

# Curriculum Overview 2020-2021

Taipei European School  
British Secondary & High School Section





# CONTENTS

The TES High School Section	3	Geography HL & SL	26
The International Baccalaureate Diploma	3	History HL & SL	28
Option Choices	3	Economics HL & SL	30
Subjects and Subject Groupings	4	Business and Management HL & SL	32
IB Core	4	Information Technology in a Global Society (ITGS) HL & SL	34
Theory of Knowledge	4	Psychology HL & SL	36
The Extended Essay	5	Group 4: The Sciences	38
Creativity, Activity, Service	5	Biology HL & SL	39
Assessment & Reporting	5	Chemistry HL & SL	41
Core Requirements Point Matrix	6	Physics HL & SL	43
University and Careers Counselling in H3 and H4	6	Sports, Exercise and Health Science HL & SL	45
The Importance of Reading	7	Computer Science HL & SL	47
Wellbeing	7	Group 5: Mathematics	49
Group 1: Studies in Language & Literature	9	Mathematical Analysis and Approaches (MAA)	50
English A: Language & Literature HL & SL	9	Mathematical Analysis and Interpretation (MAI)	51
Language A: Literature HL & SL	12	Group 6: The Arts	52
Chinese Language & Literature HL & SL	15	Visual Arts HL & SL	52
Chinese A Literature HL & SL	17	Theatre Arts HL & SL	55
French A Literature (HL&SL), German A Language and Literature, Japanese A Literature (HL & SL), School-supported Self-taught Language A (SL)	19	Music HL & SL	57
Group 2: Language Acquisition	20	Film HL & SL	60
English B HL & SL	20	Core (PSHCE)	62
Language B in Chinese, French, German, or Spanish (HL & SL)	22	ASPIRE	63
Language Ab Initio in French or Spanish (SL)	24	Homework Quality Standards	64
Group 3: Individuals & Societies	26	Student & Teacher Charters	65

## A note on sources:

Information regarding the International Baccalaureate Programme has been taken from the International Baccalaureate website, [www.ibo.org](http://www.ibo.org). Some generic information and the wording thereof was taken from the Saint Kentigern College Senior School Course Handbook. Subject-specific information was provided by the relevant Heads of Department of TES.

# The TES High School Section

Students in the High School Section are offered an educational environment that allows them to develop their full potential leading to graduation and beyond. We are as committed to academic excellence as we are to our students' wellbeing, so that they can flourish in our school and in life. This is particularly important for our IB students who are preparing to set the course for the first phase of their adult life.

The final two years of the High School Section - H3 and H4 - can be viewed as the most challenging, yet in many ways the most rewarding of the students' school years. The students in H3 and H4 are starting to look ahead to life in higher education and, for many of them, living away from their families for the first time. We see it as our duty and privilege to support, encourage and mentor our young adult learners, and to provide them with a world-class education and opportunities.

## The International Baccalaureate Diploma

The International Baccalaureate (IB) Diploma is a two-year course that leads to a qualification that is widely recognised by universities around the world. The IB Diploma programme emphasises high academic standards in mandatory areas of literature, a second language, mathematics, humanities and science. Academic excellence is coupled with an emphasis on personal development in areas such as research, philosophy, and social awareness. Its rigorous standards and in-depth study of subjects require commitment, organisation and initiative.

IB Diploma students take six subjects, of which three subjects are studied in depth at Higher Level (HL) and three at Standard Level (SL). In addition, the programme has three compulsory course requirements, known as the IB Core, that are included to broaden the educational experience and challenge students to apply their knowledge and understanding. The IB Core requires students to complete a course in the Theory of Knowledge (TOK), write a 4,000 word Extended Essay (EE), and participate in a number of Creativity, Activity, and Service (CAS) projects.



IB Diploma subjects are assessed by a combination of continuous coursework and external examinations at the end of the two-year programme.

More information about the International Baccalaureate can be found at [www.ibo.org](http://www.ibo.org)

## Option Choices

Diploma students take six subjects and must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social sciences, the experimental sciences, and mathematics. The sixth subject may be an arts subject chosen from Group 6 or the student may choose another subject from Groups 3 or 4. All choices are made in accordance with availability as per the timetable (students must make their choices within the set offerings). The requirement to select a subject from each group ensures that the science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with the scientific process. Whilst balance is maintained, flexibility is catered for, with students choosing Higher Level subjects to pursue areas of personal interest and to meet special requirements for university entrance.



## Subjects and Subject Groupings

### IB SUBJECTS OFFERED AT TAIPEI EUROPEAN SCHOOL

Group 1: Studies in Language & Literature						
Chinese A Language & Literature	Chinese A Language	English A Language & Literature	English A Literature	French A Literature	German A Literature	Japanese A Language & Literature
Group 2: Language Acquisition						
Chinese B Mandarin	English B	French B	German B	Spanish B	French AB initio	Spanish AB initio
Group 3: Individuals & Societies						
Business Management	Economics	Geography	History	Information Technology in a Global Society	Psychology	
Group 4: The Sciences						
Biology	Chemistry	Physics	Sports, Health & Exercise Science	Computer Science		
Group 5: Mathematics						
Mathematics, Analysis and Approaches	Mathematics, Applications and Interpretation					
Group 6: The Arts						
Music	Theatre	Visual Arts	Film			

### IB Core

At the heart of the IB Diploma are three compulsory core requirements which all students must complete: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Action and Service (CAS).

#### Theory of Knowledge

The Theory of Knowledge course is a fundamental part of the Diploma. It is a course of interdisciplinary study that challenges students to think critically about knowledge itself. It poses questions such as: How do we know? What counts as knowledge? What is the value of knowledge? How does it grow? What are its limits? Who owns knowledge? What are the implications of having, or not having knowledge?

The course encourages students to reflect critically on diverse 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.

The course is organised into five Areas of Knowledge:

- History
- Human Sciences
- Natural Sciences
- Arts
- Mathematics

Two optional themes must also be studied. The TOK course is built around the Knowledge Framework that encourages discussion of knowledge questions drawing upon concepts like evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility. How knowledge is produced and used ethically, including through students' own experiences and the subjects they study at school, is explored to develop the values of curiosity and critical thought.

There is no examination in TOK. However, students are required to complete a TOK Essay from a list of prescribed titles. The TOK essay is externally assessed. Students must also complete a TOK Exhibition which is internally assessed but externally moderated.

## The Extended Essay

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma subjects – usually one of the student's six chosen subjects for the IB Diploma. This part of the programme focuses on analysis, evaluation, and reasoning. It provides students with an opportunity to engage in personal research on a topic of their own choice, under the guidance of a supervisor (a teacher at the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. In the Diploma, the Extended Essay is the prime example of a piece of work where the student has the opportunity to demonstrate knowledge, understanding, and enthusiasm about a topic of his or her choice.

The Extended Essay is presented as a formal piece of scholarship containing no more than 4,000 words, the result of approximately 40 hours of work by the student, concluded with a short interview with the supervising teacher. The Extended Essay is assessed externally against common criteria, interpreted in ways appropriate to each subject.

## Creativity, Activity, Service

The aim of Creativity, Activity, Service (CAS) is to foster responsible, compassionate citizens by encouraging their participation in artistic activities, sports, expeditions, and service projects. The three strands of CAS are characterised as follows:

### Creativity

Arts and other experiences that involve creative thinking.

### Activity

Physical exertion contributing to a healthy lifestyle, complementing academic work.

### Service

An unpaid and voluntary exchange that has a learning benefit for the student.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma. For student development to occur, CAS should involve:

- Real, purposeful activities with significant outcomes
- Personal challenge – tasks must extend the student and be achievable in scope
- Thoughtful consideration such as planning, reviewing progress, and reporting
- Reflection on outcomes and personal learning

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma work. Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed, but students need to document their activities and provide evidence that they have achieved eight key learning outcomes.

## Assessment & Reporting

Feedback on progress to both students and parents is achieved in a range of ways. Parents receive written summative reports on their child's academic and personal progress throughout the year. These reports indicate the current level/grade for each student, and Attitude Towards Learning (ATL) indicators. Each of these ATLs is graded as either 'Excellent', 'Good', 'Fair' or 'Needs Improvement'. Learning conversations between each student and a staff mentor then make formative use of these reports and lead to target setting and action planning driven by the student. Staff enjoy the opportunity to coach students to reflect upon their own learning and together arrive at a plan for progress.

At the end of the H3 academic year, students receive a Full Report which includes current grade (A\*-E) for each student, Attitude Towards Learning (ATL) indicators, and teacher comments.

IB Diploma subjects are assessed by a combination of continuous coursework and external examinations at the end of the two year programme. In each subject candidates are awarded Levels of Achievement, with Level 7 being the highest.

Level 1 – Very Poor

Level 2 – Poor

Level 3 – Mediocre

Level 4 – Good

Level 5 – Very Good

Level 6 – Excellent

Level 7 – Outstanding/Exceptional

In addition to this, up to 3 points are awarded for performance in the Extended Essay and the Theory of Knowledge. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity and Service (CAS) component. The highest total that a Diploma student can be awarded is 45 points.

The average international IB Diploma score is 29 points out of the maximum 45. Most universities consider 26 points to be the minimum requirement for university entry, however, more demanding university courses will require a higher level of points.

### Core Requirements Point Matrix

#### Theory of Knowledge

Extended Essay	Excellent (A)	Good (B)	Satisfactory (C)	Mediocre (D)	Elementary (E)	Not Submitted
Excellent (A)	3	3	2	2	N	N
Good (B)	3	2	2	1	N	N
Satisfactory (C)	2	2	1	0	N	N
Mediocre (D)	2	1	0	0	N	N
Elementary (E)	N	N	N	N	N	N
Not Submitted	N	N	N	N	N	N

### University and Careers Counselling in H3 and H4

The University and Careers Counselling (UCC) Department in the British Secondary and High School Section is a team of three counsellors who work with students on an individual basis, and with whole year groups through both the Core programme and timetabled class. UCC counsellors guide students throughout their four years of High School on making informed decisions about their IB course selections, standardised testing, career options and, of course, university applications for countries around the world. The UCC curriculum commences in H1 (Year 10) through the Core programme and builds up to H4 (Year 13), where students have more frequent UCC lessons and individual counsellor meetings (students/parents/UCC).

Students begin official meetings with their assigned counsellor in January of their H3 year in order to prepare for the task of applying to universities. A parent meeting is required between April and May of the H3 year to establish a university application plan for each student. The H3 year is crucial for students as this is the time when students need to research different universities and applications procedures, develop a reasonable list of universities to which to apply, and take all the necessary exams for university admissions. The H4 year is when students complete their applications.

In addition to individual advisory meetings and UCC lessons, the university counsellors also deliver presentations throughout the academic year for parents of High School students, and host Parent Coffee Mornings, which are open to all British Secondary and High School Section parents.

In the British Secondary and High School Section, all H3 students are inducted to a university and careers readiness platform called Maia Learning. Maia Learning is a comprehensive, data-driven online resource that can be used to research and explore course options, universities, write college essays, and manage students' university applications. Students can search for universities and areas of study, as well as create a list of institutions they would like to explore in more depth.

## The Importance of Reading

In the British Secondary and High School Section, we are committed to developing a consistent approach to reading and developing reading skills. Reading often and widely in English is essential for students to develop the high levels of academic proficiency that are required to achieve success in the IB Diploma. It is the best way to develop language knowledge and vocabulary.

For four days in each week, there is fifteen minutes dedicated reading time built in to the timetable – ‘drop everything and read’. Students are allowed to choose literature to read. They are encouraged to make use of the school library services to ensure that their choice of reading is at the right level and suitably challenging.

There are many benefits of free, voluntary reading. Research shows that there is a positive relationship between reading frequency, reading enjoyment and academic achievement. Teachers will also provide students with regular opportunities to read a variety of different text-types relating to the subjects they are studying. Our aim is to provide wide-spectrum exposure to academic English.

## Wellbeing

The wellbeing of our students is something that the British Secondary and High School Section takes very seriously. We know that growing up brings its challenges and that the IB years can be especially tough. It is important that we prepare students for these challenges, support them through the IBDP, and prepare them for life after secondary school. The Core (PSHCE) programme, run by the Pastoral Leadership Team, is where much of this education takes place.

The Core programme is designed with the wellbeing of the students at its heart. The 'Five Ways to Wellbeing' of *Connect, Be Active, Take Notice, Keep Learning and Give* combined with the School Values of *Respect, Perseverance, Creativity, Responsibility and Participation* create the foundation for all that is done in the Core lessons.



TALK & LISTEN,  
BE THERE,  
FEEL CONNECTED



DO WHAT YOU CAN.  
ENJOY WHAT YOU DO.  
MOVE YOUR MOOD



REMEMBER  
THE SIMPLE  
THINGS THAT  
GIVE YOU JOY



EMBRACE NEW  
EXPERIENCES  
SEE OPPORTUNITIES,  
SURPRISE YOURSELF



YOUR TIME,  
YOUR WORDS,  
YOUR PRESENCE





In Core lessons, students also spend time exploring their character strengths, as well as their mental toughness, as they learn more about themselves as individuals. Strategies are put in place to further develop their strengths, as well as to develop their confidence and, in turn, their mental toughness. The aim is to allow all students in the school to flourish and be the best they can be.

The Positive Education movement which underpins the school's wellbeing strategy has shown that by adopting the five-step PERMA model (Positive Emotions, Engagement, Relationships, Meaning & Purpose, Accomplishment), students will achieve improved wellbeing, as well as improved academic results.

# The PERMAH Model of Wellbeing

## Flourishing at TES



Adapted from [Martin Seligman's Flourish](#), 2011

# Group 1: Studies in Language & Literature

## English A: Language & Literature HL & SL (2021)

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

The model for Language A: Language and Literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study four literary works and a number of non-literary texts that are equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that are equivalent in teaching and learning time.

In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary text or texts, or a literary text or work. The outcome of this exploration is a 1200–1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

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

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures

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

The theory of knowledge (TOK) course engages students in reflection on the nature of knowledge and on how it is constructed and represented. Studies in language and literature similarly engages students in an exploration of the nature of the human experience and of the ways in which personal views are constructed and communicated. In relating their studies to TOK, students become aware of the fact that although language and literature offer a powerful means of access to knowledge, they are nonetheless a construction rather than a perfectly mimetic representation of life and reality.

Additionally, in becoming more aware of the perspectives of others through their studies, students develop a stronger sense of their own individual viewpoints, such as their position in time and place. The reflection this prompts creates strong links with TOK.

In Language A courses students are constantly engaged with inquiry, critical thinking and reflection as they explore how meaning is generated in texts. Studies in language and literature therefore enhance the students' ability to examine diverse ways of knowing and different knowledge questions. For example, questions regarding the extent to which the reader shapes the meaning of a text, the impact of translation on a text, or the way texts influence understanding of the self and the world are continuously raised in these courses and constitute an important part of the focus of inquiry in them. Further examples of TOK questions can be found within the description of each of the areas of exploration of the syllabus.

# Group 1: Studies in Language & Literature

## Prerequisite Learning

Successful completion of IGCSE First Language English and IGCSE World or English Literature (Grade B or above for HL and Grade C or above for SL) or equivalent is desirable, but not essential.

## Skills Developed

All IB options are subject to school approval. Students who take these courses will often have varied language profiles and may be multilingual. English A: Language & Literature offers the opportunity for continued language development and the acquisition of a range of skills including, for example, textual analysis and the expression of literary appreciation. The choice of this specific course will depend on the students' and teacher's interests and the individual student's future educational plans.

## Course Materials & Resources

In the IB, students will study a range of works, including classical and modern fiction, play scripts, poems and media of a literary and popular cultural standard, all of which are provided by the school.

## Know, Understand and Interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms

## Analyse and Evaluate

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

## Communicate

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

Syllabus component	Teaching hours*	
	SL	HL
<p><b>Readers, writers and texts</b></p> <p>Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.</p>	50	80
<p><b>Time and space</b></p> <p>Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.</p>	50	80
<p><b>Intertextuality: connecting texts</b></p> <p>Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.</p>	50	80
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

# Group 1: Studies in Language & Literature

## SL 2021

Assessment component	Weighting
<b>External assessment (3 hours)</b>	70%
<b>Paper 1: Guided textual analysis (1 hour 15 minutes)</b> The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%
<b>Paper 2: Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	35%
<b>Internal assessment</b> This component consists of an individual oral assessment which is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
<b>Individual oral (15 minutes)</b> Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)	30%

## HL 2021

Assessment component	Weighting
<b>External assessment (4 hours)</b>	80%
<b>Paper 1: Guided textual analysis (2 hours 15 minutes)</b> The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	35%
<b>Paper 2: Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	25%
<b>HL essay</b> Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.	20%
<b>Internal assessment: Individual oral (15 minutes)</b> This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
<b>Individual oral (15 minutes)</b> Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	20%

# Group 1: Studies in Language & Literature

## Language A: Literature HL & SL

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

### Distinction between SL and HL

The model for Language A: Literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 9 works, while HL students are required to study 13. In paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study.

### Studies in language and literature aims

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

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings

- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature

### Studies in language and literature and theory of knowledge

The theory of knowledge (TOK) course engages students in reflection on the nature of knowledge and on how it is constructed and represented. Studies in language and literature courses similarly engage students in an exploration of the nature of the human experience and of the ways in which personal views are constructed and communicated. In relating their studies to TOK, students become aware of the fact that although language and literature offer a powerful means of access to knowledge, they are nonetheless a construction rather than a perfectly mimetic representation of life and reality.

Additionally, in becoming more aware of the perspectives of others through their studies, students develop a stronger sense of their own individual viewpoints, such as their position in time and place. The reflection this prompts creates strong links with TOK.

In studies in language and literature courses, students are constantly engaged with inquiry, critical thinking and reflection as they explore how meaning is generated in texts. These courses therefore enhance the students' ability to examine diverse ways of knowing and different knowledge questions. For example, questions regarding the extent to which the reader shapes the meaning of a text, the impact of translation on a text, or the way texts influence understanding of the self and the world are continuously raised in these courses and constitute an important part of the focus of inquiry in them. Further examples of TOK questions can be found within the description of each of the areas of exploration of the syllabus.

# Group 1: Studies in Language & Literature

## Prerequisite Learning

Successful completion of IGCSE World or English Literature (Grade B or above for HL and Grade C or above for SL) or equivalent is desirable, but not essential. All IB options are subject to school approval. Students who take these courses will often have varied language profiles and may be multilingual.

English A: Literature offers the opportunity for continued language development and the acquisition of a range of skills including, for example, textual analysis and the expression of literary appreciation. The choice of this specific course will depend on the student's and teacher's interests and the student's future educational plans.

Syllabus component	Teaching hours*	
	SL	HL
<b>Readers, writers and texts</b> Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.	50	80
<b>Time and space</b> Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.	50	80
<b>Intertextuality: Connecting texts</b> Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.	50	80
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

## Course Materials & Resources

In the IB, students will study a range of works, including classical and modern fiction, play scripts, poems and media of a literary standard, all of which are provided by the school.

### Know, Understand and Interpret

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms

### Analyse and evaluate

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

### Communicate

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

# Group 1: Studies in Language & Literature

## SL 2021

Assessment component	Weighting
<b>External Assessment:</b>	
<b>Paper 1: Guided literary analysis (1 hour 15 minutes)</b> The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%
<b>Paper 2: Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	35%
<b>Internal assessment</b>	
<b>Individual Oral</b> Internally assessed by the teacher and externally moderated by the IB at the end of the course. (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	30%

## HL 2021

Assessment component	Weighting
<b>External Assessment:</b>	
<b>Paper 1: Guided literary analysis (2 hours 15 minutes)</b> The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	35%
<b>Paper 2: Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	25%
<b>Internal assessment</b>	
<b>Individual Oral</b> Internally assessed by the teacher and externally moderated by the IB at the end of the course. (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	20%

# Group 1: Studies in Language & Literature

## 語言 A: 語言與文學

語言與文學研究課程是針對語言和文化背景各異的學生們設計的，他們具有在教育語境中使用課程教學的經驗。其課程目標是熟練掌握接受技能（聽讀）、表達技能（說寫）和互動交流技能，要求所學課程進一步鞏固這些技能。除此以外，本課程亦要求學生發展他們使用語言的熟練程度、流利程度和範圍，尤其要掌握進行作品 / 文本分析所需要的適當詞彙。他們還將通過研習文學作品和非文學文本加深他們對所探索的廣泛概念的理解，從而能夠以清晰、有條理和充分展開的方式解釋、分析、評價和交流這種理解。

在該課程中，學生將學習各種媒體中廣泛的文學和非文學文本。通過考察跨文學體裁和文本類型的交流行為並開展輔助閱讀，學生將研究語言本身的性質以及語言形成身份認同和文化，並受到它們影響的各種方式。學習該課程的方法應該是廣泛多樣的，可以包括學習文學理論、社會語言學、媒體研究和批評性話語分析等等。

### 學習內容

#### 讀者、作者和文本

從各種材料來源和媒體中選擇非文學文本，盡可能多地代表廣泛的文本類型，並且要選擇各種文學體裁的作品。學習非文學文本和文學作品的重點是理解語言與交流的性質，以及文學和文學研究的性質。這方面的研究包括調查文本本身的運作方式，以及創作和理解文本的背景因素和複雜性。重點是針對交流的細節做出個人的和批判性的回應。

#### 時間和空間

非文學文本和文學作品選自各種材料來源，各種文學體裁和媒體形式，反映廣泛的歷史和 / 或文化觀點。對它們的研究注重使用語言的背景，以及文學和非文學文本可以廣泛地反映和塑造社會的各種方式。重點是考慮各種個人的和文化的觀點，發展出更廣泛的各種觀點，以及對背景與意義之間的聯繫的認識。

#### 互文性：文本的相互聯繫

非文學文本和文學作品選自各種材料來源，各種文學體裁和媒體形式，從而使學生有機會拓展他們的學習並進行富有成效的比較。對它們的研究側重於互文關係，也有機會探索在整個課程中引入的各種主題、專題關注、通用慣例、模式或文學傳統。重點是根據對文本之間複雜關係的理解做出批判性回應。

### 學習者檔案

學習者檔案是語言 A: 語言與文學課程的一個核心要素，所有學生都必須採用它。它是為期兩年的整個課程中學生完成的作業的個人收藏。

### 高級課程論文

要求學生撰寫一篇正式論文 (1450-1800 漢字)，聯繫一篇文本或一部作品探索一個探究線索。論文應當形式正規、條理清晰，並應證明做了良好的引用和參考注明。

七個核心概念：認同、文化、創造力、交流、轉化、觀點、呈現。

### 概念性理解

#### 認同：

同一位作者撰寫的，出現在不同文本中的同一個人物，增加了討論的複雜性。相反，閱讀一件文本時，讀者的認同發揮作用的各種方式，實際上對於分析閱讀和詮釋行為來說也至關重要。

#### 文化：

文本如何與其生產和被接受的背景相關聯，並與其中流行的各自的價值觀、信仰和態度相關聯。將文化這一概念應用於文本研究，應促使學生思考文本在多大程度上是特定文化和文學背景的產物，以及文本如何與它們相互作用。

#### 創造力：

應用於閱讀行為時，創造力這一概念強調讀者能夠富有想像力地與文本進行互動的重要性，要從文本中產生一系列可能的意義，高出和超出已被廣泛接受的詮釋。

#### 交流：

交流這一概念圍繞著通過文本在作者和讀者之間建立關係這一問題。在這方面的探索中，作家通過他們對文本風格和結構的選擇在多大程度上促進了交流可能是要分析的一個方面。作者也可能有意針對特定的受眾，這可能意味著已經對讀者的知識或觀點進行了假設。

#### 轉化：

對文本之間聯繫的研究構成了 3 個探索領域當中的一個領域的焦點，即互文性：文本之間的聯繫。文本相互參考和引用的方式很複雜，出於美學或交流的目的，文本會引用一些適當的元素，這些都證明瞭在創作文本的過程中轉化的重要性。此外，無論是對文本還是對讀者來說，閱讀行為本身就具有潛在的轉化性質。不同的讀者會用他們的個人詮釋來轉化。



# Group 1: Studies in Language & Literature

## 觀點：

文本可能提出多種觀點，這些觀點可能反映其作者的觀點，也可能並不反映作者的觀點。讀者也會有他們自己的觀點，他們會帶著自己的觀點與文本互動。這種觀點的多樣性會影響對文本的詮釋，因此值得重點關注和討論。閱讀和寫作行為都是發生在特定的時間和地點。

## 呈現：

有人文學家認定文學應該盡可能準確地呈現現實，也有人聲稱藝術應絕對脫離和擺脫現實，在藝術作品中也沒有呈現現實的任何責任。無論這些討論說什麼，呈現這一概念對於本學科來說都是至關重要的。

## 作品選擇：

在普通課程的這 3 個探索領域中，必須至少研習 4 部作品，在高級課程的這 3 個探索領域中至少要研習 6 部作品。

## 可能書單：SL & HL

《紐約客》白先勇  
 《兒子的大玩偶》黃春明  
 《目送》龍應台  
 《杜甫詩選》杜甫  
 《徐志摩詩選》徐志摩  
 《聊齋誌異》蒲松齡  
 《少女小魚》嚴歌苓  
 《撒哈拉歲月》三毛  
 《落地》哈金  
 《抵岸》陳志勇  
 《Death of a Salesman》Arthur Miller  
 《A Doll's House》Henrik Ibsen

考試	課程	評估細節	時間長度	比重	校內 / 校外 評估
試卷 1: 有引導題的文本分析	普通課程 (SL)	該試卷由兩篇非文學文本構成，它們分屬兩種不同的文本類型，每一篇文都附有一個問題。學生選擇其中的一篇選文並撰寫一篇對它的分析文章。(總分 20 分)	75 分鐘	35%	校外評估
試卷 1: 有引導題的文本分析	高級課程 (HL)	該試卷由兩篇非文學選文構成，它們分屬兩種不同的文本類型，每一篇文本都附有一個問題。學生針對每一篇選文撰寫一篇分析性文章。(總分 40 分)	105 分鐘	35%	校外評估
試卷 2: 比較論文	普通課程 (SL)、 高級課程 (HL)	試卷中包含 4 道一般性論題。學生要根據在課程中學習過的兩部作品，撰寫一篇對它們進行比較的論文來回應其中的一道題。(總分 30 分)	105 分鐘	25%	校外評估
論文	高級課程 (HL)	學生提交一篇關於一件非文學文本，或同一作者的非文學文本集，或在課程中學習過的文學文本或作品的論文。(總分 20 分) 論文的篇幅須為 1200–1500 個英文單詞 (1450-1800 個漢字)。		20%	校外評估
個人口試	普通課程 (SL)、 高級課程 (HL)	這項評估由一場個人口試構成，由授課教師們進行評估，並由國際文憑組織在課程結束時進行校外評審。 根據分別出自一篇非文學文本和一篇文學作品的節選，學生將做一次長達 10 分鐘的有準備的口頭表達，在接下來的 5 分鐘內根據如下提示回答教師的提問 (總分 40 分)	15 分鐘	30%	校內評估

# Group 1: Studies in Language & Literature

## 中文語言 A： 普通課程與高級課程

在“語言 A：文學”課程中，學生將瞭解文學作為跨文化和貫穿整個歷史的強大寫作模式的各種表現形式。他們將探索並發展對文學作品的產生和接受起促進作用的各種因素的理解，例如：

- 作者和讀者的創造力；
- 與作者和讀者各自語境以及與文學傳統的互動性質；
- 語言產生意義和 / 或影響的各種方式；
- 文學創作和回應的表演和轉化潛力。

通過深入分析多種體裁、不同時期、不同地區的文學文本，學生將考慮他們自己的詮釋，以及其他人的批判性觀點。反過來，這將鼓勵探索各種觀點是如何由各種文化信仰系統塑造的，以及在這些系統中如何形成意義。學生將探究文本的創作過程和對文本做出批判性回應的過程，這將說明他們認識到文本是如何影響讀者的，以及讀者如何以各種可能的方式解讀文本。本課程聚焦於文學作品，特別注意培養學生敏銳地認識到語言的優美運用，並使他們能夠思考文學是如何呈現和塑造世界以及社會和文化認同的。

### 學習者檔案

學習者檔案是“語言 A：文學”課程的一個核心要素，所有學生都必須採用它。它是為期兩年的整個課程中學生完成的作業的個人收藏，是學生探索和反思文學文本，並在它們與本學科的探索領域和核心概念之間建立聯繫的地方。要求學生在學習者檔案中反思他們對在相應的探索領域中所學作品的感想和反應。還要求他們在這些作品與他們以前曾閱讀的作品之間建立聯繫，在他們作為讀者的觀點和價值觀以及同學們的觀點和價值觀之間建立聯繫。隨著課程大綱的進展，要求學生在探索領域內和跨領域的作品之間建立這些聯繫，它們將為更廣泛地瞭解文本、文化和認同之間的相互作用提供基礎。

### 課程要求

下表總結了普通課程與高級課程之間的區別。

要求閱讀的作品	普通課程	高級課程
由出現在《國際文憑指定閱讀書單》上的作者撰寫的作品譯著	學習至少 3 件作品	學習至少 4 件作品
由出現在國際文憑指定閱讀清單上的作者撰寫的作品原著	學習至少 4 件作品	學習至少 5 件作品
自選作品	學習 2 部自選作品	學習 4 部自選作品
學習作品總計	9	13
校外評估	普通課程	高級課程
試卷 1：有引導題的文學分析	針對兩篇以前未曾見過的文學節選或文本中的一篇撰寫一篇引導下的分析文章。	針對以前未曾見過的文學節選或文本撰寫兩篇引導下的分析文章。
試卷 2：比較論文	試卷中包含 4 道一般性論題。學生要根據在課程中所學習過的兩部作品，撰寫一篇對它們進行比較的論文來回應其中的一道題。	試卷中包含 4 道一般性論題。學生要根據在課程中所學習過的兩部作品，撰寫一篇對它們進行比較的論文來回應其中的一道題。
高級課程論文		一篇 1500-1800 個漢字的論文，聯繫一件學習過的文學文本或作品進行一系列探究。

# Group 1: Studies in Language & Literature

## 評估概要

評估成分		普通課程	高級課程
校外評估	試卷 1	附有引導題的文學分析 (75 分鐘) <b>35%</b>	有引導題的文學分析 (135 分鐘) <b>35%</b>
	試卷 2	比較論文 (105 分鐘) <b>35%</b>	比較論文 (105 分鐘) <b>25%</b>
	論文		高級課程論文 <b>20%</b>
校內評估	個人口試	根據學過的出自一篇由所學語言寫作的作品節選和一篇翻譯的文學作品節選，學生將做一次長達 10 分鐘的有準備的口頭表達，在接下來的五分鐘內根據如下提示回答教師的提問： 通過你學過的兩部作品的內容和形式，考察它們介紹你選擇的全球性問題的方式。 <b>30%</b>	根據出自學習過的一部用所學語言撰寫的文學作品原著的節選，和出自一部學習過的翻譯文學作品的節選，學生將做一次長達 10 分鐘的有準備的口頭表達，在接下來的 5 分鐘內要根據以下提示回答教師的提問： 通過你學過的兩部作品的內容和形式，考察它們介紹你選擇的全球性問題的方式。 <b>20%</b>

## 個人口試

個人口試要針對以下提示：  
通過你學過的兩部作品的內容和形式，考察它們介紹你選擇的全球性問題的方式。

一個全球性問題具有以下 3 個特徵：

- 具有廣泛的重要性
- 具有跨國性
- 其影響在各地的日常生活中能被感受到

學生可以考察以下一個或多個探究領域，以獲得如何確定在他們的口頭表達中要重點探討的一個全球性問題方面的指導。

- 文化、認同和社區
- 信仰、價值觀和教育
- 政治、權力和公平正義
- 藝術、創造力和想像力
- 科學、技術和環境

## 學生學習參考書目：

- << 兒子的大玩偶 >>
- << 城南舊事 >>
- << 紐約客 >>
- << 燦爛千陽 >>
- << 追風箏的孩子 >>
- << 落地 >>
- << 杜甫詩選 >>
- << 少女小漁 >>
- << 玩偶之家 >>
- << 推銷員之死 >>
- << 撒哈拉歲月 >>

# Group 1: Studies in Language & Literature

## French A Literature (HL&SL), German A Language and Literature (HL&SL), School-supported Self-taught Language A (SL)

### Français A Littérature (HL&SL)

Dans le cadre du Baccalauréat International, il est possible de suivre un cours de littérature française à l'École Européenne de Taipei. Les structures de cours suivent généralement des formats similaires aux matières de la langue A détaillées précédemment, notamment l'Anglais A. Cependant, il y a de nombreuses similarités avec le Baccalauréat français comme par exemple, la technique du commentaire oral et écrit et également les oeuvres choisies.

### Deutsch A - Sprache und Literatur (HL&SL)

Die Taipei European School bietet die Option Deutsch A (Sprache und Literatur) an. Die Kursstrukturen folgen einem ähnlichen Format wie die zuvor beschriebenen A-Sprachfächer und die Inhalte ähneln denen des deutschen Abiturs: gelesen und produziert werden literarische Texte ebenso wie verschiedenste Sach- und Gebrauchstexte. Die Klasse wird von Lehrkräften der deutschen Sektion unterrichtet. Die Deutschgruppen sind in der Regel eher klein und bieten daher den Schülerinnen und Schülern viele Möglichkeiten, sich einzubringen.

### School-supported Self-taught Language A (SL)

Another Language A option may be possible and can be supported by the school. This option allows students to study their mother tongue, even if it is not part of the usual subject offerings. Students will receive support in school from a literature teacher, although a teacher of the selected language will not be provided.

The programme of study is identical to that of the Language A Literature SL syllabus. However, there are differences in procedure for assessments.

In the past, TES students have taken this option in a wide range of languages, such as Swedish, Danish, Hungarian, Swazi, and Spanish.

# Group 2: Language Acquisition

## English B HL & SL

English B is an additional-language learning course designed for students with some previous English study. It aims to give students the necessary language skills and intercultural understanding to communicate effectively in a range of contexts in an environment where English is spoken. These skills are developed through study of a range of written and spoken material, representing a breadth of different text types and gathered from a range of contexts. Students have the opportunity to use English during learner-centred activities, both collaborative and individual, in order to develop mastery of English for a variety of purposes.

### Prerequisite Learning

Successful completion of IGCSE subjects or equivalent. Most students will have studied English as a Second Language at IGCSE. Please note that IB options are subject to school approval and the school has an obligation to ensure that students are appropriately placed in all language courses.

### Course Content

The topics studied at both SL and HL are the same. These topic areas fit into five broad themes, which allow opportunities for students to communicate about matters of personal, local or national, and global interest. These themes are Identities, Experiences, Human Ingenuity, Social Organisation, and Sharing the Planet. The aims of studying materials within these topics is not the study of the topics per se, but rather to develop language skills and intercultural understanding related to a variety of contexts.

Both SL and HL students will develop reading skills related to a variety of text types including, but not limited to, articles, leaflets, news reports, essays, interviews and reviews. They will also learn the skills to write appropriately for a similar variety of text-types.

Both SL and HL students will develop oral skills for use in interactive situations within groups and individual situations with one other speaker. An additional feature of the HL course is the study of Literature.

### Course Materials & Resources

There is a course text book, *English B Course Companion*, published by Oxford University Press. Other texts are gathered from various resources, such as the Internet, periodicals, and newspapers.

HL students will study two literary pieces. Works that have been studied in the course in recent years include, *Stargirl* by Jerry Spinelli, *A Step from Heaven* by An Na, *Of Mice and Men* by John Steinbeck, and *An Inspector Calls* by J.B. Priestley.

All texts and resources will be provided by the school.

### Skills Developed

Throughout the course, students will develop the following skills:

- communicating clearly and effectively in a range of contexts, demonstrating linguistic competence and intercultural understanding
- using language appropriate to a range of interpersonal and/or cultural contexts
- understanding and using language to express and respond to a range of ideas with accuracy and fluency
- organising ideas on a range of topics, in a clear, coherent, and convincing manner
- understanding, analysing, and responding to a range of written and spoken texts
- understanding and using works of literature written in English (HL only)

### Next Steps

Successful study in English B provides students with the language and intercultural skills to enjoy and thrive in environments where English is spoken, including travel or university study. High achievement in the English B course is used by many universities as a language qualification for admissions.

# Group 2: Language Acquisition

## Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1: Writing	SL	One writing task of 250–400 words	1 hour 15 minutes	25%	External
Paper 2: Receptive skills	SL	Separate sections for listening and reading Listening Comprehension (45 minutes) Reading Comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes	1 hour 45 minutes	50%	External
Individual oral assessment	SL	A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme	12 to 15 minutes	25%	Internal
Paper 1: Writing	HL	One writing task of 450–600 words	1 hour 30 minutes	25%	External
Paper 2: Receptive skills		Receptive skills—separate sections for Listening and Reading Listening Comprehension (1 hour) Reading Comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes	2 hours	50%	External
Individual oral assessment	HL	A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus	12 to 15 minutes	25%	Internal

# Group 2: Language Acquisition

## Language B in Chinese, French, German or Spanish (HL & SL)

Language B is a language acquisition course developed at SL and HL for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

The Language B syllabus approaches the learning of language through meaning. Through the study of the prescribed topics at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the Language B course through the expansion of their receptive, productive, and interactive skills.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

### Prerequisite Learning

Successful completion of IGCSE subjects or equivalent. Most students will have studied the relevant language as a Foreign or Second Language at IGCSE. Please note that all IB options are subject to school approval.

### Course Content

The course is structured around the five prescribed themes:

Themes	Description	Sub-topics
<b>Identities</b>	Nature of the self and what it is to be human	Lifestyles, health, and wellbeing, language, and identity
<b>Experiences</b>	Stories of the events, experiences, and journeys that shape our lives	Leisure activities, holidays and travel, customs and traditions, and migration
<b>Human ingenuity</b>	Ways in which human creativity and innovation affect our world	Entertainment, communication and media, and technology
<b>Social organisation</b>	Ways in which groups of people organised themselves, or are organized, through common systems or interests	Social relationships, community, social engagement, education, the working world, law and order
<b>Sharing the planet</b>	Challenges and opportunities faced by individuals and communities in the modern world	Environment, human rights, peace and conflict, equality, globalisation, and ethics

In addition, the study of at least two literary texts (originally written in the target language) is compulsory for language B at Higher Level.

### Course Materials & Resources

Students use the following resources, developed specifically for the International Baccalaureate:

Chinese: *Easy Steps to Chinese 6/7/8*  
(Beijing Language and Culture University Press)

French: *Course Companion (Oxford) / Le monde francophone* (Cambridge University Press)

German: *IB: Deutsch im Einsatz*  
(Cambridge University Press)

Spanish: *Course Companion (Oxford) / Mañana*  
(Cambridge University Press)

Classes are also built using authentic websites such as:



[undp.org](http://undp.org)



[msf.org](http://msf.org)



[fr.unesco.org](http://fr.unesco.org)

# Group 2: Language Acquisition

## Skills Developed

The skills developed in Language B aim to:

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

## Next Steps

Language B allows students to prepare for future academic study or their professional life - not only by being able to communicate in the language studied, but also by enabling them to acquire other languages more easily. It also allows students to reflect upon the benefits of language acquisition and be more effective communicators.

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1: Writing	Productive skills Writing (30 marks) One written task of 250–400 words (SL) or 450–600 (HL)	1 hour 15 (SL) 1 hour 30 (HL)	25%	External
Paper 2: Listening and reading	Receptive skills Separate sections for listening and reading (65 marks) Listening comprehension (45min in SL or 1 hour in HL) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes	1 hour 45 (SL) 2 hours (HL)	50%	External
Individual oral assessment	A conversation with the teacher, based on a visual stimulus in SL or based on an extract from one of the literary works in HL and at least one additional course theme	10 minutes	25%	Internal but externally moderated



# Group 2: Language Acquisition

## Language Ab Initio in French or Spanish (SL)

Language Ab Initio is a language acquisition course designed for students who wish to start learning a new language during their IB Diploma studies. 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. Language Ab Initio is available at SL only.

### Prerequisite Learning

No prerequisite learning is necessary. However, students who have studied a language for more than a year, or who have had extended exposure to that language, are not eligible to take the Ab Initio course. The most important consideration is that the Language Ab Initio course should be a challenging educational experience for the student. Please note that all IB options are subject to school approval.

### Course Content

The language Ab Initio course is organised into five prescribed topics.

Each theme has a list of prescribed topics that provide the students with opportunities to practise and explore the language, as well as to develop intercultural understanding.

### Course Materials & Resources

In IB Language Ab Initio, we use the following textbooks, specifically developed for the International Baccalaureate:

French: *Panorama francophone*  
(Cambridge University Press)

Spanish: *Panorama hispanohablante*  
(Cambridge University Press)

These are provided by the school.

### Skills Developed

Language Ab Initio aims to:

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

Themes	Description	Sub-topics
<b>Identities</b>	Nature of the self and how we express who we are	Personal attributes, personal relationships, eating and drinking, and physical wellbeing
<b>Experiences</b>	Stories of the events, experiences and journeys that shape our lives	Routine, leisure, holidays, festivals and celebrations
<b>Human ingenuity</b>	Ways in which human creativity and innovation affect our world	Transport, entertainment, media and technology
<b>Social organisation</b>	Ways in which groups of people organize themselves, or are organized, through common systems or interests	Neighbourhood, education, the workplace, social issues
<b>Sharing the planet</b>	Challenges and opportunities faced by individuals and communities in the modern world	Climate, physical geography, the environment and global issues

# Group 2: Language Acquisition

## Next Steps

Language Ab Initio allows students to prepare for the next stage in their academic career, as well as their professional life, not only by being able to communicate

in the language studied, but also by enabling them to learn the skills that make the acquisition of other languages easier.

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Productive skills–writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks.	1 hour	25%	External
Paper 2	Receptive skills Separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks)  Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	1 hour 45 minutes	50%	External
Individual oral assessment	Speaking skills A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	10 minutes	25%	Internally assessed and externally moderated

# Group 3: Individuals & Societies

## Geography HL & SL

The IB Diploma programme Geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies.

The Geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability, and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. The course gives students the opportunity to develop an understanding of the interrelationships between people, place, spaces, and the environment.

Students will appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change. The complexity and changing nature of human society requires students to investigate a variety of perspectives using a range of study methods.

### Prerequisite Learning

Successful completion of IGCSE subjects or equivalent, although there is no requirement to have studied Geography to this level. All IB options are subject to school approval.

### Course Content

The IB syllabus is designed to allow Geography to be studied at both Higher and Standard level; all students must complete the core content.

Students at Standard Level (SL) and Higher Level (HL) in Geography are presented with a syllabus that has a common core and optional themes. HL students also study the higher level extension. The syllabus requires the development of certain skills, attributes, and knowledge.

Although the skills and activity of studying Geography are common to both SL and HL students, the HL student is required to acquire a further body of knowledge, to demonstrate critical evaluation, and to synthesise the concepts in the Higher Level extension.

### Part 1: Geographic Themes – Options (SL study 2, HL study 3)

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 (HL and SL)

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

### Part 2: HL Core Extension – Geographic Perspectives – Global interactions (HL)

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

### Course Materials & Resources

The school provides the IB Diploma Geography Course Companion, Study Guide and IB Prepared Assessment support (Oxford University Press) and Geography - Global Change and Geography - Global Interactions (Hodder Education) to support students through the course. The new edition Planet Geography series (Solid Star Press) is available for more in depth textbook support when required. Alongside this students are encouraged to keep up to date with global issues through engaging with news reports and online articles where relevant.

### Skills Developed

Students taking IB Geography will develop the following:

- Communication (both oral and written) skills
- Intellectual and independent thinking skills
- Research and critical thinking skills
- Analytical skills using data, maps and infographics as stimuli
- Cultural awareness

# Group 3: Individuals & Societies

## Next Steps

The IB Geography course prepares students to pursue further academic study in the discipline at university level. Geography is well regarded as an academic subject due to the varied and diverse nature of the subject which allows students to pursue a variety of different academic

options and future career paths. The development of a range of skills in analysis, communication, and critical thinking develop Geography students into well-rounded and dynamic individuals.

## Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL	Geographic themes Three options	2 hours 15 minutes	35%	External
Paper 1	SL	Geographic themes Two options	1 hour 30 minutes	35%	External
Paper 2	HL	Geographic perspectives – Global change	1 hour 15 minutes	25%	External
Paper 2	SL	Geographic perspectives – Global change	1 hour 15 minutes	40%	External
Paper 3	HL	Geographic perspectives – Global interactions	1 hour	20%	External
Internal assessment	HL/SL	Students must produce one piece of coursework based on data collected during the IB Geography field trip (attendance is mandatory).	Ongoing 2500 words	20% (HL) 25% (SL)	Internal with external moderation

# Group 3: Individuals & Societies

## History HL & SL

The IB Diploma programme History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

### Prerequisite Learning

Successful completion of IGCSE subjects or equivalent. Please note that all IB options are subject to school approval.

### Course Content

Throughout the IB History course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. For example, students explore historical examples of many of the global challenges facing the world today, such as conflict, rights, and governance.

This helps to meet one of the central aims of the course: to increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

### Optional Themes

- 3 Case Studies: The Move to Global War from 1931 to 1941
- World History Topic: Causes and Effects of 20th Century Wars
- World History Topic: Authoritarian States (20th Century)
- Students at HL study aspects of the History of Asia.

### Course Materials & Resources

Students use a wide variety of texts, which are provided by the school. TES subscribes to *History Today* and BBC History magazines and provides library lists to students.

### Skills Developed

Students on the IB History course will develop skills in:

- Intellectual and independent thinking
- Creating analytic arguments
- Self-reflection
- Reasoning
- Expressing ideas clearly and coherently



# Group 3: Individuals & Societies

## Next Steps

History is a subject that is well regarded by universities and employers, given the skills it develops. Studying History provides a student with skills which are not confined to the study of the past.

Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a skills set for the student, but it also keeps career options open.

## Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL	Source document analysis based paper, 4 structured questions	1 hour	20%	External
Paper 1	SL	Source document analysis based paper, 4 structured questions	1 hour	30%	External
Paper 2	HL	2 essay questions on studied material	1 hour 30 minutes	25%	External
Paper 2	SL	2 essay questions on studied material	1 hour 30 minutes	45%	External
Paper 3	HL	3 essay questions on studied material	2 hours 30 minutes	35%	External
Internal assessment	HL	A historical investigation consisting of a written account of up to 2200 words, divided into three sections: 1. Identification and evaluation of sources 2. Investigation 3. Reflection	Ongoing	20%	Internally assessed, externally moderated
Internal assessment	SL	A historical investigation consisting of a written account of up to 2200 words, divided into three sections: 1. Identification and evaluation of sources 2. Investigation 3. Reflection	Ongoing	25%	Internally assessed, externally moderated

# Group 3: Individuals & Societies

## Economics HL & SL (first assessments 2022)

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made

The economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of the following six real-world issues which are posed as economic questions:

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives—and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economy and how effective are their policies?
- Who are the winners and losers of the integration of the world's economies?
- Why is economic development uneven?

By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

### Prerequisite Learning

All IB options are subject to school approval.

### Course Content

#### Section 1: Introduction to economics

#### Unit 2: Microeconomics

- Markets
- Elasticities
- Government intervention
- Market failure

#### Unit 3: Macroeconomics

- Measuring national income
- Aggregate demand and supply
- Macroeconomic objectives
- Demand-side and supply-side policies

#### Unit 4: The global economy

- Benefits of trade
- Trade protection
- Economic integration
- Exchange rates
- Balance of payments
- Sustainable development
- Measuring development
- Barriers to economic growth and/or development
- Growth and development strategies

### Skills Developed

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

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

### Next Steps

The IB Economics course prepares students to pursue further academic study in the discipline at university level.

# Group 3: Individuals & Societies

## Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL& SL	An extended response paper (25 marks) Syllabus content (including HL extension material for HL) Students answer one question from a choice of three. (25 marks)  <i>*In addition Higher Level students sit an additional exam paper</i>	1 hours 15 minutes	HL: 20% SL: 30%	External
Paper 2	HL& SL	A data response paper (40 marks) Syllabus content (including HL extension material for HL). Includes some quantitative questions. Students answer one question from a choice of two. (40 marks)  <i>*In addition Higher Level students sit an additional exam paper</i>	1 hour 45 minutes	HL: 30% SL: 40%	External
Paper 3	HL	A policy paper (60 marks) Syllabus content including HL extension material. Includes both quantitative and qualitative questions. Students answer two compulsory questions. (30 marks per question)	1 hours 45 minutes	30%	External
Internal assessment	HL& SL	Candidates must produce a portfolio of three commentaries, each 800 words, based on a news media extract, linking economic theory to a real-world situation. Three of the four commentaries must have as their main focus a different section of the syllabus, although it is acceptable for commentaries to make reference to other sections.	Ongoing	HL: 20% SL: 30%	Internally assessed, externally moderated



# Group 3: Individuals & Societies

## Business and Management HL & SL

Business & Management is a rigorous, challenging, and dynamic discipline in the Individuals & Societies subject group. The role of business, as distinct from other organisations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organising resources. Profit making, risk-taking and operating in a competitive environment characterise most business organisations.

Business & Management studies business functions, management processes, and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organisation and how these decisions impact upon its stakeholders, both internally and externally. Business & Management also explores how individuals and groups interact within an organisation, how they may be successfully managed, and how they can ethically optimise the use of resources in a world with increasing scarcity and concern for sustainability.

### Prerequisite Learning

Successful completion of IGCSE subjects or equivalent. Please note that all IB options are subject to school approval.

### Course Content

The following topics will be studied at HL and SL core:

Topic 1: Business organisation and environment

Topic 2: Human resources

Topic 3: Accounts and finance

Topic 4: Marketing

Topic 5: Operations management

### Conceptually Focused Teaching

The following six concepts underpin the Business & Management course:

- Change
- Culture
- Ethics
- Globalisation
- Innovation
- Strategy

A conceptually focused teaching approach has several advantages:

- It facilitates disciplinary and interdisciplinary learning and allows for connections with other subjects.
- It deepens students' understanding of today's complex and dynamic business environments.
- Students learn to analyse and evaluate individual and collective behaviours and topical phenomena, not only in business contexts but in the society at large.
- It allows students to integrate new content into already existing understandings.

### Course Materials & Resources

Students make use of the *Business Management for the IB Diploma* textbooks that are published by the Cambridge University Press. They also have access to *IB Business and Management* textbooks that are published by the Oxford University Press. Textbooks are provided by the school. Many teacher-made resources are also shared with students during lessons.

# Group 3: Individuals & Societies

## Skills Developed

Students will be able to:

- explore business issues from different cultural perspectives
- develop a holistic view of the world of business
- develop the capacity to think critically about individual and organisational behaviour
- develop an ability to make informed business decisions
- appreciate the nature and significance of change in a local, regional, and global context
- gain awareness of social, cultural, and ethical factors in the actions of organisations and individuals in those organisations
- consider the social and ethical responsibilities associated with businesses operating in international markets

## Next Steps

The IB Business & Management course prepares students to pursue further academic study in the discipline at university level.

## Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL	Pre-seen case study followed by structured questions. HL students answer an extended response question.	2 hours 15 minutes	35%	External
Paper 1	SL	Pre-seen case study followed by structured questions.	1 hour 15 minutes	35%	External
Paper 2	HL	Students answer structured questions based on stimulus material. Students answer an extended response question.	2 hours 15 minutes	40%	External
Paper 2	SL	Students answer structured questions based on stimulus material. Students answer an extended response question.	1 hour 45 minutes	40%	External
Internal assessment	HL	Research project	Ongoing Up to 2000 words	25%	Internally assessed, externally moderated
Internal assessment	SL	Written assignment	Ongoing Up to 1700 words	25%	Internally assessed, externally moderated

# Group 3: Individuals & Societies

## Information Technology in a Global Society (ITGS) HL & SL

In ITGS, students study and evaluate the impacts of Information Technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitised information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers social and ethical considerations that are common to other subjects in Group 3. 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.

### Prerequisite Learning

Successful completion of IGCSE subjects or equivalent. Please note that All IB options are subject to school approval.

### Course Content

The nature of the subject is defined by the use of fundamental ITGS terms. For the purpose of the ITGS syllabus the following definitions apply:

- **Information Technology (IT)** is the study, design, development, implementation, support, or maintenance of computer-based information systems.

- **Social and ethical significance** refers to the effects that the development, implementation, and use of information technology has on individuals and societies. Social impacts and ethical considerations are not mutually exclusive and are therefore categorised as a single entity. However, in general, social impacts tend to refer to the effects of IT on human life.
- **Ethical considerations** tend to refer to the responsibility and accountability involved in the design and implementation of IT.

Course content is divided into Core Content (hardware, software, networking, security, databases, models & simulations) and Applied Strands, where this knowledge is applied to real-world scenarios (business & employment, politics & government, home & leisure, health, education, environment). The two Higher Level units cover IT systems in organisations and AI & Robotics.

ITGS has links with subjects not included in Group 3, notably Computer Science, but it should be noted that there are clear differences between the subjects.

### Optional themes

The purpose of the Internal Assessment is to provide students with an opportunity to develop an IT solution to a real-world problem. They can choose from the following options, in consultation with their client:

- Developing a website
- Creating a relational database system
- Creating a multimedia product
- Developing a desktop publishing publication

### Course Materials & Resources

Students use the media-rich ITGS.org online courseware site developed here at TES to complete the course.



[www.itgs.org](http://www.itgs.org)

# Group 3: Individuals & Societies

## Skills Developed

Throughout the course, students will develop the following skills:

- Intellectual and independent thinking
- Creating analytic arguments
- Self-reflection
- Reasoning
- Expressing ideas clearly and coherently
- Social research methodologies

## Next Steps

ITGS is an excellent introduction for anyone interested in philosophy, sociology, law, or politics. With the ubiquity of technology in all areas of academic study, and the rigorous approach taken to social science research, students would become well-prepared for a wide variety of fields at undergraduate level. It is also a good choice for anyone interested in computer science due to the focus on systems development methodologies.

## Assessment

### Higher Level (HL)

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL	Core themes and HL content	2 hrs 15 mins	35%	External
Paper 2	HL	Analysis of unseen case study	1 hr 15 mins	20%	External
Paper 3	HL	Analysis of seen case study	1 hr 15 mins	25%	External
Internal assessment	HL	Development of an IT solution to a real-world problem, accompanied by documentation	2,000 words	20%	Internally assessed, externally moderated

### Standard Level (SL)

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	SL	Core themes	1 hr 30 mins	40%	External
Paper 2	SL	Analysis of unseen case study	1 hr 15 mins	30%	External
Internal assessment	SL	Development of an IT solution to a real-world problem, accompanied by documentation	2,000 words	30%	Internally assessed, externally moderated

# Group 3: Individuals & Societies

## Psychology HL & SL

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods, and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own, as human beings are complex animals with highly developed frontal lobes, cognitive abilities, involved social structures, and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques, whilst recognising that behaviour is not a static phenomenon; it is adaptive and, as the world, societies and challenges facing societies change, so does behaviour.

### Prerequisite Learning

Successful completion of IGCSE courses, including grade C or above in Science, English, and Mathematics or equivalent. Please note that all IB options are subject to school approval.

### Course Content

At the core of the IB Psychology course is an introduction to three different approaches to understanding behaviour:

- Biological approach
- Cognitive approach
- Socio-cultural approach

The knowledge, concepts, theories, and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by Psychologists today. Furthermore, the interaction of these approaches to studying Psychology will form the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity, as well as the commonality, between their own behaviour and that of others.

### Optional Themes

The contribution and the interaction of the three approaches can be best understood through the options. There are four options in the course. They focus on areas of applied Psychology:

- Abnormal Psychology
- Developmental Psychology
- Health Psychology
- Psychology of Human Relationships

Students at SL must study one option. Students at HL must study two options.

### Course Materials & Resources

Students on the course will use *IB Psychology – A Student’s Guide* (Themantic Education) and the *IB Psychology – A Revision Guide* (Themantic Education). These will be provided by the school. Students also have access to the IB Psychology inthinking website [www.thinkib.net/psychology](http://www.thinkib.net/psychology).

### Skills Developed

Psychologists employ a range of research methods, both qualitative and quantitative, in order to test their observations and hypotheses. As a part of the core syllabus, IB Psychology promotes an understanding of the various approaches to research and how they have been used in order to critically reflect on the evidence, as well as assist in the design, implementation, analysis, and evaluation of the students’ own investigations.

Psychology studies human beings and, as such, it is paramount that the ethical implications in any line of investigation, and at all points in the course, are fully explored and understood, in order to ensure that ethical guidelines are followed at all times.

### Next Steps

Psychology is a subject that is well regarded by universities and employers, given the skills it develops. The issues covered, and the exploration of ethical considerations and the development of critical thinking, have direct relevance to study and careers in counselling, social work, human resources, market research, medicine, business, education, and more.

# Group 3: Individuals & Societies

## Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL	Section A: Three short answer questions on the core approaches to Psychology. Section B: One essay from a choice of three on the biological, cognitive, and socio-cultural approaches to behaviour. One, two, or all of the essay questions will reference the additional HL topic.	2 hours	40%	External
Paper 1	SL	Section A: Three compulsory short answer questions. Section B: Three questions. Students choose one question to answer in essay form.	2 hours	50%	External
Paper 2	HL	Two questions: one from a choice of three on each of two options	2 hours	20%	External
Paper 2	SL	One question from a choice of three on one option	1 hour	25%	External
Paper 3	HL	Three short answer questions from a list of six static questions on approaches to research	1 hour	20%	External
Internal assessment	HL	A report on an experimental study undertaken by the student	Ongoing 1800 to 2200 words	20%	Internally assessed, externally moderated
Internal assessment	SL	A report on an experimental study undertaken by the student	Ongoing 1800 to 2200 words	25%	Internally assessed, externally moderated

# Group 4: The Sciences

## Introduction to Group 4: The Sciences

At Taipei European School, Group 4 subjects are offered by the Science and Physical Education Departments. The study of IB sciences can be seen as a pathway to science and science-related careers, as a means to add breadth to a student's final years of schooling, or as the pursuit of an interest.

Courses include the following common structure for Standard Level (SL):

### Internal Assessment

Each student is required to complete an internal assessment project as part of the requirement for each Science subject being studied at IB level. In some cases, students may complete a data analysis task using second-hand data. Otherwise, they will perform an experiment to collect their own primary data for analysis.

Students are required to spend a minimum of ten hours planning, implementing, and reporting on their projects in each Science subject studied. It is important to note that Internal Assessment is a separate piece of work that must not be related to the IB Extended Essay or IB Group 4 Project.

### Group 4 Project

As part of the Group 4 requirements, each student must complete a Group 4 Project in cooperation with others. The Group 4 Project enables students to practice skills important to later study, work, and social service.

The Science Department works with the Physical Education Department to deliver and complete the Group 4 Project within a two-week timeframe. This includes some timetabled class time and an off-timetabled day in which students concentrate on the completion of the practical aspect of the project.



# Group 4: The Sciences

## Biology HL & SL

Biology is the study of life. The vast diversity of species makes Biology both an endless source of fascination and a considerable challenge. By studying IB Biology, students should become aware of how scientists work and communicate with each other. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings.

### Prerequisite Learning

Students should achieve a Grade C or above in IGCSE Science (Core, Co-ordinated, or Triple) in order to access Biology, Chemistry, or Physics at SL. Students who achieve a Grade B or above are well placed to access these subjects at HL.

### Course Content

#### Core:

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology

#### Additional Higher Level:

7. Nucleic acids
8. Metabolism, cell respiration, and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology

#### Options (choice of 1 out of 4):

1. Neurobiology and behaviour
2. Biotechnology and bioinformatics
3. Ecology and conservation
4. Human physiology

### Course Materials & Resources

Students are issued with textbooks published by Oxford University Press. Students are also given revision books. Students utilise equipment and materials available in the laboratory to complete their Individual Assessments and Science related Extended Essays. Students are expected to own a scientific calculator.

### Skills Developed

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Integral to the experience of students in any of the Group 4 courses is their experience in the classroom laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon, or allow students to consider and examine questions and curiosities.

### Next Steps

Apart from being a subject worthy of study in its own right, Biology 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.



## Group 4: The Sciences

### Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL	Multiple choice paper	1 hour	20%	External
Paper 1	SL	Multiple choice paper	45 minutes	20%	External
Paper 2	HL	Data-based, short answer and extended response questions	2 hours 15 minutes	36%	External
Paper 2	SL	Data-based, short answer and extended response questions	1 hour 15 minutes	40%	External
Paper 3	HL	Data-based, short answer and extended response questions	1 hour 15 minutes	24%	External
Paper 3	SL	Data-based, short answer and extended response questions	1 hour	20%	External
Internal assessment	HL	The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long. The task produced should be complex and commensurate with the level of the course.	Ongoing Approx. 10 hours	20%	Internally assessed, externally moderated
Internal assessment	SL	The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long. The task produced should be complex and commensurate with the level of the course.	Ongoing Approx. 10 hours	20%	Internally assessed, externally moderated

# Group 4: The Sciences

## Chemistry HL & SL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as Medicine, Biological Science, and Environmental Science.

Both theory and practical work should be undertaken by all students, as they complement one another naturally, both in school and in the wider scientific community. The IB Chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of Mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

### Prerequisite Learning

Students should achieve a Grade C or above in IGCSE Science (Core, Co-ordinated, or Triple) in order to access Biology, Chemistry, or Physics at SL. Students who achieve a Grade B or above are well placed to access these subjects at HL.

### Course Content

#### Core:

1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding and structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium
8. Acids and bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing

#### Additional Higher Level:

12. Atomic structure
13. The periodic table—the transition metals
14. Chemical bonding and structure
15. Energetics/thermochemistry

16. Chemical kinetics
17. Equilibrium
18. Acids and bases
19. Redox processes
20. Organic chemistry
21. Measurement and analysis

#### Options (choice of 1 out of 4):

- A. Materials
- B. Biochemistry
- C. Energy
- D. Medicinal chemistry

### Course Materials & Resources

Students are issued with textbooks published by Oxford University Press. Students are also given revision books. Students utilise equipment and materials available in the laboratory to complete their Individual Assessments and Science related Extended Essays. Students are expected to own a scientific calculator.

### Skills Developed

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

Integral to the experience of students in any of the Group 4 courses is their experience in the classroom laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon, or allow students to consider and examine questions and curiosities.

### Next Steps

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.

## Group 4: The Sciences

### Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL	Multiple choice paper	1 hour	20%	External
Paper 1	SL	Multiple choice paper	45 minutes	20%	External
Paper 2	HL	Short answer and extended response questions	2 hours 15 minutes	36%	External
Paper 2	SL	Short answer and extended response questions	1 hour 15 minutes	40%	External
Paper 3	HL	Data and practical-based questions, plus short answer and extended response questions on the option	1 hour 15 minutes	24%	External
Paper 3	SL	Data and practical-based questions, plus short answer and extended response questions on the option	1 hour	20%	External
Internal assessment	HL	The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long. The task produced should be complex and commensurate with the level of the course.	Ongoing Approx. 10 hours	20%	Internally assessed, externally moderated
Internal assessment	SL	The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long. The task produced should be complex and commensurate with the level of the course.	Ongoing Approx. 10 hours	20%	Internally assessed, externally moderated

# Group 4: The Sciences

## Physics HL & SL

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

### Prerequisite Learning

Students should achieve a Grade C or above in IGCSE Science (Core, Co-ordinated, or Triple) in order to access Biology, Chemistry, or Physics at SL. Students who achieve a Grade B or above are well placed to access these subjects at HL.

### Course Content

#### Core:

1. Measurements and uncertainties
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear, and particle physics
8. Energy production

#### Additional Higher Level:

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum and nuclear physics

#### Options (choice of 1 out of 4):

- A. Relativity
- B. Engineering Physics
- C. Imaging
- D. Astrophysics

### Course Materials & Resources

Students are issued with textbooks published by Oxford University Press. Students are also given revision books. Students utilise equipment and materials available in the laboratory to complete their Individual Assessments and Science related Extended Essays. Students are expected to own a scientific calculator.

### Skills Developed

The 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.

Integral to the experience of students in any of the Group 4 courses is their experience in the classroom laboratory or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings. Experiments can be used to introduce a topic, investigate a phenomenon, or allow students to consider and examine questions and curiosities.

### Next Steps

Apart from being a subject worthy of study in its own right, Physics is a prerequisite for many other courses in higher education, such as Engineering, Astrophysics, Nuclear Physics, and Environmental Science, and serves as useful preparation for employment.

## Group 4: The Sciences

### Assessment

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL	Multiple choice paper	1 hour	20%	External
Paper 1	SL	Multiple choice paper	45 minutes	20%	External
Paper 2	HL	Short answer and extended response questions	2 hours 15 minutes	36%	External
Paper 2	SL	Short answer and extended response questions	1 hour 15 minutes	40%	External
Paper 3	HL	Data and practical-based questions, plus short answer and extended response questions on the option	1 hour 15 minutes	24%	External
Paper 3	SL	Data and practical-based questions, plus short answer and extended response questions on the option	1 hour	20%	External
Internal assessment	HL	The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long. The task produced should be complex and commensurate with the level of the course.	Ongoing Approx. 10 hours	20%	Internally assessed, externally moderated
Internal assessment	SL	The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long. The task produced should be complex and commensurate with the level of the course.	Ongoing Approx. 10 hours	20%	Internally assessed, externally moderated

# Group 4: The Sciences

## Sports, Exercise and Health Science HL & SL

The IB Sports Science course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition, which are studied in the context of sport, exercise, and health. Students will cover a range of core and optional topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise, and health relative to the individual and in a global context.

### Core SL Syllabus

Topic	Content
Anatomy	The skeletal system The muscular system
Exercise Physiology	Structure and function of the ventilatory system Structure and function of the cardiovascular system
Energy Systems	Nutrition, carbohydrate and fat metabolism Nutrition and energy systems
Movement Analysis	Neuromuscular function Joint and movement type Fundamentals of biomechanics
Skill in Sport	The characteristics and classification of skill Information processing Principles of skill learning
Measurement and Evaluation of Human Performance	Statistical analysis Study design Components of fitness Principles of training programme design

### Prerequisite Learning

It is not essential to have studied IGCSE P.E., however it is desirable. Successful completion of IGCSE Science, or equivalent, is necessary.

### Course Content

Students of Sports, Exercise and Health Science study a core syllabus supplemented by the study of two options. Students at standard level (SL) are required to spend 40 hours on practical / investigative work. Students at higher level (HL) spend 60 hours on practical / investigative work.

### Core HL Syllabus

Topic	Content
Further Anatomy	The skin system, structure and function of the brain
The Endocrine System	Structure and function of the endocrine system
Fatigue	Types and causes of fatigue. prevention and recovery
Friction and Drag	Types of friction and drag, causes, and application to sport
Skill Acquisition and Analysis	Pedagogy in coaching, notation and analysis
Genetics and Athletic Performance	The contribution of genetics to athletic success and the implications of this
Exercise and Immunity	The influence of exercise on the immune system and application for training strategies

# Group 4: The Sciences

Option Units (students are required to study any two of the following options):

Topic	Content
Optimising Physiological Performance	Training Environmental factors and physical performance Non-nutritional ergogenic aids
Psychology in Sport	Individual differences Motivation Mental preparation for sport Psychological skills training
Physical Activity and Health	Hypokinetic disease Cardiovascular disease Physical activity and obesity Physical activity and type 2 Diabetes Physical activity and bone health Prescription of exercise for health Exercise and psychological wellbeing
Nutrition for Sport, Exercise and Health	Digestion and absorption Water and electrolyte balance Energy balance and body composition Nutritional strategies

## Course Materials & Resources

Students use the *Sports, Exercise and Health Science* textbook (Oxford University Press), which will be provided by the school.

## Skills Developed

Students will acquire the following skills on this course:

- application and use of scientific facts, methods, technique, and terminology
- use of methods of presenting sports-scientific information
- constructing, analysing, and evaluating hypotheses, research questions, predictions, methods, techniques, and sports-scientific explanations

## Next Steps

Sports Science is a subject well regarded by many universities worldwide. The concepts studied and the application to current world trends have direct relevance to courses of study or careers in Health Science, Exercise Science, Sport, Recreation and Leisure, Personal Training, Education, and more.

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Multiple choice paper	45 minutes	20%	External
Paper 2	Data-based and extended response answers	1 hour 15 minutes	20%	External
Paper 3	Short- answer questions on two of the options studied	1 hour	25%	External
Internal assessment	Coursework-practical tasks and internally assessed activities	40 hours in total	24%	Internally assessed, externally moderated

# Group 4: The Sciences

## Computer Science HL & SL

Computer Science requires an understanding of the fundamental concepts of computational thinking, as well as knowledge of how computers and other digital devices operate. The Computer Science course is engaging, accessible, inspiring, and rigorous. The course:

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration, and the acquisition of further knowledge
- interacts with, and influences, cultures, society, and how individuals and societies behave
- raises ethical issues
- is underpinned by computational thinking

Computational thinking involves the ability to:

- think procedurally, logically, concurrently, abstractly, recursively, and ahead
- utilise an experimental and inquiry-based approach to problem-solving
- develop algorithms and express them clearly
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally

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

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

Computer Science has links with subjects outside of Group 4, notably Information Technology in a Global Society (ITGS), but it should be noted that there are clear differences between these subjects.

### Prerequisite Learning

Successful completion of IGCSE ICT, Computer Science, or equivalent. All IB options are subject to school approval.

### Course Content

#### Core Syllabus

The topics that must be studied, including some practical work, are:

Topic 1: System fundamentals (20 hours)

Topic 2: Computer organisation (6 hours)

Topic 3: Networks (9 hours)

Topic 4: Computational thinking, problem-solving, and programming (45 hours)

#### HL Extension

The topics that must be studied, including some practical work, are:

Topic 5: Abstract data structures (23 hours)

Topic 6: Resource management (8 hours)

Topic 7: Control (14 hours)

#### Case Study

Additional subject content introduced by the annually issued case study.

#### Option Choices

Students study one of the following options:

Option A: Databases

Option B: Modelling and simulation

Option C: Web science

Option D: Object-oriented programming (OOP)

### Course Materials & Resources

Students will follow a course of learning in the prescribed course textbook, Dale & Lewis, *Computer Science Illuminated 6th Edition* (Jones and Bartlett Publishers) and draw from the following recommended reading list:

Brookshear & Brylow, *Computer Science: An Overview 12th Edition* (Pearson)

Dimitriou & Hatzitaskos, *Core Computer Science: For the IB Diploma Program* (Express Publishing)

The course is well-resourced online with a plethora of resources and code examples that students are encouraged to make good use of. All texts and resources will be provided by the school.



# Group 4: The Sciences

## Skills Developed

Students will know and understand:

- relevant facts and concepts
- appropriate methods and techniques
- computer science terminology
- methods of presenting information

Students will apply and use:

- relevant facts and concepts
- relevant design methods and techniques
- terminology to communicate effectively
- appropriate communication methods to present information

Students will construct, analyse, evaluate, and formulate:

- success criteria, solution specifications including task outlines, designs and test plans
- appropriate techniques within a specified solution

Students will also demonstrate the personal skills of cooperation and perseverance, as well as appropriate technical skills for effective problem-solving in developing a specified product.

## Next Steps

Computer Science provides an excellent introduction for anyone interested in studying for a degree in Computer Science or related technological fields (e.g. Engineering) at undergraduate level.

## Assessment

### Standard Level (SL)

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	SL	Core themes	1 hr 30 mins	45%	External
Paper 2	SL	Examination paper linked to the option studied	1 hour	25%	External
Internal assessment	SL	The development of a computational solution with supporting documentation of up to 2,000 words	N/A	30%	Internally assessed, externally moderated

### Higher Level (HL)

Exam	Level	Detail	Length	Weighting	Internal/External
Paper 1	HL	Core themes and HL content	2 hrs 10 mins	40%	External
Paper 2	HL	Examination paper linked to the option studied	1 hr 20 mins	20%	External
Paper 3	HL	Examination paper consisting of four compulsory questions based on a pre-seen case study	1 hr	20%	External
Internal assessment	HL	The development of a computational solution with supporting documentation of up to 2,000 words	N/A	20%	Internally assessed, externally moderated

# Group 5: Mathematics

## Introduction to Group 5: Mathematics

Everyone uses Mathematics on a regular basis as part of their everyday life, for example during such activities as buying produce, consulting a timetable, and estimating measures. From the vast human population there is a group of people who use Mathematics to a greater degree and apply their knowledge to specific tasks. These include Bank Clerks, Surveyors, Laboratory Technicians and Secretaries. People such as Architects, Engineers, Economists, Pilots, and Designers use Mathematics at a more specialised level. Further, there is a smaller group of people who are professional Mathematicians involved in research, statistics, and branches of science. This prevalence of Mathematics in our lives, with all its interdisciplinary connections, provides a clear and sufficient rationale for making the study of Mathematics compulsory for all IB Diploma students.

### Prerequisite Learning

Mathematics is a linear subject and it is expected that most students will have studied Mathematics for at least ten years. Students will have a wide variety of skills and knowledge prior to starting the course. The IB Mathematics programme takes account of the wide-ranging needs of students by offering four different study paths. It is important that students make an informed choice based on their abilities and achievements in Mathematics:

Students may opt to study Mathematics Analysis and Approaches (MAA) at either Standard or Higher Level

**OR**

Students may opt to study Mathematics Applications and Interpretation (MAI) at either Standard or Higher Level.

Please note that all IB options are subject to school approval.

# Group 5: Mathematics Analysis and Approaches (MAA)

## Mathematics Analysis and Approaches (MAA)

### Course Content

This course is suitable for students who enjoy developing their Mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem-solving and generalization. There is a common “Core” content to both Standard and Higher levels.

### Optional Themes

The programme consists of 5 topics and a mathematical exploration. These topics are:

1. Number and Algebra
2. Functions
3. Geometry and Trigonometry
4. Statistics and Probability
5. Calculus

### Assessment

#### Standard Level (SL)

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Non-calculator methods	90 minutes	40%	External
Paper 2	Calculator methods	90 minutes	40%	External
Exploration	An individual piece of work involving investigating an area of Mathematics	Ongoing	20%	Internal

#### Higher Level (HL)

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Non-calculator methods	120 minutes	30%	External
Paper 2	Calculator methods	120 minutes	30%	External
Paper 3	Problem Solving / Reasoning with Calculator	60 minutes	20%	External
Exploration	An individual piece of work involving investigating an area of Mathematics	Ongoing	20%	Internal

### Course Materials & Resources

Students will make use of the *IB Mathematics: Analysis and Approaches* textbook (Oxford Publications) which is provided by the school.

### Skills Developed

Students will develop the following skills:

- Knowledge and understanding
- Problem solving
- Communication and interpretation
- Technology use
- Reasoning
- Investigative approaches

### Next Steps

Students taking Mathematics: Analysis and Approaches are well prepared for further study of Pure Mathematics, Engineering, Physical Sciences, Economics or any degree requiring analytic methods.

# Mathematics Applications and Interpretation (MAI)

## Mathematics Applications and Interpretation (MAI)

### Course Content

This course is suitable for students who have an interest in developing their Mathematics for describing our world by modelling and solving practical problems using technology. Students who take Applications and Interpretation will be those who enjoy Mathematics best when seen in a practical context. Standard Level Applications and Interpretation will be appropriate for students who would previously have taken Mathematics Studies Standard Level. There is a common “Core” content to both Standard and Higher levels.

### Optional Themes

The programme consists of 5 topics and a mathematical exploration. These topics are:

1. Number and Algebra
2. Functions
3. Geometry and Trigonometry
4. Statistics and Probability
5. Calculus

### Assessment

#### Standard Level (SL)

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Technology required / Short-response questions	90 minutes	40%	External
Paper 2	Technology required / Extended-response questions	90 minutes	40%	External
Exploration	An individual piece of work involving investigating an area of Mathematics	Ongoing	20%	Internal

#### Higher Level (HL)

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Technology required / Short-response questions	120 minutes	30%	External
Paper 2	Technology required / Extended-response questions	120 minutes	30%	External
Paper 3	Problem solving / Reasoning with calculator	60 minutes	20%	External
Exploration	An individual piece of work involving investigating an area of Mathematics	Ongoing	20%	Internal

### Course Materials & Resources

Students will make use of the textbook *IB Mathematics: Applications and Interpretation* (Oxford Publications) which is provided by the school.

### Skills Developed

Students will develop the following skills:

- Knowledge and understanding
- Problem solving
- Communication and interpretation
- Technology use
- Reasoning
- Investigative approaches

### Next Steps

Students taking Mathematics: Applications and Interpretation are well prepared for further study of Social Sciences, Natural Sciences, Medicine, Statistics, Business, some Economics courses, Psychology and Design.

# Group 6: The Arts

## Visual Arts HL & SL

The Visual Arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication, and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging, and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative, and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the Visual Arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect, and respond to the practices of art-making by others from around the world. Theories and practices in Visual Arts are dynamic and ever-changing and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production, and critical interpretation.

The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon, a wide range of contemporary practices and media. The course is designed for students who want to go on to study Visual Arts in higher education, as well as for those who are seeking lifelong enrichment through Visual Arts.

Supporting the International Baccalaureate Mission Statement and Learner Profile, the course encourages students to actively explore the Visual Arts within and across a variety of local, regional, national, international, and intercultural contexts. Through inquiry, investigation, reflection, and creative application, Visual Arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

### Prerequisite Learning

Successful completion of IGCSE subjects or equivalent is strongly recommended. In certain cases, students who have not studied Art and Design for IGCSE can apply to join the course, but they should be able to provide evidence of interest and aptitude in the subject – this could be in the form of personal artworks, sketchbooks, or a portfolio. Interested candidates in this situation would have to arrange an interview with the Head of Art. All IB options are subject to school approval.

### Course Content

During the first year, the Visual Arts course aims to provide students with an understanding of their own creative, historical, and cultural contexts. This is done by exploring a diverse range of Art periods, movements and disciplines, to offer students a wide angled view of the myriad ways that Artists, historically, and in the present day context, communicate their ideas. Themes explored will require students to think about what their Art represents and why they are making it. They will be required to be analytical when presented with the work of others and reflect in the same way on their own practice.

Each unit of work will consist of historical, formal and cultural analysis and investigation. A wide range of higher level thinking and critical investigation tools and strategies will be introduced over the course of the year to help students achieve research with both depth and breadth.

Students will have to plan and record the process of their practical work with diligence. Each student will work in a journal that is a record of their journey through the course. They will develop their own ideas, experiment with different media and techniques, recording the process and the results of these experiments.

Each unit of work will result in a practical outcome. The course has been designed to expose the students to a diverse and challenging range of media and skills. Students should feel comfortable discussing their own work and the work of their classmates in a critical way in a formal setting. They will be responsible for evaluating and refining their own work and ideas.

# Group 6: The Arts

In the second year of the course, students will develop their own theme. This will be introduced in the first two projects, and then students will be expected to work more independently, picking an area of personal interest to develop, writing their own intentions, and structuring and managing their own practical outcomes. The personal choices that students make during this period will be implemented with the same academic rigour introduced during the first year of the course. The culmination of this productive period is the IB Visual Arts Exhibition, which is a celebration of the students' hard work and creative endeavours and an event that the students find immensely satisfying.

## Art-making Forms

Throughout the course students are expected to experience working with a variety of different art-making and conceptual forms. SL students should, as a minimum, experience working with at least two art-making forms, each selected from separate categories below. HL students should, as a minimum, experience working with at least three art-making forms, selected from a minimum of two categories below. The examples given are for guidance only and are not intended to represent a definitive list.

### Two Dimensional

- Drawing (such as charcoal, pencil, ink)
- Painting (such as acrylic, oil, watercolour)
- Printmaking (such as relief, intaglio, planographic, chine collé)
- Graphics (such as illustration and design)

### Three Dimensional

- Sculpture (such as ceramics, found objects, wood, assemblage)
- Designed objects (such as fashion, architectural, vessels)
- Site specific/ephemeral (such as land art, installation, mural)
- Textiles (such as fibre, weaving, printed fabric)

### Lens Based, Electronic, Screen Based

- Time-based and sequential art (such as animation, graphic novel, storyboard)
- Lens media (such as still, moving, montage)
- Digital/screen based (such as vector graphics, software generated)

## Course Materials & Resources

Students will be provided with all the basic materials required for this course, including two journals, acrylic paints and brushes, canvases, tools and materials for sculpture making, etc. In addition, each student is allocated a budget of approximately 4,000 NTD to use during the course for specialist items or materials. However, students are expected to have their own art materials in addition to what the school provides. Specialist drawing pens, pencils and brushes, additional journals and paints should be part of every student's home studio, as well as finding a suitable and dedicated space for art making.

## Skills Developed

IB Visual Arts is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.



# Group 6: The Arts

## Next Steps

IB Visual Arts students are highly sought after by universities who value creative, problem solving graduates. The course is extremely intellectually rigorous, and this is recognised by course leaders – even if the field of study is in a different area.

IB Visual Arts students tend to be open minded, intellectually curious, and adept at thinking outside of the box. These skills are an asset to any industry – not just those related to creative fields.

## Assessment

Exam	Level	Detail	Weighting	Internal/External
Comparative study	HL	This independent, critical, and contextual investigation explores and compares at least 3 artworks from 2 different artists and cultural contexts: 10-15 screens and 3-5 screens which analyse the extent to which their work has been influenced by the art and artists examined.	20%	External
Comparative study	SL	This independent, critical, and contextual investigation explores and compares at least 3 artworks from 2 different artists and cultural contexts: SL 10-15 screens.	20%	External
Process portfolio	HL	The students journal will form the basis of this submission, however as the work is a digital submission, students may add to (or redesign) journal pages which will become 'screens'. Students submit 13-25 screens which evidence their sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities. HL students submit at least 3 forms from 2 sections of the list above.	40%	External
Process portfolio	SL	The students journal will form the basis of this submission, however as the work is a digital submission, students may add to (or redesign) journal pages which will become 'screens'. Students submit 9-18 screens which evidence their sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities. SL students submit work in at least 2 art making forms from 2 sections of the list above.	40%	External
Exhibition	HL	Students submit a selection of 8-11 resolved artworks from their exhibition. These show evidence of technical accomplishment and an understanding of the use of materials, ideas, and practices. They also submit a curatorial rationale: of max. 700 words.	40%	Internal
Exhibition	SL	Students submit a selection of 4-7 resolved artworks from their exhibition. These show evidence of technical accomplishment and an understanding of the use of materials, ideas, and practices. They also submit a curatorial rationale: of max. 400 words.	40%	Internal

# Group 6: The Arts

## Theatre Arts HL & SL

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

The course gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate this through the processes of researching, creating, preparing, presenting and critically reflecting on theatre; as participants and audience members, they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place, and culture and promotes international-mindedness.

### Prerequisite Learning

Successful completion of IGCSE subjects or equivalent. All IB options are subject to school approval. Students can study IB Theatre without having completed an IGCSE in Drama if they have a passion for theatre and some experience outside of school.

### Course Content

The core theme of IB Theatre Arts is that students explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context). They learn to understand and engage in the processes of transforming ideas into action (theatre processes).

Throughout the course they develop and apply theatre production, presentation, and performance skills, working both independently and collaboratively (presenting theatre).

### Course Materials & Resources

All prescribed texts and resources will be provided by the school.

### Skills Developed

Students will acquire the following skills:

- creating and devising theatre
- designing and understanding the process of putting on a live performance as a director
- performing and understanding of rehearsal processes, performer training, and the development of skills related to the use of voice, body, face, movement, and gesture in performance
- spectating and understanding how an audience receives, experiences, and responds to theatre
- how to analyse and critique a production
- ability to reflect on the impact live theatre productions have on them



# Group 6: The Arts

## Next Steps

Theatre Arts is a subject that prepares students for academic life at university. Theatre Arts ensures that students have the skills to apply research, present their findings, and perform original and set texts.

Students who have chosen Theatre Arts will have excellent time management and leadership qualities, and the ability to facilitate intensive projects from start to completion.

## Assessment

Exam	Level	Detail	Weighting	Internal/External
Director's notebook	HL/SL	<p>A Director's Notebook is 20 pages maximum, which includes the student's presentation of his or her final directorial intentions and the intended impact of these on an audience. They must provide:</p> <ul style="list-style-type: none"> <li>• an overall vision of their chosen play</li> <li>• select 2 key moments and state how these will be translated onto stage</li> <li>• a list of all sources cited</li> </ul>	<p>HL: 20%</p> <p>SL: 35%</p>	External
Research presentation	HL/SL	<p>Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment:</p> <ul style="list-style-type: none"> <li>• a continuous, unedited video recording of the live presentation (15 minutes maximum)</li> <li>• a list of all sources cited and any additional resources used by the student during the presentation that are not clearly seen within the video recording</li> </ul>	<p>HL: 20%</p> <p>SL: 30%</p>	External
Collaborative project	HL/SL	<p>15 pages maximum, which includes a 4 minute selected video clip(s). Students must demonstrate the following in their assessment:</p> <ul style="list-style-type: none"> <li>• how to apply research whilst creating and original piece of theatre;</li> <li>• a continuous, unedited video recording of the live presentation (15 minutes maximum);</li> <li>• a list of all sources cited;</li> <li>• understand and engage in the processes of transforming ideas into action (theatre processes);</li> <li>• develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre).</li> </ul>	<p>HL: 25%</p> <p>SL: 35%</p>	Internal Assessed and External Moderated
Solo piece	HL	<p>Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory, and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. Each student submits for assessment:</p> <ul style="list-style-type: none"> <li>• a report (3,000 words maximum);</li> <li>• a continuous, unedited video recording of the whole solo theatre piece (4–8 minutes);</li> <li>• a list of all primary and secondary sources cited</li> </ul>	35%	External

# Group 6: The Arts

## Music HL & SL (first assessments 2022)

Music is an essential part of the human experience and a unique mode of creativity, expression and communication. Music is both functional and meaningful, and its vitality and complexity enriches our lives. Though music is rooted in specific societies and cultures, it also transcends and often connects them. Music not only offers a way of understanding the world, but also a means by which we can express and share our understanding of it with others.

Music's many rich histories continue to evolve through individual and collaborative contributions. In the past, as in our contemporary and increasingly digital world, music responds to, and is shaped by, new and emerging technologies and approaches.

The study of music encourages inquiry into creative practices and performance processes. Music study develops listening, creative and analytical skills, as well as encouraging cultural understanding and international-mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill. When we understand others and ourselves through music, we are empowered to make positive and effective change in the world.

In this course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship.

Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose.

As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic.

### Prerequisite Learning

Successful completion of IGCSE subjects or equivalent. Please note that all IB options are subject to school approval. It is possible to take the course without having previously completed IGCSE Music if students have appropriate previous musical experience.

### Course Content

This practical course fosters students' musicianship and shapes their musical identities as researchers, creators and performers.

The course defines musicianship as comprising three, intrinsically connected aspects.

1. Knowledge and understanding of diverse musical material
2. Engagement with the musical processes of exploring, experimenting and presenting
3. Competencies and skill in the musical roles of researchers, creators and performers

The course encourages the acquisition of knowledge and understanding of diverse musical material, and development of musical competencies and related musical skills in the roles of researchers, creators and performers through the practical processes of exploring, experimenting and presenting.

The music course is designed to enable students to learn through cognitive, metacognitive and affective skills.

### Course Materials & Resources

Students use a wide variety of texts which will be provided by the school. Music students also make use of Muscore, Logic Pro, Musition, Auralia and Garageband software as part of their exploration and development in the Mac Lab.

### Skills Developed

Students will experience a music syllabus that develops the following skills:

- Thinking skills
- Social skills
- Communication skills
- Self-management skills
- Research skills

## Group 6: The Arts

The music course is student-centred and places student creativity at the heart of a holistic learning experience. Learning about music invites students to explore music practically and understand the correlation between the musical roles: researcher, creator and performer.

Each role is associated with distinct musical competencies and skills. These musical competencies are directly linked to inquiry into familiar and unfamiliar music, and to solving technical and creative problems. Inquiry into familiar and unfamiliar music and problem-solving requires students to use higher-order thinking skills.

All components of the course must be experienced practically through authentic musical encounters and outcomes. Students must also understand the similarities and differences between solo music-making and collaborative music-making. When collaborating, students develop valuable social and communication skills.

In the course, students communicate learning through oral, visual and written work, as well as through creating and participating in solo and ensemble performances. Students should also learn to make critical musical choices by deciding what is relevant and useful for their own creative processes. Students will develop self-management skills by setting long-term goals and working on ideas from draft to final product.

### Next Steps

The IB Music course provides an appropriate 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. This course also provides all students with the opportunity to engage in the world of Music as lifelong participants.



# Group 6: The Arts

## Assessment

Exam	Level	Detail	Weighting	Internal/External
Exploring music in context	HL/SL	<p>Students select samples of their work for a portfolio submission (maximum 2,400 words). Student submit:</p> <ul style="list-style-type: none"> <li>written work demonstrating engagement with, and understanding of, diverse musical material</li> <li>practical exercises: <ul style="list-style-type: none"> <li>creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style)</li> <li>performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes)</li> </ul> </li> <li>supporting audio material (not assessed)</li> </ul>	HL: 20% SL: 30%	External
Experimenting with music	HL/SL	<p>Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit:</p> <ul style="list-style-type: none"> <li>a written experimentation report that supports the experimentation (maximum 1,500 words)</li> <li>practical musical evidence of the experimentation process <ul style="list-style-type: none"> <li>three related excerpts of creating (total maximum 5 minutes)</li> <li>three related excerpts of performing (total maximum 5 minutes)</li> </ul> </li> </ul>	HL: 20% SL: 30%	Internal
Presenting music	HL/SL	<p>Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:</p> <ul style="list-style-type: none"> <li>Presenting as a researcher <ul style="list-style-type: none"> <li>programme notes (maximum 600 words)</li> </ul> </li> <li>Presenting as a creator <ul style="list-style-type: none"> <li>composition and/or improvisation (maximum 6 minutes)</li> </ul> </li> <li>Presenting as a performer <ul style="list-style-type: none"> <li>solo and/or ensemble (maximum 12 minutes)</li> <li>excerpts, where applicable (maximum 2 minutes)</li> </ul> </li> </ul>	HL: 30% SL: 40%	External
The contemporary music-maker	HL	<p>Students submit a continuous multimedia presentation documenting their real-life project. Students submit multimedia presentation (maximum 15 minutes), evidencing:</p> <ul style="list-style-type: none"> <li>the project proposal</li> <li>the process and evaluation</li> <li>the realized project, or curated selections of it.</li> </ul>	30%	Internal

# Group 6: The Arts

## Film HL & SL

Film is a powerful and stimulating art form and practice.

The DP Film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the Film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

DP Film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

The Film course emphasises the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP Film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

At the core of the DP Film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film.

### Culture and Film

Culture, which provides the overall framework within which humans learn to organise their thoughts, emotions and behaviours in relation to their environment, is a central component of the course. Within this framework, **cultural context**, which specifically appears throughout the taught syllabus and assessment tasks of the DP Film course, refers to the conditions that influence, and are influenced by, culture. These include economic, geographical, historical, institutional, political, social and technological factors. Students will analyse this range of cultural factors within the medium.

### Prerequisite Learning

As there is no IGCSE course option leading to DP Film, students who apply to join the course will have proven their interest in Film as an art form, and demonstrate some understanding of filmic language and techniques.

Previous participation in the Film Society CCA would be an advantage. All IB options are subject to school approval.

### Course Content

Units will be designed to either explicitly or implicitly address the demands of the course-based assessments. For example, students may watch excerpts of films from different perspectives, such as that of the cinematographer, director or writer. Students will have to analyse sections of films from the perspective of the socio-cultural context. They will practice filming and editing techniques in a range of short films. They will look at the history and development of film. Essentially, each unit of study will usually cover aspects of 'Reading Film' (preparation for the Textual Analysis), 'Contextualizing Film' (preparation for the Comparative Study) and 'Film-making' (preparation for the Film Portfolio and Collaborative Film).

### Skills Developed

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

- explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques ( **inquiry** )
- acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively ( **action** )
- develop evaluative and critical perspectives on their own film work and the work of others ( **reflection** )

# Group 6: The Arts

## Assessment

There are no final exams in Film; assessment is done over the duration of the course.

## Next Steps

As a modern Art form, Film emphasises the importance of visual imagery, technology and communication. In our highly visual, media-driven world, students who study Film may well be valued for their technological skills, as well as for evidence of both their individual and collaborative efforts with the assessments.

	External/Internal	SL	HL
<p><b>Textual analysis</b></p> <p>Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the <b>cultural context</b> of the film and a variety of <b>film elements</b>. Students submit a textual analysis of 1,750 words and a list of sources.</p>	External	30%	External
<p><b>Comparative study</b></p> <p>Students at SL and HL carry out research into a chosen area of <b>film focus</b>, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Students submit a recorded multimedia comparative study of 10 minutes maximum and a list of sources.</p>	External	30%	External
<p><b>Film portfolio</b></p> <p>Students at SL and HL undertake a variety of film-making exercises in three <b>film production roles</b>, led by clearly defined <b>filmmaker intentions</b>. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. Students submit a portfolio of 9 pages maximum and a list of sources, and a film reel of 9 minutes maximum.</p>	Internal	40%	External
<p><b>Collaborative film project (HL only)</b></p> <p>Bringing together all they have encountered during the Film course, students at HL work collaboratively in a <b>core production team</b> to plan and create an original completed film. Students submit a completed film of 7 minutes maximum and a report of 2,000 words complete with a list of sources used.</p>	Internal		Internal
		100%	100%

# Core (PSHCE)

The Core curriculum is delivered to all students in the IB Diploma Programme during an 80-minute lesson once a week. Core develops the skills needed for students to achieve academically, as well as preparing them for the different challenges they face as they grow up and mature into young adults. Specialist speakers are invited where possible and the University & Careers Counselling (UCC) Department provides expert advice throughout the High School years to prepare students for the university application process and life after school.

## Prerequisite Learning

There is no prerequisite learning for the Core curriculum, as it aims to develop essential life skills. Each student brings their own unique life experiences to the lessons and special events. However, it is likely that some of the topics covered will have been touched upon during the preceding Key Stage 3 and IGCSE years.

## Course Content

Although the topics are reviewed each year and change slightly depending on current issues and events, an overview of the general topics covered for each year group is shown below. When required, the topics are adapted to ensure current situations can be addressed. Year Deans work with the Assistant Head to ensure that the topics and the course as a whole are relevant and that there is progression across the year groups.

## Topics Covered in H3 and H4

- Theory of Knowledge
- CAS
- Extended Essay techniques
- University & Careers Counselling
- Academic honesty
- PERMAH & wellbeing
- Transition to life after secondary school

## Course Materials & Resources

All course materials and resources are provided by the school.

## Skills Developed

Students develop the skills essential for academic success, as well as life skills. Life beyond the classroom is extremely important in the development of the whole person. The British Secondary and High School's wellbeing agenda drives the Core programme with the 5 Ways to Wellbeing (Give, Take Notice, Positive Emotion, Keep Learning and Be Active) being a driving force in the planning of topics.

Wellbeing is an essential part of the Core programme, as research shows that high levels of personal wellbeing enhance academic performance. The wellbeing skills, topics, and techniques taught in Core lessons are vital for life success.

# ASPIRE

The British Secondary and High School Section of TES is an educationally supportive school, where the achievements, attitudes, and wellbeing of all students matter and diversity is celebrated. We offer additional support through our ASPIRE (Access for Students to Participate, Improve and take Responsibility for their Education) Department, which provides an extensive range of help, assistance, and advice to students who have Additional Educational Needs (AEN) and their families.

At the heart of our philosophy is the belief that all students are entitled to the support that will allow them to achieve their educational potential. This support encompasses anything that could cause a barrier to learning, whether it be cognitive, linguistic, social, or emotional. Students who are supported by the ASPIRE department generally fall into the following categories:

- Students who have a professionally identified learning need.
- Students who have a greater difficulty in learning than their peers.
- Students who have not yet met their academic and cognitive potential for a variety of reasons and therefore have a gap in their learning.

Our aim is to identify students with an Additional Educational Need early on in their secondary school journey and to make the necessary provision for all students to access the curriculum. This is done through consultation with teachers, parents, and other professionals as required.

Support will take place mainly in the ASPIRE department (i.e. withdrawal from classes). In-class support may still be offered, where deemed necessary, to ensure students keep pace in lessons.

All of the support will be delivered by Learning Support Assistants (LSA) who use dedicated strategies to help students comprehend and complete tasks. They will also work with students to improve their academic skills in certain areas of the curriculum.

Withdrawal support will focus on students individual needs and may include consolidation sessions. This may be in a small group setting or one to one support situation, depending on the individual needs of the student.

Students are included on the ASPIRE Register if they are receiving support from the department and/or have a diagnosis from a medical professional, Educational Psychologist, Speech Therapist, or similar. The progress of these students is tracked by means of available school data and regular meetings with Heads of Year and other personnel throughout the school. In this way, we are able to monitor whether our support is showing the positive impact on learning that is expected and make any necessary adjustments.

Everyone at the school is committed to working in collaboration with parents, carers, and other professionals or specialist agencies to develop the most appropriate programme of education for each student with an Additional Educational Need and to strive for all our students succeed.



# Homework Quality Standards

For students, parents, and teachers, homework is a subject that generates a range of different views. Many parents want schools to set homework; most students appreciate that homework is important and understand that it helps them to be successful in their studies; and teachers believe that independent study is an important skill in its own right, as well as supporting student progress.

Research shows that there is a positive relationship between time spent on homework and achievement at school, but only when homework is set in moderate amounts and when tasks are interesting, challenging, and varied. A recent school survey demonstrated that our students prefer homework tasks that are clearly defined, allow for an element of creativity, and have adequate deadlines, but dislike regular and mundane tasks that aren't clearly linked with their learning. These findings match with the current available research on homework. Good learning requires a partnership between students, families, and the school and so we have suggested ways in which all of us can support the deeper learning of our students and these are published in our Homework Policy.

In short, we believe that homework tasks should:

- consolidate learning
- provide opportunities for students to practise and apply skills
- be structured
- be planned
- have a purpose
- have clear outcomes
- have success criteria made clear to students
- promote, where possible, the TES values – we encourage students to persevere when homework is difficult; allow opportunities for students to be creative in how they present their learning; and expect them to take responsibility for organising themselves and respecting deadlines



## Homework Charter for School, Students and Parents

### SCHOOL

- All homework tasks should be planned for learning.
- Teachers should communicate how long students should spend on a particular task and have realistic expectations about how long a task might take a student.
- Tasks should be accessible by all students and differentiated if required.
- Homework needs to be explained in lessons and clear instructions given on the nature of the task and how students might go about achieving it.
- Students must be given the opportunity to write the instruction in their diary and email used when necessary to communicate homework instructions or guidance to parents.
- Students need to know how homework will be assessed (e.g. by self/peer/teacher).
- If the task is new to students, and is not a creative open-ended task, it should be modelled. For example, what does 'research' look like? If students are being asked to 'revise', how should they go about it? What evidence would you expect to see of revision? Heads of Departments will regularly review and monitor the quality of homework set.
- Teachers will use TESmile to log when students consistently miss homework deadlines and provide appropriate sanctions as per departmental policy.

### STUDENTS

- Attempt homework tasks to the best of your ability.
- Use the homework diary to accurately write down the homework instruction.
- Meet homework deadlines. If there is a problem with homework, you should notify your teacher as soon as possible prior to the due date.
- Try to keep your academic targets in mind when completing homework.
- Understand that homework is important to learning.
- Aim to stick to the guidance given by teachers regarding the length of time to spend on homework. Keep things in perspective. Homework is important, but social, artistic and sporting activities are also important in achieving life balance.
- Know that quality is more important in most cases than quantity.
- Never copy or plagiarise work – asking for extra help is better!
- Avoid rushing to complete work. Be well planned and organised. If there is a problem, you have the following options available to you: speak to your Form Tutor for advice; ask a friend/member of the class; ask/email your subject teacher for further clarification; ask your parents/siblings for advice; speak to your Year Dean if you still feel that things are getting on top of you.

### HOME

- Please remember that when it comes to homework, quality is more important than quantity.
- Use the homework planner to check that your child has clearly written their homework tasks.
- Once per week, for example on a Sunday, help your child plan for the week ahead.
- Allocate specific times for homework tasks.
- Provide a quiet work space free of distractions and provide light supervision.
- Support your child in managing distractions such as Social Media, personal email, TV and computer games.
- Don't do homework for your child.
- If your child has a tutor, they should provide guidance and support rather than undertaking the actual task.
- Communicate with school if there are problems.
- Encourage children to approach teachers to ask for help.
- Consider how other activities might impact homework. Avoid over-commitment, e.g. personal tutoring and additional classes.
- Spend some time to help children devise organisational systems. For example, use a wall-planner or calendar to record what is due and when it is due so your child can 'see' what needs to be done.
- Contact your child's Form Tutor or Year Dean if your child is exhibiting anxiety or stress over homework.
- Developing the whole child is part of our school's philosophy – remember that social, creative and physical activities play a part in this.
- Homework should always provide an opportunity for learning. Talk to your child about their homework and take an interest in their work.



**WE TAKE RESPONSIBILITY**

for our own learning  
and allow others to learn

**WE ARE WELL MANNERED AND CONSIDERATE**

citizens of the school,  
we treat others as we would  
wish to be treated

**WE LINE UP QUIETLY**

outside the classroom (KS3)

**WE ARRIVE ON TIME**

and ready to learn

**WE SHOW RESPECT**

by actively listening to  
others and following  
instructions

**WE DO NOT EXCLUDE**

others through our  
use of language

**TES**  
STUDENT CHARTER



## **WE PROMOTE**

consistently high standards within an atmosphere of mutual respect

## **WE DEVELOP**

a variety of teaching and learning activities to support students' needs

## **WE ARE**

lifelong learners and look for new opportunities in our teaching

## **WE GIVE**

quality feedback in a range of ways

**TES**  
TEACHER CHARTER

## **WE CARE**

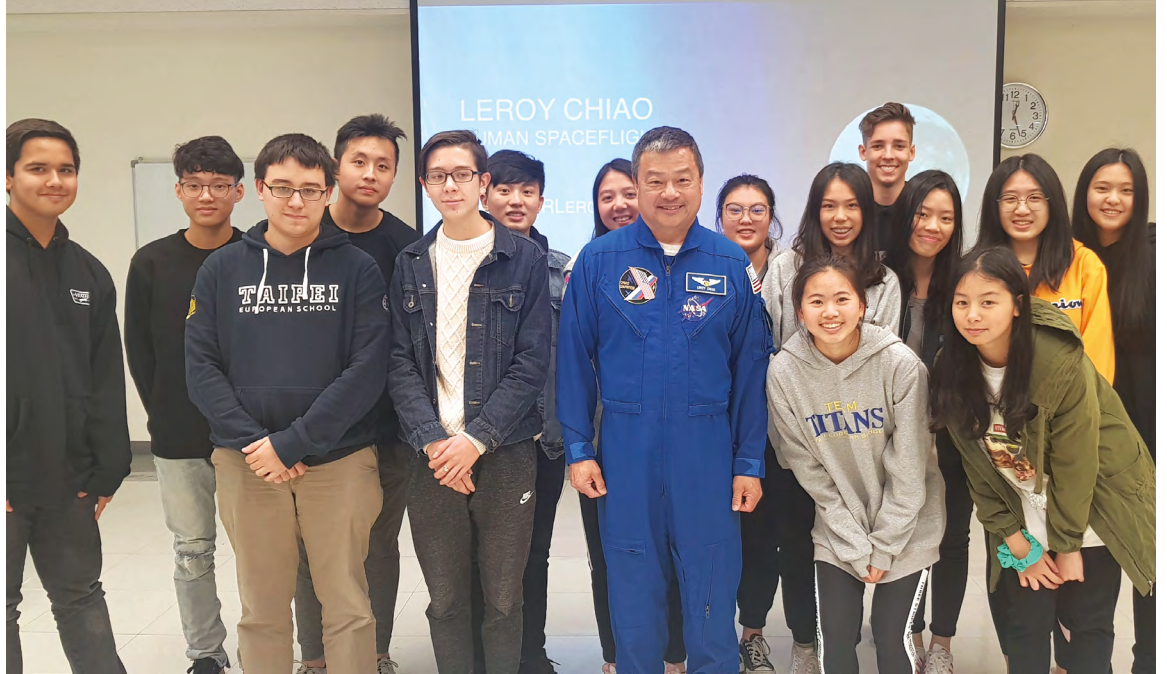
about our students' learning and well-being

## **WE CREATE**

meaningful tasks and follow the homework quality standards







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