AIS Saigon

AUSTRALIAN INTERNATIONAL SCHOOL

"Leading to a Bright Future"

SENIOR CURRICULUM HANDBOOK

IB DIPLOMA PROGRAMME SUBJECT SELECTION GUIDE

UNIVERSITY OF CAMBRIDGE

CIS MEMBER

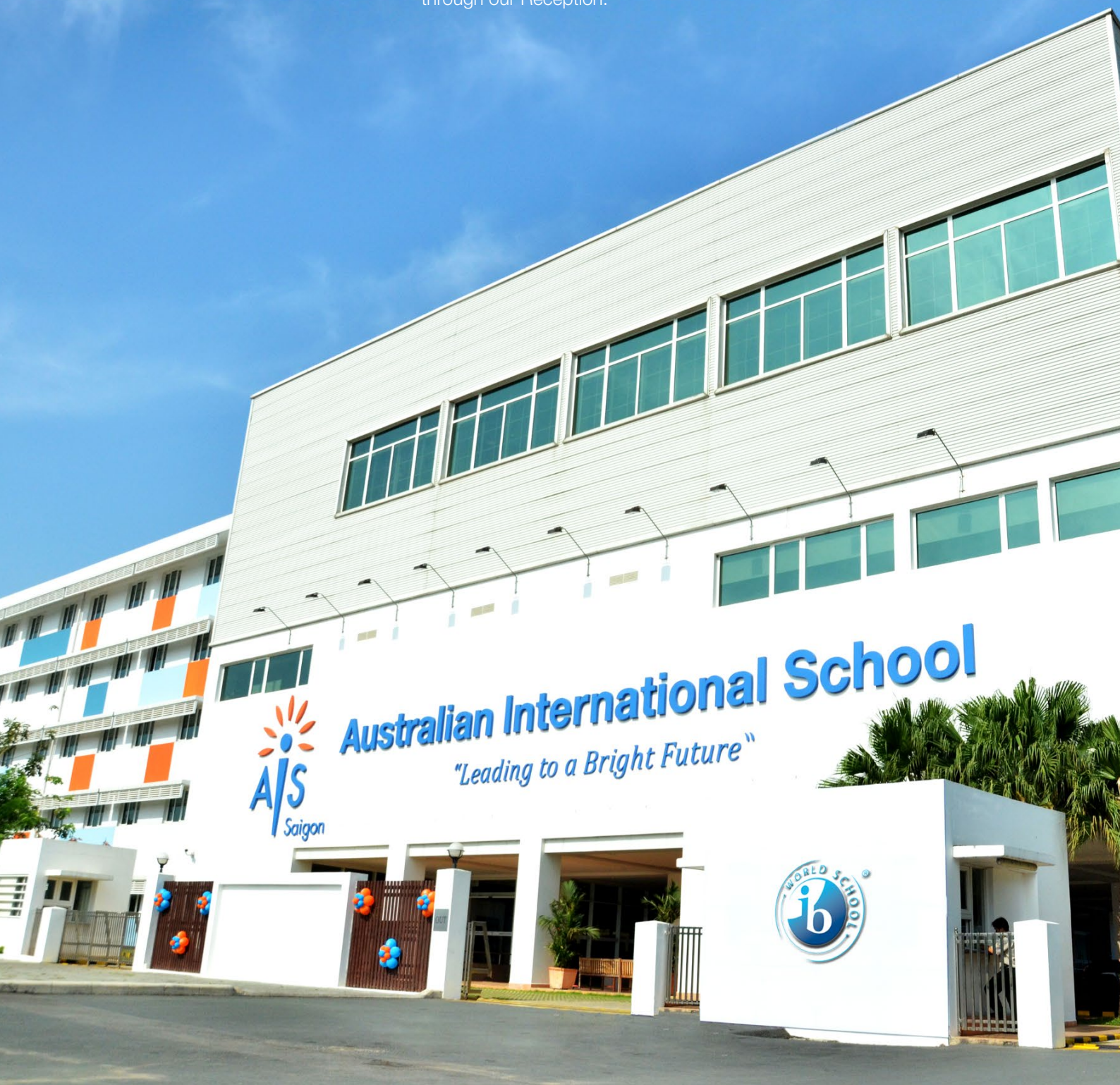
Contents

Introduction

This booklet is intended to give students and parents some background information on subjects in the IB Diploma programme offered at AIS in the next academic year.

The IB Diploma Programme is a highly regarded, academically rigorous comprehensive programme. It enables AIS students to enter and succeed at universities around the world, thoroughly prepared for the next stage of life.

Some of the documentation contained in this booklet may be challenging for students and parents to understand. Further information and details regarding subject selection can be obtained by scheduling an appointment with the IB Diploma Coordinator through our Reception.



The Diploma Programme: Overview

The AIS DP Admission Policy

To enter the IB Diploma Programme at AIS, applicants are expected to have attained a sufficient level of proficiency in academic English to access the program and have a solid foundation in Mathematics. They must also possess personal qualities that demonstrate a willingness to work diligently in all aspects of school life.

Admission is recommendation based and will consider aspects of personality, potential and performance such as:

- The student's academic ability to meet the demands of the IB program. Supporting evidence may come from IGCSE grades (e.g. 4 grade Cs at IGCSE including English/ESL and Maths), school report cards or teacher recommendations.
- The potential of the student to benefit from the course(s) offered.
- An appropriate level of academic English as determined by the school. For entry to the full IB Diploma a grade C at IGCSE or teacher recommendation is required. For students new to AIS a score of 80% in the Cambridge FCE test administered during the admission process is the guideline for entry to the full IB Diploma Programme and a score above 60% for entry into the IB Course programme ('certificate'). Students scoring below these absolute minimum levels may not have yet developed the academic English to fully access the program and so their acceptance will be determined at interview.

AIS offers Language A in three main languages: English, Vietnamese and Korean. It is expected that Vietnamese and Korean students will undertake their mother tongue as language A, however all students must study English as either language A or language B.

The aims of the Diploma Programme

The Diploma Programme is a challenging, broad and balanced two-year programme of international education for students aged 16 to 19. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession, as well as developing the values and life skills needed to live a fulfilled and purposeful life.

The IB learner profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes; inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.

The Academic Programme

6 Required Subjects

- 3 at Higher Level (HL) (240 class hours)
- 3 at Standard Level (SL) (150 class hours)

3 Core Requirements

- Creativity, Action, Service (CAS)
- Theory of Knowledge (TOK)
- Extended Essay (EE)

Assessment

Internal Assessment (20 - 30%): throughout Year 1 and Year 2

- a major project or assignment in each subject
- assessed internally by AIS subject teachers
- moderated externally by IB examiners

External Assessment (70 - 80%): in May of Year 2

- exams and coursework are externally assessed by IB examiners
- each subject is graded on a 1 – 7 scale
- 7 points for each of the 6 subjects (7 X 6) = 42 points maximum
- 3 TOK + EE matrix points = 42 + 3 = 45 points maximum IBDP score
- As a guide, 24 points minimum required to receive the IB Diploma

Why are universities keen to accept IB Diploma graduates?

- they have self-confidence with university level material
- they are prepared to accept new educational challenges
- they have developed the capacity for independent and cooperative research and study
- they think in global terms, have cultural sensitivity and an international orientation.
- they have cultivated creative and critical thinking abilities with effective communication skills

Special Education Needs (SEN) and Inclusion

AIS is an inclusive School community which seeks to engage all students in diverse, challenging, purposeful and appropriate learning experiences, regardless of their level of ability. AIS recognises that our community benefits from including students from diverse backgrounds and strengths and works wherever possible to provide the best quality individual support and tailored learning experiences to meet the needs of each student within the mainstream teaching and learning programme.

During the Diploma Programme, students who have indentified (and where appropriate supported by independent and current documentation) needs receive accommodations in all assessments in line with the IB Guidelines. These may include additional time, readers, use of technology, rest breaks etc and will reflect the accommodations available to the student in the final IB examinations at the end of their program.

The IB Coordinator will, where appropriate, inform the IB of any student requiring exam accommodations. He/she will ensure that all documentation is current and meets the requirements set by the IB and inform parents in advance if this is not the case. Confirmation of accommodations will be communicated in writing to the student and parent.

Distinctions between Standard Level (SL) and Higher Level (HL) classes

The exact difference in terms of content, standards, and requirements of class taken at the SL or HL varies between subjects in the IBDP curriculum. In some subjects, HL and SL vary substantially in degree of difficulty and material covered. However, for most subjects, the levels differ primarily in the amount of material covered rather than degree of difficulty.

SL courses require approximately 150 class hours while HL courses require approximately 240 class hours. In practice, SL students have additional in-class study time, cover fewer units, and/or have fewer demands with regard to their Internal Assessment (IA). Students who pursue any course at HL should do so because they have a particular aptitude or high-level of motivation in this class.

In making the final decision about the level of coursework, students need to carefully balance their interests and abilities with projected university entrance requirements.

Internal Assessment (IA) and External Examinations

1. Internal Assessment (generally 20-30% of the final grade): The IBDP curriculum requires that students complete a major "project" in each class. Such projects are formally called an Internal Assessments (IA) because they are assessed "internally" by the subject teachers. Depending on the subject, these projects may be called portfolios, labs, essays, investigations, research papers, etc.

   Regardless of the type of project, students are asked to apply the knowledge and skills they are learning in the class to this assignment. To ensure consistency, IA projects are also "moderated". This means that while the individual teacher is responsible for grading and assessing the students work, the IB randomly requests samples of this work to be examined by IB examiners who check to see that teachers are applying the correct grading criteria. Consistently, this step is essentially a "safeguard" to ensure that teacher grading practices are comparable with IB standards.

   The moderation process is an important part of maintaining consistency, fairness, high standards, and accountability in the IBDP. The IA requirement also serves to lessen the relative impact of the examination at the end of the course. Students who are not necessarily good test-takers may excel at the IA project, thereby helping to help balance any unexpected exam results.
2. IB Examinations and Coursework (generally 70 to 80% of the final grade): In May of the second year of the IB Diploma Programme, students will undertake IB examinations. IB examinations are comprehensive; meaning they are usually based on two years' worth of teaching materials. Therefore, they require a great deal of revision and preparation by the student. These exams are created by the IBO and sent by courier to each IBO school. The exams are "externally assessed" (graded) by trained examiners throughout the world based upon published grading criteria.

Frequently Asked Questions

What are the benefits of the IB Diploma Programme?

Most importantly, perhaps, the IBDP fosters the spirit of learning through questioning and discovery – the finding out of the 'why', not just the learning of the 'what'. Its balanced combination of Arts and Science subjects avoids premature specialization, while its international perspective encourages students to learn about their own culture and those of others. Universities and employers thus know that the successful IBDP student is intelligent, well organized, hard-working, internationally aware and capable of the critical and creative thinking that tomorrow's world demands.

Do I have to be a brilliant all-rounder to undertake the IB Diploma Programme?

No. The IB Diploma Programme is accessible to a wide range of students. It requires a willingness to persevere with a range of subjects, but this gives the breadth of education that universities appreciate. It is important to select your best subjects for HL: these should be chosen on the basis of what you are good at, what you enjoy most and what you may need for your future career, e.g. Mathematics and Physics are essential for aspirant engineers. Your SL subjects may also be those that you enjoy and in which you are succeeding, but may be the ones in which you are less confident – we are not all brilliant mathematicians or linguists!

How does the IB grade a student's work?

The candidates are graded on a scale of 1 (lowest) to 7 (highest) points in each of their subjects: HL and SL. There are no passing grades for each course, although to earn the IB Diploma you should aim to score a 4 (satisfactory) or better.

3 more points may be awarded for the Extended Essay and work on the Theory of Knowledge course. Thus, the maximum score possible is 45. Subject to satisfactory marks in all parts of the Diploma, it may be awarded for a minimum of 24 points.

Is the IBDP recognised by universities worldwide?

Yes, recognised and welcomed. It is, of course, sensible to check with universities before applying, but the list of countries recognizing the IB Diploma is long. Check the IB website:www.ibo.org

Do IBDP graduates earn transfer credits at overseas universities?

Yes. Many universities award transfer credits to IBDP graduates. Students who have scored very high grades (grade 5 or above) in HL courses stand a good chance of earning such university credits, resulting in saving six months to one year. However, such credits vary from university to university.

Further information on the International Baccalaureate Diploma Programme may be found at www.ibo.org

The Six Groups

Students must take one subject from each group below. Students who do not choose Visual Art or Music in Group 6 choose an additional subject from group 1-4.

All subjects are available at Higher (HL) and Standard (SL) level unless stated otherwise.

Core Requirements (compulsory for all students)

- Theory of Knowledge (TOK)
- Creativity Action Service (CAS)
- Extended Essay (EE)

Group 1 (Language A)

- English A Language & Literature
- Korean A Language & Literature
- Vietnamese A Literature
- Chinese A Literature
- School-Supported Self-Taught Literature (SL only)

Group 2 (Language B or ab initio)

- English B
- Chinese B
- French ab initio (SL only)

Self-taught languages are only available as first language choices. A student may study a Group 1 language and also a self-taught language to meet the requirements of the Diploma programme.

Group 3 (Individuals + Societies)

- Geography
- Economics
- Psychology
- Information Technology in a Global Society
- Environmental Systems and Society (SL only)

Group 4 (Sciences)

- Chemistry
- Physics
- Biology
- Design Technology
- Environmental Systems and Society (SL only)

Group 5 (Mathematics)

- Mathematics HL
- Mathematics SL
- Mathematical Studies SL

Group 6 (The Arts)

- Visual Arts
- Music
- Another subject from group 1-4

* Environmental Systems and Society may be taken as a Group 3 or Group 4 subject, or to cover the requirements of both Groups.

The Core Requirements

The **Theory of Knowledge (TOK)** requirement is central to the educational philosophy of the Diploma Programme. It offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge, and to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. It prompts students' awareness of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge and to recognize the need to act responsibly in an increasingly interconnected but uncertain world.

Students are required to demonstrate an awareness of the values and the limitations of their individual outlooks, and of the views common to the communities and cultures to which they belong. In coming to understand the strengths and limitations of their own and others' cultural perspectives, students are better able to evaluate their own views and their own level of intercultural understanding.

TOK also has an important role to play in providing coherence for a student's Diploma Programme. Exploration of the nature of knowledge in TOK transcends and links academic subject areas, demonstrating for students the ways in which they can apply their own knowledge with greater awareness and credibility.

The **Extended Essay (EE)** is an independent, self- directed piece of research, culminating in a 4,000- word paper. It is given much importance by students, teachers and universities, because it provides practical preparation for the kinds of undergraduate research required at tertiary level.

Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyse, synthesize and evaluate knowledge, with a personal choice of topic from within any subject area. Students are supported and encouraged throughout the research and writing with advice and guidance from a supervisor.

The IBO's aim of educating the whole person comes alive in a practical, demonstrable way through **Creativity, Activity, Service (CAS)**, when students are involved in the community, whether at a local, national, or international level.

The three elements of CAS are mutually reinforcing. Together, they enable students to recognize that there are many opportunities to learn about life, self and others, and to inspire confidence, determination and commitment. Creative and physical activities are particularly important for adolescents and they offer many favourable situations for involvement and enjoyment at a time that is for many young people stressful and uncertain. The service element of CAS is perhaps the most significant of the three, in terms of the development of respect for others, and of responsibility and empathy. The CAS requirement takes seriously the importance of life outside the world of scholarship.

Group 1: Studies in Language and Literature

Students take at least one subject from studies in language and literature. Taking two studies in different languages is one way of obtaining a bilingual diploma.

English A: Language & Literature

Korean A: Language & Literature

Prerequisite knowledge and prior learning

English and Korean A: language and literature is designed for students who have experience of using the language in an academic context, and supports future academic study in the subject by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.

English and Korean A syllabus:

Part 1: Language in Cultural Context. Language and its cultural context looks at the audience and purpose of texts and how language, language changes, and meaning are shaped by culture and context, and involves the study of topics such as language and power, language and belief, language and taboo, language and gender, language history and translation.

Part 2: Language and Mass Communication. Language and mass communication looks at different forms of mass communication and how these use language to inform, persuade or entertain, and involves the study of topics such as the media institutions, political and legal language, popular culture, and advertising.

Part 3: Literature – Texts and Contexts (HL 3 texts, SL 2 texts). Texts and contexts examine meaning in a text as shaped by culture: that is, by the contexts of the circumstances of its production, by what the reader brings to it, and by social context, cultural heritage and historical change.

Part 4: Literature – Critical Study (HL 3 texts & SL 2 texts) or the close reading of texts.

English and Korean A assessment:

Language and Literature is the same at Higher Level (HL) and Standard Level (SL), but there are significant quantitative and qualitative differences between the levels. For example, HL students study six literary texts, SL students study four; HL students produce four written tasks of up to 1,000 words during the course, SL students three; and the questions in the essay assessment paper are the same for both levels, but with different assessment criteria applied.

- Internal: completion of TWO (HL) or ONE (SL) Written Assignment(s)
- Internal: completion of TWO oral assessments
- External: completion of TWO external examination papers

Vietnamese A: Literature

Chinese A: Literature

Prerequisite knowledge and prior learning

Vietnamese and Chinese A literature is aimed at students who intend to pursue literature, or related studies, at university, as well as students whose formal study of literature will not extend beyond this point. The program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways, and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. The comparative framework emphasized for the study of these works further enforces it.

Vietnamese and Chinese A syllabus:

Part 1: Works in Translation (HL 3 texts, SL 2 texts), Students submit a reflective statement and literary essay on one work studied in this part.

Part 2: Detailed Study (HL 3 texts, SL 2 texts, representing a range of genres), assessed by formal oral commentary examination. Poetry is compulsory for higher level.

Part 3: Literary genres (HL 4 texts, SL 3 texts), all drawn from one of the following genres: drama, poetry, prose fiction or prose other than fiction, assessed in Paper 2 of the written examination

Part 4: Options (HL 3 texts, SL 3 texts), assessed as an oral presentation. In addition to the written and oral work prescribed by IB, there will be regular internally assessed written and oral assignments.

Vietnamese and Chinese A assessment:

- Internal: completion of ONE Written Assignment
- Internal: completion of TWO (SL) or THREE (HL)
- oral assessments
- External: completion of TWO external examination papers

School-supported Self-taught Lang. A: Literature (SL only)

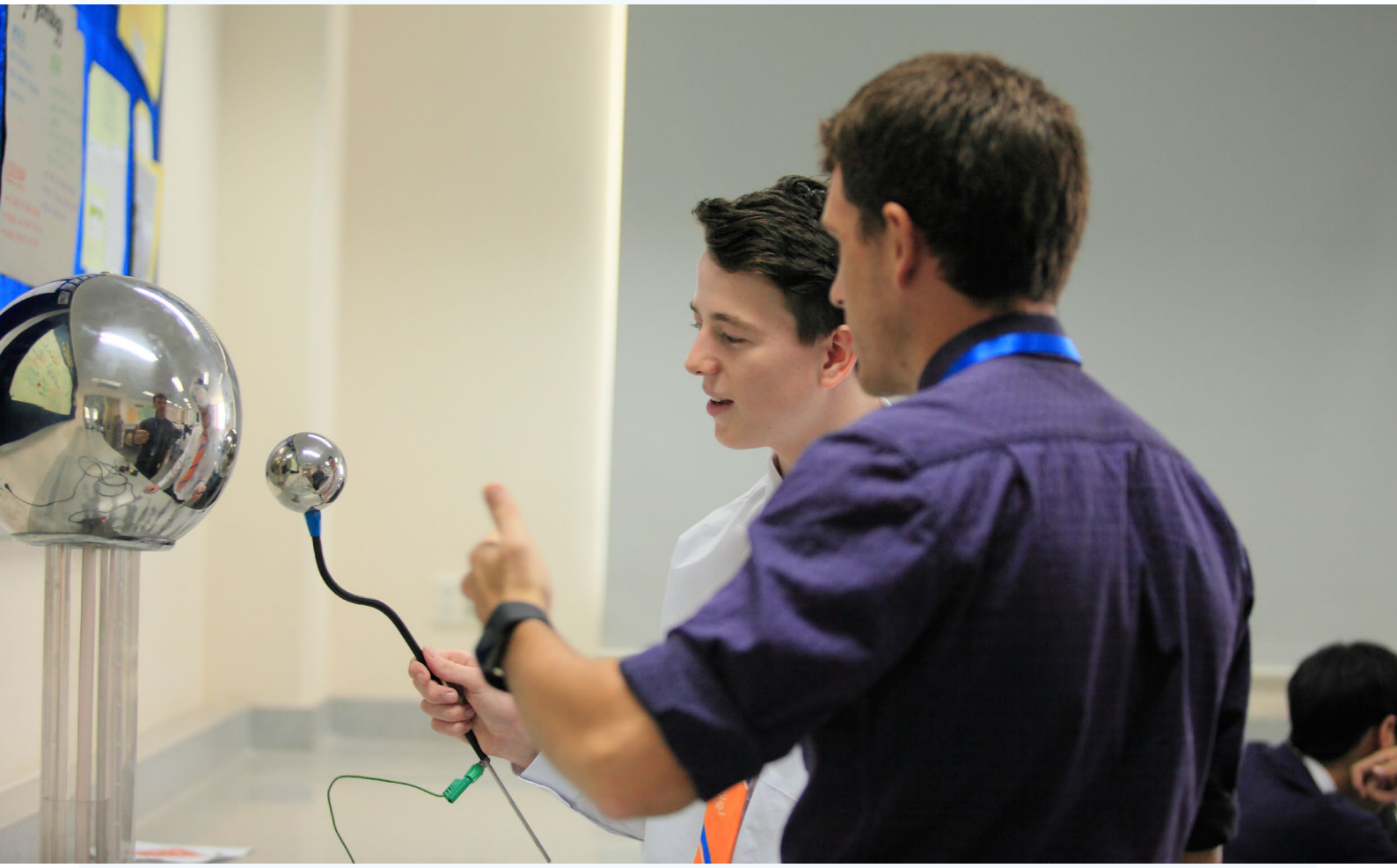
Maintaining and developing the mother tongue of all learners is especially important at AIS.

The school-supported self-taught course is intended for native speakers of the particular language of study where no teacher of the language is available. Self- taught students may study language A: literature at SL only.

We currently have students studying French, Japanese and Russian and we are happy to support other language options.

Prerequisite knowledge and prior learning

Students must have experience of using the language of the course in an academic context and it is recommended that students have had experience of writing critical essays about texts in the chosen language. Not having done so would not exclude them from studying this course, but place the student a great disadvantage with regards to assessment requirements. Students should have taken the same language at IGCSE, MYP, or be able to demonstrate that they have had sufficient background in literature of the target language to be successful in the course.



Self-taught Literature syllabus:

Part 1: Works in Translation (2 texts), reflective statement and literary essay on one work studied

Part 2: Detailed Study (2 texts, representing a range of genres), assessed by formal oral commentary examination. Poetry is optional at SL.

Part 3: Literary genres (3 texts), all drawn from one of the following genres: drama, poetry, prose fiction or prose other than fiction, assessed in Paper 2 of the written examination

Part 4: Options (3 texts chosen from the PLA), assessed as an oral presentation. In addition to the written and oral work prescribed by IB, there will be regular internally assessed written and oral assignments.

Self-taught Literature external assessment:

Paper 1: Guided literary analysis (20%)

The paper consists of two passages: one prose and one poetry.

Students choose one and write a guided literary analysis in response to two questions.

Paper 2: Essay (25%)

The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3.

Written Assignment (25%)

Students submit a reflective statement and literary essay on one work studied in part 1. The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.

Alternative Oral Examination (30%):

This component consists of two compulsory oral activities that are externally assessed by the IB.

Section 1: Individual oral commentary: 10 minutes (15%). Students present a formal oral commentary on an extract from a work studied in part 2.

Section 2: Individual oral presentation 10 minutes (15%). Students make a presentation based on two works studied in part 4.

Group 2: Language Acquisition

The study of an additional language in Group 2 adds to the international dimension of the Diploma Programme. Within Group 2, intercultural understanding is a major cohesive element of the syllabus in both language B and ab initio. While learning a language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours.

Prerequisite knowledge, prior learning and placement of students in group 2 language courses

Many factors determine the Group 2 course that a student should take: the student's best language, the language(s) spoken at home and at school, and any previous knowledge of the language of study. The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate course. The course must be a challenging educational experience for the student. All final decisions on the appropriateness of the desired language/level will be taken by the School in consultation with the language teachers.

French ab initio (SL only)

The language ab initio course is designed for students with little or no prior experience of the language they wish to study. Language ab initio is available at SL only.

Language ab initio syllabus:

The language ab initio course is organized into three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that 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 should be able to respond and interact appropriately in a defined range of everyday situations. The language ab initio course, albeit at a basic level, seeks to develop intercultural understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level.

Language ab initio assessment:

External assessment 75%

Paper 1 Receptive skills: Understanding of four written texts.

Paper 2 Productive skills: Two compulsory writing exercises.

Written Assignment: Receptive and productive skills

A piece of writing, 200–300 words, in the target language carried out in class under teacher supervision.

Internal assessment 25%

(10 minutes): Interactive skills

Individual oral Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.

- Part 1: Presentation of a visual stimulus (from a choice of two) by the student
- Part 2: Follow-up questions on the visual stimulus
- Part 3: General conversation including at least two questions on the written assignment.

English B & Chinese B

Prerequisite knowledge and prior learning

Language B (HL or SL) an additional language learning course designed for students with some previous learning of that language. The foci of these courses are language acquisition, intercultural understanding, and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are related to the culture(s) concerned.

English B and Chinese B syllabus:

The core—with topics common to both levels—is divided into three areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select two from the following five options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

English B and Chinese B assessment:

Completion of ONE Written Assignment (20%): Receptive and written productive skills. Creative writing of 300-400 words (500–600 for HL) plus a plus a 100-word rationale, based on the core (for HL, 150 words based on one of the literary texts).

Completion of TWO oral assessments:

- Individual Oral: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher (20%).
- Interactive Oral Activity (based on the core): three classroom activities assessed by the teacher (10%)

TWO external examination papers (50%)

- Paper 1 (Receptive skills): Text-handling exercises on four written texts, based on the core
- Paper 2 (Written productive skills): One writing exercise of 250–400 words from a choice of five, based on the options, and for HL: as for SL plus a 150–250 word response to a stimulus text, based on the core

Group 3: Individuals & Societies

Economics

Economics is a dynamic social science, forming part of the study of individuals and societies. 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.

The IB Diploma Programme Economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies.

These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The Economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Prerequisite knowledge and prior learning

The Economics course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The ability to understand and explain abstract concepts and the ability to write in a logically structured manner are distinct advantages in Economics. While the specific skills of the Economics course are developed within the context of the course itself, a familiarity with economic concepts would be an advantage. However for the HL option a good level of maths is a benefit.

Economics syllabus

Section 1: Microeconomics: Competitive Markets: Demand and Supply, Elasticity, Government, Intervention, Market Failure, Theory of the Firm (HL Only)

Section 2: Macroeconomics: The level of overall economic activity, Aggregate Demand and Aggregate Supply, Macroeconomic Objectives, Fiscal, Monetary and Supply-side Policies

Section 3: International economics: International Trade Exchange Rates, The Balance of Payments Economic, Integration Terms of Trade (HL Only)

Section 4: Development economics: Measuring Economic Development, The role of domestic factors, The role of international trade, The role of foreign direct investment, The role of foreign aid and multilateral development assistance, The role of international debt, The balance between markets and intervention

Aims of Economics

In addition to the common aims of all Group 3 subjects, the aims of the Economics course are to:

- provide students with a core knowledge of economics
- encourage students to think critically about economics
- promote an awareness and understanding of internationalism in economics
- encourage students' development as independent learners
- enable students to recognize their own tendencies for bias

Economics assessment:

External Assessment HL: 80% Three written papers:

- Paper 1 (30%): answer two out of four extended- response questions.
- Paper 2 (30%): data-response paper, answer two out of four structured questions.
- Paper 3 (20%): calculation paper, answer two out of three structured calculation questions.

External Assessment SL: 80% Two written papers:

- Paper 1 (40%): answer one out of four extended- response questions.
- Paper 2 (40%): data-response paper, answer two out of four structured questions.

Internal Assessment (HL/SL 20%): Students are required to produce a portfolio of three commentaries, each 650 – 750 words linking economic theory to a real-world situation

Geography

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

Geography syllabus

Part 1: Geographic themes – seven options (two at SL, three at HL).

- Freshwater—drainage basins
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments

Part 2: Geographic perspectives – global change (SL and HL core).

- Population distribution—changing population
- Global climate—vulnerability and resilience
- Global resource consumption and security

Part 2 extension: Geographic perspectives – global interactions (HL only).

- Power, places and networks
- Human development and diversity
- Global risks and resilience

Prerequisite knowledge and prior learning

Geography requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. While the skills needed for Geography are developed within the context of the course itself however, Geography taken at IGCSE and/ or a familiarity with geographical concepts would be an advantage.

Aims of Geography

In addition to the common aims of all Group 3 subjects, the aims of the Geography course are to:

- develop an understanding of the interrelationships between people, places, and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Geography assessment:

External assessment HL (80%) Three written papers Paper 1 (35%) syllabus content: part 1.

45 minutes per option question

Each option has a structured question and one extended answer question from a choice of two.

Paper 2 (40% SL; 25% HL) content: part 2.

Section A

Three structured questions, based on each SL/HL core unit

Section B

Infographic or visual stimulus, with structured questions

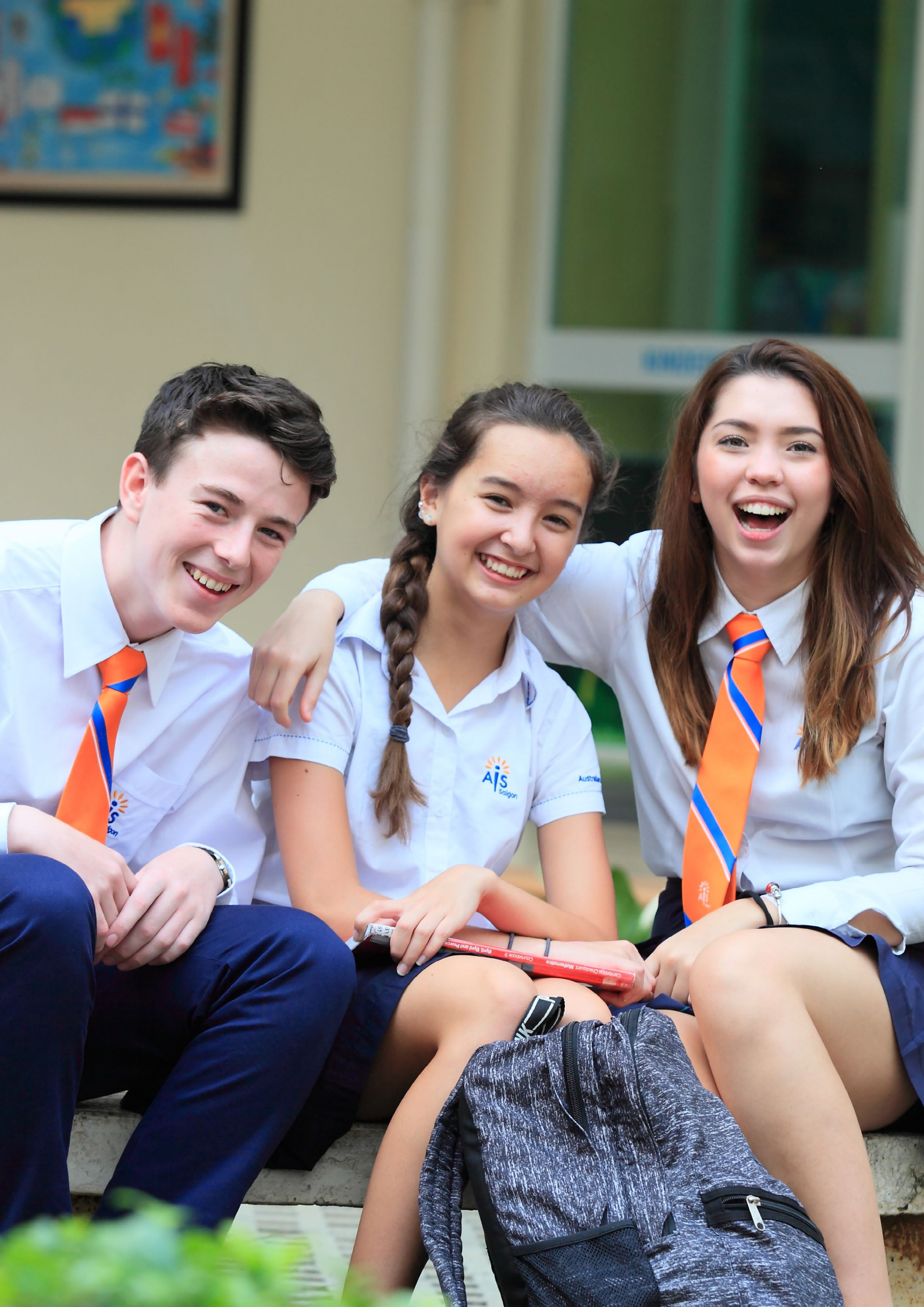
Section C

One extended answer question from a choice of two

Paper 3 (20%) Syllabus content: Higher level extension. Students answer one of three essay questions.

Internal assessment (HL 20% and SL 25%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students complete a written report based on fieldwork.



Psychology

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

Prerequisite and prior learning

No prior study of Psychology is expected. While the skills needed for the Psychology course are developed during the course itself, the ability to understand and explain abstract concepts, the interest to read a considerable amount of text and do research, and the ability to write in a logically structured manner are distinct advantages in Psychology.

Psychology syllabus

Part 1: Core (SL/HL)

Biological approach to understanding behavior, Cognitive approach to understanding behavior, Sociocultural approach to understanding behavior, Approaches to researching behavior.

Part 2: Options (SL/HL)

Abnormal psychology, Developmental psychology, Health psychology, Psychology of human relationships.

Part 3: Experimental study (SL/HL)

Aims of Psychology

In addition to the common aims of all Group subjects, the aims of the Psychology course are to:

- develop an awareness of how psychological research can be applied for the benefit of human beings
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- develop an understanding of alternative explanations of behaviour
- understand and use diverse methods of psychological inquiry

Psychology assessment

External assessment SL 75%

Paper 1 (50%) + Paper 2 (25%)

Internal assessment 25%

A report of an experimental study conducted by the student.

External assessment HL 80%

Paper 1 (40%) + Paper 2 (20%) Paper 3 (20%)

Internal assessment 20%

A report of an experimental study conducted by the student.

Information Technology in a Global Society (ITGS)

The ITGS course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level.

ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline.

Although there is some overlap, ITGS is not Computer Science. The main difference between ITGS and Computer Science relates to the focus of study. ITGS is about how people are affected by systems already in use and those planned for the future. Computer Science looks first at the technology and then later at its interaction with those affected by it.

Prerequisite knowledge and prior learning

No particular background in terms of specific subjects studied for national or international qualifications is expected or required, and no prior knowledge of ITGS is necessary for students to undertake this course. However, a familiarity with IT terminology, concepts and tools would be an advantage, as would be completing Humanities and other Technology courses in the Middle Years.

ITGS Course Outline

1. Social and ethical significance

Reliability and integrity, Security, Privacy and anonymity 1.4Intellectual property, Authenticity, The digital divide and equality of access, Surveillance, Globalization and cultural diversity, Policies, Standards and protocols, People and machines, Digital citizenship

2. Application to specified scenarios

Business and employment; Education and training; Environment; Health; Home and leisure; Politics and government.

3. IT systems

Hardware; Software; Networks; Internet; Personal and public communications; Multimedia/digital media; Databases; Spreadsheets, modelling and simulations; Introduction to project management

For HL, also:

IT systems in organizations; Robotics, artificial intelligence and expert systems; Information systems specific to the annually issued case study.

Aims of ITGS

In addition to the common aims of all Group 3 subjects, the aims of the ITGS course are to:

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

ITGS assessment SL:

External assessment 70%

Paper 1 (40%) + Paper 2 (30%)

Internal assessment: Project (30%)

ITGS assessment HL:

External assessment 80%

Paper 1 (35%) + Paper 2 (20%) + Paper 3 (25%)

Internal assessment: Project (20%)

The Project involves the development of an original IT product for a specified client. Students must produce:

- a cover page using prescribed format
- an original IT product
- documentation supporting the product (word limit 2,000 words)

Environmental Systems and Societies (ESS)

An interdisciplinary subject: group 3 or 4 (SL only)

The Environmental systems and societies course places great emphasis on human attitudes to the environment and on an understanding of the interrelationship

between the environment and human societies. As a result, students are able to adopt an informed personal response to a wide range of environmental issues. It also places great emphasis on the concepts of sustainability and holistic evaluation involving the scientific, ethical and socio-political aspects of issues. However, the course itself is firmly rooted in the local environment and is viewed through an understanding of scientific method and inquiry.

Prerequisite knowledge and prior learning

Students will be able to study this course successfully with no specific previous knowledge of Science or Geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific method, a course that shares these aims would be good preparation.

ESS syllabus:

The course is divided into compulsory Topics:

Topic 1: Systems and Models

Topic 2: The Ecosystem: Structure, Measuring abiotic components of the system, Measuring biotic, components of the system, Biomes, Function, Changes, Measuring changes in the system

Topic 3: Human Populations, carrying capacity and Resource Use: Population dynamics, Resources — natural capital, Energy resources, The soil system, Food resources, Water resources, Limits to growth, Environmental demands of human populations

Topic 4: Conservation and Biodiversity: Biodiversity in ecosystems, Evaluating biodiversity and vulnerability, Conservation of biodiversity

Topic 5: Pollution Management: Nature of pollution, Detection and monitoring of pollution, Approaches to pollution management, Eutrophication, Solid domestic waste, Depletion of stratospheric ozone, Urban air pollution, Acid deposition

Topic 6: The Issue of Global Warming

Topic 7: Environmental Value Systems

In addition, students must complete a Practical Scheme of Work which is 30 hours. Selected practical activities from the PSOW will be chosen to write up as investigations, which formulate Internal Assessment. They will be assessed on a minimum of 6 of these investigations, which are then submitted as Internal Assessment assignments.

Prerequisite knowledge and prior learning

Students will be able to study this course successfully with no specific previous knowledge of Science or Geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific method, a course that shares these aims would be good preparation.

ESS assessment

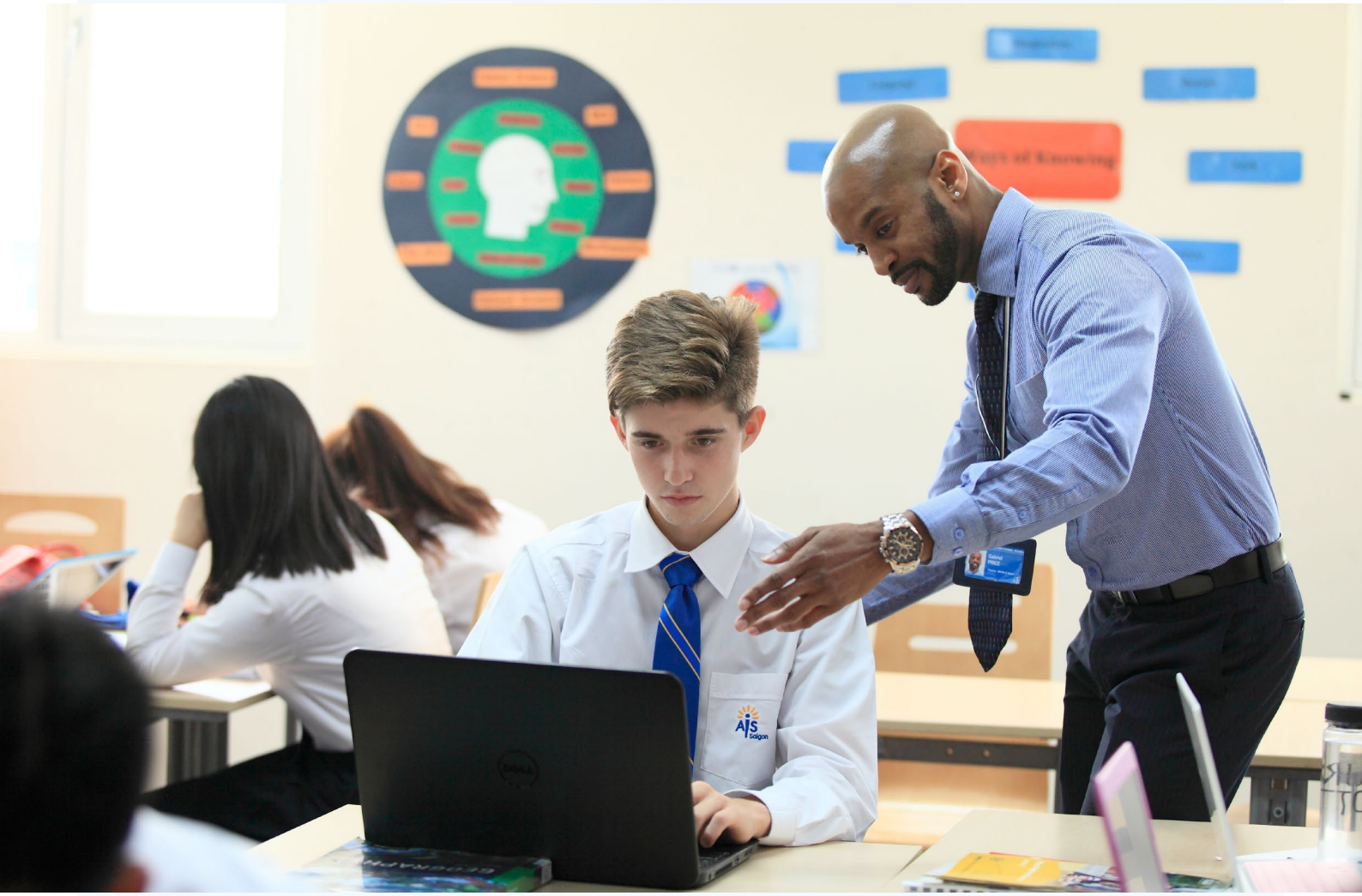
External assessment 75%

Two written papers:

- Paper 1 (25%): case study
- Paper 2 (50%): short answers and structured essay questions

Internal assessment 25%

Fieldwork/practical work: hands-on work in the laboratory and/or out in the field



Group 4: Sciences

Overview

Biology, Chemistry, Physics and Design Technology are available at both Higher and Standard Levels. Environmental Systems and Societies is available only at Standard Level

Methodology

All science programs have a strong focus on providing experimental evidence for the phenomena and concepts studied. As part of this process, students will:

- consider science in its international context
- appraise the importance of communication and collaborative work in science
- acquire a body of concepts and skills for solving scientific problems
- develop an enquiring, investigative attitude
- evaluate and design experimental procedures
- develop the skills to analyse, synthesize and evaluate scientific information
- consider the ethical / moral, social, economic and environmental implications of scientific change
- develop an understanding and critical appraisal of the scientific method
- utilize information technology as a scientific tool.

Experimental work is carried out both individually and in small groups and support is given where possible to students for whom English is a second or other language.

Biology, Chemistry, Physics: Assessment

All subjects are assessed through three written examination papers in addition to the presentation of laboratory reports prepared over the two-year course. All students must also show evidence of participation in the trans-disciplinary Group 4 project.

Higher Level	Paper 1	20%
	Paper 2	36%
	Paper 3	24%
	Internal Assessment (Laboratory work)	20%
Standard Level	Paper 1	20%
	Paper 2	40%
	Paper 3	20%
	Internal Assessment (Laboratory work)	20%

Internal assessment 20%

Practical investigations (HL 60 hours, SL 40 hours)) which are assessed using 5 assessment criteria:

- Personal Engagement
- Exploration
- Analysis
- Evaluation
- Communication

The Group 4 Project

The group 4 project is an interdisciplinary activity in which all Diploma Programme science students must participate. The intention is that students from the different group 4 subjects analyse a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the processes involved in, rather than the products of, such an activity.

In most cases students in a school would be involved in the investigation of the same topic.

Where there are large numbers of students, it is possible to divide them into several smaller groups containing representatives from each of the science subjects. Each group may investigate the same topic or different topics—that is, there may be several group 4 projects in the same school.

Students studying environmental systems and societies are not required to undertake the group 4 project.

Biology

How do large molecules such as glucose travel through cell membranes? Why does a mammalian heart continue to beat when removed from the body? How exactly is light energy used to convert CO2 and H2O to sugar? How does DNA actually provide the 'genetic code'? IB Biology will help to answer these questions and countless others that you might have asked yourself during Middle School Biology.

Biology literally means "the study of life". Biology is such a broad field, covering the minute workings of chemical nano-machines inside our cells, to broad scale concepts such as ecosystems and global climate change. Biologists study intimate details of the human brain, the composition of our genes, and the functioning of our major body systems. Biologists recently all but completed the deciphering of the human genome,

the sequence of deoxyribonucleic acid (DNA) bases that may determine much of our innate capabilities and predispositions to certain forms of behavior and illnesses.

In Biology you will study not only the science of living organisms but also develop a broad understanding of the overarching principles of the subject. These principles are found in the four basic concepts that run through the course. The first concept concerns that the structures present in living organisms are intimately integrated to their function. The second is the concept of evolution which is viewed as the major driving force behind organismal diversity. The third concept explains that a dynamic equilibrium is essential for the continuity of life at both ends of the Biological scale from the smallest bacterium to the ecosystems in which we live. The last concept focuses on the idea that whilst many molecules, processes and structures are common to many organisms, these organisms are nevertheless of such a mind-blowing diversity as to make their direct comparison almost impossible to begin.

Prerequisite knowledge and prior learning

Past experience shows that students will be challenged to achieve a high degree of success in Biology at SL with no background in, or previous knowledge of, science. For students considering the study of Biology at HL, achieving excellent grades in Biology in the previous year would be necessary.

Biology syllabus:

HL/SL Core

Cell biology, Molecular biology, Genetics, Ecology, Evolution and biodiversity, Human physiology

Additional HL

Nucleic acids, Metabolism, cell respiration and photosynthesis, Plant biology, Genetics and evolution, Animal physiology

Options

Neurobiology and behaviour, Biotechnology and bioinformatics, Ecology and conservation, Human physiology

Aims of Biology

As with other Group 4 subjects, some of the many the aims of the Biology course are to:

- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemistry is often referred to as 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, biological science and environmental science, and serves as useful preparation for employment.

Prerequisite knowledge and prior learning

Past experience shows that students will be challenged to achieve a high degree of success in Chemistry at SL with no background in, or previous knowledge of, science. For students considering the study of Chemistry at HL, achieving excellent grades in Chemistry in the previous year would be necessary.

Chemistry syllabus:

HL/SL Core

Stoichiometric relationships, Atomic structure, Periodicity, Chemical bonding and structure, Energetics/ thermochemistry, Chemical kinetics, Equilibrium, Acids and bases, Redox processes, Organic chemistry, Measurement and data processing

Additional HL

Atomic structure, The periodic table–the transition metals, Chemical bonding and structure, Energetics/ thermochemistry, Chemical kinetics, Equilibrium, Acids and bases, Redox processes, Organic chemistry, Measurement and analysis

Options

Materials, Biochemistry, Energy, Medicinal chemistry

Aims of Chemistry

As with other experimental sciences in Group 4 some of the many the aims of the Chemistry course are to:

- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology

- develop an ability to analyse, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology

Physics

The Diploma Programme physics course allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

Alongside the growth in our understanding of the natural world, perhaps the more obvious and relevant result of physics to most of our students is our ability to change the world. This is the technological side of physics, in which physical principles have been applied to construct and alter the material world to suit our needs, and have had a profound influence on the daily lives of all human beings. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. These concerns have become more prominent as our power over the environment has grown, particularly among young people, for whom the importance of the responsibility of physicists for their own actions is self-evident.

Prerequisite knowledge and prior learning

Past experience shows that students will be challenged to achieve a high degree of success in Physics at SL with no background in, or previous knowledge of, science. For most students considering the study of Physics at HL, achieving excellent grades in Physics in the previous year would be necessary.

Physics syllabus:

HL/SL Core

Measurement and uncertainties, Mechanics, Thermal physics, Waves, Electricity and magnetism, Circular motion and gravitation, Atomic , nuclear and particle physics, Energy production

Additional HL

Wave phenomena, Fields, Electromagnetic induction, Quantum and nuclear physics,

Options

Relativity, Engineering physics, Imaging, Astrophysics,

Aims of Physics

As with other Group 4 subjects, some of the many the aims of the Physics course are to:

- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology

Design Technology (DT)

Diploma Program Design Technology aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. To design with technology is to use human ingenuity in selected activities in order to meet needs and find solutions. This can be achieved through existing or new technologies. Design consists of gathering information about the problem or opportunity, processing that information, and planning for some kind of intervention either by modifying what is already there or by introducing something new. The designer is interested not just in the material environment but also in the social, technological, economic, environmental, political, legislative and ethical considerations that affect people's priorities.

Course Content: This course combines technological theory with a significant amount of design-based practical work. Theoretical topics include the study of materials, production processes, control systems, energy sources, the role of the designer and the impact of technology upon the environment. All topics are covered with a view to recognising the impact of technology on the world today. Students' coursework will include a "Design project" where an area of particular interest to the individual can be studied in some depth.

Design Technology syllabus

Core topics:

Topic 1: Human factors and ergonomics

Topic 2: Resource management and sustainable production

Topic 3: Modelling

Topic 4: Raw material to final product

Topic 5: Innovation and design

Topic 6: Classic design

Additional HL topics:

Topic: 7 User-centred design

Topic 8: Sustainability

Topic 9: Innovation and markets

Topic 10: Commercial Production

Prerequisites and prior learning

Students who have not studied Design Technology before could possibly study DT but will find it very challenging. An interview with the teacher will be necessary. Generally, all DT students will need to have had prior exposure to Design Technology.

Design Technology assessment

External Assessment: (60 %)

Standard Level

- Paper 1: multiple choice questions (30% - SL; 20% - HL)
- Paper 2: data-based, short answer and extended response questions (30% -SL; 20% - HL)

Higher Level

- Paper 3: Structured questions on HL extension material and a case study (20%)

Internal assessment (40%)

- Individual design project
- At SL, the design project is assessed against the 4 common criteria:
  - Criterion A: Analysis of a design opportunity
  - Criterion B: Conceptual design
  - Criterion C: Development of a detailed design
  - Criterion D: Testing and evaluation

  With HL being assessed against an additional two criteria:
  - Criterion E: Commercial Production
  - Criterion F: Marketing Strategies

Aims of Design Technology

As with other Group 4 subjects, some of the many the aims of the Design Technology course are to:

- develop the initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
- imbue a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
- appreciate cultures in terms of global technological development, seeking and evaluating a range of perspectives
- understand the contribution of design and technology to the promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being

Group 5: Mathematics

Summary of courses available

Because individual students have different needs, interests and abilities, there are three different courses in mathematics. These courses are designed for different types of students: those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence to understand better their approach to other subjects; and those who may not as yet be aware how mathematics may be relevant to their studies and in their daily lives. Each course is designed to meet the needs of a particular group of students. Therefore, great care should be taken to select the course that is most appropriate for an individual student.

In making this selection, students should be advised to take account of the following factors:

- their abilities in mathematics and the type of mathematics in which they can be successful
- their other choices of subjects within the framework of the Diploma Programme
- their academic plans, in particular the subjects they wish to study in future
- their choice of career

Mathematical studies (SL only)

This course is designed for students with varied mathematical backgrounds and abilities. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts.

Prerequisite knowledge and prior learning

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. This course is accessible to students with almost any mathematical background. Students with a grade C at IGCSE (or equivalent) should be able to aim for high grades in this course.

Mathematical Studies topics:

Number and algebra, Descriptive statistics, Logic, sets and probability, Statistical applications, Geometry and trigonometry, Mathematical models, Introduction to differential calculus

Mathematical Studies assessment:

Internal assessment

The project (20 hrs) is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. This accounts for 20% of the final grade.

External assessment

There are 2 written papers: Paper 1 (40% of final assessment) + Paper 2 (40% of final assessment)

Mathematics SL

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The course focuses on introducing important mathematical concepts through the development of mathematical techniques.

The majority of Mathematics SL students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

Prerequisite knowledge and prior learning

Students who have studied IGCSE should have or be expecting to get at least a grade B and be reasonably confident with Algebra (solving equations, rearranging formulae), Numbers (fractions and Decimals) and trigonometry (Sin, Cos and Tan. Students who have studied Core level IGCSE will not have the required mathematical background for this course.

Mathematics SL topics:

Algebra, Functions and equations, Circular functions and trigonometry, Vectors, Statistics and probability, Calculus

Mathematics SL assessment:

Internal assessment

The internally assessed component of this course is an individual mathematical exploration. This is a piece of written work that involves mathematically investigating a topic chosen by a student. The majority of the work for this will be completed in year 12 and the final copy handed in early year 13. The Mathematical Exploration will account for 20% of the final grade for each student.

External assessment

There are 2 written papers: Paper 1 (40% of final assessment) + Paper 2 (40% of final assessment)

Mathematics HL

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology.

Prerequisite knowledge and prior learning

Students who have studies IGCSE should have or be expecting to obtain a grade A/A* and be confident in the Algebra. The key aspect is that students need to be comfortable and confident working with algebra (solving linear and quadratic equations, rearranging formulae), numbers (fractions, and decimals) and have a good level of mathematical knowledge.

Mathematics HL Topics

Algebra, Functions and equations, Circular functions and trigonometry, Vectors, Statistics and probability, Calculus

Mathematics HL Options

Statistics and probability, Sets, relations and groups, Calculus, Discrete mathematics

Mathematics HL assessment:

Internal assessment

The internally assessed component of this course is an individual mathematical exploration. This is a piece of written work that involves mathematically investigating a topic chosen by a student. The majority of the work for this will be

completed in year 12 and the final copy handed in early year 13. The Mathematical Exploration will account for 20% of the final grade for each student.

External assessment

There are 3 written examination papers: Paper 1 (30% of final assessment) + Paper 2 (30% of final assessment) + Paper 3 (20% of final assessment)

Group 6: The Arts (and electives)

The Group 6 subjects include the Arts (Music or Visual Arts) or an elective (a subject from group 3 or 4).

Music

The Diploma Programme Music course provides a foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers.

Prerequisites and prior learning:

This course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas. Prior music experience and abilities are required at SL, the level of ability to be evaluated by the teacher. At HL, a thorough background in music and experience is required. Candidates must be willing to undertake lessons on an instrument of their choice.

Aims of Music

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

- explore and enjoy the diversity of music throughout the world
- develop perceptual skills through diverse musical experiences
- recognize, speculate, analyse, identify and hypothesize in relation to music
- develop their knowledge creatively through composition and performance

Music syllabus

Musical perception (SL and HL):

Students will study musical genres and styles identifying key elements of music. They will study and analyse a prescribed piece of music and will write a musical links investigation (MI) about two contrasting musical cultures.

Creating (HL and SLC* students only):

Students will submit 3 compositions with a written statement indicating the processes involved in the creation.

Performance:

Students will record a variety of public performances in a group (compulsory for SLG* students only) or solo (compulsory for HL and SLS* students only).

- SL students must choose one of three options:

Creating (SLC); Solo performing (SLS); Group performing (SLG)

Music assessment

External assessment (50%):

- Listening paper (30%)
- Musical links investigation (20%), a written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)

Internal assessment (50%):

Students choose one of the following options.

- Creating (SLC), two pieces of coursework, with recordings and written work
- Solo performing (SLS), a recording selected from pieces presented during one or more public performance(s), 15 minutes
- Group performing (SLG), a recording selected from pieces presented during two or more public performances, 20–30 minutes

Visual Arts

Prerequisites and prior learning

The DP Visual Arts course is designed to offer students the opportunity to build on prior experience while encouraging them to develop and use new skills, techniques and ideas. While it is possible to take the course without previous experience, it is helpful to have had some, particularly for HL. Recommendations:

- At least a C at the IGCSE Art & Design examinations or 5 in MYP Visual Art

For students with no previous experience in art:

- A portfolio from their previous school
- An interview with the teacher who may want to give a small assignment to assess: dedication, commitment, interest, attitude, aptitude, and the ability to reflect verbally and in writing about art.

Visual arts aims:

In addition to the aims of all arts subjects, the aims of the visual arts course are to enable students to:

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

Visual arts syllabus:

The visual arts core syllabus at SL and HL consists of three equal interrelated areas:

- Visual arts in context
- Visual arts methods
- Communicating visual arts

Students are required to investigate the core syllabus areas through exploration of the following practices:

- theoretical practice
- art-making practice
- curatorial practice.

Visual arts assessment:

External assessment (60%)

Part 1: Comparative study (20%)

Students at analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

SL and HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).

HL students also submit 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.

Part 2: Process portfolio (40%)

Students at SL and HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

SL students submit 9–18 (HL 13-25) screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms (HL three), each from separate columns of the art-making forms table.

Internal assessment (40%)

Part 3: Exhibition

Students at SL and HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

- SL students submit a curatorial rationale that does not exceed 400 words (HL 700 words)
- SL students submit 4–7 (HL 8-11) artworks.
- Students submit exhibition text (stating the title, medium, size and intention) for each selected artwork

THE CORE

Theory of Knowledge (ToK)

Theory of Knowledge TOK helps students to consider their own personal philosophy and values, as well as developing a discerning reflective attitude to philosophy, ethics and knowledge. TOK challenges students to reflect critically on the diverse Ways of Knowing and Areas of Knowledge and to consider the role which knowledge plays on the life of the individual and society.

In TOK students are asked to reflect upon acquired knowledge to gain an understanding of the sources and structures of knowledge and knowledge claims. A fundamental purpose of TOK is to allow students to appreciate alternative perspectives, and in turn become increasingly accepting and appreciative of each other in an interconnected world.

Students come to TOK with a variety of life experiences, social/cultural backgrounds, motivation, language abilities and interests. TOK is focused on drawing links with what students already know and are learning in the classroom and the questions raised in the TOK guide.

ToK assessment

External Assessment (Written Assessment)

External assessment is in the form of an essay on a prescribed title, worth two-thirds of the TOK final grade. Students are given the choice of six questions. The question must satisfy the 1200-1600 word limit and will be externally assessed according to the set TOK essay criteria.

Internal Assessment (Oral Presentation)

Students will undertake an oral presentation which will focus on a particular knowledge issue within a real life context. They complete a self-evaluation form which is also submitted to the teacher. Their formal oral presentation will be assessed by the teacher according to the set criteria and will contribute to one-third of the final TOK grade.

The Theory of Knowledge is a compulsory subject in the IB Diploma.

Extended Essay (EE)

Each IB Diploma student has the opportunity to investigate a topic of interest as an in-depth study. The Extended Essay requirement acquaints students with the type of independent research and writing skills expected by universities. The essay permits students to deepen their study programme, for example, by selecting a topic in one of their Higher Level (HL) or Standard Level (SL) subjects. After consultation, they may also be able to write in a subject area outside their current subject choices.

All Extended Essays are externally assessed by examiners appointed by the IBO and are marked according to set criteria. The Extended Essay contributes to the overall Diploma score through the award of points in conjunction with Theory of Knowledge. A maximum of 3 points can be awarded according to a student's performance in both the Extended Essay and Theory of Knowledge. For example, if a student gains an "A in both the Extended Essay and Theory of Knowledge, they will gain the 3 points. If a student gains a "C in Theory of Knowledge and the Extended Essay, they will gain 1 point.

EE Time Allocation

The IB recommends that a student devote a total of approximately 40 hours of private study and writing time to the essay. Each student is assigned a supervisor to encourage and support the student throughout the research and writing process. Work on the Extended Essay will begin in Year 12.

The Extended Essay is a compulsory component of the IB Diploma.

CAS (Creativity, Actvity, Service)

The aim of the IB Diploma is to educate the whole student and encourage responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical productions, sports and community service activities.

Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

In addition, the CAS Coordinator will help organise and facilitate CAS activities for IB students. All activities must meet the approval of the CAS Coordinator.

CAS asessment

Each student involved in a CAS activity must have approval from the CAS Coordinator. Following their active participation, students are required to complete the self-evaluation CAS form and will ask the activity supervisor to sign the form. The forms are kept in the student's CAS journal. On Managebac, the electronic journal is used as a record of each individual student's CAS programme. The journal is required as evidence of outcomes attained. Following a student's completion of each CAS activity, they are required by the IBO to collate their various involvements.

CAS time allocation

The CAS programme should be completed over the two year Diploma Programme ie. 3 or 4 hours per week, with a balanced time distribution between creativity, action and service required.

May use the project approach with concentrated periods devoted to CAS.

Should be scheduled both within the normal school day and outside school hours.

Please note:

CAS is a compulsory component of the IB Diploma. There is no exam for CAS. Students must meet the eight set outcomes over the two years to be eligible for the IB Diploma, including the completion of the major project.

In addition, as a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- Increased their awareness of their strengths and area for growth
- Undertaken new challenges
- Planned and initiated activities
- Worked collaboratively with others
- Shown perseverance and commitment in their activities
- Engaged in issues of global importance
- Considered the ethical implications of their actions
- Developed new skills

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times in a variety of activities but completion requires that there is some evidence of every outcome.

Major Project

In addition, students should also be involved in at least one major project involving teamwork that integrates two or more of the creativity, action and service, and is of significant duration. Large scale activities of this sort may provide excellent opportunities for students to engage with issues of global importance. Students are encouraged to think globally, act locally.

COURSE SELECTION OPTIONS FOR ACADEMIC YEAR 2016-2017

Student must choose ONE subject from each group below.

GROUP	SUBJECT OPTIONS				
1	English A Lang. & Lit. HL/SL	Vietnamese A Lit. HL/SL	Korean A Lang. & Lit. HL/SL	Self-Taught Lang A Lit. SL	
2	English B HL/SL	Chinese B HL/SL	French ab initio SL		
3		Economic HL/SL	Geography HL/SL	ITGS HL/SL	Psychology HL/SL
4	Environ. Systems & Societies SL	Biology	Design Technology HL/SL	Physics HL/SL	
5	Mathematical Studies SL	Math SL	Math HL		
6	Music HL/SL	Visual Arts HL/SL	Chemistry HL/SL	Economics HL/SL	Psychology HL/SL

If you require further information or details regarding subject selection please schedule an appointment with the IB Diploma Coordinator through our reception.

Selecting an IB Diploma Programme Course of Study

AIS offers a generous range of subject choices within the IBDP curriculum which allows students to select the best possible individual programme suited to their needs, personal interests and academic strengths. with special requirement for entry into university, or with doubts/questions should consult the IBDP Coordinator.

Higher Level versus Standard Level

Most IBDP subjects can be studied at two levels:

Higher Level (HL) or Standard Level SL). Students normally choose three subject (no more than four) at HL and three at SL (two, if four HL's taken), for a total of SIX subjects. This allows for breadth and depth in studies.

Higher Level

HL subjects require intensive, in depth study over two years, with 240 recommended teaching hours. These generally reflect the student's areas of interest and academic strength. They are similar in scope to and depth in British GCE 'A' levels, French Baccalaureate, or U.S. Advanced Placement.

Standard Level

SL subjects are less demanding, require a lesser degree of specialized knowledge and understanding, and take a minimum of 150 hours teaching time. They are considered sufficient to satisfy most prerequisite requirements for first year university courses.

Choosing a Language course

Language A Literature or Language & Literature SL is for a fluent language user, who has experience of using the target language in an academic context. Students who take this course will often have varied language profiles and may be multilingual but prefer to take other subjects as their Higher Levels.

Language A Literature or Language & Literature HL is for a fluent language user, it is primarily a per-university course aimed at students who intend to pursue literature, or related studies (arts, social sciences, law, history, and humanities) at university where a strong foundation in the target language is required

Ab initio SL is for a beginner who has little or no previous experience of the language

Language B SL is for a language learner who has 2 to 5 years of experience in the target language

Language B HL is for a language learner has 4 or more years of experience in the target languages

Bilingual Diploma

A Bilingual Diploma is awarded to students who:

- have taken examinations in at least one of the subjects from Group 3 or Group 4 in another language other than their A language
- or who have selected two A languages

Many of the students at AIS take Vietnamese A or Korean A, and as they study the group 3 and 4 subjects in English, are awarded a bilingual diploma.

Other points

- Students may not take the same subject at both HL and SL
- Students cannot select the same language as both Group 1 and Group 2
- Languages do not have to be studied at Higher Level

Making IB Diploma Subject Choices

Before making his or her choices, a student should ask the following questions:

- Which subjects have I enjoyed in the past, irrespective of grades? Why do I enjoy them?
- Which subjects have I previously studied most successfully?
- Which subjects, at which levels, do teachers/parents and counselors recommend?
- What careers am I considering? What do I want to study at university?
- Which countries and I considering for university study?
- Are there certain subjects required for entry to particular courses of further study in the country concerned?
- What relationship is there between my academic success and my future plans?

The table below is only meant as a guide. It may be used to help put together all your considerations regarding possible IB subject choices. Rate each of the subjects you have chosen on a 1 to 7 scale as indicated. Add the totals. Higher totals indicate likely subject choices which match your preferences, abilities and career options.

Thinking about university

The following provides subject selection guidance in terms of what might be prerequisites for university course entry. While these suggestions aim to assist, you should consult with the IBDP Coordinator, Deputy Principal, ATS or other careers advisor or intended university for definitive information regarding course requirements.

/ = alternatives

Medicine, Veterinary Sciences, Biology

Group	Subject
1	Any language course
2	Any language course (Engli sh B if not taken in Group 1)
3	Any
4	Chemistry must be taken, with possibly one of Biology or Physics as well
5	Maths HL / Maths SL
6	Any

For medicine and related degrees, 2 HL Sciences is necessary and Maths SL is good. Only take Maths HL if your math is very goods. Some medical schools prefer a Group 3 HL as well to show that you can write essays. You can select any other SL subjects to show your breadth of interests.

Engineering, Architecture, Physics, Maths

Group	Subject
1	Any
2	Any language course (English B if not taken in Group 1)
3	Any
4	Physics, Chemistry/ DT
5	Maths HL sometimes preferred
6	Any

These degrees normally expect Physics and Maths HL, but some will also accept Maths SL. Very few will take you Maths Studies and Physics. Visual Arts may help in some schools with Architecture applications.

Economics, Business, or Fields of Management

Group	Subject
1	Any language course
2	Any language course (English B if not taken in Group 1)
3	Economics/Psychology
4	Any
5	Maths HL / Maths SL some access Maths Studies
6	Any

For some universities you do NOT have to take Economics but it is obviously an advantage to apply for a related degree. These are popular subjects as they are relevant to the field of work.

Geography, Social Sciences (Law, Politics, Anthropology etc.)

Group	Subject
1	ENGLISH (or another first language at HL)
2	Any language course (English B if not taken in Group 1)
3	Geography/Psychology/Economics or any subject relevant to degree studies
4	Any
5	Maths SL / Maths Studies
6	Any

Arts (History of Art, Music, Philosophy, Classics etc.)

Group	Subject
1	English (or another first language at HL)
2	Any language course (English B if not taken in Group 1)
3	Any
4	Any
5	Maths Studies
6	Visual Art, Music

Computing/Computer Science

Group	Subject
1	Any language course
2	Any language course (English B if not taken in Group 1)
3	ITGS HL or any group 3 subject
4	Physics / Any science
5	Math HL / Math SL
6	Any

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