



上海耀中國際學校

YEW CHUNG INTERNATIONAL SCHOOL OF SHANGHAI

YCIS



IB Course Selection 2010-2011



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The Philosophy and Mission Statement of the IBO

The educational philosophy of the International Baccalaureate Organization (IBO) is found in its mission statement adopted in 1996.

Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life. (Guide to the Diploma Programme, Geneva, IBO, 1997, p.3)

The major aims of the International Baccalaureate (IB) are to:

- ✓ ensure knowledge of traditional academic disciplines and of the individual's own heritage while fostering inquisitiveness and openness to new ideas;
- ✓ equip students with a genuine understanding of themselves and others heightening the capacity of tolerance and engendering respect for different points of view;
- ✓ educate young people to act intelligently and responsibly in a complex society.

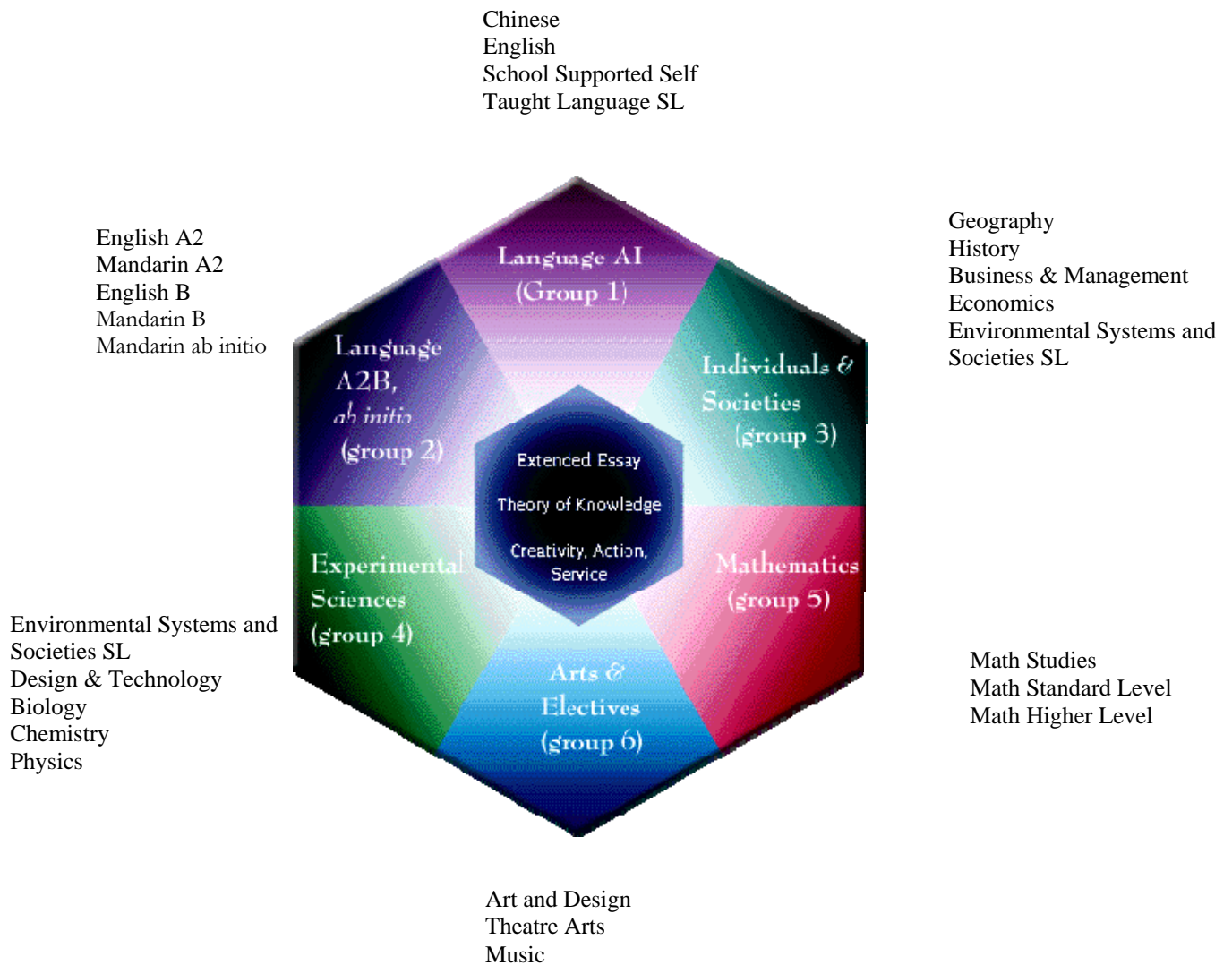
Should you choose to take IB?

The IB Diploma Programme is suited to motivated and responsible students with a combination of the following characteristics:

- ✓ an ability to cope with university course when they leave YCIS Shanghai
- ✓ willingness to develop personal study habits, including self-discipline, self-motivation, and time management
- ✓ a capacity for thinking critically and creatively
- ✓ some fluency in a second language or be willing to become fluent
- ✓ an international outlook and a genuine concern for others

The IB Diploma Programme, while demanding, is open to the average and above average student. It is not an elitist programme for exceptionally gifted students, but a course of studies, to be awarded either a full diploma or certificate. Throughout their studies, students discover that effective learners following an IB curriculum need to be motivated, knowledgeable, strategic in their learning, ethical, compassionate, reflective and socially interactive.

The Components of the IB Diploma Programme



Students are required to study SIX subjects covering the following major fields of learning:

- ✓ Group 1 First Language
- ✓ Group 2 Second Language
- ✓ Group 3 Individual and Society (Humanities)
- ✓ Group 4 Experimental Science
- ✓ Group 5 Mathematics
- ✓ Group 6 The Arts

*** Due to examination constraints/ IB regulations, students cannot take Environmental Systems + Biology**

To allow for specialisation, three subjects are chosen at the Higher Level (HL), and to ensure a broad education, three subjects are chosen at Standard Level (SL).

1. Participation in an interdisciplinary course entitled the Theory of Knowledge (TOK).
2. Submission of an Extended Essay, of not more than 4000 words, on a research topic of the student's own choice.
3. Participation in a programme of Creativity, Action and Service (CAS).

Students can choose to take the full IB Diploma Programme or individual subjects for Certificates. Certificate students participate in the same courses as Diploma students; however, Theory of Knowledge, Extended Essay and CAS are assessed internally for the YCIS Diploma only.

“The IB Diploma Programme is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the diploma model is based in the pattern of no single country but incorporates the best elements of several.”

(IBO – The Diploma Programme, Geneva, IBO, 1997 p.2)

The IB Diploma Programme is a well-rounded liberal arts and science programme designed to prepare students thoroughly for success in life beyond school. The International Baccalaureate Organization's reputation for rigorous assessment gives IB Diploma holders access to the world's leading universities and solid preparation for high achievement once enrolled.

Pre-requisites:

Students enrolling *in IB Diploma Programme* must:

1. Sit IGCSE examinations
2. achieve an MINIMUM average of “C” in core subjects
3. achieve a B in extension subjects
4. be recommended by a current teacher
5. articulate commitment to action, creativity and community service
6. demonstrate organisational skills

Without fulfilling criteria one and two, you may not be considered for the full diploma. You should take Standard Level certificates only.

Pre-requisites:

Students enrolling in SL courses must have obtained a ‘C’ grade at IGCSE or equivalent.

Students enrolling in HL courses must have obtained a ‘B’ grade at IGCSE or equivalent.

The following special circumstances apply:

For Mathematics HL, an A* in IGCSE Additional Mathematics is required

Students for Visual Arts who have not completed IGCSE Art & Design must submit a portfolio of work for approval by the Art Department

For all students new to the school, a placement test in English, Mathematics and Science is required. If necessary, Chinese testing will be conducted by the department concerned in order to confirm a student's language ability and placing.

ENGLISH DEPARTMENT – Group 1 and 2

Groups 1 and 2: Introduction to Languages

- ✓ Language A1 programme is a literature course studied in the “first language” of the student or the language in which the student is most competent. This will normally be the student’s “mother tongue” or “home language”.
- ✓ Language A2 Language and Literature course is for fluent users of the target language. Students are near-native speakers, wishing to study a different language as his or her Language A1. They are bilingual or almost bilingual (in reading and writing).
- ✓ Language B Foreign Language programme is for students with previous experience of learning the language for two to five years.

Group 1: English A1 – Literature

To fulfil the requirements for the IB Diploma, all students must study a Group 1 subject that is a Language A1. The Language A1 programme is a literature course studied in the “first language” of the student.

The Language A1 programme is primarily a pre-university course in literature. This study of literature includes World Literature, Poetry, Prose, Drama and Essays drawn from a range of different genres and time periods. Texts are selected from both Prescribed Booklists published by the International Baccalaureate Curriculum and Assessment Centre and by teachers’ discretion.

The aims of the Language A1 programme are to:

- ✓ encourage a personal appreciation of literature and to develop an understanding of the techniques involved in literary criticism;
- ✓ develop the students’ powers of expression, both in oral and written communication and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations;
- ✓ introduce students to a range of literary works of different periods, genres, styles and contexts;
- ✓ broaden the students’ perspective through the study of works from other cultures and languages;
- ✓ develop the ability to engage in close, detailed analysis of written text;
- ✓ promote students enjoyment of, and lifelong interest in literature.

The Course and Assessment Methods

The English A1 course, while both stimulating and enriching, is uncompromisingly demanding in terms of necessary ability and capacity for hard work. It is aimed at students who intend to pursue literature, or related studies, at university.

Higher Level English A1

This is a comprehensive literature course, using works written originally in the language A1 and in translation. The development of analytical and critical skills coupled with creative and imaginative interpretations of literature are fundamental for success.

The course consists of **four parts**, with a total number of **15 literary texts**:

Part 1: World Literature

A study of **three** World Literature texts with common themes; assessed by two written assignments and marked externally.

Part 2: Detailed Study

A detailed study of **four** texts; assessed by a 15-minute internally assessed formal oral commentary.

Part 3: Groups of Works

A thematic study of one group of **four** texts of the same genre; assessed by the external written examinations.

Part 4: School's Free Choice

A study of **four** texts linked by genre, theme or period; assessed by a 15-minute internally assessed formal oral presentation.

Standard Level Language A1

The course consists of **four parts**, with a total number of **11 literary texts**:

Part 1: World Literature

A study of **three** World Literature texts with common themes; assessed by one written assignment and marked externally.

Part 2: Detailed Study

A detailed study of **two** texts; assessed by a 15-minute internally assessed formal oral commentary.

Part 3: Groups of Works

A thematic study of one group of **three** texts of the same genre; assessed by the external written examinations.

Part 4: School's Free Choice

A study of **three** texts linked by genre, theme or period; assessed by a 15-minute internally assessed formal oral presentation.

The Language A1 assessment model is designed to measure the performance of candidates against the main objectives of the programme by using a combination of external and internal assessment methods. The externally assessed components are the World Literature assignments and the two written examination papers, accounting for 70 per cent of the assessment. The internally assessed component consists of two compulsory oral activities, totaling 30 per cent of the assessment.

Group 1: School Supported Self-Taught Language (SSSTL)

Students are required to study their mother tongue at the A1 level. If students are required to take English as their Group 2 subject, they must study their mother tongue at A1 level, even though there is not a specific language teacher for this language at YCIS Shanghai. The IB Diploma caters for this through what is called the **School Supported Self-Taught** programme. Students are allowed to study their own languages independently to Standard Level, the syllabus elements being similar to the A1 English course. The **SSSTL** course is a timetabled class with a teacher responsible for the course.

SSSTL is a comprehensive **literature course**, using works, in general, written in both the language A1 and in translation. The development of analytical and critical skills, coupled with creative and imaginative interpretations of literature, are fundamental for success. Students are **compulsorily required** to secure a tutor for their language in order to be admitted to this course. This is a private arrangement between the parents of the student and the tutor and responsibilities for remuneration are the students' families.

All components are assessed externally for School Supported Self-Taught Language candidates:

Examination Paper	50%
World Literature essay	20%
Oral Component	30%

Group 2: English A2 and B

Language A2

To fulfil the requirements for the IB Diploma, all students must study a Group 2 subject. The Language A2 programme is a combined literature and language course studied by bilingual students. The Language A2 programme primarily focuses on both literature and the study of language within literature and language as a separate critique. This is achieved by means of media studies and culturally relevant topics. This study of literature includes World Literature, Poetry, Prose and Drama drawn from a range of different genres and time periods. Texts are selected from Prescribed Booklists published by the International Baccalaureate Curriculum and Assessment Centre and by teacher discretion.

The aims of the Language A2 programme are to:

- ✓ develop students' powers of expression in both oral and written communication;
- ✓ provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations;
- ✓ introduce students to a range of texts in different genres, media, styles and contexts;
- ✓ encourage a personal appreciation of a range of texts and develop an understanding of the techniques involved in textual study and criticism;
- ✓ develop students' ability to engage in close, detailed and critical examination of a text;
- ✓ encourage students' recognition of the relationship between their languages;
- ✓ promote insight into the culture(s) related to the Language A2;
- ✓ promote the use of language for personal growth, development and relationships with the international community.

The Course and Assessment Methods

Higher Level Language A2

The Language A2 syllabus consists of the study of **four modules**; at least one option must be a topic; at least one topic must be language or culture or media studies and culture; at least one module must be literature; the remaining two modules may be literature or topic, including future issues, society, global issues.

Module 1: *Topic*

- must be one of the required topics; language and culture or media studies and culture;

Module 2: *Literature*

- must be a study of three works/texts linked by a common theme, genre or period;

Modules 3 and 4: *Literature or Topic*

- literature must be a study of three works/texts linked by a common theme, genre or period;

- topic can be chosen from either the remaining required topics, or from the selection of optional topics; future issues, global issues or societal issues.

Standard Level Language A2

The Language A2 syllabus consists of the study of **three modules**; at least one option must be a topic; at least one topic must be language or culture or media studies and culture; at least one module must be literature; the remaining module may be literature or topic.

For both Higher and Standard Levels, assessment follows the same structure.

External Assessment

Written Tasks	20%
Paper 1 Comparative Commentary	25%
Paper 2 Literary and non Literary essay	25%

Internal Assessment

Individual Oral	15%
Interactive Oral	15%

Language B

English Language B is a foreign language programme for students with up to five years experience in the chosen language. The focus of this course is on the acquisition and development of functional and communicative skills. The four skills of listening, speaking, reading and writing are given equal emphasis.

English B gives students the opportunity to reach a high degree of competence and explore cultures using the language.

The aims of the Language B programme are to:

- ✓ develop students' ability to communicate accurately and effectively in speech and in writing within a range of contexts;
- ✓ develop the ability to understand and respond to the language demands of transactional and social contacts;
- ✓ provide students with a sound linguistic base for further study, work and leisure;
- ✓ offer insights into and understand of the culture of the countries where the language is spoken;
- ✓ provide opportunities for enjoyment, creativity and intellectual stimulation.

The Course and Assessment Methods

Language B Higher Level (HL) follows the same course outlines as for Standard Level (SL) but with more rigorous demands placed on the student and the inclusion of some literary topics. Teaching is carried out in the target language, and emphasis is placed on fluency and comprehension.

Programmes at both HL and SL are set by teachers around course themes to fulfil social, academic and cultural objectives. Students are introduced to a range of texts and styles. They learn how language embodies social and cultural differences and come to appreciate different opinions on issues of general interest, express their feelings and process and evaluate information from oral and written sources.

The course for both HL and SL consists of the following:

1. Texts: chosen from a variety of sources including literary, informative, journalistic and other sources and linked to chosen themes.
2. Development of four skills: text handling, written production, listening and speaking.

Assessment

The English Language B assessment model is designed to measure the performance of candidates against the main objectives of the programme by using a combination of external and internal assessment methods. The externally assessed components are the two written papers, accounting for 70 per cent of the assessment. The two papers consist of Paper 1: Text Handling and Paper 2: Written Production. The internally assessed component consists of two oral activities, totaling 30 per cent of the assessment. The internal assessment consists of one interactive oral activity and one individual oral interview.

CHINESE DEPARTMENT – Groups 1 and 2

Groups 1 and 2: Introduction to Languages

- ✓ Language A1 programme is a literature course studied in the “first language” of the student or the language in which the student is most competent. This will normally be the student’s “mother tongue” or “home language”.
- ✓ Language A2 Language and Literature course for fluent users of the target language. Students are near-native speakers, wishing to study a different language as his/her Language A1. They are bilingual or almost bilingual (in reading or writing or both).
- ✓ Language B Foreign Language programme for students with previous experience of learning the target language for two to five years.
- ✓ Language Ab Initio Foreign Language programme for students with no previous experience of learning the target language.

Group 1: Chinese A1 – Literature

Chinese A1

The Chinese A1 programme is a literature course studied in the “first Chinese” of the student. The Chinese A1 programme is primarily a pre-university course in literature. This study of literature includes World Literature, Poetry, Prose and Drama drawn from a range of different genres and time periods. Texts are selected from Prescribed Booklists published by the International Baccalaureate Curriculum and Assessment Centre.

The aims of the Chinese A1 programme are to:

- ✓ encourage a personal appreciation of literature and to develop an understanding of the techniques involved in literary criticism;
- ✓ develop the students’ powers of expression, both in oral and written communication and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations;
- ✓ introduce students to a range of literary works of different periods, genres, styles and contexts;
- ✓ broaden the students’ perspective through the study of works from other cultures and languages;
- ✓ develop the ability to engage in close, detailed analysis of written text;
- ✓ promote students enjoyment of, and lifelong interest in literature.

The Course and Assessment Methods

The Chinese A1 course, while both stimulating and enriching, is uncompromisingly demanding in terms of necessary ability and capacity for hard work. It is aimed at students who intend to pursue literature, or related studies, at university.

Higher Level Chinese A1

This is a comparative literature course, using works written in the Chinese A1. The development of analytical and critical skills coupled with creative and imaginative interpretations of literature are fundamental to success.

The course consists of **four parts**, with a total number of **15 literary texts**:

Part 1: World Literature

A study of **three** World Literature texts; assessed by two written assignments and marked externally.

Part 2: Detailed Study

A detailed study of **four** texts; assessed by a 15-minute internally assessed formal oral commentary.

Part 3: Groups of Works

A thematic study of one group of **four** texts of the same genre; assessed by the external written examinations.

Part 4: School's Free Choice

A study of **four** texts linked by genre, theme or period; assessed by a 15-minute internally assessed formal oral presentation.

Standard Level Chinese A1

The course consists of **four parts**, with a total number of **11 literary texts**:

Part 1: World Literature

A study of **three** World Literature texts; assessed by two written assignments and marked externally.

Part 2: Detailed Study

A detailed study of **two** texts; assessed by a 15-minute internally assessed formal oral commentary.

Part 3: Groups of Works

A thematic study of one group of **three** texts of the same genre; assessed by the external written examinations.

Part 4: School's Free Choice

A study of **three** texts linked by genre, theme or period; assessed by a 15-minutes internally assessed formal oral presentation.

The Chinese A1 assessment model is designed to measure the performance of candidates against the main objectives of the programme by using a combination of external and internal assessment methods. The externally assessed components are the World Literature assignments and the two written papers, accounting for 70 per cent of the assessment. The internally assessed component consists of two compulsory oral activities, totaling 30 per cent of the assessment.

Group 2: Chinese A2, Mandarin B and Mandarin Ab Initio***Chinese A2***

The Chinese A2 programme is a combined literature and language course studied by bilingual students. The purpose of culture options is to develop and refine students' language skills and to explore Chinese culture. This is achieved by means of media studies and culturally relevant topics. The study of literature includes Novel, Poetry, Prose and Drama drawn from a range of different genres and time periods. Texts are selected from Prescribed Booklists published by the International Baccalaureate Curriculum and Assessment Centre.

The aims of the Chinese A2 programme are to:

- ✓ develop students' powers of expression in both oral and written communication;
- ✓ provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations;
- ✓ introduce students to a range of texts in different genres, media, styles and contexts;
- ✓ encourage a personal appreciation of a range of texts and develop an understanding of the techniques involved in textual study and criticism;
- ✓ develop students' ability to engage in close, detailed and critical examination of a text;
- ✓ encourage students' recognition of the relationship between their languages;
- ✓ promote insight into the culture(s) related to the Chinese language;
- ✓ promote the use of Chinese for personal growth, development and relationships with the international community.

The Course and Assessment Methods**Higher Level Chinese A2**

The Chinese A2 syllabus consists of the study of **four modules**; at least one option must be a topic; at least one topic must be language and culture or media studies and culture; at least one module must be literature; the remaining two modules may be literature or topic, including future issues, society, global issues.

Module 1: Topic

-must be one of the required topics; language and culture or media studies and culture

Module 2: Literature

-must be a study of three works/texts linked by a common theme, genre or period

Modules 3 and 4: Literature or Topic

- literature must be a study of three works/texts linked by a common theme, genre or period

- topic can be chosen from either the remaining required topics, or from the selection of optional topics; future issues, global issues or societal issues

Standard Level Chinese A2

The Chinese A2 syllabus consists of the study of **three modules**; at least one option must be a topic; at least one topic must be language and culture or media studies and culture; at least one module must be literature; the remaining module may be literature or topic.

For both Higher and Standard Levels, assessment follows the same structure.

External Assessment 70%	Internal Assessment 30%
Written Tasks 20%	Individual Oral 15%
Paper1 Comparative Commentary 25%	Interactive Oral 15%
Paper 2 Literary and non Literary essay 25%	

Mandarin B

Mandarin B is a foreign language programme for students with up to five years experience in the chosen language. The focus of this course is on the acquisition and development of functional and communicative skills. The four skills of listening, speaking, reading and writing are given equal emphasis. Mandarin B gives students the opportunity to reach a high degree of competence and explore cultures using the language.

The aims of the Language B programme are to:

- ✓ develop students' ability to communicate accurately and effectively in speech and in writing within a range of contexts;
- ✓ develop the ability to understand and respond to the language demands of transactional and social contacts;
- ✓ provide students with a sound linguistic base for further study, work and leisure;
- ✓ offer insights into and understand of the culture of the countries where the language is spoken;
- ✓ provide opportunities for enjoyment, creativity and intellectual stimulation.

The Course and Assessment Methods

Mandarin B Higher Level (HL) follows the same course outlines as for Standard Level (SL) but with more rigorous demands placed on the student and the inclusion of some literary topics. Teaching is carried out in the target language, and emphasis is placed on fluency and comprehension.

Programmes at both HL and SL are set by teachers around course themes to fulfil social, academic and cultural objectives. Students are introduced to a range of texts and styles. They learn how language embodies social and

cultural differences and come to appreciate different opinions on issues of general interest, express their feelings and process and evaluate information from oral and written sources.

The course for both HL and SL consists of the following:

- 1 Texts: chosen from a variety of sources including literary, informative, journalistic and other sources and linked to chosen themes
- 2 Development of four skills: text handling, written production, listening and speaking

Assessment

The two papers consist of Paper 1: Text Handling and Paper 2: Written Production.

The internal assessment consists of one interactive oral activity and one individual oral interview. The final assessment mark must be the average of the marks for two internal assessment activities. The assessment of oral work must take place during the final year of the course.

Higher Level Mandarin B/ Standard Level Mandarin B

External Assessment 70%		Internal Assessment 30%	
Paper 1 Reading and Written response	40%	Individual Oral	15%
Paper 2 Written Production	30%	Interactive Oral Activity	15%

Mandarin Ab Initio

Mandarin ab initio is a foreign language programme for beginners, designed to be followed over two years who have **no previous experience** of learning Mandarin. The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. Mandarin ab initio course is only available at Standard Llevel.

Aims

At the end of the mandarin ab initio course candidates will be expected to demonstrate the ability to:

- ✓ communicate information and some basic ideas clearly and effectively, in a limited range of situations;
- ✓ understand and use accurately the essential spoken and written forms of the language in a limited range of situations;
- ✓ understand and use a limited range of vocabulary in common usage;
- ✓ use a register that is generally appropriate to the situation;
- ✓ show an awareness of some elements of the culture(s) related to the language studied.

Students should be able to engage in conversations to deal with everyday situations, understand short written passages on defined topics (including the individual, education, transport and communication, shopping, food and drink, leisure, the environment and emergencies), recognise essential notices and be able to extract information from texts such as brochures, guides and letters; carry out writing tasks such as short messages, letters, instruction and short compositions.

The Course and Assessment Methods

The course centres around a set of topics and functions. Students are assessed on text handling, written production, listening and speaking.

External Assessment 70%		Internal Assessment 30%	
Paper 1 Text-handling and Written Response	40%	Individual Oral	15%
Paper 2 Written Production	30%	Interactive Oral Activity	15%

Group 3: Individual and Society (Humanities)

One objective of the IB curriculum is to foster an international understanding which leads to an appreciation of the ways of life of other people. A characteristic of Group 3 subjects is that their content is disputable and thus their study requires some toleration of uncertainty. These courses emphasise both understanding of the student's own culture and environments, and a familiarity with and appreciation of different cultures and environments. Students study, critically and systematically, human experience and behaviour, the varieties of physical and social environments in which we live and the history and development of social and cultural institutions of the modern world.

History

The study of History is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural.

Aims

- ✓ 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 upon 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 the historical experiences of different cultures.

The Course and Assessment Level for Standard Level

- ✓ **Paper 1** Sources-Peacemaking, Peacekeeping-International Relations 1918-36
- ✓ **Paper 2** 20th Century World History

Topic 1: Origins and development of authoritarian and single party states – Nazi Germany, Fascist Italy, Soviet Russia and Mao's China

Topic 2: The Cold War

Historical Investigation – an investigation into an aspect of history

Assessment Summary

Standard Level

External Assessment Exam	75%
Historical Investigation	25%

The Course and Assessment Level for Higher Level

- ✓ **Paper 1** Sources-Peacemaking, Peacekeeping-International Relations 1918-36
- ✓ **Paper 2** 20th Century World History

Topic 1: Origins and development of authoritarian and single party states – Nazi Germany, Fascist Italy, Soviet Russia and Mao's China

Topic 2: The Cold War

✓ **Paper 3** Europe – “European Diplomacy and the First World War 1870-1923”, “The Interwar Years – Conflict and Co-operation 1919-39”, “The Soviet Union and Eastern Europe 1924-2000”.

✓ **Historical Investigation** – an investigation into an aspect of history

Assessment Summary

Higher Level

External Assessment Exam	80%
Historical Investigation	20%

Business and Management

Business and Management is the critical study of the ways in which individuals and groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international co-operation and responsible citizenship are at the heart of Business and Management.

Aims

- ✓ promote the importance of exploring business issues from different cultural perspectives;
- ✓ encourage a holistic view of the world of business;
- ✓ enable the student to develop the capacity to think critically;
- ✓ enable the student to appreciate the pace, nature and significance of change.

The Course and Assessment

Candidates will be expected to:

- ✓ demonstrate a knowledge and understanding of business terminology, concepts and principles;
- ✓ assess the impact of the actions of organisations on the internal and external environment;
- ✓ demonstrate competence in problem-solving by identifying the problem, selecting and interpreting data, applying appropriate analytical tools and recommending solutions by evaluating their quantitative and qualitative implications;
- ✓ demonstrate the ability to apply theory to real-life situations.

Standard and Higher Level students follow a similar curriculum and study five common topics, though it should be noted there is more content on the Higher Level course:

1. Business Organisation and Environment
2. Human Resources
3. Accounts and Finance
4. Marketing
5. Operations Management
6. Business Strategy (Higher Level only)

Assessment

Internal Assessment – 25%

Each student undertakes a project which applies business theory to solve a problem facing a real-life business.

External Assessment – 75%.

There are 2 papers. One paper is based around a pre-seen case study. The other paper is an unseen paper based around topical short case studies.

Economics

Economics has an important role to play in promoting international co-operation and mutual understanding because of its focus on global issues. Teachers of the course aim to promote an awareness in their students of how the impact of economics can both improve co-operation and understanding between countries and, unfortunately, cause extensive damage.

If all participants in the global community are to achieve a better quality of life for their populations, there must be economic co-operation between all countries. This does not mean that developed countries must control the destinies of less-developed countries. Instead, it means sharing concepts across cultures, against a background of economic awareness.

Aims

At both Higher and Standard Levels the aims of Economics is to:

- ✓ provide students with a core knowledge of economics;
- ✓ encourage students to think critically;
- ✓ promote an awareness and understanding of internationalism;
- ✓ encourage students' development as independent learners;
- ✓ enable students to distinguish between positive and normative economics;
- ✓ enable students to recognise their own tendencies for bias.

The Course and Assessment Methods

At both Higher Level and Standard Level, students are required to study:

- ✓ Introduction to economics
- ✓ Microeconomics
- ✓ Macroeconomics
- ✓ International economics
- ✓ Development economics

	Higher Level	Standard Level
Internal Assessment (Portfolio)	20%	25%
External Assessment	80%	75%

Portfolio – Candidates must produce a portfolio of four commentaries, based on a news media extract, linking economic theory to a real-life situation.

Geography

Aims of the IB Geography Course

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

Assessment Objectives

1. Demonstrate knowledge and understanding of specified content;
2. Demonstrate application and analysis of knowledge and understanding;
3. Demonstrate synthesis and evaluation;
4. Select, use and apply a variety of appropriate skills and techniques.

Syllabus Component

Part 1: Core theme—patterns and change (SL/HL)

1. Populations in transition
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability
4. Patterns in resource consumption

Part 2: Optional themes (SL/HL)

There are **seven** optional themes; each requires 30 teaching hours. **Two** are studied at **SL** and **three** at **HL**.

- A. Freshwater—issues and conflicts
- B. Oceans and their coastal margins
- C. Extreme environments
- D. Hazards and disasters—risk assessment and response
- E. Leisure, sport and tourism
- F. The geography of food and health
- G. Urban environments

Part 3: HL extension—global interactions (HL only)

There are **seven** compulsory topics in the HL extension.

1. Measuring global interactions
2. Changing space—the shrinking world
3. Economic interactions and flows
4. Environmental change
5. Socio-cultural exchanges
6. Political outcomes
7. Global interactions at the local level

Fieldwork (SL/HL)

Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.

SL Assessment Component Weighting

External assessment (2 hours 50 minutes) – 75%
Paper 1 (1 hour 30 minutes) – 40%

Paper 2 (1 hour 20 minutes) – 35%
Internal assessment (20 hours) – 25%

Assessment Component Weighting for HL

External assessment (4 hours 30 minutes) – 80%
Paper 1 (1 hour 30 minutes) – 25%
Paper 2 (2 hours) – 35%

Paper 3 (1 hour) – 20%
Internal assessment (20 hours) – 20%

Group 4: Experimental Sciences

The subjects offered all promote an understanding of the concepts, principles and applications of the respective disciplines together with an appreciation of the methodology of the experimental sciences in general. Practical laboratory skills are developed and collaborative learning is encouraged by means of the Group 4 project. Students who are considering a career in a scientific or technological field are advised to research degree course requirements carefully. It can be advantageous, and in certain cases necessary, to have *studied two sciences at Higher Level* in seeking admission to particular degree courses.

Course Aims

Through studying any of the Group 4 subjects, students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the Group 4 subjects from other disciplines.

The experimental science courses aim to:

1. provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students;
2. provide a body of knowledge, methods and techniques that characterise science and technology;
3. enable students to apply and use a body of knowledge, methods and techniques that characterise science and technology;
4. develop an ability to analyse, evaluate and synthesise scientific information;
5. engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities;
6. develop experimental and investigative scientific skills;
7. develop and apply the students’ information and communication technology skills in the study of science;
8. raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology;
9. develop an appreciation of the possibilities and limitations associated with science and scientists;
10. encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.



Course Objectives

The objectives for all Group 4 subjects reflect those parts of the aims that will be assessed. Wherever appropriate, the assessment will draw upon environmental and technological contexts and identify the social, moral and economic effects of science. It is the intention of all the IB Diploma Programme Experimental Science courses that students achieve the following objectives.

1. Demonstrate an understanding of:
 - a) scientific facts and concepts;
 - b) scientific methods and techniques;
 - c) scientific terminology;
 - d) methods of presenting scientific information.
2. Apply and use:
 - a) scientific facts and concepts;
 - b) scientific methods and techniques;
 - c) scientific terminology to communicate effectively;
 - d) appropriate methods to present scientific information.

3. Construct, analyse and evaluate:
 - a) hypotheses, research questions and predictions;
 - b) scientific methods and techniques;
 - c) scientific explanations.
4. Demonstrate the personal skills of co-operation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
5. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

The Group 4 project

The Group 4 project is compulsory for all students. Students are placed into groups with a member from each of the Group 4 subjects. The groups are then required to analyse a common problem. The project is collaborative and the emphasis is on the work done as a group and as an individual. Students are assessed on their personal skills.



Assessment Methods

Internal assessment (experiments and practical work) is integral to all Group 4 subjects. Students complete this continually throughout the course and it is designed to reinforce topics studied in class. This work is externally moderated by IB to ensure consistent standards are met. The final exams are externally marked by IB.

Group 4: BIOLOGY Higher and Standard Level

Biology is the scientific study of the interactions that take place within and between living organisms and their chemical and physical environments. The major themes emphasised throughout IB Biology include the relationships between Structure and Function, Universality versus Diversity, Equilibrium within Systems and Evolution.

Differences between Higher Level and Standard Level

The main differences between Higher Level (HL) and Standard Level (SL) Biology have to do with the time spent in study and the depth to which material must be learned.

Course Content

Two of the following optional topics will also be studied:

- SL: Option A: Human Nutrition and Health, Option B: Physiology of Exercise, Option C: Cells and Energy.
- SL or HL: Option D: Evolution, Option E: Neurobiology and Behaviour, Option F: Microbes and Biotechnology, Option G: Ecology and Conservation,
- HL: Option H: Further Human Physiology

Standard Level Students

Topic 1: Statistical analysis
Topic 2: Cells
Topic 3: The chemistry of life
Topic 4: Genetics
Topic 5: Ecology and evolution
Topic 6: Human health and physiology

Higher Level Students

Topic 7: Nucleic acids and proteins
Topic 8: Cell respiration and photosynthesis
Topic 9: Plant science
Topic 10: Genetics
Topic 11: Human health and physiology

Assessment Details

Three exam papers count for 76 per cent of the final grade: Paper 1: multiple-choice questions. Paper 2: short-answer and extended-response questions. Paper 3: short-answer questions in each of the two options studied. Experimental work counts for 24 per cent and is externally moderated.

Pre-requisites and Special Requirements

A good background in IGCSE Biology, Chemistry and Physics is recommended. HL candidates should have earned a grade A in the extended option of the Coordinated Sciences course.

Who should choose this course?

HL Biology is recommended for students who wish to study Biological Sciences in university including Medicine, Nursing, Pharmacy, Biotechnology, Genetic Engineering, Agriculture, Forestry, Conservation and Environmental Protection. SL Biology is recommended for students who may not plan to specialise in sciences in university but enjoy the challenges of learning about the living world and the way we need to interact with it responsibly in our daily lives and business.

Group 4: CHEMISTRY Higher and Standard Level

In IB Chemistry, the theoretical study of Chemistry is combined with the acquisition of practical, investigational, and communication technology skills. Moral, ethical, social, economic and environmental implications of using science and technology are also considered.

Differences between Higher Level and Standard Level

The skills and activities are common to students at both SL and HL; however, students at HL are required to study some topics in greater depth (See below). SL students participate in 30 hours of practical work; 50 hours of practical work is required for HL students.

Course Content

Students study the topics shown below. Two optional topics are studied chosen from Modern Analytical Chemistry, Human Biochemistry, Chemistry in Industry and Technology, Medicines and Drugs, Environmental Chemistry, Food Chemistry, and Further Organic Chemistry.

Standard Level Students

Topic 1: Quantitative chemistry
Topic 2: Atomic structure
Topic 3: Periodicity
Topic 4: Bonding
Topic 5: Energetics
Topic 6: Kinetics
Topic 7: Equilibrium
Topic 8: Acids and bases
Topic 9: Oxidation and reduction
Topic 10: Organic chemistry
Topic 11: Measurement and data processing

Higher Level Students

Topic 12: Atomic structure
Topic 13: Periodicity
Topic 14: Bonding
Topic 15: Energetics
Topic 16: Kinetics
Topic 17: Equilibrium
Topic 18: Acids and bases
Topic 19: Oxidation and reduction
Topic 20: Organic chemistry

Assessment Details

Three exam papers count for 76 per cent of the final grade: Paper 1: multiple-choice questions. Paper 2: short-answer and extended-response questions. Paper 3: short-answer questions in each of the two options studied. Experimental work counts for 24 per cent and is externally moderated.

Pre-requisites and Special Requirements

The completion of an IGCSE Science course (or the equivalent) is recommended. For entry into HL, the following is needed: grade A in Coordinated Sciences and concurrent enrollment in SL or HL Mathematics.

Who should choose this course?

IB Chemistry is recommended for students who plan to study science-related subjects such as Medicine, Biological Science or Environmental Science at university. Those who wish to pursue a career in engineering should also look at this possibility. Students who enjoyed studying Chemistry at IGCSE may also want to choose IB Chemistry as their Group 4 science.

Group 4: PHYSICS Higher and Standard Level

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

Differences between Higher Level and Standard Level

Students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.

Course Content

Two of the following optional topics will also be studied:

- SL: Option A: Sight and Wave Phenomena, Option B: Quantum Physics and Nuclear Physics, Option C: Digital Technology, Option D: Relativity and Particle Physics
- SL or HL: Option E: Astrophysics, Option F: Communications, Option G: Electromagnetic Waves, HL: Option H: Further Human Physiology
- Options HL: Option I: Relativity, Option J: Medical Physics, Option K: Particle Physics

Standard Level Students

Topic 1: Physics and physical measurement
Topic 2: Mechanics
Topic 3: Thermal physics
Topic 4: Oscillations and waves
Topic 5: Electric currents
Topic 6: Fields and forces
Topic 7: Atomic and nuclear physics
Topic 8: Energy, power and climate change

Higher Level Students

Topic 9: Motion in fields
Topic 10: Thermal physics
Topic 11: Wave phenomena
Topic 12: Electromagnetic induction
Topic 13: Quantum physics and nuclear physics
Topic 14: Digital technology

Assessment Details

Three exam papers count for 76 per cent of the final grade: Paper 1: multiple-choice questions. Paper 2: short-answer and extended-response questions. Paper 3: short-answer questions in each of the two options studied. Experimental work counts for 24 per cent and is externally moderated.

Pre-requisites and Special Requirements

The completion of an IGCSE Science course (or the equivalent) is recommended. For entry into HL, the following is needed: grade A in Coordinated Sciences and concurrent enrollment in SL or HL Mathematics.

Who should choose this course?

IB Physics is recommended for students who plan to study science-related subjects such as Engineering and related technical subjects. The analytical training in Physics is suited to several career paths. Physics graduates are found in many different jobs. Students who enjoyed studying Physics at IGCSE may also want to choose IB Physics as their Group 4 science.

Design & Technology

Design & Technology

Are you interested in making a bridge between the sciences and the design world? The majority of students will have little or no experience of formal courses in technology at the start of the IB Diploma Programme.

It might be seen as a spectrum, with ideas at one end and techniques and processes at the other, with design as the middle term. Design & Technology is concerned with people's needs and what they regard as important. The politics of society, and the cultural, aesthetic and artistic needs and values are given due status.

Students are encouraged to study the technologies in different cultures and to understand the forces which have shaped their development. The course is not solely about "high technology" (sophisticated, industrialised, mass production) but also includes the appropriateness of technologies for societies. IB Diploma Programme Design & Technology emphasises good technological design, how to exercise judgment and responsibility in the use of technology, how to recognise needs, how to explore a range of conflicting demands and how to produce the optimum solution. Design & Technology interfaces well between the sciences and the arts, owing its knowledge base to the former and its emphasis on creative flair to the latter.

Design & Technology for the Scientist or Engineer

Where students may be considering a university or college course in Science, Applied Science, Technology or Engineering, the Higher or Standard Level courses may be taken in conjunction with other courses. IB Diploma Programme Design & Technology then provides such students with the opportunity to deal with realistic problems and to synthesise appropriate solutions using the processes practised during the course, in particular through the projects.

Design & Technology: IB course outline

Core

Topic 1: Design process

Topic 2: Product innovation
Topic 3: Green design
Topic 4: Materials
Topic 5: Product development
Topic 6: Product design
Topic 7: Evaluation

Higher Level

Topic 8: Energy
Topic 9: Structures
Topic 10: Mechanical design
Topic 11: Advanced manufacturing techniques
Topic 12: Sustainable development

Options SL and HL

Option A: Food science and technology
Option B: Electronic product design
Option C: CAD/CAM
Option D: Textiles
Option E: Human factors design



Group 5: Mathematics

There are three courses in Mathematics offered within the IB curriculum designed to accommodate students of three different abilities, and who may have different mathematical requirements for entry to university education.

Aims

All Mathematics courses have the same general aims, which are to enable all students to:

- ✓ appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives;
- ✓ foster enjoyment from engaging in mathematical pursuits, and to develop an appreciation of the beauty, power and usefulness of mathematics;
- ✓ develop logical, critical and creative thinking in mathematics;
- ✓ develop mathematical knowledge, concepts and principles;
- ✓ employ and refine the powers of abstraction and generalisation and develop patience and persistence in problem solving;
- ✓ have an enhanced awareness and utilisation of the potential of technological developments in a variety of mathematical contexts;
- ✓ communicate mathematically, both clearly and confidently, in a variety of contexts.

Mathematics Higher Level

Do you absolutely love Mathematics? This course is for those students with a strong background and ability in mathematics. Students should have already demonstrated a high standard of mathematical perception and competence. Mathematics HL is suitable for students intending to pursue higher studies in Mathematics or related subjects such as Physics, Engineering and Technology. The emphasis throughout the course is on applications.

The Course and Assessment

Part I: *Compulsory Core*

- ✓ Numbers and algebra
- ✓ Functions and equations
- ✓ Circular functions and trigonometry
- ✓ Vector geometry
- ✓ Matrices
- ✓ Statistics and probability
- ✓ Calculus

Part II: *Optional Topics – one optional topic as selected by the teacher*

1. Statistics and probability
2. Sets, relations and groups
3. Discrete mathematics
4. Series and differential equations

Portfolio

The Portfolio consists of two assignments, based on different areas of the syllabus, representing two activities:

1. Mathematical Investigation
2. Mathematical Modeling

Mathematics Higher Level is assessed by external examination, which comprises 80 per cent of the final grade, and the portfolio, internally assessed, which comprises 20 per cent of the final grade.

Recommended Background Knowledge

A substantial amount of background knowledge is presumed. Students must have a genuine interest and ability in mathematics. They should have obtained an **A*** in the IGCSE extension examination, **C** in Additional Mathematics or its equivalent. Exceptions to this are considered on a case by case basis.

Mathematics Standard Level

This course is designed to provide a background in mathematical thought, techniques and methods for those students needing substantial mathematical skill in other subject areas such as Chemistry, Biology, Economics, Business Studies, Geography and related courses. Since it covers a variety of mathematical topics, the course is quite demanding.

The Course and Assessment

Compulsory

- | | |
|--------------------------------------|--------------------------|
| ✓Number and algebra | ✓Functions and equations |
| ✓Circular functions and trigonometry | ✓Vector geometry |
| ✓Statistics and probability | ✓Calculus |
| ✓Matrices | |

Portfolio

The portfolio consists of two assignments which reflect good mathematical writing and thoughtful reflection, based on different areas of the syllabus and representing the following two activities:

1. mathematical investigation
2. mathematical modeling

Mathematics Standard Level is assessed by external examination, which comprises 80 per cent of the final grade, and the portfolio, internally assessed, which comprises 20 per cent of the final grade.

Recommended Background Knowledge

A high level of mathematical ability and background knowledge is required to handle this demanding course. Students should have attained a grade B or above in their IGCSE extension examination for mathematics or its equivalent.

Mathematical Studies Standard Level

Call this Math for life! This course provides for students with varied backgrounds and abilities in mathematics and whose interests do not lie in a field where mathematical skills and techniques are likely to be needed. It is a realistic course for the non-specialist and provides the student with skills to cope with the demands of a technological society. Emphasis is placed on the application of mathematics to real-life situations.

The Course and Assessment

Compulsory

- | | |
|---------------------------------|--|
| ✓Numbers and algebra | ✓Functions |
| ✓Sets and logic and probability | ✓Financial mathematics |
| ✓Geometry and trigonometry | ✓Introductory differential calculus |
| ✓Statistics | ✓Introduction to graphics display calculator |

Project

This is a substantial piece of written work (2000 words) based on personal research involving the collection, analysis and evaluation of data. Projects may take the form of mathematical modeling, investigations, applications or statistical surveys.

Mathematical Studies is assessed by external examination, which comprises 80 per cent of the final grade, and the project, internally assessed, which comprises 20 per cent of the final grade.

Recommendation Background Knowledge

No particular background knowledge and no minimum grade at IGCSE are required for this course.

Group 6: The Arts

From the earliest times, human beings have displayed a fundamental need to create personal, social, cultural and aesthetic meaning through art and music. Artistic learning requires a high level of cognitive activity that is both intellectual and emotional. The study of the fine arts allows students to discover ways to interpret and comment critically on the human condition. Engagement in fine arts promotes a sense of identity and makes a unique contribution to the development of each student and an opportunity to develop an intensely personal view of themselves in relation to the world.

Visual Arts

Expression in the visual arts is characterised by forms of visual representation which reflect the cultures of different societies. Artistic expressions range from traditional forms embedded in particular societies and cultures to design, craft, electronic media, drawing, painting, print making and sculpture.

Aims

- ✓ provide students with opportunities to make personal, social-cultural and aesthetic experiences through the production and understanding of art;
- ✓ encourage the pursuit of experimentation and purposeful creative work in various expressive media;
- ✓ enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts.

The Course and Assessment

The Visual Arts course consists of two linked compulsory parts, with activities integrating work in the studio with workbook research.

The core elements of Visual Arts include:

- ✓ introduction to art concepts, criticism and analysis;
- ✓ acquisition of studio technical and media skills;
- ✓ relation of art to socio cultural and historical contexts.

The difference in the expectations at Higher Level and Standard Level is indicated by the difference in recommended total teaching times and the emphasis on studio work and research workbooks by the balance between the time allocated to Part A and Part B.



Higher Level (HL)

External Assessment	70%
Part A Studio Work	
Exhibition and interview	
Internal Assessment	30%
Part B Research Workbooks	

Standard Level Option A (SLA)

External Assessment 70%
Part A Studio Work
Exhibition and interview

Internal Assessment 30%
Part B Research Workbooks

Standard Level Option B (SLB)

External Assessment 70%
Part B Research Workbooks

Internal Assessment 30%
Part A Studio Work

Recommendation Background Knowledge

Attendance at IGCSE examination level and a personal interview with the Visual Arts instructor are pre-requisites for this course.



Music

The IB Diploma Programme Music course provides an appropriate foundation for further study in music at university level or in music career pathways. The course also provides an enriching and valuable course of study for students who may pursue other careers. Students are given the opportunity to engage in the world of music as lifelong participants.

Aims

- ✓ Development of performance skills through solo (SLS, HL) or group music making (SLG);
- ✓ Development of creative skills through exploration, control and development of musical elements (SLC, HL);
- ✓ Use of appropriate musical language and terminology to describe and reflect a critical understanding of music;
- ✓ Knowledge, understanding and perception of music in relation to time and place and cultures;
- ✓ Comparative analysis of music in relation to time, place and cultures;
- ✓ Critical-thinking skills through reflective thought.

The Course and Assessment

Higher Level

By pursuing both creating and performing, this enables HL students to bring to their musical studies a wider perspective.

✓ *Musical Perception and Analysis*

✓ *Solo Performing*: voice or instrument, one or more public performance(s). Total performance time is 20 minutes

✓ *Creating*. The following options are available:

- Composing
- Music technology composing
- Arranging
- Improvising
- Stylistic techniques

Standard Level

Students must choose **one** of three options:

Creating Option (SLC)

Students following this SL option will shape and assemble the musical elements to express a particular mood, character or other intended meaning.

✓ *Musical Perception and Analysis*

✓ *Creating*. The following options are available:

- Composing
- Music technology composing
- Arranging
- Improvising
- Stylistic techniques.

Solo Performing Option (SLS)

Students following this SL option should aim to develop performance skills through solo music making.

✓ *Musical Perception and Analysis*

✓ *Solo Performing*: voice or instrument, one or more public performance(s). Total performance time is 15 minutes.

Group Performance Option (SLG)

Students following this SL option are expected to be active, participating members of a musical group that performs on a regular basis in public during the course. Examples of musical groups (any size or style) include (but are not limited to): choir, orchestra, concert/wind band, rock/pop band, chamber group.

✓ *Musical Perception and Analysis*

✓ *Group Performing*: two or more public performances. Total performance time is 20-30 minutes.

Recommendation

While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended. Students who have attained an ABRSM Grade 5 qualification in theory and/or a Grade 5 practical examination may take this course without having taken IGCSE Music.

Theatre Arts

Theatre Arts helps students understand the nature of the theatre; to understand it by making it as well as by studying it; to understand it not only with their minds but with their senses, their bodies and their emotions; to understand the forms it takes in cultures other than their own; and through this understanding better to understand themselves, their society and their world.

Standard Level

The Standard Level (SL) syllabus consists of four compulsory parts:

Part 1 Performance Skills

An introduction to:

- ensemble work
- performance techniques
- acting techniques and characterisation

Part 2 World Theatre Studies

Studies from an international perspective of selected texts and traditions. Study in detail of at least **two** contrasting practices. A minimum of **two** play texts from more than one theatrical tradition and more than one culture, in the original or in translation, to be included.

Part 3 Practical Play Analysis

Active exploration of extracts and complete play texts as plans for action. Practical engagement with the challenge of imagining a playscript from a director's point of view, considering both overall concept and ways of staging.

Part 4 Theatre Production

A practical study of the principles and practices of theatre production. Involvement in at least **one** production.

Theatre Arts Standard Level

External Assessment	50%
Research Commission	25%
Presentation:	World Theatre Studies, 1750 words.
Practical Play Analysis	25%
Oral presentation	(15-20 minutes maximum) of a directorial approach to a play
Internal Assessment	50%
Performance Skills and Production	25%
Portfolio	25%

Portfolio of approximately 3000 words reflecting on the candidate's learning and development in Theatre Arts, including:

- Performance skills
- Theatre production
- Critical responses to external productions

Recommendation Background Knowledge:

Interview with Theatre Arts instructor.

Creativity, Action and Service (CAS)

The Creativity, Action and Service (CAS) requirement takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic self-absorption some students may feel within a demanding school curriculum. The creative, physical and social development of human beings can be shaped by their own experiences. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work co-operatively with others. IBO's goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive in an immediate way when students reach beyond themselves and their books. The educational benefits of CAS apply in the school community, and in the local, national and international communities.

Aims

The aims of the CAS requirement are to enable the students to develop:

- an appreciation of the potential of the human mind and spirit;
- knowledge, skills and understanding;
- an awareness of humanitarian issues across the world;
- a recognition that education imposes lifelong ethical responsibilities;
- a willingness to inquire and an enjoyment of discovery;
- confidence in their ability to initiate change, both individually and collaboratively;
- autonomy and self-reliance;
- an appreciation of their own and other's talents.

Learning Outcomes

As a result of their CAS experience as a whole, including student reflections, there should be evidence that student has:

- increased their awareness of their own strengths and areas for growth;
- undertaken new challenges;
- planned and initiated activities;
- worked collaboratively with others;
- shown perseverance and commitment in their activities;
- engaged with 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 only that there is some evidence for every outcome. This focus on learning outcomes emphasises that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance. The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between creativity, action and service. "Hour counting", however, is not encouraged.

Students Thoughts

"...what I have accomplished in the CAS course has encouraged me to help others more. My sense of community, teamwork and leadership has been strengthened through activities such as the working together course and I now realise how important these and many other essentials are in being successful in different situations. I also realise that helping others more often is a positive thing for me and the people I am helping—it is not one sided and everyone gains from it. By making mistakes and learning from the best of people, I really think I can grow better as a person."

Rachel McNamara

“CAS has made my year and my last few years of high school a beautiful memory. Perhaps, it is fitting to say that, without these CAS activities the school programme will be a dull and dreadful one.”

Joyce Ching



Extended Essay

The Extended Essay, which introduces the student to personal research, is based on a topic or the student's choice, chosen from one of the six groups of subjects. Each student is assigned a teacher supervisor who advises and guides the student during nine months spent researching and writing the essay. This is excellent preparation for similar tasks given to the student once they enter university or college education. Extended essays should be completed by the middle of first term of Year 13 and are externally assessed.

The Essay and Assessment Methods

Length All Extended Essays have an upper word limit of 4000 words.

Note Excessive length is consistently penalised across all subjects. All Extended Essays require an abstract of 300 words.

Presentation All graphs, diagrams, tables, maps and other supporting material must be neatly presented, well labeled and able to be interpreted with ease. The essay should be logically and clearly ordered. A contents page should be added and all pages be numbered clearly. It is recommended that a word processor be used.

Documentation Standard research paper format that includes footnotes/endnotes, appendices, bibliography.

The Extended Essay is externally assessed by an examiner appointed by International Baccalaureate Curriculum and Assessment Centre and can earn, together with the Theory of Knowledge (TOK) result, up to three bonus points. According to the quality of work, the student's performance in TOK and the Extended Essay falls into one of the following five bands:

- A Work of an excellent standard
- B Work of a good standard
- C Work of a satisfactory standard
- D Work of a mediocre standard
- E Work of a poor standard

NOTE: The award of N, that is, failure to submit an Extended Essay, excludes a student from award of the IB Diploma*. Performance of an elementary standard for both the Extended Essay and Theory of Knowledge is a failing condition for award of the IB Diploma.

Theory of Knowledge

Theory of Knowledge promotes the education of the “whole person”. The course challenges students to reflect philosophy on the origins and justifications for knowledge claims encountered in the IB curriculum. Through questioning the bases of knowledge and experience, students discussing interdisciplinary connections can consider responsibilities placed upon the knower. As such, Theory of Knowledge is not academic philosophy, rather philosophy “with one eye out on the human condition”. The course provides the opportunity for students to broaden their intellectual and linguistic vocabulary, thus contributing to their intellectual and ethical maturity.

Students are given opportunities to:

- ✓ develop an understanding of why critically examining knowledge claims and experience is important;
- ✓ develop a critical capacity to evaluate beliefs and knowledge claims;
- ✓ make interdisciplinary connections, that is, links between different areas of knowledge;
- ✓ become aware of the interpretive nature of knowledge including personal and ideological biases;
- ✓ understand the strengths and limitations of individual and cultural perspectives;
- ✓ consider that their possession of knowledge may place ethical responsibility on the knower;
- ✓ develop a concern for rigors in formulating knowledge claims, intellectual honesty and a concern for truthfulness.

The Course and Assessment Methods

Theory of Knowledge involves about 100 hours of class contact time. It is mainly taught through teacher-led discussions focusing on the student and teacher as “knower” where students are seen as partners in learning. The course centres around two main areas:

1. **Ways of Knowing**

Perception, language, reason, emotion

2. **Areas of Knowledge**

Mathematics, natural sciences, human sciences, history, the arts, ethics

Assessment

- A. Completion of one prescribed essay (1200-1600 words) – externally assessed
- B. Completion of a student oral presentation (10 minutes) – internally assessed



Assessment in the IB

General and subject specific objectives of the IB Diploma courses focus on the development of cognitive skills and affective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's overall performance.

Rather than just testing the capacity to regurgitate information, the emphasis is on understanding and application of knowledge. Assessment for the IB Diploma is criterion-referenced, not "norm-referenced". This means that students are not placed into a normal distribution curve with a set proportion being deemed as having not passed the course. Knowledge and skills are assessed according to the student's own achievement against a set of known criteria. In order for students to have the opportunity to demonstrate their ability, a variety of assessment methods which take into account the different learning styles and cultural experiences of students.

Award of the Diploma

Conditions for the award of the IB Diploma:

Examiners appointed by the IBO assess candidates' work in IB examinations and other forms of external assessment using common mark schemes. This external assessment may be complemented by internal assessment by schools of other required work, moderated by IBO examiners.

Performance in each of the six IB Diploma subjects is graded on a scale of one point (minimum) to seven points (maximum). A maximum of three points is awarded for combined performance in Theory of Knowledge and the Extended Essay. The maximum total of IB Diploma Programme point score is therefore 45.

All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in section C of these general regulations.

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- (a) numeric grades have been awarded in all six subjects registered for the diploma
- (b) an approved programme of CAS has been completed
- (c) grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and the Extended Essay, with a grade of at least D in one of them
- (d) there is no grade 1 in any subject
- (e) there is no grade 2 at Higher Level
- (f) there is no more than one grade 2 at Standard Level
- (g) overall, there are no more than three grades 3 or below
- (h) at least 12 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 16 points at Higher Level)
- (i) at least nine points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least six points at Standard Level)
- (j) the final award committee has not judged the candidate to be guilty of malpractice

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- (a) numeric grades have been awarded in all six subjects registered for the diploma
- (b) an approved programme of CAS has been completed
- (c) grades A to E have been awarded for both Theory of Knowledge and the Extended Essay, with a grade of at least D in one of them
- (d) there is no grade 1 in any subject
- (e) there is no more than one grade 2 at Higher Level
- (f) there are no more than two grades 2 at Standard Level
- (g) overall, there are no more than three grades 3 or below
- (h) at least 11 points have been gained on Higher Level subjects
(candidates who register for four Higher Level subjects must gain at least 14 points at Higher Level)
- (i) at least eight points have been gained on Standard Level subjects
(candidates who register for two Standard Level subjects must gain at least five points at Standard Level)
- (j) the final award committee has not judged the candidate to be guilty of malpractice.
- (k) a maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma

How to ensure excellence in IB studies?

The IB is **demanding**, but you don't have to be a brainiac to succeed. Being well-organised will be the key to your success and you may still find time to pursue other interests both inside and outside of school. How do you do it?

- ✓ Work consistently. It is recommended that you review and do homework for a minimum of four hours/week for HL subjects and two hours/week for SL subjects.
- ✓ Make a study plan. List the homework items you need to accomplish. Cross each item off as you complete each task. You will feel great about your measured success.
- ✓ Plan in advance. If you know that there is going to be a sporting event, party or visitors over the weekend, anticipate the fact that you will have to work harder during the week to meet deadlines for assignments.
- ✓ The mind is willing but the body is weak! Everyone knows that you can't work with distractions. You need a well-lit room, a clean desk, no loud music, "emergency" phone calls, computer games or television viewing;
- ✓ Take **SHORT** breaks. Study for a set period, take a short break, and then return to study.
- ✓ Understand your class notes. Review your notes carefully and in a sustained manner and check for clarification with the teacher to ensure you understand what is being learned. Your class notes should be well-organised and tidy.
- ✓ Attend all classes. Students are not permitted to miss more than 10 per cent scheduled classes in the IB Diploma Programme. Students who miss more than the allowable amount of absence will not be permitted to take the IB exams. Families are discouraged to take any extended vacations during class time.

The successful student possesses other important attributes, but those listed above constitute a fine start for any student!



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