



*IB Diploma
Programme
Options Booklet
Class of 2024*



**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 qualification that equips students with the knowledge and skills they need to achieve their dreams and thrive in an every-changing world.

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 black ink, appearing to read 'Chris Newmann', with a stylized, cursive script.

Mr Chris Newmann
Secondary Headteacher

IB Coordinator Statement



Dear Parents and Students,

Welcome to an exciting phase in your life, when you choose which subjects you want to study at greater academic depth. The International Baccalaureate (IB) 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 IB Diploma Programme (IBDP) is more than individual academic subjects; the whole programme is greater than the sum of its parts.

The IBDP is a challenging and rewarding experience for all students. The study of six academic subjects, along with the IB core of Creativity Activity Service, Theory of Knowledge and the Extended Essay, is recognised by universities around the world as a rigorous education programme that prepares students for university and adult life.

When deciding what subjects to choose you should consider:

Which subjects do you find the most interesting and enjoyable?

All IBDP subjects are challenging at Standard Level (SL) or Higher Level (HL) requiring a high level of commitment to all aspects of the course to be successful. Enquiry, reflection and perseverance will be necessary to ensure you select the right mix of IB subjects. Which subjects will provide you with the potential pathways to the future universities and careers you want to access?

Use your discussions with subject teachers and the University Guidance Counsellor to be strategic in your choices: carefully research your university and career pathways, think about your interests and strengths, choose what is right for you and your journey - not what your friends are doing, or because someone told you that subject is “an easy 7”...that doesn’t exist in the IBDP.

I am here to support you on this journey, so please reach out to me if you’re unsure about anything, have any questions or would like to discuss your options further.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'G. Archer', with a stylized flourish at the end.

Ms. Gemma Archer
Assistant Head: IBDP Coordinator
gemma.archer@bishanoi.com

BIS HANOI

Mission Statement

The British International School is a caring and multicultural community that enables all individuals to realise 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 IB is more than the academic subjects, and the whole programme is greater than the sum of its parts.

Overview of Diploma Programme (DP)

The IBDP requires the study of six academic subjects, along with the IB core of Creativity Activity Service, Theory of Knowledge and the Extended Essay.



The IBDP encourages students across the world to become active, compassionate and lifelong learners through developing the IB Learner Profile. The IB Learner Profile outlines ten attributes that are invaluable in developing your child to go beyond academic success. All aspects of the Diploma Programme have been designed with a view to developing these qualities.



These Learner Profile attributes and the wide variety of subjects, ensures that as your child matures, their life choices are not limited to just one field of study.

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.



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The IB Core

The IB Core is the defining feature of the IB programme that aims to use the learner profile attributes to:

- Support, and be supported by, the academic disciplines;
- Foster international-mindedness;
- Develop self-awareness and a sense of identity.

Successful completion of the Core is required in order to attain the Diploma.

Extended Essay (EE)

The EE offers our students an opportunity to engage in independent research through an in-depth study of a topic that interests them. It is excellent preparation for the rigour of academic research and writing at university and gives the students that 'something extra' to discuss in university applications.

Creativity, Activity, Service (CAS)

Our students undertake and reflect on a variety of activities outside of the classroom. These are supported by our ECA programme and could include learning to play an instrument, improving sporting skills or being a reading mentor. The school has an extensive range of service activities in the local community and students are actively encouraged to take part. These experiences and reflections provide valuable opportunities when applying for university.

CAS is an essential counterbalance in your IBDP to help you achieve balance between your academics and your wellbeing. You will be expected to try new experiences that will help you to develop your personal and interpersonal skills, self-determination and collaboration skills as you demonstrate initiative and perseverance. CAS provides you with space to take risks in your learning without fear of impacts on your academic results. These experiences are places where you can experiment, fail, reflect, learn and try again.

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



Theory of Knowledge

ToK is a course designed to develop the critical thinking skills of our students. It considers the nature of knowledge, and how we know what we know. It encourages students to challenge their knowledge and their understanding of their subjects studied. This helps to support students in their study of their chosen academic disciplines by developing the inquiry and thinking skills required to access higher grade boundaries.

Assessment

Assessment component	Weighting
Internal assessment Theory of knowledge exhibition (10 marks) For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course	1/3 (33%)
External assessment TOK essay on a prescribed title (10 marks) For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.	2/3 (67%)

The Academic Disciplines

In addition to the IB Core, our students select academic disciplines from six Groups, studying three at Standard Level (SL) and three at in greater depth at Higher Level (HL). A HL subject requires the acquisition of more subject knowledge and a higher level of analysis and evaluation.

Choosing a broad and balanced IBDP curriculum sets our students apart when applying for universities around the world. Universities regularly recognise that this breadth of knowledge in combination with the IB Core prepares our students for university life in a way that makes them stand out from their peers.

The courses offered at BISHN are:

Group 1 Studies in Language and Literature	English Korean Vietnamese School-Supported Self Taught mother tongue (SL only)
Group 2 Language Acquisition	English B French Spanish ab initio (beginner) languages including French, Spanish, Japanese and Mandarin
Group 3 Individuals and Societies	Business Management* Economics* Geography History
Group 4 Sciences	Biology Chemistry Computer Science Environmental Systems and Societies (SL only) Physics Sports, Exercise and Health Science
Group 5 Mathematics	Analysis and Approaches Application and Interpretation
Group 6 The Arts Or Elective	Music Theatre Visual Arts <i>Or another subject from Groups 3 or 4</i>

*** you cannot study both Business Management and Economics**

Ab initio courses are available for students with no, or very little, experience of this language. Students taking ab initio courses cannot have formally studied the language previously. In line with the IBO's policy on languages in Group 2, English B is not available as an option to students who have taken First Language English at IGCSE.

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 As. 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 recognise the extra workload generated by studying two language A subject; this combination will only be offered to students who demonstrate a level of fluency and academic proficiency in each. If you are interested in the bilingual diploma, speak to the IBDP Coordinator. BIS Hanoi may be able to offer a School Supported Self-Taught (SSST) bilingual diploma to students who speak a second language not offered in the options booklet.

Entry requirements

Internal candidates

At BISHN, we have a duty of care to ensure your child's success and help them to achieve their university and career dreams. In order to do this, we believe that your child's Options process must be thorough and allow us to check that your child's choices correctly align with their aspirations for the future. For us to assure that your child's International Baccalaureate Diploma Programme is correctly tailored to their future pathway we will need to work together with Heads of Department, the University Guidance Counsellor and the IBDP Coordinator.

To meet the high academic challenge of the Diploma Programme, It is expected that students will have demonstrated good Approaches to Learning, organisation and perseverance in Year 11. 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 Assistant Head of School (IB) 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 2022.

Week Commencing	Options Event
15 th October 2021	<ul style="list-style-type: none">Plan and prepare for option videos and taster session.
1 st November 2021 8 th November 2021	<ul style="list-style-type: none">Taster sessions in lesson.
9 th November 2021	<ul style="list-style-type: none">Videos, curriculum booklet and information launch.
11 th November 2021	<ul style="list-style-type: none">IB/IGCSE Options Evening
19 th November 2021	<ul style="list-style-type: none">IB/IGCSE Options submitted - 9:40am
Dec/Jan 2022	<ul style="list-style-type: none">Options evaluation meetings with Deputy/Assistant Headteacher/ University Guidance Counsellor.
January 2022	<ul style="list-style-type: none">Mock Exams. Students reflect on mock exam performance.
4 th March 2022	<ul style="list-style-type: none">Deputy/ Assistant headteacher to share final options.

International Baccalaureate Assessment

The BIS Diploma

The BIS Hanoi Diploma provides an alternative pre-university qualification for students who elect, or are advised, not to complete the full IBDP. The BIS Hanoi Diploma is a rigorous course with 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. Students who study the Diploma Programme courses can still obtain places at university. All courses students studied in the BIS Hanoi Diploma are externally assessed and standardised by the IB. **Students who study Diploma Programme courses for the BIS Hanoi Diploma will be awarded official "Diploma Programme Course Results."**

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

- Attendance of 90% in each of their high school diploma years
- Successful completion of CAS programme in Years 12 and 13
- Students may elect to complete an Extended Essay in an area that supports their future pathway
- A minimum of 5 IB Courses completed
- Subjects studied: English, Mathematics and electives are required every year they study at BISH. Science & Social Science/Humanities (at least 2 yrs)
- IB awards 17 points or higher at the completion of Year 13.

Assessment

Our students take written exams at the end of the programme. These are marked externally by the IB. In most subjects, students also complete an Internal Assessment (coursework) component which is moderated or marked externally by the IB. Each of the six academic subjects studied is awarded a point score from one to seven. Three extra points are available depending upon the student's performance in theory of knowledge and the extended essay. Thus, the Diploma of the International Baccalaureate is scored out of a total of forty-five points.

Passing the IBDP

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

Theory of Knowledge and the Extended Essay are awarded a grade from A to E. At least a D grade in both is required to pass the full diploma.

Students are expected to show academic honesty in all pieces of work throughout the IB, meaning that students must always produce work that is their own.

There are also a number of supplementary criteria that must be met for the Diploma to be awarded. Further details of these can be requested.

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.

BIS Hanoi Diploma: Successful University Applications

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

IB Diploma: Successful University Applications

ASIA

Chinese University of Hong Kong*
City Uni of Hong Kong*
Hong Kong University of Science & Tech (HKUST)
Korea University
Royal Melbourne Institute of Technology – HCMC* University of Hong Kong*
Yonsei University

AUSTRALIA

Australia National University
Macquarie University
Monash University
University of Melbourne
University of New South Wales
University of Sydney
University of Technology Sydney

CANADA

Carleton University*
Concordia University
Humber College
McGill University*
Ryerson University
Seneca College of Applied Arts & Technology
Simon Fraser University*
University of Alberta*
Uni of British Columbia*
University of Ottawa
University of Toronto
University of Waterloo*
York University*

EUROPE

Bocconi University
Catholic Uni of Lyon
Ecole Hoteliere Lausanne
Les Roches Global Hospitality Management
Tilburg University
University of Amsterdam

UNITED KINGDOM

Arts Uni Bournemouth
Bellerbys College
Brunel University London
Coventry University*
Durham University
Imperial College London
King's College London
Kingson University

Leeds Art University
Loughborough University*
Glasgow School of Art
Nottingham Trent University
Regents University London
Royal Holloway, University of London
The London School of Economics and Political Science*
University of Birmingham*
University of Brighton
University of Bristol
University of Buckingham
University College London
University of East Anglia
University of Exeter
University of Hertfordshire
University of Leeds*
University of Leicester
University of Manchester
University of Reading
University of St. Andrews
University of Surrey
Uni of the Arts London*
University of Warwick*

UNITED STATES

American University*
Auburn University
Augustana College
Baylor University
Bentley University
Boston College
Boston University*
Brown University
Case Western Reserve University
Colgate University
Columbia University*
Connecticut College
Cornell University
De Anza College
Drexel University*
Duke University
Emory University
George Washington University
Georgia Institute of Technology
Johns Hopkins University
Juniata College
Kalamazoo College
Lake Forest College
Lehigh University
Lesley University

Lycoming College
Maryland Institute College of Art
MCPHS
Merrimack College
New York University*
Newbury College
Northeastern University*
Northwestern University
Otis College of Art and Design
Pace University
Princeton University
Pennsylvania State University
Pratt Institute
Providence College
Rensselaer Polytechnic Institute
Rhode Island School of Design
Rochester Institute of Technology
Rutgers University
School of the Art Institute of Chicago
School of Visual Arts
Seattle University
Stanford University
Suffolk University*
Syracuse University
Temple University*
The College of Wooster*
Tulane University
University of California, Riverside
University of California, San Diego
University of California, Santa Cruz
University of Colorado at Boulder
University of Connecticut
University of Illinois at Chicago
University of Massachusetts, Amherst
University of Massachusetts, Boston
University of Massachusetts, Dartmouth
University of Massachusetts, Lowell
University of Michigan
University of Minnesota, Twin Cities

University of the Pacific

Bold names are schools our students are attending

****Multiple acceptances***

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
Medicine	Mathematics	*	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	
Bio-technology	Mathematics	*	2 Sciences at HL.
	Chemistry	HL	
	Biology or Physics	HL	
	English (A or B)	SL	
Optometry	Chemistry	HL	3 sciences at HL for some universities/countries.
	Biology	HL	
	Mathematics	*	
	English (A or B)	SL	
Dentistry	Chemistry	SL or HL	UK universities require 2 sciences at HL Other universities require HL in 1 science and SL in second science.
	Biology	SL or HL	
	English (A or B)	SL	
Engineering	Physics	HL	Maths at SL is acceptable for some courses – research.
	Mathematics	*	
	Chemistry	HL	
	English (A or B)	SL	
Psychology	English (A or B)	HL or SL	HL or SL will depend on the course and the university. Do your research.
	Mathematics	*	
	Any Science	HL or SL	
Creative Careers	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	
Marketing	Mathematics	*	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	
Veterinary Science	Mathematics	*	Very competitive so rest of CV will be looked at.
	Chemistry	HL	
	Biology or Physics	HL	
	English (A or B)	SL	
Law	History	HL	LNAT for UK admission. Work experience in some form of admin/law capacity can help.
	English	HL	
Finance / Business Management	Mathematics	*	Entry requirements for each course can be very specific. Do not narrow down your subjects here.
	English	SL	

* Further research required. Level be depend on course choice.

Group 1:

English A: Language and Literature

Course Overview

The Language A: Language and Literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.

Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of the Language A: Language and Literature course are to enable students to:

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

Assessment Objectives

Know, understand and interpret:

- A range of texts, works and/or performances, and their meanings and implications.
- Contexts in which texts are written and/or received.
- Elements of literary, stylistic, rhetorical, visual and/or performance craft.
- Features of particular text types and literary forms.

Analyse and evaluate:

- Ways in which the use of language creates meaning.
- Uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques.
- Relationships among different texts.
- Ways in which texts may offer perspectives on human concerns.

Communicate:

- Ideas in clear, logical and persuasive ways.
- In a range of styles, registers and for a variety of purposes and situations.

Assessment

Internal Assessment HL & SL	<p>Language A: language and literature students will be required to discuss one literary text and one non-literary text. The weighting of the individual oral will be 30% for SL and 20% for HL.</p> <p>Language A: literature students will discuss a text studied in translation and a text written originally in the language studied.</p>
External Assessment	<p>Paper 1 will be 1h 15 minutes for SL and 2hs 15 minutes for HL. The weighting of Paper 1 will be 35% for both levels. 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>The HL essay 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. Students 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

Internal Assessment HL & SL	Individual Oral 15 mins 30% (SL); 20% (HL) & has 10 minutes discussion Topic chosen by teacher	
HL Essay	1200-1500 words 20% (HL)	
External Assessment	SL 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)	HL 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)

Vietnamese Language and Literature

Aims

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

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

Year	Topic	Content	Assessments
Year 1	1. Reader, writers and texts	Concepts covered: Identity, culture, communication	IA Paper 1 HL essay
		Literary works: Novel of Vu Trong Phung (HL only) Short stories of Thach Lam Play of Henrik Ibsen (The Doll's house)	
		Non – literary texts or text types: Images and magazine covers; Print advertisement; Political Cartoons	
	2. Time and Space	Concepts covered: Perspective, communication, representation, transformation	IA Paper 1 HL essay
		Literary works: War Poetry (Nguyen Duy)	
		Non – literary texts or text types: Speeches, Photographs, Diary	
Year 2	3. Intertextuality	Concepts covered: Creativity, representation, Perspective	Paper 1 Paper 2
		Literary works: Half of the yellow sun (Novel) – Chimamanda Ngozi Adichie Short stories of Lu Xun (HL only)	
		Non – literary texts or text types: Electronic texts; News articles, Interviews	

Language A: School Supported Self-Taught(SSST) SL

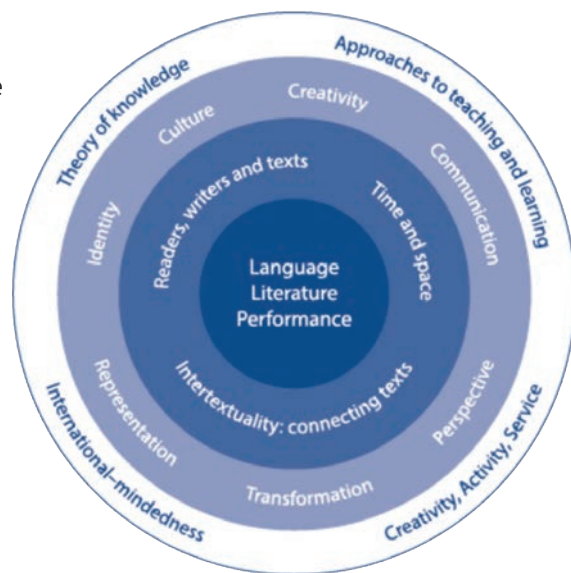
Course Overview

At BISHN we are proud of the community that we serve and are committed to supporting mother tongue language development for our students. The School-Supported Self Taught (SSST) Literature option is offered for students who want to maintain a language spoken at home but who do not study this language as part of the academic curriculum during the school day. Any student interested in studying this course must have had previous formal literary experience and training to help them to access and succeed in the course. Students must be confident and capable of writing critical essays about texts. Studying the SSST Literature option is at the school's discretion and will be decided after a conversation with the Assistant Head of School (IB).

For students whose mother tongue is not English, Vietnamese or Korean it is recommended that separately funded instruction in their mother tongue continues during their education at BISHN. BISHN supports parent funded initiatives for the teaching of mother tongue languages not offered as part of BISHN's regular curriculum. Students have a Language A SSST Supervisor to support their Approaches to Learning in school. The parent-organised tutor will be a native language speaker and support in their chosen language as well as who marking, and in some cases setting, work.

Aims:

- see how the literary works are relevant to your world and your experiences
- engage with a range of texts in a variety of media and forms from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- make connections with theory of knowledge (TOK), the approaches to learning and international-mindedness and other subjects you are studying
- become a flexible and critical reader
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature



Areas of Exploration:

- Readers, writers and texts introduces the notion of literature, its purposes and the ways in which texts can be read, interpreted and responded to.
- Time and Space draws attention to the fact that texts are not isolated entities, but are connected to space and time.
- Intertextuality: connecting texts focuses on the connections between and among diverse texts, traditions, creators and ideas.

Course Assessment:

- Paper 1 – unseen text analysis based on 2 extracts from differing literary forms
- Paper 2 – essay based on two literary works you have studied
- Individual Oral – 15 minutes focusing on this prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.

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

Internal assessment HL & SL HL Essay	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)	
External Assessment	SL	HL
	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 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 (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 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/ 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

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

Online School Supported Self-Taught Language Acquisition

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 SL

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

Internal Assessment	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
External Assessment	SL 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

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
Core	Business organisation and environment Introduction to business management Types of organisations Organisational objectives Organisational planning tools Finance and accounts Sources of finance Costs and revenues Break-even analysis Final accounts Efficiency ratio analysis Marketing The role of marketing Marketing planning Market research Sales forecasting The extended marketing mix of seven Ps International marketing Finance and accounts Final accounts Profitability and liquidity ratio analysis Investment appraisal Budgets / Cash flow / Investment appraisal	Marketing E-commerce The four Ps Human resource management Functions and evolution of human resource management Organisational structure Leadership and management Motivation Organisational (corporate) culture Industrial/employee relations Business organisation and environment Stakeholders External environment Growth and evolution Operations management Lean production and quality management Production planning The role of operations management Production methods Location Research and development Crisis management and contingency planning
Case Study	Issued in Term 1 Examined in Paper 1	Issued in Term 2 Examined in Paper 1

Assessment

Internal Assessment	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%	
External Assessment	SL Paper 1 - 1 hr 15 mins - 35% Structured questions Paper 2 - 1 hr 45 mins - 40% Structured and extended response questions	HL Paper 1 - 2 hrs 15 mins - 35% Structured and extended response questions Paper 2 - 2 hrs 15 mins - 40% Structured and extended response questions

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.

Assessment

Assessment Outline - SL (First assessment 2022)	
Assessment component	Weighting
External assessment (3 Hours)	70%
Paper 1 (1 hour 15 minutes) <ul style="list-style-type: none"> • An extended response paper (25 marks) • Assessment objectives: AO1, AO2, AO3, AO4 • Syllabus content (excluding HL extension material) • Students answer one question from a choice of three (25 marks) 	30%
Paper 2 (1 hour 45 minutes) <ul style="list-style-type: none"> • A data response paper (40 marks) • Assessment objectives: AO1, AO2, AO3, AO4 • Syllabus content (excluding HL extension material). Includes some quantitative questions. • Students answer one question from a choice of two. (40 marks) 	40%
Internal assessment (20 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)	30%

Assessment Outline - HL (First assessment 2022)	
Assessment component	Weighting
External assessment (4 Hours and 45 minutes)	80%
Paper 1 (1 hour 15 minutes) <ul style="list-style-type: none"> • An extended response paper (25 marks) • Assessment objectives: AO1, AO2, AO3, AO4 • Syllabus content including HL extension material. • Students answer one question from a choice of three (25 marks) 	20%
Paper 2 (1 hour 45 minutes) <ul style="list-style-type: none"> • A data response paper (40 marks) • Assessment objectives: AO1, AO2, AO3, AO4 • Syllabus content including HL extension material. Includes some quantitative questions. • Students answer one question from a choice of two. (40 marks) 	30%
Paper 3 (1 hour 45 minutes) <ul style="list-style-type: none"> • A policy paper (60 marks) • Assessment objectives: AO1, AO2, AO3, AO4 • Syllabus content including HL extension material. Includes both quantitative and qualitative questions. • Students answer two compulsory questions. (30 marks per question) 	30%
Internal assessment (20 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)	30%

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
Core	PART 2 - SL and HL Geographical Perspectives - Global Change Population - Distribution and Change Global Climate - Vulnerability and Resilience PART 3 - HL Global Interactions Power, Places and Networks	PART 2 - SL and HL Geographical Perspectives - Global Change Global Resources - Consumption and Security PART 3 - HL Geographical Perspectives - Global Interactions Human Development and Diversity Global Risks and Resilience
PART 1 - Options	PART 1 - OPTION A (SL and HL) Freshwater PART 1 - OPTION F (HL only) Geography of Food and Health	PART 1 - OPTION D (SL and HL) Geophysical Hazards

Assessment

Internal Assessment	Written report based on field work - Field trip with option A - Freshwater 2500 words maximum 25% SL/ 20% HL	
External Assessment	SL 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)	HL 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)

All content adapted from:

https://ibpublishing.ibo.org/proof/apps/dpapp/index.html?doc=d_3_geogr_gui_1702_1_e&part=1&chapter=1



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 at 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
Core	SL: Paper 2 - Authoritarian States: Castro, Hitler, and Lenin & Mao Paper 2 - The Cold War: Origins HL: Paper 3 - Imperial Russia, Revolution, and the establishment of the Soviet Union (1855-1924) and The Soviet Union and Post-Soviet Russia (1924-2000)	SL: Paper 2 - Cold War (Origins, Cases Studies in Korea and Cuba, Détente, End of the Cold War) Paper 1 – Move to Global War (Japanese expansion in Asia, Italian and German expansion in Europe) Internal Assessment HL: Paper 3 - Interwar Europe 1919 – 39: Germany, Italy, Spain and France

Assessment

Internal Assessment	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%

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

Assessment

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

Chemistry

Description of Course

'I feel sorry for people who don't understand anything about chemistry. They are missing an important part of happiness' Linus Pauling.

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
Core	Stoichiometric relationships: Particulate nature of matter, The mole concept, Reacting masses and volumes, Measurement and analysis Atomic structure: Electron configuration, Electrons in atoms HL Chemical Bonding and structure: Ionic bonding, Covalent bonding, Metallic bonding, Intermolecular forces, Hybridisation HL Periodicity: Trends in the Periodic Table, Transition metals HL Energetics: Hess's Law, Bond enthalpies, Entropy HL Chemical kinetics Collision theory and rates of reaction Rate expressions and activation energy HL Equilibrium Equilibrium Law HL	Acids and bases, Theories and properties of acids and bases, The pH scale, Acid deposition, Lewis acids and bases HL, pH curves HL, calculations involving acids and bases HL, Redox processes, Oxidation and reduction, Electrochemical cells SL/HL, Organic chemistry, Fundamentals of organic chemistry, Functional group chemistry, Types of organic reaction HL, Synthetic routes HL, Stereoisomerism HL, Spectroscopic identification of organic compounds SL/HL
Option		Option C Energy SL and HL Energy sources Fossil fuels Nuclear fission and fusion Solar energy Global warming Electrochemistry HL Further nuclear fusion and nuclear fission HL Photovoltaic and dye-sensitised solar cells
IA	Practice IA in the summer term	SL and HL September of Year 2 - 10 hrs work
Grp4	Group 4 project in term 1 – collaborative project with all sciences	

Assessment

Internal Assessment	Practical Project - assessed by teacher - moderated by external examiner <ul style="list-style-type: none"> • Student should spend 10 hours for SL and HL on a scientific research topic of their choice • 20% at both SL and HL 	
External Assessment	SL 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	HL 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 on 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
Core	Mechanics SL Forces / Motion / WEP Momentum and Impulse Circular Motion Newtons Laws Of Gravitation Gravitational Fields - HL Thermal Physics SL Thermal Concepts Modelling Gasses Oscillations and Waves SL Wave Characteristics & Behaviour Traveling Waves / Standing Waves Oscillations HL Interference Single Slit Diffraction / Doppler Effect Resolution / Simple Harmonic Motion Energy Production SL Thermal Energy Transfer Energy Sources Measurement and Uncertainties SL Measurement in Physics Errors and Uncertainties Vectors and Scalars Graphical & Simulation Techniques	Electromagnetism SL Electric Cells Heating Effects Of Electric Currents Electric Field / Magnetising Effects Of Currents HL Electromagnetic Induction Capacitance Power Generation and Transmission Atomic Nuclear & Particle Physics SL The Structure of Matter Discrete Energy and Radioactivity Nuclear Reactions HL Nuclear Physics / Interaction of Matter with Radiation Measurement and Uncertainties SL
Option	Astrophysics SL	

Assessment

Internal Assessment	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.	
External Assessment	SL Paper 1: 0.75 hours: 20% Multiple Choice Paper 2: 1.25 hours: 40% Extended Answers Paper 3: 1 hour: 20% Data Analysis	HL Paper 1: 1 hour: 20% Multiple Choice Paper 2: 2.25 hours: 36% Extended Answers Paper 3: 1.25 hour: 24% Data Analysis



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

Assessment

Internal Assessment	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"> a cover page using prescribed format an original IT product documentation supporting the product (word limit 2,000 words). 	
External Assessment	Standard Level 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)	Higher Level 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



Environmental Systems and Societies (ESS) SL

The World Economic Forum identifies critical thinking, complex problem solving, systems analysis and evaluation, as valuable skills wanted in the future workforce (2018). As green industries expand, Environmental Systems and Societies will equip you with the knowledge and skills needed to be part of a sustainable global future.

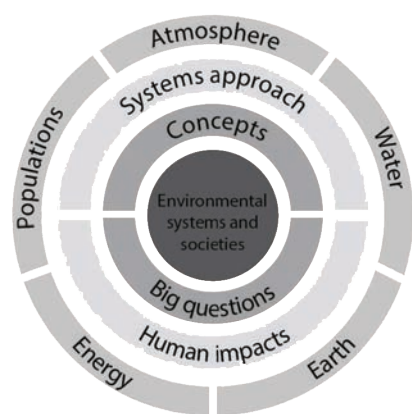
Entry requirements

Students need at least a C grade or higher in English First Language, or a B or higher in English Second Language. It is highly recommended that students have at least a grade B in Science (Coordinated, Combined or Biology) and/or Geography.

Course description

IB Environmental Systems and Societies (ESS) is firmly grounded in both scientific and geographical understandings of current environmental issues around the world. Students will develop a holistic approach to complex environmental issues and interactions between environmental systems and societies. Students consider the costs and the benefits of human activities, to the environment and to societies helping them to develop informed personal viewpoints.

Structure of the Course and Course Content



Foundations of ESS	Ecosystems and ecology	Biodiversity and conservation	Water and aquatic food production
Soil systems and terrestrial food production	Atmospheric systems and societies	Climate change and energy production	Human systems and resource use

The interdisciplinary nature of the course develops a broad skill set, including research and investigations, participation in philosophical discussion and problem-solving. Due to its interdisciplinary nature, students can study ESS in either group 3 or group 4. This leaves the opportunity to study an additional group 3 or group 4 subject. For further details please speak to Ms Archer.

Assessment:

External

Students will sit two examination papers based on the topics studied and apply their knowledge to different case studies.

Internal Assessment

All students must produce one individual investigation based on primary or secondary data. Giving students the opportunity to design investigations and collect data in a variety of different environments to complete the Internal Assessment. The Internal Assessment is a report of up to 2,250 words and is worth 25% of the overall grade.

Sports, Exercise and Health Science SL

Course Description

Both the SL and HL have a common core syllabus, internal assessment scheme and overlapping elements in the options studied. While the skills and activities are common to all students, HL requires additional material within the options.

SEHS gives the opportunity for students to become aware of how scientists work and communicate, and the variety of forms of the “scientific method” with and emphasis on a practical approach.

Curriculum model overview

Syllabus component	Recommened teaching hours		Additional higher level (AHL)		
	SL	HL			
Core	80				
<ul style="list-style-type: none"> Anatomy Exercise physiology Energy systems Movement analysis Skill in sports Measurement and evaluation of human performance 	7	17	Additional higher level (AHL) <ul style="list-style-type: none"> Further anatomy The endocrine system Fatigue Friction and drag Skill acquisition and analysis Genetics and athletic performance Exercise and immunity 		50
	13	15			7
	15	13			6
			Optional (Two of four) <ul style="list-style-type: none"> Optimizing physiological performance Psychology of sports Physical activity and health Nutrition for sports, exercise and health 	30	50
			Practical work <ul style="list-style-type: none"> Investigations Group 4 project Individual investigation (internal assessment) 	40	60
				20	40
				10	10
				10	10
			Total teaching hours	150	240

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		3	4.5	80	80
Paper 1	SL: 30 multiple choice questions on the core. HL: 40 multiple choice questions on the core and the AHL.	0.75	1	20	20
Paper 2	One data-based and several short answer questions. SL: one extended response question. HL: two of four extended response questions	1.25	2.25	35	35
Paper 3	Several short answer questions in each of the two options. HL: additional extended response questions.	1	1.25	25	25
Internal		10	10	20	20
Individual investigation		10	10	20	20

Yearly Overview

Terms	Year 1	Year 2
Content	Topic 1: Anatomy The skeletal system The muscular system Topic 5: Skills in sports The characteristics and classification of skill Information processing Principles of skill learning Topic 6: Measurement and evaluation of human performance Statistical analysis Study design Components of fitness Principles of training programme design	Topic 2: Exercise physiology Structure and function of the ventilator system Structure and function of the cardiovascular system Topic 3: Energy Systems Nutrition Carbohydrate and fat metabolism Topic 4: Movement analysis Neuromuscular function Joint and movement type Fundamentals of biomechanics
Option	A: Optimizing physiological performance Training Environmental factors and physical performance. Non-nutritional ergogenic aids Recovery from sports and exercise (HL only) Training and performance at altitude (HL only) C: Physical activity and health 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)	B: Psychology of sports 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) D: Nutrition for sports, exercise and health 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)
IA	2 x practice IA	
Grp4	Collaborative Project with all sciences in Group 4	

Assessment

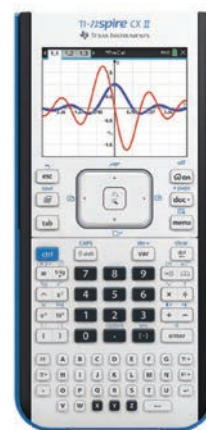
Internal Assessment	Students must conduct an experiment and produce a report. Assessment objectives 1 – 4 Internally assessed and externally moderated. 20% at SL and HL	
External Assessment	SL Paper 1 – 1 hour – 20% 40 multiple-choice questions on core material, about 15 of which are common with SL. 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.	HL 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.

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 II (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, physics, and potentially subjects like chemistry and economics, for example. In order to embark on SL or HL Analysis and Approaches course, it is important you are confident with non-calculator and algebra skills.

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	Non calculator	1.5 hrs	40	2 hrs	30
Paper 2	With calculator	1.5 hrs	40	2 hrs	30
Paper 3	With calculator	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
Total		100		100	

HL Analysis and Approaches requires an excellent achievement at IGCSE and a teacher recommendation.



Mathematics: Applications 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. If your further studies programme requires a significant amount of mathematics, for example studying Statistics, Business, Biology, etc, then Applications and Interpretation at HL would be the appropriate choice. If you hope to follow a further studies programme which has little mathematical content, then Applications and Interpretation would be the appropriate choice.

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
Total	150	240

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	With calculator	1.5 hrs	40	2 hrs	30
Paper 2	With calculator	1.5 hrs	40	2 hrs	30
Paper 3	With calculator	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
Total		100		100	

HL Application and Interpretation requires a high achievement at IGCSE and a teacher recommendation.

Group 6: The Arts Music

Course Description

The Diploma Programme music course is designed to offer students the opportunity to build on prior experience in Music and improve their skills. IGCSE music is not a prerequisite, but it is essential that candidates can already read music and play an instrument to a good standard before they join the course. Students must have instrumental lessons with an external teacher for the duration of the course. 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.

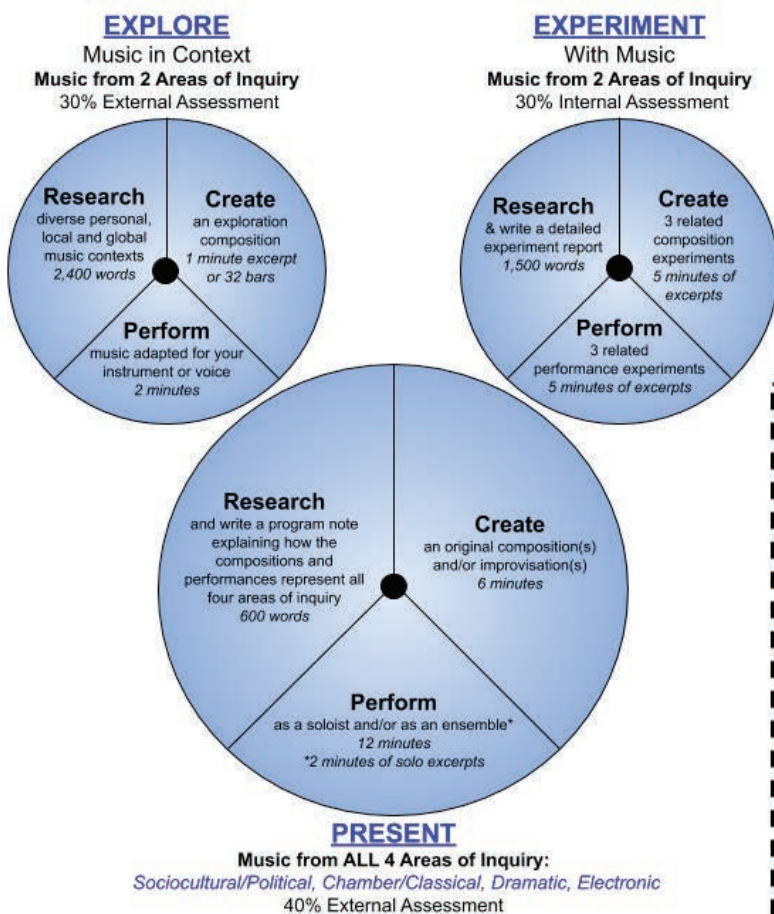
IB Music is now examined on coursework projects. 3 for SL and 4 for HL. Students must keep a learning journal and be self-motivated in their practise and research throughout the course.

This is a great course for university preparation as it is more like first year undergrad than IGCSE.

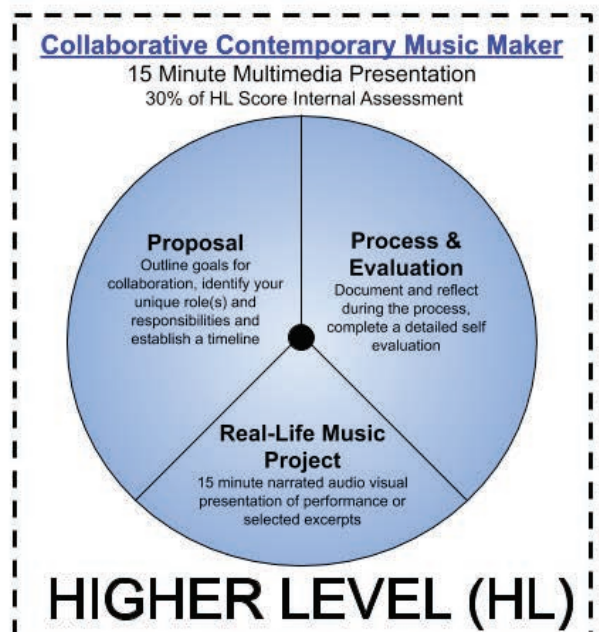
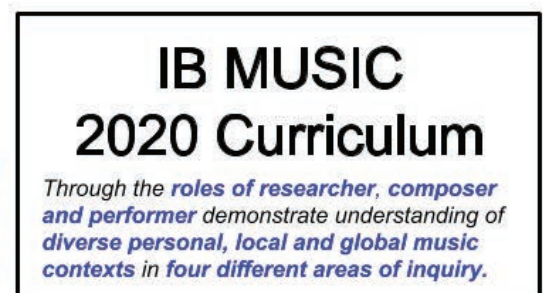
Music is looked upon very favourably by universities as studying a musical instrument is a key indicator to commitment and self-motivation even for non-musical courses.

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.



STANDARD LEVEL (SL)



HIGHER LEVEL (HL)

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	Students will explore a range of styles of theatre and play texts and practice all aspects of the assessed units to prepare them for year 2.	Complete assessed units. A performance evening in term 2 will present the final pieces to a public audience.

Assessment

Internal Assessment	Collaborative project - create and present an original piece of theatre Students submit for assessment a 15 page process portfolio to accompany the performance
External Assessment	Solo Theatre piece - HL only: Solo performance piece informed by the theory of one theatre practitioner and accompanied by a 3000 word essay Directors Notebook - both SL & HL: 20 page document that explores the possibilities for the production of a play text of the students own choosing. Research presentation about topic from prescribed list SL & HL: 15 minute presentation about a world theatre tradition, including the historical and social context, theatre theory and practical demonstration.

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	Visual Arts Journal Using the Visual Arts Journal. Unit 1 Themed work - students select a personal theme. Visual Arts in Context Examine and compare the work of artists techniques and materials Making art through a process of investigation, thinking critically and experimenting with techniques Visual Arts methods 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. SL 4 to 7 completed works. HL 8-11 completed works Gallery visit Term 1
1.	Unit 2 Visual Arts in Context Examine and compare the work of artists from different cultural contexts Making art through a process of investigation, thinking critically and experimenting with techniques Visual Arts Methods Look at different techniques for making art Experiment with diverse media and explore techniques for making art	Communicating Visual Arts 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 – SL - 400 words rationale and 500 characters per artwork HL - 700 words rationale and 500 characters per artwork Putting together exhibition for E submission. Process portfolio - Formatting screens ready for E submission. External assessment
2.	Unit 3 Visual Arts in Context Develop an informed response to work and exhibitions students have seen and experienced. Apply identified techniques to own developing work. Completing Comparative Study SL- 10- 15 screens HL- 15- 20 screens Visual Arts Methods Investigate and compare how and why different techniques have evolved and the process involved. Evaluate how ongoing work communicates meaning and purpose. Completing the Process Portfolio SL - 9-18 SCREENS HL 13-25 SCREENS	
3.		

Assessment

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

Extra Curricular Activities (ECAs)

Course Description

The ECA program at BIS Hanoi supports our IB Diploma students to develop their learner profile attributes, complete elements required for the IB Core (especially CAS) and prepares them for their futures as they discover more about themselves and their path in life. ECAs benefit our students in the following ways:



Opportunities for leadership

We are also encouraging a growing number of CAS students to lead their own ECAs, either by acting as mentors in existing clubs, or developing their own ideas and seeking a member of staff to facilitate their creation. Our younger students love to learn from their older peers, whilst the sixth formers develop excellent leadership skills. In the words of Bac Dung, year 12 student: "Hosting ECAs encourages people to become better versions of themselves as it builds some of the most important qualities and skills of a person: leadership, reflection, teaching, cooperation, humility and effective communication. Any student who aspires to become a teacher, instructor, business executive, world leader, social media "influencer" or artist should host their own ECA. There is no better method to retain knowledge and skill than teaching it to someone else." This year we are launching a number of new student-led ECAs including: Korean and Vietnamese History, Science and Debate Clubs, a Flute Choir and the BIS Business Network. The School Magazine is also expertly run by a team of dedicated students.



There are no better advocates for the ECA program than the students themselves, so let's hear about the impact they felt ECAs had on them:

“

Personally, I've been part of many ECAS and the ones that stood out to me were Gardening, Community Arts, and Debate Club. I have found many different hobbies and even now I want to go back to the gardening club because it was so fun to see what I planted, grow! Then I got to taste the vegetables that I planted myself!

When I was having many struggles with friendships and fitting in to a new school environment, ECAs helped me to gain my passion for art again. When I was in my old school people didn't really acknowledge my art as much and I thought I was a bad artist, but at BIS the art teacher gave me a chance in the Community Arts ECA to paint the walls in the library since she liked my designs (even though it was just a drawing of a cat and the hat). After that, I found my favorite subject and a lot more friends by hanging around the art room and spending break times painting the walls.

”

- Daniel Mubin Jung 12H

“

I love that ECAs are filled with many people who have different backgrounds, so I can understand a wider perspective. They have built camaraderie, confidence and humbled me. Furthermore, they have also allowed me to become more skillful because when I first joined BIS I was a shy, awkward little kid with few skills, and that kid turned out to become someone who participated in sports competitions internationally (and won some sweet gold medals), performed in 3 different productions (2 of them as major characters) and entered many local volleyball and swimming competitions. These experiences showed me the importance of respect, courage, perseverance, and sportsmanship. These traits still carry on, and will strengthen, as the years go by. You would never know who you truly are if you had not tried to face your deepest fears or overcome the greatest of challenges. I think in life, we are all on a journey of discovering and learning but the most important step is always the first one out of your comfort zone.

”

- Bac Dung Mai Y12

Min Seo (Heidy) Cho Y13 has taken part in Secondary Productions, Model United Nations (MUN) and { }

“

My highlight from MUN has to be the conferences that I have attended. They allow you to really showcase the skills that you have honed while participating in the ECA, and you get the opportunity to meet a lot of new people. I have definitely become a more confident person and better speaker through MUN and it also allows me to learn more about different global issues. This year, I look forward to helping lead the ECA and attending more conferences.

”

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