



BRANKSOME
HALL ASIA

Branksome Hall Asia
DIPLOMA PROGRAM

CURRICULUM GUIDE 2023/24



Our Vision

To be the pre-eminent educational community of globally minded learners and leaders

Our Mission

Each day, we challenge and inspire students to love learning and to shape a better world



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The rigorous curriculum for Grades 11 and 12 seeks to prepare students for post-secondary study through courses and instructional strategies that emphasize critical thinking, application of knowledge, and an interdisciplinary approach with a strong international focus.

The curriculum is displayed in the shape of a circle with the IB Learner Profile at the core of the program, surrounded by approaches to learning and teaching, which are infused in every class. Students must complete six academic subjects and three unique requirements to the Diploma Program (CAS, the Extended Essay, and TOK).

HISTORY OF THE IB

The International Schools Association (ISA), based in Geneva, Switzerland, was established in 1951 by UNESCO. As an international non-governmental organization, it became involved in the development of cooperation among its member schools and with all those interested in promoting international cooperation.

In the early 1960s, the ISA began to prepare an experimental Contemporary History syllabus that led to the awarding of a certificate. This was created in response to the difficulties experienced by internationally-mobile students in getting their international school qualifications recognized by their home universities.

The syllabus aroused such interest in several leading universities and ministries of education that its promoters extended the experiment to a general course leading to a “baccalaureate.”

In 1965, the ISA created a specialized service that in 1967 assumed the legal status of a foundation and became known as the International Baccalaureate Office.

Since then, the success and growth of the Diploma Program (DP) have been considerable. In 2002, the 1,000th school mark was passed. By 2012, over 130,000 students in 2,368 schools took DP exams.

DIPLOMA PROGRAM SUBJECT REQUIREMENTS

Students studying for the IB Diploma must complete six subjects and three additional requirements: Creativity, Activity, Service (CAS), the Extended Essay, and Theory of Knowledge (TOK).

Diploma candidates must select one subject from each of the six groups, although a second subject from Groups 1 to 4 may be substituted for Group 6. Three subjects are taken at Higher Level (HL), while the others are at Standard Level (SL). HL courses represent a minimum of 240 teaching hours, while SL courses cover 150 hours.

Students who aim to complete the whole program are Diploma Program students.

Alternatively, students who take aspects of the DP but not the whole program are known as Diploma Program Course students. The IB awards DP Course Results to students who do not achieve the full Diploma but have successfully completed diploma courses.



THE DIPLOMA PROGRAM MODEL

The distinction between the Higher Level (HL) and Standard Level (SL) courses is in the amount of contact time with the teacher. HL students have approximately 90 hours more contact time with their teacher studying Additional Higher Level (AHL) material. Consequently, student learning in HL courses tends to cover a broader range of material and allows students to explore topics in greater depth. For most courses, HL and SL students are taught together in core time and HL students get additional contact periods to cover the AHL. The AHL can be either an extension of core content or it can cover additional topics not addressed in the core classes.

BENEFITS OF THE PROGRAM

Students who pursue the full diploma receive the following benefits:

- They experience a well-rounded education
- They develop a skill and knowledge set that will serve them well in any post-secondary endeavor
- The program and curriculum are designed to promote international understanding, intercultural awareness, and knowledge of one's own learning styles and strengths
- Advanced placement at universities is often awarded to students completing IB Higher Level courses and, in a smaller number of cases, for IB Standard Level courses
- Many universities recognized the enriched nature of the Diploma as a whole when reviewing applications; some universities provide additional benefits to applicants graduating with the full diploma
- The Extended Essay provides students with the opportunity to more fully explore a discipline that might evolve into a career focus and provides students with the skills needed for university-level essay writing
- Theory of Knowledge is designed to promote critical and reflective thinking skills
- Multiple research reports have confirmed that students who attempt the full diploma are more likely to complete post-secondary education

HOW IS THE DIPLOMA PROGRAM DIFFERENT?

- It is designed to promote international-mindedness
- The program is followed in over 140 countries around the world
- Its assessment is criterion-referenced
- Student work is largely externally examined and moderated as a method of ensuring consistent standards
- The additional requirements of CAS, the Extended Essay, and TOK are unique to the IB Diploma Program
- The program educates the whole person

There are two pathways available to Branksome students as they strive to achieve graduation: the IB Diploma Program (DP) or IB Diploma Program Courses (DPC). In order to receive the Korean High School Graduation Diploma, students are required to meet the Korean History and Korean Language A requirements in the Grade 10 program and complete a Korean A language course in the DP.

All course offerings are subject to sufficient student interest and timetabling restrictions.

COURSE SELECTION PLANNING CHART

Students must select six courses from the following list. To qualify for the Diploma Program, students must select three Higher Level (HL) courses.

Group 1: Studies in Language and Literature	HL	SL
English: Language and Literature	<input type="checkbox"/>	<input type="checkbox"/>
Korean: Language and Literature	<input type="checkbox"/>	<input type="checkbox"/>
Chinese: Literature	<input type="checkbox"/>	<input type="checkbox"/>
Group 2: Language Acquisition	HL	SL
English B	<input type="checkbox"/>	<input type="checkbox"/>
Language Ab Initio	<input type="checkbox"/>	<input type="checkbox"/>
Group 3: Individuals and Societies	HL	SL
Business Management	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Systems and Societies*	<input type="checkbox"/>	<input type="checkbox"/>
Group 4: Experimental Sciences	HL	SL
Biology	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Design Technology	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Systems and Societies*	<input type="checkbox"/>	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>	<input type="checkbox"/>
Group 5: Mathematics	HL	SL
Math Applications and Interpretation	<input type="checkbox"/>	<input type="checkbox"/>
Math Analysis and Approaches	<input type="checkbox"/>	<input type="checkbox"/>
Group 6: The Arts/Other Options for a 6th course	HL	SL
Music	<input type="checkbox"/>	<input type="checkbox"/>
Theatre	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>

Requirements for Admission into the DP (Grade 11):

- An average of 4.0 (on the 7 point scale) with no 2s in any subject
- Require a 5 in a Grade 10 course to take its HL equivalent in IB Consequently students must achieve at least three 5s in Grade 10 to meet the requirements of 3 HL subjects in DP
- Teacher recommendations for each of the 6 courses
- Declaration of Intent

IB DP Math Requirements

To help students select the DP mathematics course in which they will be most successful, students will be objectively placed according to the guiding principles stated below. The scores listed refer to overall semester 1 and 2 grades in Grade 10 mathematics across all four criteria. Additionally, students must attain these minimum scores on Criterion A – Knowledge and Understanding, in each semester to be eligible for the more advanced course.

Guide to Choosing Your DP Mathematics Course:

- Students in Mathematics 10 standard with a score of 5 or less will take Mathematics Applications and Interpretation SL or Mathematics Analysis and Approaches SL, subject to teacher recommendation.
- Students in Mathematics 10 standard with a score of 6 or 7 have the option to take Mathematics Analysis and Approaches SL or Mathematics Applications and Interpretation SL as their next course.
- Students in Mathematics 10 extended with a score of 5 or less will have the option to take Mathematics Analysis and Approaches SL or Mathematics Applications and Interpretation SL as their next course.
- Students in Mathematics 10 extended with a score of 6 or 7 have the option to take Mathematics Analysis and Approaches at HL or SL level or Mathematics Applications and Interpretation SL as their next course.

Guiding Principles for continuation in Mathematics HL:

At term 1 and semester 1, students must maintain a minimum grade of 5 to continue in Mathematics HL. A grade of 4 or less will require the student to move from Mathematics HL to SL.

*NOTES ON COURSE SELECTION

Students must select two language courses. They may select two languages from Group 1 or one language from each of Group 1 & 2. Students who select ESS may select a second course in any group. That is, ESS can count as a Group 3 and/or a Group 4 course. Students must select one course from Group 5. Students may select one course from the Group 6 box or they may select a second course from any other group.

COURSE SELECTION CASE STUDY EXAMPLES

Student A:	LEVEL
Korean A	HL
English B	HL
Business Management	SL
Biology	HL
Mathematics	SL
Music	SL
One course from each Group	

Student D:	LEVEL
Korean A	SL
English A	HL
ESS	SL
Mathematics	SL
Visual Art	HL
Music	HL
ESS chosen for Group 3 & 4 allowing a second Art to be chosen	

Student B:	LEVEL
Chinese A	HL
English A	SL
History	SL
Chemistry	HL
Mathematics	HL
Business Management	SL
An additional Group 3 course instead of a Group 6 course	

Student E:	LEVEL
English A	SL
Chinese A	HL
ESS	SL
Physics	SL
Mathematics	HL
Chemistry	HL
Choosing ESS means no other Group 3 is required. This allows 3 sciences to be selected, one of which must be ESS.	

Student C:	LEVEL
Korean A	HL
English B	HL
Language Ab Initio	SL
History	HL
Design Technology	SL
Mathematics	SL
A third language course is selected instead of a Group 6 course	

Student F:	LEVEL
English A	HL
Language Ab Initio	SL
ESS	SL
Chemistry	HL
Mathematics	SL
Theatre	HL
Choosing ESS allows for a second Group 4 course. This allows another course to be selected instead of a Group 3 course.	

The breadth of the IB DP curriculum allows you to keep many options open. At the same time, university systems in different parts of the world may have very specific entry requirements, which vary from country to country. The following general guidelines are a starting point but requirements for specific programs can vary and therefore it is essential that students conduct their own research to ensure their IB subject package meets their needs.

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Agriculture	
Agricultural Business	Biology, Chemistry, Business Management
Agricultural Economics	Biology, Chemistry, Economics
Agronomy and Crop Science	Biology, Chemistry, Economics
Animal Sciences	Biology, Chemistry
Equestrian Studies	Biology, Chemistry
Farm and Ranch Management	Biology, Chemistry, Business Management
Food Science	Biology, Chemistry
Horticulture	Biology, Chemistry
Soil Science	Biology, Chemistry
Sustainable Agriculture	Biology, Chemistry
Architecture	
Architecture	Physics, Visual Arts
Environmental design	Biology, Chemistry, Visual Arts
Landscape architecture	Physics, Visual Arts
Urban, community, and regional planning	Geography, Math
Area, Ethnic and Gender studies	
Area and Ethnic Studies	Geography, Economics, Foreign Language, History, Music, Visual Arts
Women's studies	Geography, History, Math
Biological Sciences	
Biochemistry	Biology and/or Chemistry
Biology	Biology, Chemistry, Math, Physics
Biotechnology	Biology, Chemistry, Math
Botany	Biology, Chemistry, Physics
Cell biology and histology	Biology, Chemistry, Physics
Entomology	Biology, Chemistry, Physics
Genetics	Biology, Chemistry, Physics
Marine biology	Biology, Chemistry, Physics
Microbiology	Biology, Chemistry, Physics
Molecular biology	Biology, Chemistry, Physics
Zoology	Biology, Chemistry, Physics

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Business	
Accounting	Math, Economics
Business administration and management	Math, Economics, Business Management
Construction management	Math, Business Management, Design Technology
E-commerce	Economics, Business Management
Entrepreneurial studies	Math, Business Management, Economics
Fashion merchandising	Visual Arts, Business Management
Finance	Economics, Math
Hospitality administration and management	Business Management, Geography
Human resources management	Math, Geography, Business Management
Insurance	Math, Economics
International business	Math, Economics, Business Management
Management information systems	Business Management, Economics
Marketing	Business Management, Economics
Real estate	Business Management, Math
Communications	
Advertising	Visual Arts, Business Management, Economics, English
Communications	English, Theater, Visual Arts
Digital media	English, Visual Arts
Journalism	English, Visual Arts, History
Public relations	English
Radio and television	English, Theater
Sports communications	English
Computer and Information Sciences	
Computer programming	Math, Business Management, Computer Science
Computer science	Math, Physics, Computer Science
Game design	English, Visual Arts, Math, Computer Science
Information systems	Math, Physics, Psychology, Computer Science
Information technology	Math, Physics, Business Management, Computer Science
Education	
Early childhood education	English
Elementary education	English
Middle school education	English
Physical education	English, Physics, Biology
Secondary education	English
Special education	English

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Engineering	
Aeronautical/aerospace engineering	Math, Chemistry, Physics
Agricultural and biological engineering	Biology, Chemistry, Physics, Math
Architectural engineering	Math, Chemistry, Physics
Chemical engineering	Math, Chemistry, Physics
Civil engineering	Math, Chemistry
Electrical and communications engineering	Math, Physics
Industrial engineering	Math, Biology, Chemistry, Physics
Marine engineering/naval architecture	Math, Biology, Chemistry
Materials engineering	Math, Chemistry, Physics
Mechanical engineering	Math, Chemistry, Physics
Metallurgical engineering	Math, Chemistry, Physics
Mining and mineral engineering	Math, Chemistry, Physics
Nuclear engineering	Math, Chemistry, Physics
Ocean engineering	Math, Biology, Chemistry, Physics
Software engineering	Math, Computer Science
Engineering Technology	
Computer engineering technology	Math, Physics, Computer Science
Construction technology	Math, Physics, Chemistry
Drafting and design technology	Math, Physics, Design Technology
Electrical engineering technology	Math, Physics
Mechanical engineering technology	Math, Physics
Surveying technology	Math, Physics
Telecommunications technology	Math
English Language and Literature	
American literature	English
Creative writing	English
English	English
Technical and business writing	English
Family and Consumer Sciences	
Clothing, apparel, and textile studies	Visual Arts, Business Management
Culinary arts and chef training	No specific requirements
Family and consumer sciences	Biology, Chemistry
Food and nutrition studies	Biology, Chemistry
Housing and human environments	No specific requirements
Human development and family studies	Economics

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Health	
Athletic training	Biology, Chemistry, Physics
Clinical/medical laboratory technology	Biology, Chemistry, Physics
Communication disorders	Biology, Psychology
Dental hygiene	Chemistry
Dietetics	Biology, Chemistry, Physics
Emergency medical technology (EMT paramedic)	Biology, Chemistry
Health care administration	No specific requirements
Licensed practical nursing	Biology, Chemistry
Nursing (RN)	Math, Biology, Chemistry
Occupational therapy	Math, Biology, Chemistry, Visual Arts, Music
Pharmacy	Math, Biology, Chemistry, Physics
Physical therapy	Biology, Chemistry
Physician assistant	Math, Biology, Chemistry
Pre-dental/dentistry	Math, Biology, Chemistry
Pre-medicine/medicine	Math, Biology, Chemistry
Pre-veterinary/veterinary	Math, Biology, Chemistry, Physics
Radiologic technology/medical imaging	Biology, Physics
Respiratory therapy	Biology, Chemistry, Physics
Veterinary technology	Biology
Humanities	
Classics	English, Foreign Language*, History
Comparative literature	English, History
History	English, History
Liberal arts and sciences	No specific requirements
Linguistics	English, Foreign Language*
Philosophy	English, History
Languages	
American Sign Language (ASL)	English
Arabic	Arabic
Chinese language and literature	Chinese
French	French
German	German
Italian	Italian
Japanese	Japanese
Russian	Russian
Spanish	Spanish

* For the purposes of English medium based Tertiary Education, "Foreign Language" refers to languages other than English.

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Legal Studies	
Legal studies	English, History, Math
Paralegal studies	English, History, Math
Prelaw/law	English, Economics History, Math
Mathematics	
Applied mathematics	Math
Mathematics	Math
Statistics	Math
Multi/Interdisciplinary Studies	
Gerontology	No specific requirements
Global studies	History, Economics, Geography, Math
Historic preservation	Physics, History, Visual Arts
Medieval and Renaissance studies	History, Music, Theater
Neuroscience	Math, Biology, Chemistry, Physics
Peace and conflict studies	No specific requirements
Natural Resources and Conservation	
Environmental science	Math, Biology, Chemistry, Physics, Geography
Environmental studies	Biology, Chemistry, Geography
Fishing and fisheries	Biology, Math
Forestry	Math, Biology, Chemistry, Physics
Natural resources and conservation	Biology, Economics, Geography
Wildfire and wilderness management	Biology
Parks and Recreation	
Parks, recreations, and leisure studies	English, Geography
Sport and fitness administration	English, Economics, Business Management, Math
Physical Sciences	
Aeronautics and avian science	Math, Physics
Applied physics	Math, Physics
Astronomy	Math, Physics
Astrophysics	Math, Biology, Chemistry, Physics
Atmospheric science	Math, Biology, Chemistry, Physics
Chemistry	Math, Biology, Chemistry, Physics
Geology/earth science	Math, Biology, Chemistry, Physics, Geography
Oceanography	Math, Biology, Chemistry, Physics
Physics	Math, Physics
Protective Services	
Criminal justice and law enforcement	English, Math
Emergency management/homeland security	Chemistry, History

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Fire protection and safety technology	Math, Chemistry, Physics
Forensic science	Math, Biology, Chemistry, Physics
Public Administration	
Human services	No specific requirements
Public administration	Economics
Social work	No specific requirements
Religion and Theology	
Bible studies	History
Islamic studies	No specific requirements
Judaic studies	No specific requirements
Pre-ministerial studies	No specific requirements
Religious studies	History
Sacred music	Music
Theology	English, History
Social Sciences	
Anthropology	Biology, History
Archaeology	History
Economics	Economics, History, Math
Geography	Geography
International relations	Biology, Economics, History
Political science	No specific requirements
Psychology	Math, Biology, Chemistry
Sociology	No specific requirements
Visual and Performing Arts	
Animation	Visual Arts, Theater, English
Art history	English, Visual Arts, Music, Theater
Cinematography and film/video production	English, Visual Arts, Theater
Dance	Theater, Visual Arts
Digital art	Visual Arts, Design Technology
Drama and theater arts	English, Theater, Visual Arts
Fashion and apparel design	Visual Arts, Business Management
Fine/studio arts	Visual Arts, Theater
Graphic design	Visual Arts, Design Technology
Interior design	Visual Arts, Design Technology
Music, general and Music Management	Music, Economics, Business Management
Music performance, theory and composition	Music, Psychology
Photography	Visual Arts
Theater design and technology	English, Visual Arts, Theater

GROUP 1: STUDIES IN LANGUAGE & LITERATURE

LANGUAGE A

Group 1 courses meet the requirements of students whose Language A is their strongest language, while taking into account that many students have complex language profiles and may be bilingual or trilingual.

LANGUAGE & LITERATURE

OPTIONS: ENGLISH AND KOREAN

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.

Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- (for literature and performance only) ideas, emotion, character and atmosphere through performance.

STUDIES IN LANGUAGE AND LITERATURE AIMS

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

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. 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
5. 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
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

ASSESSMENT OBJECTIVES

Know, understand and interpret:

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

Analyze 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.

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
Know, understand and interpret	Paper 1	The response to a previously unseen non-literary passage requires students to show their knowledge and understanding of texts and text types and their ability to establish their own interpretation from the text and to come to conclusions about it.
	Paper 2	The essay on two works requires students to show their knowledge and understanding of the works and interpret their implications, and their similarities and differences, in connection with a given focus.
	Internal assessment	Students are required to demonstrate knowledge and understanding of one non-literary text and one work in their course of studies and interpret them in relation to a global issue.
	HL essay	Students are required to demonstrate knowledge and understanding of one of the texts or works studied in relation to a line of inquiry they have selected.

Analyze and evaluate	Paper 1	Students are required to explore a previously unseen non-literary passage and write a response to it analyzing and evaluating how the writer's choices have contributed to meaning.
	Paper 2	Students are required to write a comparative analysis and evaluation of two of the works studied in terms of the demands of a given question.
	Internal assessment	Students are required to evaluate one non-literary text and one work studied in terms of a global issue present in both of them, and analyze and evaluate how their unique perspectives are constructed by means of the authors' choices.
	HL essay	Students are required to analyze and evaluate one of the texts or works studied in relation to a line of inquiry of their own choice.
Communicate	Paper 1	Students are required to write a formal, well-organized and well-focused response using language appropriate to a formal essay.
	Paper 2	Students are required to write a formal essay which is well-organized, which offers a balanced comparison between two works, and which is clearly focused on a given question.
	Internal Assessment	Students are required to deliver a well-organized, coherent, convincing and balanced oral which focuses on a global issue of their own choice.
	HL essay	Students are required to write a formal essay exploring a line of inquiry in relation to a text or work. The essay should be formal, well-structured and should evidence good citation and referencing skills

ASSESSMENT

Standard Level		
External assessment (3 hours) 70%	Paper 1: Guided textual analysis (1 hour 15 minutes) 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%
	Paper 2: Comparative essay (1 hour 45 minutes) 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%
Internal assessment 30%	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.	30%
	Individual oral (15 minutes) 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)	
The learner portfolio	The learner portfolio is a central element of the language A: language and literature course, and is mandatory for all students. It is an individual collection of student work done throughout the two years of the course.	
Higher Level		
External assessment (4 hours) 80%	Paper 1: Guided textual analysis (2 hour 15 minutes) 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%
	Paper 2: Comparative essay (1 hour 45 minutes) 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%

	<p>HL essay 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.</p>	20%
<p>Internal assessment (15 min)</p>	<p>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.</p> <p>Individual oral (15 minutes) 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)</p>	20%
<p>The learner portfolio</p>	<p>The learner portfolio is a central element of the language A: language and literature course, and is mandatory for all students. It is an individual collection of student work done throughout the two years of the course.</p>	

UNIVERSITY & CAREER GUIDANCE

These courses prepare students well not only for literature and linguistics, but also the humanities in general. HL study, in particular, lays a good foundation for careers related to teaching, social work, journalism, advertising, marketing accountancy, law, administration, business and film, to mention a few.

BILINGUAL DIPLOMA

The Bilingual Diploma will be awarded to any student who successfully completes two Language A courses with a mark of 3 or higher in both.

GROUP 1: STUDIES IN LANGUAGE & LITERATURE

CHINESE A

LITERATURE

HL and 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.

STUDIES IN 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.

ASSESSMENT OBJECTIVES

Know, understand and interpret:

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

Analyze 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
- (for literature and performance only) ideas, emotion, character and atmosphere through performance.

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
Know, understand and interpret	Paper 1	The response to a previously unseen non-literary passage requires students to show their knowledge and understanding of texts and text types and their ability to establish their own interpretation from the text and to come to conclusions about it.
	Paper 2	The essay on two works requires students to show their knowledge and understanding of the works and interpret their implications, and their similarities and differences, in connection with a given focus.
	Internal assessment	Students are required to demonstrate knowledge and understanding of one non-literary text and one work in their course of studies and interpret them in relation to a global issue.
	HL essay	Students are required to demonstrate knowledge and understanding of one of the texts or works studied in relation to a line of inquiry they have selected.
Analyze and evaluate	Paper 1	Students are required to explore a previously unseen non-literary passage and write a response to it analyzing and evaluating how the writer's choices have contributed to meaning.

ASSESSMENT

	Paper 2	Students are required to write a comparative analysis and evaluation of two of the works studied in terms of the demands of a given question.	External assessment (3 hours) 70%	Paper 1: Guided literary analysis (1 hour 15 minutes) 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%
	Internal assessment	Students are required to evaluate two of the works studied in terms of a global issue present in both of them, and analyze and evaluate how their unique perspectives are constructed by means of the authors' choices.		Paper 2: Comparative essay (1 hour 45 minutes) 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%
	HL essay	Students are required to analyze and evaluate one of the works studied in relation to a line of inquiry of their own choice.		Internal assessment 30%	Individual oral (SSST variant) This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.
Communicate	Paper 1	Students are required to write a formal, well-organized and well-focused analysis using language appropriate to a formal essay.	Individual oral (15 minutes) Supported by an extract from one work written originally in the language studied and one from work studied in translation, students will offer a prepared response of 10 minutes 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)		
	Paper 2	Students are required to write a formal essay which is well-organized, which offers a balanced comparison between two works, and which is clearly focused on a given question.			
	Internal Assessment	Students are required to deliver a well-organized, coherent, convincing and balanced oral which focuses on a global issue of their own choice.			
	HL essay	Students are required to write a formal essay exploring a line of inquiry in relation to a work. The essay should be formal, well-structured and should evidence good citation and referencing skills			

GROUP 2: LANGUAGE ACQUISITION

Group 2 courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

LANGUAGE B

ENGLISH HL ONLY

COURSE CONTENT

At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Receptive skills: Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyze arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning.

Productive skills: Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

Interactive skills: Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication.

LANGUAGE ACQUISITION AIMS

The following aims are common to both language B and language ab initio.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.

5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

ASSESSMENT OBJECTIVES

The following assessment objectives are common to both language B and language ab initio. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

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

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.	Paper 1 writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Internal assessment	Students orally react to a literary stimulus, respond to questions and engage in a general conversation.

<p>2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.</p>	Paper 1 writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Paper 2 listening and reading	Students produce responses that demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact using a range of appropriate language structures and registers.
<p>3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.</p>	Paper 1 writing	Students respond to written tasks using appropriate language, register and format.
	Paper 2 listening and reading	Students demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact orally with the teacher using appropriate language, register and format.
<p>4. Identify, organize and present ideas on a range of topics.</p>	Paper 1 writing	Students develop a coherent and organized response on a range of topics.
	Internal assessment	Students understand the topic of discussion and present an organized response, whether planned or spontaneous.
<p>5. Understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts.</p>	Paper 2 listening and reading	Students respond appropriately to authentic texts.
	Internal assessment	HL: Students demonstrate the ability to verbally interact in the target language in response to a literary stimulus.

ASSESSMENT

<p>External assessment (3 hours 30 minutes) 75%</p>	Paper 1: Productive skills-writing (1 hour 30 minutes) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. (30 marks)	25%
	Paper 2: Receptive skills (2 hours) Receptive skills—separate sections for listening and reading (65 marks)	
	Listening comprehension (1 hour) (25 marks)	
	Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
<p>Internal assessment 25%</p>	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment 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. (30 marks)</p>	25%

GROUP 2: LANGUAGE ACQUISITION

LANGUAGE AB INITIO SL

OPTIONS: FRENCH, MANDARIN AND SPANISH SL ONLY

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

Because of the inherent difficulty of defining what constitutes “very limited exposure” to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language.

In order to ensure that the range of language and structures covered in language ab initio classes is manageable for all students, and so that they marry closely with the format and contents of final assessments, language-specific syllabuses have been provided and are available on the programme resource center.

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Receptive: Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive: Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

LANGUAGE ACQUISITION AIMS

The following aims are common to both language B and language ab initio.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

ASSESSMENT OBJECTIVES

The following assessment objectives are common to both language B and language ab initio. The level of difficulty of the assessments, and the expectations of student performance on the tasks, are what distinguishes the three modern language acquisition courses.

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

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.	Paper 1 writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Internal assessment	Students orally react to a visual stimulus, respond to questions and engage in a general conversation.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.	Paper 1 writing	Students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
	Paper 2 listening and reading	Students produce responses that demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact using a range of appropriate language structures and registers.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.	Paper 1 writing	Students respond to written tasks using appropriate language, register and format.
	Paper 2 listening and reading	Students demonstrate an understanding of written and audio texts.
	Internal assessment	Students interact orally with the teacher using appropriate language, register and format.
4. Identify, organize and present ideas on a range of topics.	Paper 1 writing	Students develop a coherent and organized response on a range of topics.
	Internal assessment	Students understand the topic of discussion and present an organized response, whether planned or spontaneous.

5. Understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts.	Paper 2 listening and reading	Students respond appropriately to authentic texts.
	Internal assessment	SL: Students demonstrate the ability to verbally interact in the target language in response to a visual stimulus.

ASSESSMENT

External assessment (2 hours 45 minutes) 75%	Paper 1: Productive skills-writing (1 hour) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions. (30 marks)	25%
	Paper 2 (1 hour 45 minutes) 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.	
Internal assessment 25%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
	Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	

UNIVERSITY & CAREER GUIDANCE

This course enables students to carry on learning the language and with support and consolidation, become equipped as competent university and/or job applicants in this global era. Also, it prepares candidates to a certain degree to study intermediate Chinese language courses at university.

GROUP 3: INDIVIDUALS & SOCIETIES

BUSINESS MANAGEMENT

The Business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. The course focuses on business functions, management processes and decision-making in contemporary contexts in an increasingly connected global marketplace.

COURSE CONTENT

- Business
- Human Resource Management
- Finance and Accounts
- Marketing
- Operations Management

COURSE CONCEPTS

- Change
- Ethics

AIMS

The aim of **Business Management** is to:

- develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
- foster an informed understanding of ethical and sustainable business practices
- explore the connections between individuals, businesses and society
- engage with decision-making as a process and a skill

ASSESSMENT

External assessment 75% SL 80% HL	Paper 1 - Case study analysis based on pre-released material	25% HL 35% SL
	Paper 2 - Structured response based on unseen stimulus	30% HL 35% SL
	Paper 3 - HL only Structured response based on unseen stimulus	25% HL
Internal assessment	Research project	20% HL 30% SL

UNIVERSITY & CAREER GUIDANCE

This course provides students with a wide range of transferable skills and can, therefore, be useful in many major fields of study and careers. Diverse university courses and employers recognize its practicality and relevance. Future careers may include management, marketing, accountancy and business consultancy.

ECONOMICS

The study of economics is about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants.

The Economics course is holistic in nature. The course covers nine key concepts: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention. The course also includes integrated subtopics of Economics of the environment, and Economics of inequality and poverty, to help bring to light the main global challenges facing the planet today and how these can be addressed using an Economic lens.

By the end of the course students will be expected to demonstrate a holistic and critical understanding of how economics helps us understand real-world issues with the help of theories, models, examples and inquiries from the course of study.

To aid them in thinking like economists, Higher Level students will work with quantitative and qualitative data, demonstrating a deeper understanding of a real-world issue, using the theories, models, ideas and tools of economics and culminating in policy advice.

COURSE CONTENT

Unit 1: Introduction to Economics (What is economics? How do economists approach the world?)

Unit 2: Microeconomics (including Demand, Supply, the Role of Government, Elasticity and Market Failure)

Unit 3: Macroeconomics (including Variations in economic activity, Economics of Inequality and Poverty, Demand management and Supply-side policies)

Unit 4: The global economy (including Benefits of international trade, Types of trade protection, Economic integration, Exchange rates, Balance of payments, Sustainable development and Barriers to Development)

ASSESSMENT

Standard Level	
External Assessment (70%)	Paper 1: An extended response paper Paper 2: A data response paper
Internal Assessment (30%)	This component is internally assessed by the teacher and externally moderated by the IB.

Students produce a portfolio of three commentaries, based on different units of the syllabus, and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyze their commentaries.

GROUP 3: INDIVIDUALS & SOCIETIES

ECONOMICS (CONT.)

Higher Level	
External Assessment (80%)	Paper 1: An extended response paper Paper 2: A data response paper Paper 3: A policy paper
Internal Assessment (20%)	This component is internally assessed by the teacher and externally moderated by the IB.

Students produce a portfolio of three commentaries, based on different units of the syllabus, and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyze their commentaries.

UNIVERSITY & CAREER GUIDANCE

This course may help students in the study of accountancy, advertising, finance, law, engineering and history.



GROUP 3: INDIVIDUALS & SOCIETIES

GEOGRAPHY

Geography is a dynamic subject that is firmly grounded in the real-world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change.

Geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and respect for, alternative approaches, viewpoints and ideas. This multi-disciplinary approach is highly valued by employers.

COURSE CONTENT

SL students study two optional themes; HL students study three optional themes, providing further breadth. Both SL and HL students study the core geographic perspectives—global change. HL students study the HL extension geographic perspectives—global interactions, and further examine, evaluate and synthesize the prescribed concepts, which by their nature are complex, contestable, interlinked and require holistic treatment. This provides further depth at HL. Both SL and HL students complete a fieldwork study for the internal assessment.

Part 1: Geographic themes - seven options (Two at SL, three at HL)

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

Part 2: Geographic perspectives - global change (Core - SL & HL)

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

Part 3: Geographic perspectives - global interactions (HL extension)

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

AIMS

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

1. Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales.
2. Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
 - Acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
 - Synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
3. Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

ASSESSMENT

External assessment 80% HL 75% SL	Paper 1 - Geographic Themes (7 Options HL do 3; SL do 2)	35% HL 35% SL
	Paper 2 - Core	25% HL 40% SL
	Paper 3 - HL Extension	20% HL
Internal assessment 20% HL 25% SL	Fieldwork written report	20% HL 25% SL
Total Examination Time	Standard Level Higher Level	2 Hours 45 Mins 4 Hours 30 Mins

UNIVERSITY & CAREER GUIDANCE

The study of Geography is beneficial for students seeking a degree not only in Geography but also in a variety of majors such as history and engineering. Employers in the environmental and planning fields, as well as government agencies are among the many potential employers, but graduates will have career opportunities in other areas such as town planning, banking, consulting, advertising, teaching and research.

GROUP 3: INDIVIDUALS & SOCIETIES

HISTORY

History is a vital component of any balanced education, placing a heavy emphasis on source evaluation, which encourages students to critically analyze information put before them, and to make reasoned and balanced judgments with a respect for the truth. It has a subject matter which involves issues of credibility, plausibility and probability; and a method of disciplined study which deals in arguments and interpretations, not in certainties. This is essential if pupils are to be aware and credulous consumers of whatever fare the media may put before them. History also helps students understand the foundations and beliefs of other civilizations stimulating respect and curiosity for cultures other than their own. This is vital in an international, multi-cultural environment.

COURSE CONTENT

Paper 1: The Move to Global War (SL and HL)

This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and both of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion, for example, economic issues, such as the long-term impact of the Great Depression, should be assessed in terms of their role in shaping more aggressive foreign policy.

Paper 2: World History Topics

This element of the course explores two key topics in world history:
Topic 10: Authoritarian States (20th century)

- Adolf Hitler
- Mao Zedong

Topic 12: The Cold War – Superpower tensions and rivalries

- Leaders – Truman and Stalin
- Impact on two countries – Germany and the USA
- Cold War crises – The Berlin Blockade (1948-49) and the North Korean invasion of South Korea (1950)

Paper 3: HL Option 3 – History of the Americas

This element of the course explores the following three topics:

- The Second World War and the Americas (1933-1945)
- The Cold War and the Americas (1945-1981)
- Civil Rights and Social Movements in the Americas post-1945

AIMS

The aim of **History** is to:

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

ASSESSMENT

External assessment 75%	Written examinations: Paper 1 - Source analysis	20% HL 30% SL
	Paper 2 - 20th century essays	25% HL 45% SL
	Paper 3 - Regional essays	35% HL
Internal assessment 25%	Historical investigation	20% HL 25% SL

UNIVERSITY & CAREER GUIDANCE

Study of history provides students with a wide range of degree opportunities throughout the fields of study. Among the jobs graduates can consider are: advertising executive, analyst, archivist, broadcaster, campaign worker, consultant, congressional aide, editor, foreign service officer, foundation staffer, information specialist, intelligence agent, journalist, legal assistant, lobbyist, personnel manager, public relations staffer, researcher, teacher, and the list can be almost endless.

This course provides students with a wide range of transferable skills and can, therefore, be useful in many major fields of study and careers. Its practical respectability is recognized by diverse university courses and employers. Future careers may include management, retailing, marketing, sales, accountancy, research, the civil service and consultancy.

GROUP 4: EXPERIMENTAL SCIENCES

The Group 4 subjects develop knowledge collaboratively in the real-world. Consequently, every Group 4 student is required to participate in a Group 4 project. This is a collaborative learning experience where all Group 4 students will, plan, carry out and evaluate a project.

An individual contribution to the team effort, the ability to be self-motivated and to show perseverance as well as being able to self reflect on the projects success are all qualities Group 4 students aim to demonstrate throughout the project.

AIM OF GROUP 4 SUBJECTS

The aim of the **Experimental Sciences** is to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for and the value of effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an understanding of the relationships between scientific disciplines and their influences on other areas of knowledge.

ASSESSMENT OF GROUP 4 SUBJECTS

External assessment 80%	Three written examination papers: Paper 1 - Multiple choice Paper 2 - Data-based questions and core content examination Paper 3 - Core and option content examination with questions on experimental skills and techniques	20% HL 20% SL 36% HL 32% SL 20% HL 24% SL
Internal assessment 20%	Internal assessment	20%

GROUP 4: EXPERIMENTAL SCIENCES

BIOLOGY

Biologists study the thin layers above and below the earth's surface, where organisms grow, reproduce and die. This course helps students to better understand themselves and their place in the natural world. It is suitable for any student with good science ability and a genuine interest in the living world.

COURSE CONTENT

Core syllabus

- Cell Biology
- Molecular Biology
- Genetics
- Ecology
- Human physiology
- Evolution and Biodiversity

Additional topics (HL only)

- Nucleic acids and proteins
- Cell respiration and photosynthesis
- Plant Biology
- Genetics and evolution
- Animal physiology

Options (HL and SL)

- Option A: Neurobiology and Behavior
- Option B: Biotechnology and Bioinformatics
- Option C: Ecology and Conservation
- Option D: Further Human Physiology

UNIVERSITY & CAREER GUIDANCE

Although no university major requires candidates to take biology, it is highly recommended that students take the course at HL if they are planning to major in applied biological sciences such as biochemistry, agriculture, marine science, environment, psychology, dentistry, pharmacy, and medicine.

DESIGN TECHNOLOGY

Design Technology achieves a high level of technological literacy by enabling students to develop critical thinking and design skills. The course focuses on the design, development, analysis, synthesis, and evaluation of problems and solutions. Students engage in these processes through practical, project-based activities. The design method involves: the careful collection of data from many sources; a deep understanding of the design context; both convergent and divergent reasoning; innovation and creativity; and graphical and three-dimensional modelling skills. Throughout this course, students are referring to, applying, and combining knowledge and skills from a diversity of academic disciplines to solve real-world problems.

Design technology aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world.

COURSE CONTENT

Core Syllabus:

- Human Factors and Ergonomics
- Resource Management and Sustainable Production
- Modelling
- Final Production
- Innovation and Design
- Classic Design

Additional HL Components

- User-centered Design
- Sustainability
- Innovation and Markets
- Commercial Production

UNIVERSITY & CAREER GUIDANCE

The unique application of various disciplines in this course prepares students for university majors and careers in the creative industries including advertising, animation, architecture, design; as well as careers in the sciences including engineering, material science, and technology.

The intensive project-based approach of this course provides students with much experience in management and execution of large, complex projects. Students interested in business, management, or marketing will gain valuable experience in the management and coordination of large projects.

GROUP 4: EXPERIMENTAL SCIENCES

CHEMISTRY

Chemistry deals with the fundamental nature of matter. Chemical concepts form the foundation of our understanding of the physical world around us. At a time when our planet seems to be at the brink of so many problems, chemistry has a major role to play in most areas of human endeavor: monitoring the environment and pollution; finding alternative fuels, discovering cures for disease and developing new materials.

COURSE CONTENT

Core syllabus

- Stoichiometric relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics / thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Oxidation and reduction
- Organic chemistry
- Measurement and data processing

Options (HL and SL) - students study two options

- Materials
- Biochemistry
- Energy
- Medicinal Chemistry

UNIVERSITY & CAREER GUIDANCE

Students who intend to major in agriculture, environmental law, biology, chemistry, chemical engineering, dentistry, environmental sciences, engineering, materials science, medicine, nanotechnology, physics, geology, psychology, veterinary science, natural sciences and pharmacology must take this course preferably at HL. The Diploma Programme chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills.

PHYSICS

Physics attempts to understand all physical phenomena through the systematic observation and experimentation of nature. The language of physics is mathematics and students are expected to be comfortable with manipulating formulas, equations, and graphs. Throughout this course, students will further develop their practical skills and conceptual understanding by performing investigations and verifying their results through rigorous data analysis. Students who enjoy learning how the physical world works, from the smallest particle to the entire universe, should consider studying physics.

COURSE CONTENT

Core syllabus

- Measurement and Uncertainties
- Mechanics
- Thermal physics
- Oscillations and waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Additional topics (HL only)

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

Options (HL and SL)

- Relativity
- Engineering Physics
- Imaging
- Astrophysics

UNIVERSITY & CAREER GUIDANCE

Careers in physical science and engineering among many other fields such as business and law require a basic understanding of physics. Also, many majors in university such as architecture, engineering, design, math, natural sciences and applied physics require candidates to have previous knowledge of a laboratory science including physics.

GROUP 4: EXPERIMENTAL SCIENCES

COMPUTER SCIENCE

Computer Science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computer and other digital devices operate. The DP computer science course is engaging, accessible, inspiring and rigorous. It involves the ability to think procedurally, logically, concurrently, abstractly, recursively and think ahead. In the course, students utilize an experimental and inquiry-based approach to problem-solving. Students will be able to study computer science at the SL level with previous MYP experience in a design course.

COURSE CONTENT

SL/HL Core: The topics that must be studied, including some practical work, are:

- Topic 1: System fundamentals (20 hours)
- Topic 2: Computer organization (6 hours)
- Topic 3: Networks (9 hours)
- Topic 4: Computational thinking, problem-solving and programming (45 hours)

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

- Topic 5: Abstract data structures (23 hours)
- Topic 6: Resources management (8 hours)
- Topic 7: Control (14 hours)
- Case Study: An annually issued case study is used to cover additional subject content at both the SL and HL level.

Option topics: HL Extension

- Option A: Databases
- Option B: Modelling and simulation
- Option C: Web science
- Option D: Object-oriented programming (OOP)

Internal Assessment: Computer science students study a Solution assessment (that involves practical application of skills through the development of a product and associated documentation) and they complete a Group 4 project.

AIMS

The aim of Computer Science is to:

- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- Apply and use a body of knowledge, methods, and techniques that characterize computer science
- Raise awareness of the moral, ethical, social, economic, and environmental implications of using science and technology
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively

ASSESSMENT

External assessment SL - 70% HL - 80%	Examination papers: Paper 1: Compulsory short answer and structured questions	45% SL 40% HL
	Paper 2: Options paper with compulsory questions (no calculators)	25% SL 20% HL
	Paper 3: Compulsory questions based on case study	0% SL 20% HL
Internal assessment SL - 30% HL - 20%	Development of a computational solution with a product	

UNIVERSITY & CAREER GUIDANCE

The study of computer science is beneficial for students who are interested in hardware, software, or innovative applications. Indeed, computer science is a very creative enterprise. By studying the logic, algorithms, and abstraction inherent in computer science, students will be able to participate in fields of study that relate to communication, transportation, medicine, or entertainment. The revolution that has occurred in the area of computer science and technology has invaded all aspects of our society and thus students who study computer science at university will benefit from this learning in any field they pursue later on.

GROUP 3 & 4: ENVIRONMENTAL SYSTEM & SOCIETIES (ESS) SL ONLY

This course provides students a balanced perspective on the wide range of interrelationships between the environment and different societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they may very well come to face. The course encourages students to evaluate the scientific, ethical and socio-political aspects of environmental issues. The course is suitable for those with an environmental interest but does require some basic scientific ability. A cross-curricular subject, it draws from the sciences, geography, economics, politics and sociology and encourages students to look at the 'big picture'. The subject is a trans-disciplinary Group 3 and Group 4 subject; students taking this course satisfy the requirements for both groups, allowing for more versatility in the IBDP package.

COURSE CONTENT

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

Aims

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

- acquire the knowledge and understandings of environmental systems at a variety of scales
- apply the knowledge, methodologies and skills to analyze environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- develop awareness of the diversity of environmental value systems
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- engage with the controversies that surround a variety of environmental issues
- create innovative solutions to environmental issues by engaging actively in local and global contexts.

ASSESSMENT

External assessment	Examination papers:	
	Paper 1:	25%
	Paper 2:	50%
Internal assessment	Internal Assessment	25%

UNIVERSITY & CAREER GUIDANCE

Environmental Systems and Societies serves as an excellent preparation for a wide range of university courses such as environmental studies, engineering, politics, journalism, management, and even business and law. A degree in this area allows students to pursue a career in many areas such as government agencies, international organizations and universities where they can work as analysts, developers, resource management specialists and researchers.

GROUP 5: MATHEMATICS

MATHEMATICS

There are three Mathematics courses offered. These are designed to meet the needs of students with differing abilities, interests, and requirements for higher education.

Students and parents are advised to carefully consider which country, which university, and which program they are contemplating so that they can determine the most appropriate IB DP math course for their child. A number of countries, and some universities in certain countries, restrict entry to courses based on the level of mathematics studied in the IB DP.

AIM OF GROUP 5 SUBJECTS

The aim **Mathematics** is to enable students to:

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

In making their selection for Mathematics, students should consider very carefully:

- their own abilities in mathematics and the type of mathematics in which they can be successful.
- their own interest in mathematics and their comfort level in solving unfamiliar problems.
- their other choices of courses within the framework of the Diploma Programme.
- their academic plans, in particular the subjects they wish to study at university.
- their choice of career.
- their current grade 10 mathematics courses, progress and achievement on that course.

MATHEMATICS PATHWAYS GRADE 10 MYP TO GRADE 11 DP

Students in...

Will take...

Maths 10 Standard with a score of 5 or less	Mathematics Application and Interpretations SL
Maths 10 Standard with a score of 6 or 7	Either Mathematics Analysis and Approaches SL or Mathematics Application and Interpretations SL
Maths 10 Extended with a score of 5 or less	Either Mathematics Analysis and Approaches SL or Mathematics Application and Interpretations SL
Maths 10 Extended with a score of 6 or 7	Either Mathematics Analysis and Approaches HL or a Maths SL course

GROUP 5: MATHEMATICS

MATHEMATICS: APPLICATIONS AND INTERPRETATION SL

- For students whose main interests lie outside the field of mathematics
- For students who are interested in developing their mathematical skills to solve practical problems
- Students will enjoy exploring mathematical models using technology

COURSE CONTENT

Core syllabus

- High Emphasis on Statistics and Probability
- High Emphasis on Functions
- Calculus
- Geometry and Trigonometry
- Number and Algebra

ASSESSMENT

External assessment 80%	Two examination papers	80%
Internal assessment 20%	Mathematical exploration	20%

UNIVERSITY & CAREER GUIDANCE

This course prepares students for future studies in subjects such as social sciences, some business, humanities, languages or the arts.

GROUP 5: MATHEMATICS

MATHEMATICS: ANALYSIS AND APPROACHES SL

- For students who enjoy developing their mathematical skills to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking
- Students will apply mathematical knowledge to solve problems set in a variety of meaningful and challenging contexts
- This course reflects the emphasis on calculus and on algebraic, graphical and numerical approaches
- Students will explore real and abstract applications of these ideas, with and without the use of technology

COURSE CONTENT

Core syllabus

- High Emphasis on Calculus
- High Emphasis on Statistics and Probability
- Functions
- Geometry and Trigonometry
- Number and Algebra

ASSESSMENT

External assessment 80%	Two examination papers	80%
Internal assessment 20%	Mathematical exploration	20%

UNIVERSITY & CAREER GUIDANCE

This course prepares students for future studies in subjects such as social sciences, some business, humanities, languages or the arts.

MATHEMATICS: ANALYSIS AND APPROACHES HL

- For students with a strong background in mathematics and who have attained a high degree of competence in a range of skills
- For students with a passion for mathematics as a subject in its own right. Those who appreciate learning about the underlying principles of mathematics, enjoy the thrill of mathematical problem-solving and generalization
- Designed specifically to allow students to learn about a variety of branches of mathematics, especially calculus, in-depth in a comprehensive, coherent and rigorous way

COURSE CONTENT

Core syllabus

- High Emphasis on Statistics and Probability
- High Emphasis on Functions
- High Emphasis on Calculus
- High Emphasis on Geometry and Trigonometry
- High Emphasis on Number and Algebra

ASSESSMENT

External assessment 80%	Three examination papers	80%
Internal assessment 20%	Mathematical exploration	20%

UNIVERSITY & CAREER GUIDANCE

This course prepares students for including mathematics as a major component of their university studies, either as a subject in its own right, or within courses such as physics, actuarial science, computer science, architecture and engineering

GROUP 6: THE ARTS

MUSIC

The study of Music enables students to recognize and discuss musical elements found in a diverse range of musical genres, thus developing greater sensitivity to, and curiosity for, the music that surrounds us. Music theory is the foundation of the course. You also need to play an instrument or sing at a proficient level.

COURSE CONTENT

The course introduces students to a wide range of music from familiar and unfamiliar contexts. The course is structured around the 4 assessment elements. Musical styles studied includes:

- Western music
- Traditional music from around the world
- Jazz and improvisation
- Music in the modern age and music technology
- Composition and performance techniques

AIMS

The aim of the **Music** course is to develop students':

- knowledge and potential as musicians, both personally and collaboratively
- instrumental/vocal skills through performing in a variety of contexts
- creativity through the study of composition
- knowledge of musical styles and composition
- understanding of recording techniques and ability to use music software and technology
- research skills and musical interests through the musical investigation.

ASSESSMENT

External assessment 50%	Exploring music in context	20% HL 30% SL
	Presenting music	30% HL 40% SL
Internal assessment 50%	Experimenting with music	20% HL 30% SL
	The contemporary music maker (HL only)	30% HL

UNIVERSITY & CAREER GUIDANCE

Taking this course is an excellent way for students to prepare for entry to music schools, conservatories or universities. Most universities look at music supplements including performance recordings and composition portfolios. This course adds to your college application. A degree in musicology, music performance, and arts and music management will provide students with a wide range of career options, including the recording industry and media.

VISUAL ARTS

Visual Arts enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek enrichment through visual arts.

COURSE CONTENT

The course encompasses a wide range of activities designed to encourage students to explore and discover new possibilities in the visual arts.

Students develop ideas and themes for their studio work and refine their skills in a process journal. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

AIMS

The aim of the **Visual Arts** course at SL and HL are to enable students to:

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

ASSESSMENT

External assessment 60%	Comparative Study Process Portfolio	20% 40%
Internal assessment 40%	Exhibition	40%

UNIVERSITY & CAREER GUIDANCE

Most universities look at examples of portfolio process, including exploration in ideation, as well as a variety of studio works. A degree in Fine Arts and/or Design will provide students with a wide range of career options, including fashion design, marketing and the film industry.

GROUP 6: THE ARTS

THEATER

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discover through practical inquiry, experimentation, risk taking and presentation of ideas to others. The IB Diploma Program theater course is a multifaceted theater-making course. It gives students the opportunity to make theater as creators, designers, directors and performers.

The basis of theater is inquiry into the human condition; what makes us human, the actions we take and the stories we tell, how we interact and how we share our visions. Theater is a form of expressive communication to others, and students are therefore required to think about the responsibilities of theater-making, considering carefully what they wish to communicate and how to best present their ideas.

Theater students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice.

COURSE CONTENT

The DP theater syllabus has been designed to reflect the dynamic and practical nature of theater and theater-making. This is an international theater course exploring theater practices from various times, places and cultures.

The theater course is student-centered and places student inquiry and exploration at the heart of a holistic learning experience. Students focus on the techniques and methods of making theater, and present these discoveries in a variety of ways, through performance, presentations, proposals and written expression. The core belief is that theater is not separate from the world in which it is created. Each piece of theater and each theater practice is created differently and achieves its effects on its artists and its audience differently depending on its context.

Learning about theater relies on action and the course must be experienced practically. The collaborative process is essential to theatre and students should experience and reflect on the processes of collaboration, its strengths and its challenges. Organization, self-management and independent study skills are important.

AIMS

The aim of the Theater course is to enable students to:

- inquire into theater and its contexts
- develop and practically apply theater performance and production skills and elements, led by intentions
- create, present and evaluate theater work both independently and collaboratively
- acquire the perspectives and intentions of an internationally-minded theater-maker

For HL only:

- understand, appreciate and explore the relationship between theory and performance.

ASSESSMENT

External assessment 75% HL 65% SL	Solo Theater Piece (HL Only) Production Proposal	35% HL 30% SL
	Research presentation	20% HL 30% SL 20% HL
Internal assessment 35% SL 25% HL	Collaborative Project	40% SL 25% HL

UNIVERSITY & CAREER GUIDANCE

This course prepares students for further study in theater and its related art forms; performance, film, television, media and communication. It also provides the necessary grounding needed in order to audition and apply for Drama School.

IB Theater students have also gone on to study university courses in Business, Languages, English, History, Communication Studies, Marketing, Philosophy, Design, Psychology, Theology, Cultural Studies and Classics. Theater helps students to become excellent communicators and is therefore relevant to the majority of career paths.

Past Theater students are now employed as actors, dancers, film directors, journalists, business managers, literary agents, fundraisers, editors, advertisers, scriptwriters, casting directors, sales representatives, HR and PR managers and event coordinators amongst other things.

DP CORE REQUIREMENTS

CREATIVITY, ACTIVITY, SERVICE (CAS)

The goal of the International Baccalaureate Organization (IBO) is to educate the whole person and to foster responsible, compassionate citizens. The CAS program encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical productions, sports and community service activities. Through these activities, students develop greater awareness of themselves, concern for and the ability to work cooperatively with others. Students should set goals for skill development in all three CAS domains.

The record-keeping associated with participation in CAS is important. Students are responsible for making regular entries into their online reflection journals and for keeping an online record of the date and length of time spent in pursuit of each activity.

All activities must have prior approval of the CAS Coordinator or their advisor. Upon completion of an activity, a supervisor's report must be generated.

Creativity is defined as aesthetic or performance pursuits such as theatre, painting, music, sculpture, or something similar. Planning creative activities could also be included. Participation in debating or Model United Nations may also be included.

Activity is defined as physical activity including, but not limited to, competitive sports. All CAS activities must be supervised and they must be developmental. This means that a student's activity supervisor should be able to comment on her development and the activity usually needs to be ongoing. Ongoing activities are strongly encouraged, as they add weight to a university application.

Service activities should not only involve doing things for others but also with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others. Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, surrounding community, or it may exist on national or international levels.

THEORY OF KNOWLEDGE (TOK)

TOK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. TOK is unique to the Diploma Program. The course challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence expressed in rational argument. Course topics encourage students to appreciate other cultural perspectives.

COURSE CONTENT

Core Themes

- Me as a knower and a thinker
- What shapes my perspective?
- Where do our values come from?
- How can we navigate the world?
- How can we tell when we are being manipulated?

Optional Themes (students study two)

- Knowledge and technology
- Knowledge and language
- Knowledge and indigenous societies
- Knowledge and politics
- Knowledge and religion

Areas of Knowledge

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

AIMS

The aims of Theory of Knowledge are to help students:

- make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- understand that knowledge brings responsibility which leads to commitment and action.

ASSESSMENT

External Assessment: TOK Essay

Internal Assessment: TOK Exhibition

DP CORE REQUIREMENTS

EXTENDED ESSAY

The Extended Essay requirement acquaints Diploma candidates with the kind of independent research and writing skills expected by universities. A total of 40 hours of private study and writing time should be devoted to the essay, which may be written in one of the student's six subjects. The work culminates in a 4,000-word paper on a topic of special interest to the student. It is given great importance by the IBO and universities because it provides practical preparation for the kind of undergraduate research students will undertake in their post-secondary education.

From the choice of a suitable research question to the final completion of the Extended Essay, students must produce their piece within the constraints of time, essay length and available resources. Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyze, synthesize and evaluate knowledge. Students are supported and encouraged throughout the research and writing process with advice and guidance from a faculty supervisor. Many of the requirements of the Extended Essay are completed in Grade 11, with the final version submitted in of October of their Grade 12 year.

TOK AND EE POINTS MATRIX

		Theory of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended Essay	Excellent A	3	3	2	2	Failing Condition*	N
	Good B	3	2	2	1	Failing Condition*	N
	Satisfactory C	2	2	1	0	Failing Condition*	N
	Mediocre D	2	1	0	0	Failing Condition*	N
	Elementary E	Failing Condition*	Failing Condition*	Failing Condition*	Failing Condition*	Failing Condition*	N
	Not submitted	N	N	N	N	N	N

ASSESSMENT REQUIREMENTS

ASSESSMENT

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). Students can achieve up to 42 points in the DP by completing their six subjects at a grade of 7. In addition, a maximum of 3 bonus points may be gained from a candidate's combined Extended Essay and Theory of Knowledge grades (see page 19). The maximum number of possible points to be obtained in the Diploma Program is 45. Universities often recognize both the achievement of the IB Diploma as well as performance in individual subjects when considering applicants.

INTERNAL ASSESSMENT DEADLINES

A series of deadlines is distributed to students at the beginning of their Grade 11 and 12 years. These deadlines represent an agreed-upon schedule to ensure due dates are not concentrated at any one time. Students are expected to note all dates which apply to them and properly plan their time and studies to ensure that all deadlines are met. A student who does not comply with these deadlines will be withdrawn from leadership positions, co-curricular activities and/or may be removed from classes until the work is completed. She will be supported within the school to complete the work as soon as possible.

INTERNAL VS. EXTERNAL ASSESSMENT

DP assessment is not only exam-based. Every DP subject has a coursework component, referred to as Internal Assessment. Internal Assessment is marked by the course teacher. However, the teacher must submit a sample of his/her marked work to an external IBO appointed examiner. If necessary, the marks will be adjusted to reflect the international marking standard. This process is known as moderation. Internal Assessment accounts for 20-50% of the final IB mark, depending on the subject.

External Assessment comprises all of the May exams along with some coursework. It is marked by an international body of external examiners appointed by the IBO; their marking is also subjected to moderation which is the reason why IB results carry world-wide recognition.

DP EXAMINATIONS

All examinations leading to the Diploma of the International Baccalaureate take place in May of the second year of study in Grade 12. The examinations are externally written and graded by IBO examiners.

Exams run from early to late May and are written Monday to Friday of each week. Each day has a morning and afternoon exam session. The exam schedule will be made available to students following mock exams. Students should notify the DP Coordinator of any circumstances where they have two exams scheduled at the same time.

PASSING REQUIREMENTS

In order to achieve the Diploma of the International Baccalaureate, certain requirements must be met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

FINAL GRADE RESULTS

Final grade results are issued online by the second week in July. Personal security codes are issued to students. Exam results will be issued to universities directly by the school.

Branksome will automatically forward results to the universities that represent the student's top choice, as long as this choice is clearly communicated in advance of June 20, for North American universities and in advance of April 28, for universities in the U.K., Europe and Asia. After these deadlines, students must request their own transcript from the IBO directly at www.ibo.org.

ENQUIRY OF EXAM RESULTS

Students may request an enquiry of a particular IB result, if the student's results pose a risk to her university placement. The request incurs a fee and must be paid in advance of the enquiry. This may also result in the lowering of a grade. The student and a parent must complete a form to indicate that they are aware that the mark may go down.

ASSESSMENT REQUIREMENTS

BRANKSOME HALL ASIA DIPLOMA

The Diploma of the International Baccalaureate and the Branksome Hall Asia High School Graduation Diploma are separate awards. The IBO awards the IB Diploma whereas the High School Diploma is a school-based award. The High School Diploma at Branksome is awarded to students on the occasion of their graduation from school in the last semester of Grade 12, and is based on the final four years of secondary school.

To qualify for the High School Diploma students must satisfy the minimum requirement of academic credits and meet the non-academic requirements. A credit is obtained by receiving an overall grade of 2 or above for the school year and not being absent for more than 10 classes in a school year. All students must also complete CAS requirements.

These requirements are meant as the minimum standard and students at Branksome Hall Asia are encouraged to exceed this whenever possible. Students are expected to take a broad range of courses and extracurricular activities.

KOREAN DIPLOMA

A Korean High School Graduation Diploma will be awarded to a student who has successfully completed the necessary credit courses, including the required hours of Korean language and Korean History from Grade 6 through Grade 12.

MOCK EXAMS

Mock exams normally take place in February or early March of Grade 12. Teachers use mock exam results as the primary, but not only, determinant of anticipated grades, which are sent to the IBO in early March and to universities if requested by the student. Mock exams help students prepare for the exam experience in May, and provide them with feedback that informs their final review process by allowing students and teachers to see what learning gaps exist and if further review and support are needed.

Students in Grade 12 are counselled to decrease their co-curricular commitments in the period between the beginning of mock exams and the end of May.

STUDY WEEK

Diploma students will be given a study week in the week prior to the beginning of exams. Teachers will be available for sittings at scheduled times during this week.

INTERNAL GRADES

Internal grades at Branksome will be awarded on a seven-point scale. Student achievement levels are determined using performance in a range of assessments representing a portfolio of work. Determination of achievement levels should primarily reflect student performance on summative tasks, particularly those types of assessment used by the IB to determine a student's final DP grade. Achievement levels will reflect the student's most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting. The following chart characterizes the quality of performance associated with each achievement level.

Level of Achievement	Descriptor
7	Excellent achievement
6	Very good achievement
5	Good achievement
4	Satisfactory achievement
3	Limited achievement
2	Very limited achievement
1	No measurable attainment

OTHER INFORMATION

LEARNER PROFILE

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

At Branksome Hall Asia, we embrace the following characteristics and expect all members of our community to strive towards them:

- inquirers - their natural curiosity has been nurtured and they actively enjoy learning
- thinkers - they exercise initiative in applying thinking skills critically and creatively to solving complex problems
- communicators—they receive and express ideas and information confidently in more than one language
- risk-takers - they approach unfamiliar situations without undue anxiety and have the confidence to explore new ideas
- knowledgeable - they have explored themes that have global significance and have acquired a critical mass of knowledge
- principled - they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice
- caring - they show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others
- open-minded - they respect the values of other individuals and cultures and seek to consider a range of points of view
- balanced - they understand the importance of physical and mental balance and personal well-being
- reflective - they give thoughtful consideration to their own learning by constructively analyzing their personal strengths and weaknesses.

ACADEMIC INTEGRITY

Branksome provides Diploma students with access to text-matching software to assist them with avoiding plagiarism. Branksome Hall Asia's policy is distinct from the policy of the IBO in relation to academic integrity. If malpractice is detected on an internal assessment prior to submission, Branksome's policies will apply. However, if academic malpractice is detected by the IBO, the policies of the IB apply. In the case of a Diploma Program candidate the consequence is that no diploma will be awarded to the candidate. However, Diploma Program courses results will be awarded for other subjects in which no malpractice has occurred.

HOMEWORK

The purpose of homework is to:

- **engage with learning**
provides a springboard or introduction to learning by accessing prior knowledge, stimulating interest, or eliciting questions about a new topic or concept
- **check for understanding**
gives the teacher insight into student learning of new concepts, knowledge, skills taught in class to ensure that students have developed accurate understandings before moving on to further learning, practice and application.
- **practice**
reviews and reinforces newly acquired knowledge, skills and concepts.
- **process**
provides opportunities for reflection on learning, extending or applying skills and conceptual understanding, and opportunities to synthesize learning. Processing also includes reviewing, and preparing for assessment tasks.

TIMING & DEADLINES

All students are expected to abide by mutually agreed deadlines, unless there are genuine extenuating circumstances.

Teachers are sensitive to the demands on the students in the whole school environment. Submission deadlines are scheduled for all internal and external assessments and a two year calendar is created at the beginning of each student's DP Program. Students are expected to meet their deadlines and to schedule and balance their work accordingly.

MARKING & ASSESSMENT OF HOMEWORK

All homework tasks will receive timely feedback in order to motivate and guide students. Students are made aware of the assessment criteria to be applied to the task.

FEES

Students are responsible for paying for certain textbooks in different courses. In these courses, the students own their textbook and are permitted to annotate in them as they see fit. If a student opts to take an online course, her family is responsible for any fees associated with the course.

FREQUENTLY ASKED QUESTIONS

Are HL and SL IB subjects considered equally important by universities?

Yes, because how you do overall in your IBDP is as important as how you do in each individual subject. Some university systems will make conditional offers, usually requiring a certain total number of points, as well as specific grades in your HL subjects. It is important to be confident about your higher levels, but you can't neglect your standard subjects.

I don't know what I want to do at university; must I make a decision now?

No, you don't need to decide what you want to do at university now and it is very normal not to be sure. However, this is an opportunity to start thinking about the future and considering where your academic strengths and interests lie. For example, you may already be able to say that you have an interest in the sciences; if this is the case then it makes sense to consider studying more than one science at IBDP.

What careers can I pursue with my IB subjects?

Many subjects at IBDP, and many university courses, do not lead to a particular career, but rather equip students with the intellectual and personal skills needed to succeed at a professional level. Courses such as English, Geography, Chemistry and Economics would fall into this category. Such courses provide the requisite skills necessary for success in various careers.

CONTACT INFORMATION

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IB/DP Coordinator
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USEFUL WEBSITES

Branksome Hall Asia Web Page	www.branksome.asia
Branksome Hall Asia Portals	MyBranksome login
IBO	www.ibo.org

THE SCHOOL WEB PORTALS

The school web portals can be accessed from the MyBranksome link on the school website (branksome.asia). They are the school's primary learning management systems. All course materials given to students in each of their classes can be accessed using the school web portals. Students also participate in discussions with fellow students and can easily communicate with both teachers and peers. The site also provides students with information on school news, events and co-curricular activities.

SCHOOL ADDRESS AND CONTACT INFORMATION

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