using numerical and analytic methods, slope fields, coupled and second-order differential equations in context.

### Assessment

Exam Component	SL % weighting		HL % weighting	
	Paper 1	1.5 hrs	40	2 hrs
Paper 2	1.5 hrs	40	2 hrs	30
Paper 3	n/a	n/a	1 hr	20
Internal assessment: Investigative, problem solving and modelling skills development leading to one written exploration	30 hrs	20	30 hrs	20
<b>Total</b>	<b>100</b>		<b>100</b>	

## Group 6: The Arts

### Music - SL

#### Course Description

The Diploma Programme music course is designed to offer students the opportunity to build on prior experience in Music while encouraging a broad approach to the subject. IGCSE music is not a pre-requisite, but some musical awareness and basic instrumental skill is recommended.

#### Aims

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

Terms	Year 1	Year 2
<b>Core</b>	<b>Musical Perception Musical Links Investigation</b>	<b>Musical Perception Musical Links Investigation</b>
<b>IA</b>	Students choose <b>one</b> of the following options: (Start T1 September - finish T5 January/February) <ul style="list-style-type: none"> <li>• Creating</li> <li>• Solo Performing</li> <li>• Group Performing</li> </ul>	Students continue to develop the option that was chosen in Year 1: <ul style="list-style-type: none"> <li>• Creating</li> <li>• Solo Performing</li> <li>• Group Performing</li> </ul>
	Concert performances will be recorded throughout the course. Performances in Year 2 should be of a higher level and will therefore be submitted for the performing component.	Concert performances will be recorded throughout the course. Performances in Year 2 should be of a higher level and will therefore be submitted for the performing component.

#### Assessment

<b>Internal Assessment - 50%</b>	<p><b>Creating/Solo Performing or Group Performing, 50%</b></p> <p>This component is internally marked by the teacher - externally moderated by IB Students choose <b>one</b> of the following options:</p> <p><b>Creating</b> Two pieces of coursework, with recordings and written work (30 marks)</p> <p><b>Solo Performing</b> A recording selected from pieces presented during one or more public performance(s) 15 minutes of music (20 marks)</p> <p><b>Group Performing</b> A recording selected from pieces presented during two or more public performances, 20-30 minutes of music (20 marks)</p> <p>Creating and Performing Components will be submitted Year 2 T5 (January) Musical Links Investigation will be submitted Year 2 T4 (October)</p>
<b>External Assessment 50%</b>	<p><b>Listening Paper (2 hours and 15 minutes), 30%</b> Five musical perception questions (100 marks)</p> <p><b>Musical Links Investigation, 20%</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</p>
<b>Assessment Overview</b>	<p>Musical Links Investigation will be submitted <b>Year 2 T4 (October)</b> Creating and Performing Components will be submitted <b>Year 2 T5 (January)</b></p>

# Theatre

## Description of Course

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre-as participants and audience members—they gain a richer understanding of themselves, their community and the world.

## Aims of Course

The aims of the arts subjects are to enable 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.

In addition, the aims of the theatre course at SL and HL are to enable students to:

- explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- understand and engage in the processes of transforming ideas into action (theatre processes)
- develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)

For HL only:

- understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

## Yearly Overview

Terms	Year 1	Year 2
Core	Presenting theatre Theatre in context Theatre processes	Presenting theatre Theatre in context Theatre processes

## Assessment

Internal Assessment	Collaborative project - create and present an original piece of theatre
External Assessment	Solo Theatre piece - HL only Directors Notebook - both SL & HL Research presentation about topic from prescribed list SL & HL



## Visual Arts

### **Course Description**

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.

### **Aims**

- 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
- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual culture and media





## Yearly Overview

Terms	Year 1	Year 2
Core 1.	<p><b>Visual Arts Journal</b> Using the Visual Arts Journal.</p> <p><b>Unit 1</b> <b>Visual Arts in Context</b> Examine and compare the work of artists techniques and materials Making art through a process of investigation, thinking critically and experimenting with techniques</p> <p><b>Visual Arts methods</b> Look at different techniques for making art Experiment with diverse media and explore techniques for making art Gallery visit term 1</p>	<p><b>Communicating Visual Arts</b> Exhibition visit to study presentation and curation – use this visit to reflect on different approaches to curation (journal) Writing final curatorial rationale for own exhibition – <b>SL - 400 words rationale and 500 characters per artwork</b> <b>HL - 700 words rationale and 500 characters per artwork</b> Putting together exhibition for E submission.</p>
	<p><b>Unit 2</b> <b>Visual Arts in Context</b> Examine and compare the work of artists from different cultural contexts Making art through a process of investigation, thinking critically and experimenting with techniques</p> <p><b>Visual Arts Methods</b> Look at different techniques for making art Experiment with diverse media and explore techniques for making art Consider the nature of ‘exhibition’ and think about the process of selection and different audiences Select and present resolved works for exhibition. Writing the curatorial rationale for exhibition (journal) IA - student exhibition. <b>SL 4 to 7 completed works.</b> <b>HL 8-11 completed works</b> <b>SL - 9-18 SCREENS</b> <b>HL 13-25 SCREENS</b></p>	<p>Process portfolio - Formatting screens ready for E submission. <b>External assessment</b></p>
	<p><b>Unit 3 -Themed work</b> - students select a personal theme. <b>Visual Arts in Context</b> Develop an informed response to work and exhibitions students have seen and experienced. Apply identified techniques to own developing work. Comparative study from gallery visit.</p> <p><b>Visual Arts Methods</b> Investigate and compare how and why different techniques have evolved and the process involved. Evaluate how ongoing work communicates meaning and purpose.</p>	
IA	1 x practice exhibition	End of March, Term 2 - student exhibition of 4 to 6 completed artworks assessed. End March, Term 2 - Visual Arts Journal assessed.

## Assessment

<b>Internal Assessment</b>	<b>Final exhibition</b> in year 2 is internally assessed - moderated externally. 40%	
<b>External Assessment</b>	<p><b>SL</b> <b>Comparative study</b> 10-15 screens 20% <b>Process portfolio</b> 9-18 screens 40%</p>	<p><b>HL</b> <b>Comparative study</b> 10-18 screens 20% <b>Process portfolio</b> 13-25 screens 40%</p>

## The IB Core

The IB Core is the defining characteristic of the IB programme, the core embodies the elements of the IB learner Profile. Students are required to apply the characteristics of the learner profile in an academic context and demonstrate their critical thinking skills.

The three core elements are:

- Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts.

### IB Core Assessment

		Theory of Knowledge					
E X T E N D E D E S S A Y		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
	Excellent A	3	3	2	2	Failing Condition	N
	Good B	3	2	1	1	Failing Condition	N
	Satisfactory C	2	1	1	0	Failing Condition	N
	Mediocre D	2	1	0	0	Failing Condition	N
	Elementary E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	N
	Not submitted	N	N	N	N	N	N

## Extended Essay

The extended essay is unique to the IB Diploma Programme. It is part of the Core which makes the DP a coherent, integrated qualification. It is also valued by many universities because completion of the extended essay demonstrates that the student has the learning skills necessary to be successful in their university studies.

The student chooses a specialized topic to research within the subject of their choice. Usually the topic is related to one of their HL subjects. However, it is important that the topic chosen is an area that the student has a strong interest in as it is recommended that the student spend 40 hours on the research project (although many spend more hours). Projects can be undertaken in any subject, not just those that are associated with essay writing.

The essay is 4000 words and is an academic, formally structured piece of writing that includes an abstract and bibliography. Students are expected to work independently to deadlines and communicate their arguments in a logical fashion and give their own conclusions. All students will have a supervisor who will be a staff member of BIS Hanoi. The supervisor is there to advise the student and will be available for approximately 3 hours throughout the EE process. The extended essay will be externally assessed by IB examiners. In order to pass the Diploma, a grade D or above must be achieved. Further details on the extended essay are to be found in the school extended essay guide.

## Theory of Knowledge

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 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.

### Assessment

Internal Assessment	There are <b>two assessment</b> tasks in the TOK course: an <b>essay</b> and a <b>presentation</b> .	
	The <b>essay</b> 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 <b>presentation</b> is internally assessed and can be done individually or in a group, with a maximum group size of three. Approximately 10 minutes per presenter is allowed, up to a maximum of approximately 30 minutes per group.

## CAS

### What is CAS?

Creativity, Activity and Service (CAS) is a core component of the IB Diploma Programme and requires you to think about your education as a more holistic approach, a change from the academic rigour required from other IB subjects. At BIS Hanoi, you will be encouraged to seek out new opportunities to develop new skills, enhance your creativity and maintain a social responsibility towards others and the environment.

Creativity	Activity	Service
Photography	Aerobics	Create a community environmental group
Organise a tournament	Badminton	Organise a tournament for children at a community centre
Event management	Basketball	Get involved in park clean up
Website Development	Triathlon	Assist in obtaining funds for a community project
Making a short documentary	Tai Chi	Plan, participate and implement an activity for an international day of recognition
Talent Show	Yoga	Be a student council representative

### Some example CAS experiences

When you start your CAS programme, you will be expected to try something new. Your CAS experience should be something that you have never tried before. There are plenty of opportunities for CAS experiences and the more challenging, the better.

Some CAS experiences can be more far afield, such as teaching Vietnamese to ethnic minorities in Sa Pa. If you participate in the DoE Silver/Gold International Award, some elements can **contribute** to CAS. Although, they must meet the CAS learning outcomes.

### Assessment

CAS is the only element of the IB which isn't formally assessed. There are seven learning outcomes which you **must** achieve and staff at BIS will judge the success of the CAS element by how you perform over the course of the 5 terms. You can evidence your progress and achievement of the learning outcomes in a CAS portfolio.

### Example CAS outline

The table below illustrates how you may wish to structure your experience at BIS Hanoi

	Long Term experience	Short Term CAS Project	Evidence
<b>Term 1</b>	CAS introduction How CAS works Be in charge of CAS How to Reflect		<ol style="list-style-type: none"> <li>1. Intro</li> <li>2. Exercises</li> <li>3. 1-2-1 meeting with advisors</li> <li>4. Contacting CAS providers</li> <li>5. Complete CAS Timetable</li> </ol>
	CAS Activities begin (such as creativity, activity elements) Eg. Web Development and Tai Chi		
<b>Term 2</b>	Continue with CAS activities		<ol style="list-style-type: none"> <li>1. Meeting with advisor/coordinator</li> <li>2. Evidence in portfolio</li> <li>3. Exercises in handbook</li> </ol>
<b>Term 3</b>	Begin your CAS service section	Planning for a one month project	<ol style="list-style-type: none"> <li>1. Review CAS Year</li> <li>2. Discussion with peers</li> <li>3. Exercises</li> <li>4. Meet with coordinator</li> <li>5. Input in portfolio</li> </ol>
<b>Term 4</b>	Continue with service section	Visit the project and complete the experience	<ol style="list-style-type: none"> <li>1. Discussion with peers</li> <li>2. Exercises</li> <li>3. Meet with coordinator</li> <li>4. Input in portfolio</li> </ol>
<b>Term 5</b>	Complete relevant (necessary sections)		<ol style="list-style-type: none"> <li>1. Meet with advisor to assess whether learning outcomes have been met</li> </ol>





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