



BRITISH INTERNATIONAL SCHOOL
HO CHI MINH CITY
A NORD ANGLIA EDUCATION SCHOOL

IBDP OPTIONS

2024-2025



TABLE OF CONTENTS

3	Introduction to the IB Diploma
8	Year 11 IB Options Process September 2024
9	Entry to Year 12
13	University Guidance Information
15	Theory of Knowledge
16	Extended Essay
17	Language A: Language & Literature (English) HL & SL
19	Language A: Literature (English) HL & SL
22	Literature & Performance SL
23	Language A: Literature (Korean) HL & SL
25	Language A: Literature (Vietnamese) HL & SL
27	Language B: English HL & SL
28	Language B: French/Mandarin/Spanish HL & SL
29	Languages ab initio: French/Mandarin/Spanish SL
31	Business and Management HL & SL
32	Economics HL & SL
33	Geography HL & SL
34	History HL & SL
36	Digital Society HL & SL
37	Psychology HL & SL
40	Biology HL & SL
42	Chemistry HL & SL
44	Computer Science HL & SL
47	Design Technology HL & SL
49	Environmental Systems and Societies HL & SL
51	Physics HL & SL
52	Sports, Exercise & Health Science HL & SL
54	Mathematics HL & SL
56	Music HL & SL
57	Theatre HL & SL
59	Visual Arts HL & SL

WELCOME TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

WELCOME TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The IB Diploma provides a challenging and rewarding educational experience for students. The study of six academic subjects, along with the IB core of Creativity Activity Service, Theory of Knowledge and the Extended Essay provides an excellent preparation for the rigors of university and adult life. It is widely recognised by many as the best post-16 qualification available to young people.

As explained during the Year 11 Wellbeing lessons, in this IB Options Booklet and at the Parents Options Information Event, a high level of commitment to all aspects of the course is required to be successful. Enquiry, reflection and perseverance will be necessary to ensure you select the right mix of IB subjects, and that is just the start of your IB experience!

Just like in all previous years at BIS, we believe in a holistic education that fosters a love of learning, and which balances academic success with character development and wellbeing.

THE IB DIPLOMA PROGRAMME

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IB is more than the academic subjects, and the programme as a whole is greater than the sum of its parts.



THE LEARNER PROFILE

The IB Learner Profile outlines ten attributes that are invaluable in developing your child to go beyond academic success. All aspects of the Diploma Programme have been designed with a view to developing these qualities.

INQUIRERS. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

University faculties regularly note IB students' passion for discovery.

KNOWLEDGEABLE. They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

IB students are extraordinarily well prepared for the academic requirements of university coursework.

THINKERS. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"

COMMUNICATORS. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

IB students regularly deliver stimulating presentations and drive excellence in group assignments.

PRINCIPLED. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

OPEN-MINDED. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

CARING. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

RISK-TAKERS. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

BALANCED. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

REFLECTIVE. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

THE DIPLOMA PROGRAMME CORE

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

EXTENDED ESSAY (EE)

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

CREATIVITY, ACTIVITY, SERVICE (CAS)

Our students undertake and reflect on a variety of activities outside of the classroom. These may include learning to play an instrument, improving sporting skills

or being a reading mentor. The school has an extensive range of service activities in the local community and students are actively encouraged to take part. These experiences and reflections provide valuable opportunities when applying for university.

THEORY OF KNOWLEDGE (TOK)

A taught course developing the critical thinking skills of our students. It considers the nature of knowledge, and how we know what we know. It encourages students to challenge their knowledge and their understanding of their subjects studied.



ACADEMIC SUBJECTS

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

The courses offered at BIS are:

GROUP 1 STUDIES IN LANGUAGE AND LITERATURE	Chinese	Korean	
	English (including Language and Literature, Literature, and Literature and Performance)	Vietnamese	
GROUP 2 LANGUAGE ACQUISITION	Chinese B	Spanish B	
	English B	Ab Initio (beginner) languages (Chinese, French and Spanish)	
	French B		
GROUP 3 INDIVIDUALS AND SOCIETIES	Business Management	History	
	Economics	Digital Societies	
	Geography	Psychology	
GROUP 4 SCIENCES	Biology	Design Technology (DT)	Sports, Exercise and Health Science (SEHS)
	Chemistry	Physics	
	Computer Science	Environmental Systems and Society (ESS)	
GROUP 5 MATHEMATICS	Mathematics: Analysis and Approaches		
	Mathematics: Applications and Interpretation		
GROUP 6 THE ARTS/ELECTIVE	Music	Or another subject from Groups 3 or 4	
	Theatre		
	Visual Arts		

Ab initio courses are available for students with no, or very little, experience of this language. Students taking Ab initio courses cannot have formally studied the language previously.

In line with the IB's policy on languages in Group 2, English B is not available as an option to students who have taken First Language English at IGCSE.

Usually the vast majority of subjects are available at HL and SL but this can vary from year to year depending upon demand. Some subjects may not run, or have limited places, dependent upon student uptake.

TIMETABLING AND THE DIPLOMA

HL SUBJECTS – 9 periods per fortnight.

SL SUBJECTS – 6 periods per fortnight.

PHYSICAL EDUCATION - 1 lesson per fortnight.

WELLBEING - 1 lesson per week, delivered by form tutors.

CORE PROGRAMME including:

- Theory of Knowledge sessions
- Extended Essay sessions – students are allocated an EE supervisor to guide them through the process
- CAS – through the extensive programme of activities and residential trips at the school. Students' form tutor is their CAS Advisor.
- Careers, University & Counseling sessions.

DIPLOMA COURSES PROGRAMME

A student who does not meet the entry requirements for the International Baccalaureate full Diploma can undertake a selection of Diploma Programme courses. For example, a student could study 2 HL subjects, 3 SL subjects and undertake an extended essay. Students who study Diploma Programme courses without covering the requirements of the full Diploma will be awarded "Diploma Programme Course Results." Students who study the Diploma Programme courses can still obtain places at university. However, this may involve a foundation year at University before being admitted to undergraduate programmes and more prestigious universities are often precluded.

ASSESSMENT

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

PASSING THE DIPLOMA

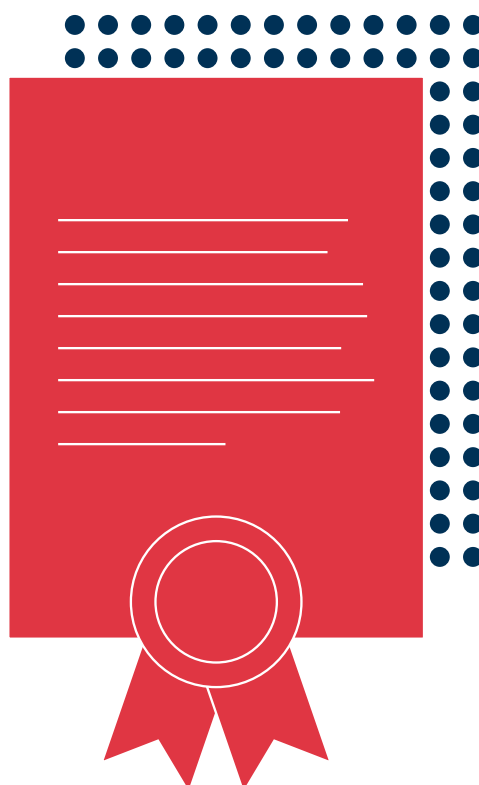
Students must achieve a point score of at least 24, and pass all aspects of the core to be awarded the Diploma of the International Baccalaureate.

Theory of Knowledge and the Extended Essay are awarded a grade from A to E. At least a D grade in both is required to pass the full diploma. Students are expected to show academic integrity in all pieces of work throughout the IB, meaning that students must always produce work that is their own. There are also a number of supplementary criteria that must be met for the Diploma to be awarded. Further details of these can be requested.

For further information, please contact our IBDP Coordinator:

MRS DANIELLE FOUNTAIN

Danielle.Fountain@bisvietnam.com



YEAR 11 IB OPTIONS PROCESS 2024

1

WELLBEING SESSIONS

Students benefit from sessions to support them in understanding the IB Diploma Programme, and to begin the process of selecting their initial choices.

Session 1 is delivered by **MRS FOUNTAIN** and explains the philosophy behind the IBDP, as well as the practicalities of the programme.

Subsequent sessions consist of a series of presentations by the College and University Guidance team with a focus on specific pathways through and beyond the IBDP. This is complemented by a follow up Tutor Time session in which students are provided with access to a range of resources and materials to help them research possible IBDP options.

2

IB OPTIONS EVENING: WEDNESDAY 4TH SEPTEMBER 18:00-19:30

This provides an overview of the options process, highlighting the subjects available and how you can help your child to make the best choices. This is combined with additional information from the Deputy Head Teacher: Curriculum & Learning, the IBDP Coordinator, and the College and University Guidance Counsellor. Heads of Department will also provide detailed information at subject-level at the subject fayre.

3

FIRST THOUGHTS FORMS AND OPTION BLOCKS

Details on how to submit these via an online portal are sent out to students on Monday 16th September; the deadline for return is Friday 4th October. From these first thoughts, the Option Blocks are formed. Students are then issued with a second form which shows the subjects they have chosen in the relevant blocks.

4

FINAL CHOICES

This form should be signed by the student, the parent and, for HL subjects, the relevant Head of Department, and returned by Friday 15th November. In March 2025, students are given a final confirmation of their option choices. These should not be changed again until IGCSE results are released in August 2025.

ENTRY TO YEAR 12

Entry to Year 12 and the IB Diploma Programme is seamless for most of our Year 11 students, but it is not automatic. Student entry into Year 12 is dependent upon meeting the following criteria.

ACADEMIC SUITABILITY

Students should have achieved at least **5 A*-C grades** in their IGCSE examinations, with a good match between their results in individual subjects and their intended IB subject choices. They would normally be expected to have achieved A*-B grades in their three Higher Level subjects and it is therefore very important that this IB Options Handbook is read carefully. This booklet clearly states the entrance criteria for every subject at both Higher and Standard levels. Achieving these grades is a requirement because of the high academic challenges of the IB Diploma Programme. Parents of any students shown to be at risk of not achieving these levels of IGCSE qualifications in either their December and/or February reports will be invited to meet with the Head of Year 11 and/or the Deputy Head Teacher: Curriculum & Learning to discuss possible future alternatives.

EXCELLENT EFFORT

The IB Diploma is a demanding course of study, with students having to balance their six subjects with the demands of the core – Theory of Knowledge, the Extended Essay and the Creativity, Action, Service programme. Students achieving at least 5 A*-C grades in their IGCSE examinations have usually shown themselves to be academically capable of achieving the IB Diploma. However, students who are not fully committed to their studies will find balancing these demands difficult. Under such circumstances, the IB Diploma Programme may not be the most appropriate course of post-16 education.

POSITIVE BEHAVIOUR AND ATTITUDE

Students in Years 12 and 13 should be role-models for the rest of the school community, and students are therefore expected to have acted in a mature and responsible manner throughout Years 10 and 11. While students sometimes make mistakes, we would expect students to respond to these maturely and responsibly - and to have learnt from them. It is also very important that students in Years 12 and 13 have the highest expectations of themselves and their peers in order to maintain a positive learning environment for everyone. Parents may be called

in to discuss targets for getting the student back on track, and a place in Year 12 could be withdrawn. Any student at risk of being refused entry to Year 12 on this basis will have a meeting with their parents and the Head of Year/Deputy Head Teacher at the earliest opportunity.

PUNCTUALITY AND ATTENDANCE

The IB Diploma Programme is a demanding course with a great deal of material to cover. Students who do not attend every lesson put themselves at risk of falling behind and not being able to catch up on work missed. Students who are regularly late to school also put themselves at risk of falling behind in their work. Whilst we understand that students are on occasion unwell and hence may be unable to attend school for a couple of days each academic year, we feel that it is important that students who have had a poor record of attendance and punctuality in Year 11 should review whether the IB Diploma Programme is appropriate for them. Parents may be called in to discuss the options for a student whose record of attendance or punctuality is below that expected.

INVOLVEMENT IN ACTIVITIES

The Creativity, Activity and Service programme is one of the cornerstones of the IB Diploma Programme and life at BIS, with students expected to be committed to a range of activities throughout Years 12 and 13. Students are expected, therefore, to have been involved in a variety of activities throughout Years 10 and 11 and to have been fully involved in the wider life of the school. Although activities are not compulsory, a good personal portfolio of activities will be taken into consideration should a student's Year 12 place be in doubt.

PROGRESSION FROM YEAR 11 TO YEAR 12

We need to be clear about what the IB course is and what it is not. It is not an elitist course designed only for high achievers. It is academically challenging but it also rewards hard work. Most BIS students obtain the IB Diploma, provided they manage their time well and engage fully with the programme. We want all of our students to graduate from BIS but naturally reserve the right to build a committed IB student team that protects the interests of the entire year group. This may mean denying a place to individual students for the reasons stated above.

TIÊU CHUẨN ĐẦU VÀO LỚP 12

Lớp 12 và Tú tài Quốc tế IB là chương trình tiếp tục cho hầu hết các học sinh lớp 11 của chúng tôi, nhưng không tự động. Học sinh vào lớp 12 phụ thuộc vào các tiêu chí sau đây:

KẾT QUẢ HỌC TẬP PHẢI ĐẠT CHUẨN

Học sinh phải đạt được ít nhất **5 điểm từ A* đến C** trong kỳ thi IGCSE, có sự liên kết chặt chẽ giữa kết quả và lựa chọn dự định môn học IB của học sinh. Điểm A* - B thông thường được mong đợi trong 3 môn High Level (HL) vì vậy quyền IB Options này nên được đọc một cách cẩn thận. Cuốn sách này nêu rõ các tiêu chí tuyển sinh cho các môn High Level (HL) và Standard Level. Thành tích điểm các môn này là một yêu cầu cần thiết của Chương trình Tú tài Quốc tế IB. Phụ Huynh của học sinh nào có điểm IGCSE và bảng điểm được phát ra trong tháng 12 hoặc tháng 2 không đạt yêu cầu sẽ được mời gặp Trưởng Khối 11 hoặc Thầy Hiệu Phó phụ trách Chương trình giảng dạy & học tập để thảo luận về các lựa chọn thay thế trong tương lai.

NỖ LỰC XUẤT SẮC

Tú tài IB là một khóa học đòi hỏi cao, học sinh phải cân bằng sáu môn học HL và SL với các môn thiết yếu Lý Thuyết Kiến Thức (TOK), Bài luận mở rộng (EE) và các hoạt động tình nguyện. Những học sinh đạt được ít nhất 5 điểm A* - C trong kỳ thi IGCSE sẽ có khả năng đạt được Chứng chỉ IB. Những học sinh có kết quả không đạt yêu cầu trên sẽ khó cân bằng các môn IB. Trong những trường hợp như vậy, chương trình IB có thể không phải là chương trình thích hợp nhất cho lộ trình giáo dục trung học phổ thông của học sinh.

HÀNH VI VÀ THÁI ĐỘ TÍCH CỰC

Học sinh lớp 12 và 13 phải làm gương cho toàn bộ học sinh trong trường, do đó các em nên hành động một cách chín chắn và có trách nhiệm trong suốt Lớp 10 và 11. Đối với những học sinh phạm lỗi, chúng tôi mong các em phản hồi một cách chín chắn, có trách nhiệm và rút ra bài học cho bản thân. Cũng rất quan trọng khi các em lớp 12 và 13 không ảnh hưởng xấu đến việc học của các bạn cùng lớp. Phụ huynh có thể được mời để thảo luận

về các mục tiêu để đưa học sinh trở lại đúng hướng, và có thể các em không được tiếp tục lên lớp 12. Bất kỳ học sinh nào có nguy cơ bị từ chối nhập học vào lớp 12 trường này sẽ có một buổi họp giữa phụ Huynh, Trưởng khối hoặc Hiệu Phó trong thời gian sớm nhất.

ĐI HỌC ĐẦY ĐỦ VÀ ĐÚNG GIỜ

Chương trình IB là một khóa học đòi hỏi nhiều kiến thức. Những học sinh không tham dự đầy đủ các tiết học đều có nguy cơ bị mất kiến thức và không thể bắt kịp bài học. Học sinh thường xuyên đi học muộn cũng có nguy cơ bị thiếu bài. Chúng tôi biết rằng học sinh đôi khi không thể đi học vài ngày mỗi năm khi có lý do chính đáng, tuy nhiên với một số học sinh nghỉ học nhiều và không đúng giờ trong lớp 11 chúng tôi sẽ xem xét lại chương trình IB có phù hợp hay không. Phụ Huynh của các học sinh có hồ sơ đi học đầy đủ và đúng giờ thấp hơn yêu cầu sẽ được mời đến để thảo luận về các lựa chọn môn học.

THAM GIA VÀO CÁC HOẠT ĐỘNG

Các hoạt động tình nguyện là một trong những nền tảng của Chương trình IB, các em sẽ được tham gia nhiều hoạt động trong suốt lớp 12 và 13. Vì vậy, với học sinh lớp 10 và lớp 11 được mong đợi tham gia đầy đủ các hoạt động khác nhau trong trường. Mặc dù các hoạt động này không bắt buộc, tuy nhiên nếu một học sinh có danh mục hoạt động tốt cũng sẽ được xem xét cơ hội lên lớp 12.

CHUYỂN TIẾP TỪ LỚP 11 SANG LỚP 12

Chúng ta cần phải hiểu rõ về chương trình IB và những gì chưa đúng. Đây không phải là một chương trình chỉ dành cho những học viên đạt thành tích cao. Khóa học tuy đầy thử thách học thuật nhưng chỉ cần chăm chỉ sẽ được kết quả xứng đáng. Hầu hết học sinh BIS đều có thể nhận được Chứng chỉ IB, nếu các em sắp xếp tốt thời gian của mình và tham gia đầy đủ vào chương trình. Chúng tôi luôn xây dựng nhóm học sinh IB vững chắc vì muốn tất cả các em tốt nghiệp Chương trình IB. Vì vậy nếu có học sinh nào không đạt đầy đủ các yêu cầu trên chúng tôi sẽ xem xét việc học tiếp của các em.

12학년 진학 요건

대부분의 11학년 학생들이 12학년과 IB 디플로마 과정에 진학하지만, 자동으로 진학 되는 것은 아닙니다. 다음 기준을 충족해야만 12학년으로 진학됩니다.

학업 적합성

학생들은 IGCSE 시험에서 최소 5개의 A*-C 성적을 달성해야 하며, 개별 선택한 과목의 결과와 목표하는 IB 과목 선택 간에 좋은 일치를 얻어야만 합니다. IB에서 선택할 세 가지 HL 과목은 일반적으로 IGCSE에서 A*-B 성적을 받을 것으로 예상되므로 이 IB 옵션 설명서를 주의 깊게 읽는 것이 매우 중요합니다. 이 설명서는 각 과목의 HL 과 SL 학업 수강 기준을 명확히 명시하고 있습니다. IB 디플로마 과정의 높은 학업 과제로 인하여 기준으로 명시되어 있는 점수를 얻는 것은 필수입니다. 12월 또는 2월 성적표에서 이 기준점수를 IGCSE에서 얻지 못할 가능성이 있는 학생들과 학부모님들은 11학년 주임교사와 대안 커리큘럼과 학습에 대한 상담을 하게 됩니다.

최선을 다하는 태도

IB 디플로마는 많은 것을 요구하는 학습 과정으로, 학생들은 6개의 과목(HL 3과목, SL 3과목) 뿐만 아니라, 핵심 요구 사항인 지식 이론(Theory of Knowledge; TOK), 소논문(Extended Essay; EE) 및 창의성, 행동, 봉사(Creativity, Action, Service; CAS) 프로그램의 균형을 맞춰야 합니다. IGCSE 시험에서 최소 5개의 A*-C 성적을 받은 학생들은 보통 IB 디플로마 과정을 달성할 수 있는 학구적인 능력을 보여줍니다. 하지만, 학업에 완전히 전념하지 않는 학생들은 IB가 요구하는 학업 과정의 균형을 잡는 것이 어렵다는 것을 알게 될 것입니다. 이런 학생들에게는 IB 디플로마 학업이 16세 이후 교육으로 가장 적절한 과정이 아닐 수 있습니다.

긍정적인 행동과 태도

12학년과 13학년 학생들은 교내의 롤모델 역할이 되어야 합니다. 따라서 10학년, 11학년 학업 기간 동안 성숙하고 책임감 있는 행동을 할 것으로 예상됩니다. 많은 학생들이 실수를 하지만, 우리는 학생들이 잘못을 통해 깨달음을 얻고, 실수에 대하여 성숙하고 책임감 있게 행동하길 바랍니다. 또한, 12학년, 13학년 학생들이 다른 친구들의 학습에 부정적인 영향을 미치지 않는 것은 매우 중요합니다. 어떤 실수나 잘못을 하게 된다면, 정상적으로 학업을 다시 진행하기 위한 목표점에 대하여 상담 요청이 있을 수 있으며, 경우에 따라 12학년 진학이 취소될 수 있습니다. 12학년 진학 취소 가능성이 있는 학생은 빠른 시일 내에 주임교사 또는 부주임 교사와 상담할 것입니다.

시간 엄수와 출석

IB 디플로마 프로그램은 다루어야 할 과제가 많은 까다로운 과정입니다. 모든 수업에 참석하지 않는 학생들은 학업 진도에 차질이 생길 수 있으며, 밀린 과제를 따라잡지 못할 가능성이 있습니다. 마찬가지로 정기적으로 지각하는 학생들도 학업 진도에 뒤처질 가능성이 있습니다. 학생들이 때에 따라 건강상의 이유로 며칠 동안 출석하지 못할 수도 있다는 것을 이해하지만 11학년 기간 동안 출석이 저조하다면 그 학생이 IB 디플로마 과정에 적합하지 고려 대상이 됩니다. 출석 기록이나 지각이 잦은 학생들의 학부모님들은 이 와 관련하여 상담 요청을 받을 수 있습니다.

활동 참여

창의성, 활동 및 봉사(Creativity, Activity and Service) 프로그램은 IB 디플로마 프로그램의 기초 중 하나이며, 12학년 13학년 학생들은 학기 내 다양한 활동에 전념해야 합니다. 따라서 10학년, 11학년부터 학기 내 다양한 활동에 참여해야 하며 교내의 여러 행사에 많은 관심과 참여를 할 것으로 기대됩니다. 비록 이 활동들이 의무적인 것은 아니지만, 학생들의 12학년 진학 여부 고려 대상이 될 경우, 잘 준비된 개인 활동 포트폴리오가 도움이 됩니다.

11학년에 12학년으로의 진학

IB 과정이 어떤 것인지 명확히 할 필요성이 있습니다. 이 과정은 성취도가 높은 학생들만을 위해 고안된 엘리트 과정이 아니며 학업적으로는 어렵지만 그에 따른 충분한 보상이 따릅니다. 대부분의 BIS 학생들은 자신의 시간을 잘 관리하고 학업에 완전히 참여한다면 충분히 IB 디플로마를 받을 수 있습니다. 모든 학생이 IB 프로그램을 통해 졸업하길 바라지만 다른 학생들이 학업에 전념할 수 있도록 하는 것 또한 매우 중요합니다. 위의 기준을 충족시키지 못한다면 학교는 학생의 진학 여부를 선택할 수 있습니다.



UNIVERSITY GUIDANCE INFORMATION

WHAT HAPPENS DURING YEAR 11?

In Year 11 students are introduced to the College and University Guidance team through 2 Wellbeing sessions focussing on Future Pathways. These sessions are delivered before students make their IB Options choices. This is a great way for students to think about Future Pathways both in terms of their IB Options and any future university studies they may wish to pursue.

Later in term one the CUG team will deliver 3 further sessions on Career Pathways. At this stage we also introduce students to the Bridge U platform, an integral feature of careers research and university selection and application at BIS. The tasks completed in these sessions help students identify strengths and interests in addition to developing their knowledge about Higher Education and how they might approach research in this area.

Year 11 students are also welcome to schedule a one-to-one meeting with a University Guidance Counsellor at any point in the school year if students wish to discuss their choices and how they might fit with future plans. The entire process is designed to assist each student in making informed subject choices based on academic ability, personal preferences and fit. These choices are also considered in the context of potential pathways to university, postgraduate study and possible career paths.

When deciding upon IBDP subjects, students need to consider the following factors:

- *Academic strengths and interests;*
- *Personal abilities and aptitudes;*
- *The implications of choices for Higher Education and future career plans.*

The IBDP is a rigorous course that aims to provide students with a broad, deep and balanced academic programme that will open up rather than limit potential

paths for future study and careers. Along with the 6 subjects, students also complete the IBDP Core, which involves researching and writing an Extended Essay (EE), studying Theory of Knowledge (ToK) and taking part in Creativity, Action and Service (CAS) activities, all of which provide additional knowledge and skills to help prepare them for university study and the world of work.

If students do not have a clear idea about what they wish to study at this stage, they should talk to relevant teachers, CUG Counsellors and even current IB students and graduates to gather as much information as possible. It makes sense that students choose subjects which they find stimulating, interesting and enjoyable. If students choose subjects in which they have little genuine interest, there is a risk that they will lose motivation and this will have a negative effect on their performance and overall achievement.

ARE THERE DIFFERENCES DEPENDING ON WHERE STUDENTS APPLY TO STUDY?

Although universities expect a certain amount of subject knowledge, they are also interested in transferable skills, approaches to learning and how students might develop as a thinker, learner, and contributor to campus life. There is no doubt that the IBDP enables students to develop key skills and approaches to their studies that are much sought after by global Higher Education providers and employers alike. It is for this reason that the IBDP is recognised as a qualification for direct entry to Higher Education courses around the world.

Some Higher Education courses and career paths demand students to have studied certain subjects at specific levels and in certain combinations, but they are relatively few - for example, Medicine, Dentistry and some Engineering courses. Such requirements also vary

by country and often individual universities have specific requirements for these types of course. Students need to be aware of the IB requirements and recognition of the IBDP at universities to which they might want to apply – it is impossible to apply a one-size-fits-all approach.

In-depth research specific to the individual student, their chosen areas of interest and the university or country they intend to apply to is therefore crucial.

ARE THERE ANY ADDITIONAL FACTORS TO CONSIDER?

It is also important to remember that there are often multiple routes into degree subjects and it is also important to consider that the majority of professional careers will require further postgraduate study following an undergraduate degree.

Additionally, certain degree subjects may require additional tests or exams. In addition to IB subjects, there may be requirements such as SAT/ACT for the USA, Oxbridge and subject specific admission tests e.g. LNAT, UCAT, TSA, ENGAA (and many others) for the UK. BMAT is also required for Medicine in Singapore.

In the USA, students generally study a broad-based curriculum over a 4-year period. In general, US colleges and universities are less concerned about which IB subjects are taken and pay more attention to academic achievement across the Diploma Programme. Important exceptions to this are when applying to highly competitive universities or courses that seek specific subject knowledge as a requirement (e.g. Engineering or Business).

For other HE systems including the UK, Canada, mainland Europe, Hong Kong and Singapore there is a slightly different focus. Generally, students are applying for a particular course and therefore, universities may expect to see certain subjects studied within the Diploma Programme, particularly at Higher Level. Entry requirements can differ greatly by course, institution and country, so it is therefore crucial to thoroughly research this on an individual basis.

WHAT ABOUT ENGLISH LANGUAGE PROFICIENCY?

International students applying to courses delivered in English may need to demonstrate their English Language proficiency for university study. Again, these requirements can differ greatly between universities and countries. Generally, proficiency can be proven and requirements met in a number of ways:

- *A specified period in full time education in an English medium - usually 3 or 4 years*
- *English A as part of the IBDP (IGCSE English at Grade B may also be acceptable);*
- *Achieving specified scores in language proficiency tests (IELTS/TOEFL), In some instances, these are also required for visa purposes or if financial aid/scholarships are being applied for.*

However, there are exceptions and it is important to check these requirements with each university the student is applying to in order to ensure the specific requirements are met.

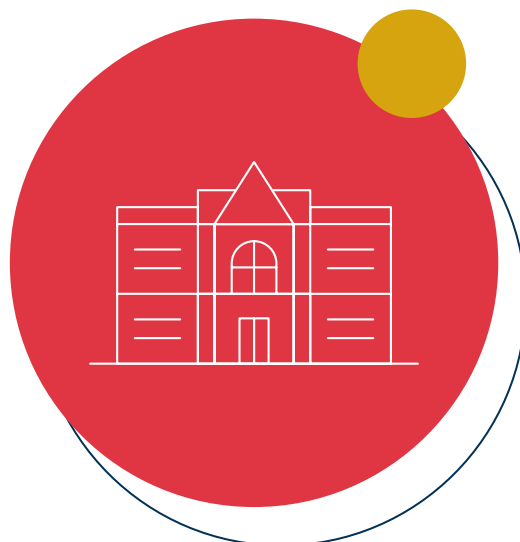
For further information, please contact

MR PAUL RISPIN

Paul.Rispin@bisvietnam.com or

MS SARA MORGAN

Sara.Morgan@bisvietnam.com



THEORY OF KNOWLEDGE

KNOWING ABOUT KNOWING

TOK is described by the IB as being at the “heart of the Diploma Programme”. TOK requires that students take a critical approach to knowledge and therefore it is also referred to as the keystone of your IB; hence its place in the IB Core. TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. Students’ success in their IB subjects can be enhanced through engagement with the skills taught in TOK.

The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse **knowledge claims** and explore **knowledge questions**. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. There is also a significant focus on the students as **knowers**, exploring how it is we can have confidence in the things we claim to know.

OPTIONAL THEMES

This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people’s perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.

THE AREAS OF KNOWLEDGE

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge.

TOK distinguishes between five key areas of knowledge. They are **mathematics, the natural sciences, the human sciences, the arts** and **history**. Students must explore a range of areas of knowledge, and it is suggested that studying six of these eight would be appropriate.

In practice, this means questioning and analysing different viewpoints and perspectives about the very subjects and ideas we learn about every day in our IB subjects:

- *Are basic ethical truths as certain as basic mathematical truths?*
- *What can biology tell us about emotions?*
- *What could be meant by artistic truth?*
- *How can we draw a clear line between fact and interpretation in history?*

ASSESSMENT IN TOK

There are two **assessment tasks** in the TOK course: an **essay** and an **exhibition**.

The **essay** is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1,600 words.

The **exhibition** requires that students select and present three objects, or images of objects, and write an analytical accompanying written commentary on each object. The commentary needs to link to object to one of the thirty-five prompts provided by the IB.

TOK & EXTENDED ESSAY IB POINTS:

You are awarded up to 3 points for TOK and Extended Essay combined.

For further information, please contact

MR PAUL BRIDGER-MOORE

Paul.Moore-Bridger@bisvietnam.com

EXTENDED ESSAY

INTRODUCTION

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and reflection, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher at BIS). This leads to a major piece of formally presented, structured writing.

THE EXTENDED ESSAY IS...

- A piece of independent research on a topic chosen by the student in cooperation with a supervisor in the school;
- The result of approximately 40 hours of work by the student;
- Presented as a formal piece of scholarship containing no more than 4,000 words;
- Compulsory for all Diploma Programme students;
- Externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma.

THE EXTENDED ESSAY PROCESS

The Extended Essay has been identified as one of the unique selling points of the IBDP by major universities, often featuring in questions during the interview process. Therefore, careful selection of the subject, topic and research question is advised. Throughout Year 12, students will receive guidance about academic honesty,

referencing, research skills and how to avoid plagiarism as well as assistance in shaping their essay into an academically sound body of work.

During the first term, Year 12 students will be introduced to the general requirements of the Extended Essay. They will also be given information about the specific subject requirements and encouraged to select the subject and topic that they would like to investigate further. Towards the end of the first term, students will submit brief topic and potential research proposals to two different subjects which will outline their topic of study and their initial research ideas. These proposals must show that the student has consulted reliable and valid sources. Based upon these proposals, students will each be assigned a supervisor to support them in their Extended Essay.

As the Extended Essay is an independent research project, the supervisor's role is not to teach the subject. They will provide guidance and assistance where necessary but the onus is firmly upon the student to conduct their own research and arrive at their own conclusions. Various levels of support are in place, for example, research, reflection and referencing skills are taught in the IB Core Programme. Lunchtime drop in sessions and one-to-one support from Academic English are both available throughout the EE process. The final deadline for submission of the Extended Essay is in term one of Year 13.

ASSESSMENT

The Extended Essay is externally assessed against general criteria, interpreted in ways appropriate to each subject.

LANGUAGE A: LANGUAGE & LITERATURE (ENGLISH) HL & SL

MINIMUM ENTRY REQUIREMENTS

Standard Level: Grade '5' in both Language (First or ESL) and Literature at IGCSE or equivalent.

Higher Level: Grade '7' in both Language (First or ESL) and Literature at IGCSE or equivalent.

Students who do not have the above will only be accepted on to the course in exceptional circumstances.

COURSE DESCRIPTION

For Language A: language and literature, students study a wide range of both literary texts, for example novels, poetry or drama, and non-literary texts, for example advertisements, film or travel writing. By examining how authors communicate across different literary forms and non-literary text types, students will investigate how language and visual features are used to influence a reader, as well as how our own interpretations are influenced by aspects such as identity or culture. Approaches to study in the course are wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis, among others.

DISTINCTION BETWEEN SL AND HL

The model for language A: language and literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that is equivalent in teaching and learning time.

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

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

WORKS READ	SL	HL
Works in translation written by authors on the Prescribed reading list	Study of a minimum of one work	Study of a minimum of two works
Works originally written in the language studied, by authors on the Prescribed reading list	Study of a minimum of one work	Study of a minimum of two works
Free choice works	Study of two works freely chosen	Study of two works freely chosen
Total works studied	4	6

EXTERNAL ASSESSMENT	SL	HL
Paper 1: Guided textual analysis	A guided analysis of a previously unseen non-literary extract or text from a choice of two	Two guided analyses of previously unseen non-literary extracts or texts
HL essay		A 1200-1500 word essay exploring a line of inquiry in connection with a studied text or work

INTERNAL ASSESSMENT	SL	HL
Individual Oral	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.	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.

ASSESSMENT WEIGHTINGS

LEVEL	INTERNAL	EXTERNAL
HL	40% (IO & Essay)	60% (Paper 1 & 2)
SL	30% (Individual Oral)	70% (Paper 1 & 2)

LANGUAGE A: LITERATURE (ENGLISH) HL & SL

MINIMUM ENTRY REQUIREMENTS

Standard Level: B grade in both Language (First or ESL) and Literature at IGCSE or equivalent.

Higher Level: A grade in both Language (First or ESL) and Literature at IGCSE or equivalent.

Students who do not have the above will only be accepted on to the course in exceptional circumstances.

COURSE DESCRIPTION

Language A: literature students will focus exclusively on literary texts, such as plays, novels or poetry, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

DISTINCTION BETWEEN SL AND HL

The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 7 works, while HL students are required to study 10. In Paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts.

In addition to these exams and the internal assessment of an individual oral, HL students will have a fourth assessment component, the Higher Level (HL) Essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study. The distinction between SL and HL is summarized below.

WORKS READ	HL	SL
Works in translation written by authors on the Prescribed reading list	Study of a minimum of three works.	Study of a minimum of two works.
Works originally written in the language studied, by authors on the Prescribed reading list	Study of a minimum of four works.	Study of a minimum of three works.
Free choice works	Study of three works freely chosen.	Study of two works freely chosen.
Total works studied	10	7

EXTERNAL ASSESSMENT	HL	SL
Paper 1: Guided Textual Analysis	Two guided analyses of previously unseen literary extracts or texts. (40 marks).	A guided analysis of a previously unseen literary extract or text from a choice of two. (20 marks).
Paper 2: Comparative Essay	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).	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).
HL Essay	A 1200-1500 word essay exploring a line of inquiry in connection with a studied literary text or work.(20 marks).	

INTERNAL ASSESSMENT	HL	SL
Individual Oral	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. (40 marks).	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. (40 marks).

ASSESSMENT WEIGHTINGS

LEVEL	INTERNAL	EXTERNAL
HL	40% (Individual Oral & Essay)	60% (Paper 1&2)
SL	30% (Individual Oral)	70% (Paper 1&2)



LITERATURE & PERFORMANCE SL

MINIMUM ENTRY REQUIREMENTS

The Literature and Performance course requires a real interest in Drama or Theatre, but no previous formal experience; IGCSE Drama experience would be useful but is not essential.

For English the course requires a grade 5 pass in both Language (First or ESL) and Literature at IGCSE or equivalent.

WHY TAKE LITERATURE AND PERFORMANCE?

This is the perfect course for students who wish to maintain an arts subject when they do not have the capacity within group 6 to take one. Having an Arts subject as part of your IB studies demonstrates that you are a rounded and flexible student who values all areas of education. Taking this course will allow you to demonstrate that you have confidence in performing and speaking in front of others, as well as that you have creativity and flexibility alongside the attributes of a rigorous academic education. It is of course also a fantastic course for those who love performance and wish to develop their skills further.

The IB literature and Performance course allows students to explore critically and imaginatively a range of literary texts and performance possibilities while developing their ability to articulate responses to literature and performance in a variety of styles and contexts.

Students learn a range of performance skills and foster a personal and passionate engagement with Literature and Performance. It also aims to broaden the perspectives of students through the exploration of texts from differing cultures, periods and genres.

AREAS OF STUDY

Critical study of Texts

Students study a range of literary texts and develop the skills to identify meaning and make viable interpretations. They do this through analysing the literary features of text and practical experience of writing and speaking appropriately about literature.

Exploration of the chosen approach to the text

Students explore texts in terms of their performance

potential working towards generating ideas for the transformation of prose and poetry texts into dramatic form. Students then work on the skills to both speak and write appropriately about their ideas.

Realisation of texts in performance

Students develop skills to prepare their own pieces and scripted pieces for performance to an audience. They will analyse and evaluate this performance through both spoken and written assessments.

Texts

Students will study at least 5 literary texts. These will include at least 1 play and 1 work in translation. These texts will be taken from a range of cultures, and countries of origin at least 3 will be written originally in the English language.

ASSESSMENT

Paper 1: Comparative Essay (1 hour 45 minutes) 35% - External

Students will write a literary comparative essay on 2 works of literature that they have studied in the course. The question is selected from a choice of 4. This is the same paper that is sat as part of the English Literature and Language course. (30 marks)

Written coursework: Major playwrights in performance 25% - External

Students will perform scenes from a play (this performance is not evaluated) and write an essay of no more than 2,000 words examining significant moments from a scene within a play text. They will analyse how the dramatic features of the text were staged through their own individual performance choices.

Internal assessment (22 - 25 minutes) 40%

Part A - A 10 minute performance of a non-dramatic text that has been studied in class and the student has transformed into a piece of theatre.

Part B - A 12 - 15 minute oral examination where the student discusses the process of transforming the original text into performance.

LANGUAGE A: LITERATURE (KOREAN) HL & SL

MINIMUM ENTRY REQUIREMENTS

Attendance to and completion of the BISHCMC bespoke Korean pre-IBDP Study Sessions in Terms 1 and 2 of Year 11, achieving an A or B grade based on the BIS system. The Study Sessions will run 2 times in Term 1, and 1 time in Term 2.

COURSE DESCRIPTION

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

DISTINCTION BETWEEN SL AND HL

Distinction between SL and HL The model for language

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

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

WORKS READ	SL	HL
Works in translation written by authors on the Prescribed reading list 바뀔 수 있음	Study of a minimum of three works 발자크 <고리오 영감> 괴테 <젊은 베르테르의 슬픔> 할레드 호세이니 <연을 쫓는 아이>	Study of a minimum of four works SL Works + 월트 휘트먼 시집
Works originally written in the language studied, by authors on the Prescribed reading list 바뀔 수 있음	Study of a minimum of four works 김수영 시집 채만식 탁류 허난설헌 시집 장성희 희곡	Study of a minimum of five works SL Works + 김동인 단편선
Free choice works	Study of two works freely chosen	Study of two works freely chosen
Total works studied	9	13

EXTERNAL ASSESSMENT	HL	SL
Paper 1: Guided textual analysis	A guided analysis of a previously unseen literary extract or text from a choice of two	Two guided analyses of previously unseen literary extracts or texts
HL Essay		A 1200-1500 word essay exploring a line of inquiry in connection with a studied literary text or work

ASSESSMENT WEIGHTINGS

LEVEL	INTERNAL	EXTERNAL
HL	40% (IO & Essay)	60% (Paper 1 & 2)
SL	30% (Individual Oral)	70% (Paper 1 & 2)

LANGUAGE A: VIETNAMESE LANGUAGE & LITERATURE HL & SL

MINIMUM ENTRY REQUIREMENTS:

The reading demands of the course are high, and students will also deepen their understanding of a wide variety of concepts explore through literary and non-literary texts in order to interpret, analyse, evaluate and then communicate this understanding in clear, organised and developed products.

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 studying in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others.

COURSE DESCRIPTION:

In this course, students study a wide range of literary

The distinction between SL and HL is summarised below:

WORKS READ Total Literary works studied	SL (4)	HL (6)
Works in translation SL: 1 HL: 2	Collection of short stories written by Guy De Maupassant	a/ Collection of short stories written by Guy De Maupassant b/ Novel: Jane Eyre by Charlotte Bronte
Works originally written in the language studied SL: 1 HL: 2	Collection of short stories by Nguyen Cong Hoan	a/ Collection of short stories by Nguyen Cong Hoan b/ Play: “Hon Truong Ba Da hang Thiet” by Luu Quang Vũ
Free choice works SL: 2 HL: 2	a/ Collection of short stories “Cánh đồng bất tận” by Nguyen Ngoc Tư b/ Novel “ Cho tôi xin một vé đi tuổi thơ” by Nguyen Nhat Anh	a/ Collection of short stories “Cánh đồng bất tận” by Nguyen Ngoc Tư b/ Novel “ Cho tôi xin một vé đi tuổi thơ” by Nguyen Nhat Anh
Selection of non-literary texts including diary, films, interviews and magazines.	a/ Nhật ký Đặng Thuy Tram by Vương Trí Nhàn b/ “ Thư cho em” by Hoàng Nam Tiến c/ Phỏng Vấn Bùi Vĩnh Phúc về tác phẩm Trịnh Công Sơn d/ Tạp chí Tuổi trẻ cười / tạp chí phụ nữ chủ nhật/ tuổi trẻ chủ nhật e/ Dư luận nữ quyền tại Huế by Lai Nguyên Ân f/ Vnexpress.news	a/ Nhật ký Đặng Thuy Tram by Vương Trí Nhàn b/ “ Thư cho em” by Hoàng Nam Tiến c/ Phỏng Vấn Bùi Vĩnh Phúc về tác phẩm Trịnh Công Sơn d/ Tạp chí Tuổi trẻ cười / tạp chí phụ nữ chủ nhật/ tuổi trẻ chủ nhật e/ Dư luận nữ quyền tại Huế by Lai Nguyên Ân f/ Vnexpress.news

EXTERNAL ASSESSMENT	SL	HL
<p>Paper 1: Guided textual analysis</p> <p>Weighting : HL: 35%; SL: 35%</p>	<p>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)</p>	<p>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 passage. (40 marks)</p>
<p>Paper 2: Comparative essay</p> <p>Weighting: HL: 25%; SL: 35%</p>	<p>The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)</p>	<p>The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)</p>
<p>HL essay</p> <p>Weighting : 20% (20 marks)</p> <p>First draft will be submitted in August of year13.</p> <p>Final will be submitted in October of year 13.</p>		<p>Students submit an essay on one non-literary body of work, or a literary work studied during the course. The essay must be 1,200 -1,500 in length. (20 marks)</p>

INTERNAL ASSESSMENT	SL	HL
<p>Individual oral: 15 minutes (10 minutes: student individual oral; 5 minutes: teacher questions)</p> <p>Weighting : 30% for SL ; 20% for HL</p> <p>The individual oral is internally assessed and externally moderated by the IB.</p> <p>It will take place in Year 12 in April or May.</p>	<p>The individual oral addresses the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)</p>	<p>The individual oral addresses the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)</p>

LANGUAGE B: ENGLISH HL & SL

MINIMUM ENTRY REQUIREMENTS

Standard Level: Grade 'C' pass at IGCSE in ESL (English as a Second Language) or equivalent.

Higher Level: Grade 'B' pass at IGCSE in ESL (English as a Second Language) or equivalent. Previous study of English Literature would also be an advantage.

COURSE DESCRIPTION

International Baccalaureate Language B English is primarily a course aimed at the continued acquisition of English, through listening, speaking, reading and writing activities for students with 4-5 years experience at the Higher Level and 2-5 years at the Standard Level. The course will focus on material which stimulates their knowledge through enjoyment and creativity.

The Language B English course will give students the opportunity to reach a high degree of ability to handle the language. Students will focus on the clear expression and organization of their ideas with an understanding of the cultural characteristics of moderately complex written and spoken material. The course will assess the individual's proficiency and ensure that they are appropriately challenged with practical, social, expressive and intellectual teacher/ student generated learning situations. This course will also attempt to foster a sense of cultural pluralism and world spirit through the appreciation of a variety of texts and exercises. Language B English will also attempt to exemplify the role of the language in relation to other knowledge areas and illustrate how cultures can shape and influence human thinking.

The purpose of the study of the English language is to help students with some previous experience to develop their oral, written, reading and listening skills up to a fairly sophisticated degree at the higher level. By the end

of the course, students should be able to understand and use English in a range of contexts and for a range of purposes.

Providing a Language B English student with an appropriate degree of challenge is the primary consideration for placement into either Language B SL or Language B HL. If a student can already communicate successfully in English language on a range of topics, in a variety of familiar and unfamiliar contexts, then a DP studies course in Language and Literature A must be considered as the appropriate placement.

ASSESSMENT

Students will be assessed both internally and externally.

At both Higher and Standard level, the internal assessment represents 25% of the final mark. This is comprised of one oral activity in the second year of the course. HL students will be required to analyse an extract from one of the literature texts studied, followed by a discussion based on one or more of the themes explored in the syllabus. SL students will be required to respond to a picture prompt also based on one of the themes.

The external assessment consists of two papers at the end of the course and represents the remaining 75%. Paper 1 is a writing task (25%) and Paper 2 comprises of listening and reading comprehension (50%).

In order to prepare for the external and internal assessments, students are given mock orals, exams and assessments throughout the two-year cycle.

Students will be given access to a continued explanation of the Assessment Criteria from the IB Language B Course Guide.

LANGUAGE B: FRENCH, CHINESE & SPANISH HL & SL

MINIMUM ENTRY REQUIREMENTS

Standard Level: 'B' at IGCSE or equivalent.

Higher Level: 'A*' at IGCSE or equivalent.

If you do not hold one of these qualifications, this course could be suitable for you; you may be required to complete an entry assessment.

Topics include:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

COURSE DESCRIPTION

The Language B (Chinese, French and Spanish) course will give students the opportunity to reach a high degree of ability to handle the chosen language. Students will focus on the clear expression and organisation of their ideas with an understanding of the cultural characteristics of complex written and spoken material. The course will assess proficiency and ensure appropriate challenges with practical, social, expressive and intellectual teacher / student generated learning situations.

This course will also attempt to foster a sense of cultural pluralism and world spirit through the appreciation of a variety of materials and activities. Language B (Chinese, French and Spanish) will also exemplify the role of the language in relation to other knowledge areas and illustrate how cultures can shape and influence human thinking.

The purpose of the study of the Language B (Chinese, French and Spanish) course is to help students with previous experience to further develop their language and cultural knowledge. By the end of the course, students should be able to understand and use of the language studied in a range of contexts and for a range of purposes. The course will focus on material which stimulates knowledge through enjoyment and creativity.

ASSESSMENT

Students will be assessed both internally and externally.

At both Standard and Higher level, the internal assessment represents 25% of the final mark - this is comprised of an end of course individual speaking examination. The external examinations consist of listening, reading and writing papers at the end of the course (each worth 25%). Language B Higher Level also includes studying two literary works.

In order to prepare for the external and internal examinations, students complete formal and informal assessments throughout the course.

FRENCH, MANDARIN, SPANISH AB INITIO SL

MINIMUM ENTRY REQUIREMENTS

The course is designed for students who have no prior experience of the selected Modern Foreign Language. It is a beginner's course and therefore available at Standard Level only, and there is a choice of language - French, Mandarin and Spanish.

COURSE DESCRIPTION

The Ab Initio course will give students the opportunity to reach a high degree of ability to handle the chosen language. Students will focus on the clear expression and organisation of their ideas with an understanding of the cultural characteristics of complex written and spoken material. The course will assess proficiency and ensure appropriate challenges with practical, social, expressive and intellectual teacher / student generated learning situations.

This course will also attempt to foster a sense of cultural pluralism and world spirit through the appreciation of a variety of materials and activities. The Ab initio course (French, Mandarin and Spanish) will also exemplify the role of the language in relation to other knowledge areas and illustrate how cultures can shape and influence human thinking.

The purpose of the study of the Ab Initio course (French, Mandarin and Spanish) is to help students with no previous experience to develop their language and cultural knowledge. By the end of the course, students should be able to understand and use of the language studied in a range of contexts and for a range of purposes. The course will focus on material which stimulates knowledge through enjoyment and creativity.

Topics include:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

ASSESSMENT

The students are assessed both internally and externally.

The external component represents 75% and is by means of three individual papers at the end of the course (Listening, Reading and Writing)

The internal assessment represents the further 25%, in the form of an individual oral examination.

To prepare for the external and internal examinations, students complete formal and informal assessments throughout the course.



BUSINESS MANAGEMENT HL & SL

MINIMUM ENTRANCE REQUIREMENTS

Students do not need to have studied Business Studies at IGCSE to take this option at IB SL or HL.

HL / SL students who have taken IGCSE Business:

B grade at IGCSE Business and a grade B or above in English and Mathematics.

HL / SL students who have not taken IGCSE Business:

Students are expected to have a B grade in both English and Mathematics.

COURSE DESCRIPTION

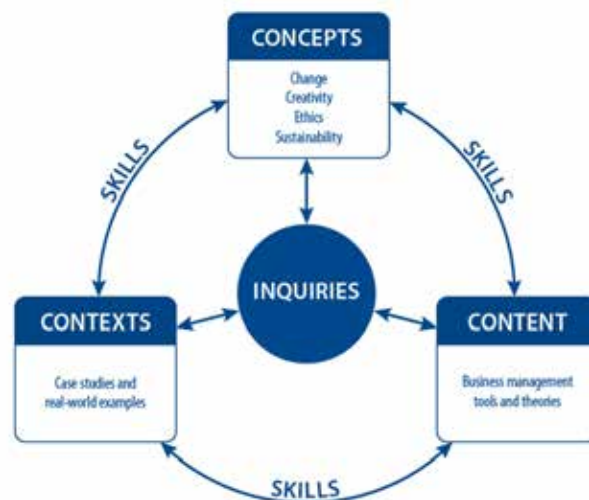
The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

The main sections of study are:

- Unit 1: Introduction to business management
- Unit 2: Human resource management
- Unit 3: Finance and accounts
- Unit 4: Marketing
- Unit 5: Operations management

The business management toolkit (BMT): is a set of situational, planning and decision-making tools (15 at HL, 8 at SL). These tools should be used by students to analyse and evaluate case studies in different contexts.

The entire course is underpinned by four key concepts: **Creativity, Change, Ethics and Sustainability.**



ASSESSMENT

There are two assessment methods used for the Business Management course.

Higher Level

- 3 examination papers which comprise 80% of the total grade.
- A research project worth 20%.

Standard Level

- 2 examination papers which comprise 70% of the total grade.
- A research project worth 30%.

The HL course in Business and Management differs from the SL course in terms of:

- HL course covers extra depth and breadth through additional and extension topics.
- Examination duration and questions differ.

ECONOMICS HL & SL

MINIMUM ENTRANCE REQUIREMENTS

Students do not need to have studied Economics at IGCSE to take this option at IB SL or HL.

HL / SL students who have taken IGCSE Economics:

B grade at IGCSE Economics and a grade B or above in English and Mathematics.

HL / SL students who have not taken IGCSE

Economics: Students are expected to have a B grade in both English and Mathematics.

COURSE DESCRIPTION

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about how to improve the welfare of individuals, from a local, national and international perspective. It studies the respective roles of markets and governments and considers the advantages and disadvantages of living in a global economy, particularly from the perspective of developing countries. A truly fascinating subject, economics is at the heart of all major decisions facing societies around the world.

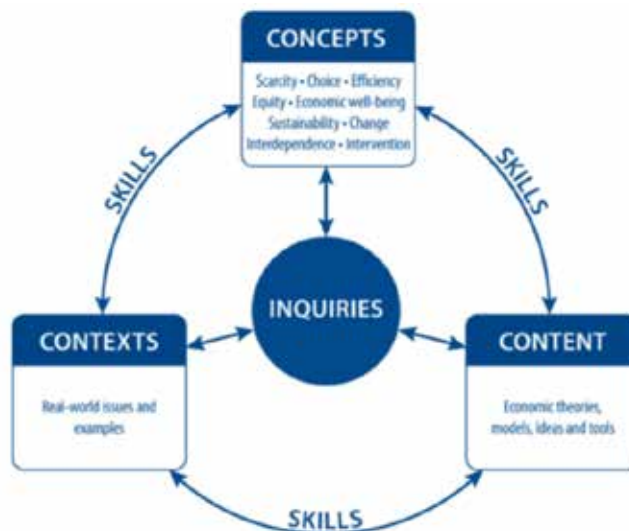
There are four sections of study for both the HL and SL courses; they are:

Section 1: Introduction to Economics: A brief trip through what economics is.

Section 2: Microeconomics: the study of markets and the role played by consumers, producers and the government.

Section 3: Macroeconomics: the examination of economic growth, inflation, unemployment and income distribution.

Section 4: The global economy: assesses the role of free trade, trading blocs and the World Trade Organisation. Analyses how countries can develop and the barriers that hold back development.



The HL course in economics differs from the SL course in economics in terms of:

- HL course covers extra depth and breadth through additional and extension topics.
- Examination duration and questions differ.

ASSESSMENT

There are two different methods used for assessing the economics course. The external assessment at HL consists of three papers and accounts for 80% of the total. At SL two papers account for 70% of the total.

HL and SL students must also produce a portfolio comprising of their economic analysis of 3 published extracts from new media from around the world.

GEOGRAPHY

MINIMUM ENTRY REQUIREMENTS

Higher Level: B grade at IGCSE or equivalent.

Standard Level: C grade at IGCSE or equivalent.

Students with no background in Geography will only be accepted for this course in exceptional circumstances due to the amount of required background knowledge.

Please speak to **MR COWEN** about this as soon as possible.

COURSE DESCRIPTION

“Geography is the study of earth as the home of people”. - Yi-Fu Tuan

The IB Geography course looks at how people and the physical environment interact in time and space, with a focus on how people adapt and respond to change, relevant for today's changing society. The top universities see Geography as a 'facilitating subject' due to the broad range of skills that the students learn. The Guardian Newspaper (UK) considers Geography as a **'must have subject'**.

Students study various themes throughout the two-year Geography course:

PART 1: GEOGRAPHIC THEMES (SL STUDY 2 / HL STUDY ALL 3)	
Option A	Freshwater
Option B	Oceans and coastal margins
Option F	Food and health
PART 2: CORE: GEOGRAPHIC PERSPECTIVES – GLOBAL CHANGE (SL & HL)	
PART 3: HL CORE EXTENSION: GEOGRAPHIC PERSPECTIVES – GLOBAL INTERACTIONS (HL ONLY)	

All students will study a variety of geographical skills and techniques. These will be integrated at appropriate points in the course.

ASSESSMENT

External Assessment

All students sit two common papers based on the core and optional themes studied. Higher Level students then sit an additional extension, essay based, paper.

Internal Assessment

In addition to the course's exam requirements, all students must produce one piece of coursework based on data collected during the annual IBDP Geography field trip (attendance is mandatory). We will visit Da Lat to complete this fieldwork where we will collect data on how rivers change as you travel from source to mouth.

For all students, this is up to 2,500 words and is worth 25% at Standard Level and 20% at Higher Level.

HISTORY HL & SL

MINIMUM ENTRY REQUIREMENTS

Higher and Standard Level: 'B' at IGCSE History or 'A' in English First Language or Literature.

NOTE: Students with no background in History may be accepted for this course. If you do not hold one of these qualifications, we may ask you to complete a written entry test. Students who have not studied History previously will have their English IGCSE grades scrutinised to check they are capable of writing essays to a suitable standard. Please speak to **MS. GILES** 132 for more information as soon as possible.

COURSE DESCRIPTION

PAPER 1 (1 HR)

SL and HL

Source based paper

Paper Weighting – SL 30% and HL 20%

Prescribed Subject 3:

The Move to Global War - Japanese Expansion in East Asia (1931–1941) and German and Italian Expansion (1933–1940)

The prescribed subject consists of two case studies, each taken from a different region of the world.

Both of the case studies specified for the chosen prescribed subject must be studied, but only one will come up on the exam.

The paper will contain four sources; a mixture of primary and secondary, and sources may be written, pictorial or diagrammatic. The paper will consist of four questions for each prescribed subject, and students must answer all four questions from their chosen prescribed subject. Some questions will be answered using only evidence from one or more of the sources, as indicated. In other questions, students will be asked to use their own knowledge of the prescribed subject, as well as evidence contained in the sources.

PAPER 2 (1 HOUR 30 MINUTES)

SL and HL

Paper Weighting – SL 45% and HL 25%

World History Topics

Students will study:

- Authoritarian States (20th Century) Hitler, Mao and Stalin
- One more topic from the following list: The Cold War: Superpower tensions and rivalries

(20th century) or Causes and Effects of 20th Century Wars or Emergence and Development of Democratic States (1848-2000)

This is an analytical essay paper on World History. Students must write two essays in the given time. Essays must be from different topics and often involve comparison of case studies in different parts of the world.

PAPER 3 (2 HOURS 30 MINUTES)

HL only

Paper Weighting - HL 35%

History of Asia and Oceania for HL. There are many topics available. This will likely cover 3 units from the list below:

- The People's Republic of China (1949-2005)
- China and Korea (1910-1950)
- Japan (1912-1990)

- Impact of the Second World War in South-East Asia

This is an analytical essay paper. Students must write three essays in the given time. Essays can be from any topic on the paper.

INTERNAL ASSESSMENT

SL and HL

Historical Investigation (20 hours)

- SL weighting 25%
- HL weighting 20%

In addition to the course's exam requirements, all students must produce an investigation of 2200 words on a topic of their choice. This will be based on the analysis of two sources selected by the student, an essay answering their question, and a reflection section. An example question is: How and why have explanations of the Cuban Missile Crisis changed since 1962?

The Internal Assessment enables students to demonstrate the application of skills and knowledge, without the time limitations and other constraints that are associated with written examinations. The free choice of topic means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history.

DIGITAL SOCIETY HL & SL

MINIMUM ENTRY REQUIREMENTS:

There is no requirement for students to have studied ICT at IGCSE level. Students who have taken IGCSE ICT are expected to have achieved at least a C grade. All students should have a C grade at IGCSE English Language or equivalent.

COURSE CONTENT (SL&HL)

Topic 1: What is digital society?

Topic 2: Concepts

2.1 Change	2.5 Space
2.2 Expression	2.6 Systems
2.3 Identity	2.7 Values and ethics
2.4 Power	

Topic 3: Content

3.1 Data	3.5 Media
3.2 Algorithms	3.6 Artificial intelligence
3.3 Computers	3.7 Robots and autonomous technologies
3.4 Networks and the internet	

Topic 4 Contexts

4.1 Cultural	4.5 Human knowledge
4.2 Economic	4.6 Political
4.3 Environmental	4.7 Social
4.4 Health	

INTERNAL ASSESSMENT (IA)

An inquiry project into impacts and implications of digital systems for people and communities. The requirements are common to both SL and HL students

HL extension: challenges and interventions

- 5.1 Global well-being
- 5.2 Governance and human rights
- 5.3 Sustainable development

ASSESSMENT DESCRIPTIONS

SL paper 1 Questions that address the common SL and HL syllabus and real-world examples in an integrated way.

HL paper 1 Questions that address the common SL and HL syllabus and real-world examples, as well as the HL extension, in an integrated way.

SL and HL paper 2 Source-based questions that address the common SL and HL syllabus in an integrated way. Sources may include text, audio, visuals, data, diagrams and/or infographics.

HL paper 3 Questions that address an intervention related to an HL extension challenge topic. A brief statement indicating the real-world nature of a selected challenge topic will be released four months prior to the examination. Students will be required to evaluate an intervention and recommend steps for future action.

Inquiry project (internal assessment) An internally assessment inquiry project is common to SL and HL students. Students conduct an inquiry into impacts and implications of digital systems for people and communities. The submission requirements for the project include an inquiry process document, a recorded multimedia presentation and a list of references.

ASSESSMENT DESCRIPTIONS

Assessment component	Weighting
Paper 1 (40 marks)	40%
Paper 2 (24 marks)	30%
IA (24 marks)	30%

Assessment component	Weighting
Paper 1 (52 marks)	35%
Paper 2 (24 marks)	20%
Paper 3 (30 marks)	25%
IA (24 marks)	20%

PSYCHOLOGY HL & SL

MINIMUM ENTRY REQUIREMENTS

Higher Level: 5 A* - C IGCSE including C grade in Mathematics and Science, a B grade or higher in English, or an A grade or higher in English Second Language.

Standard Level: 5 A* - C IGCSE including a C grade or higher in English, or a B grade or higher in English Second Language.

No prior knowledge/study of Psychology is expected or required. The skills and knowledge needed will be developed throughout the course. A grade C or above in Science (Biology) is also highly recommended.

COURSE DESCRIPTION

Psychology is the scientific study of human behaviour and mental processes. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research methods while recognizing that human behaviour evolves over time, it is adaptive, and as the world, societies and challenges facing individuals change, so does human behaviour.

At the core of IB Psychology is an introduction to the biological, cognitive and sociocultural approaches to understanding behaviour. The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. Furthermore, the interaction of these approaches will form the basis of an integrated approach to understanding mental processes and behaviour, allowing students to appreciate the diversity, as well as the commonality, between their own behaviour and that of others.

IB PSYCHOLOGY AIMS TO

- Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour and mental processes;
- Apply and understanding of these influences affecting behaviour and mental processes to at least one applied area of study;
- Understand the importance of ethical issues and ensure that ethical standards are upheld in research
- Understand diverse methods of inquiry;
- Develop an awareness of how psychological research can be applied to address real world problems and promote positive change.

INTERNAL ASSESSMENT

All students (HL and SL) are required to complete a simple experimental study and produce a report of their study. This involves manipulating a single independent variable and measuring the effect of this manipulation on a dependent variable. Students will also use statistics to analyse their results and test for significance. Common choices for experiments include memory and perception tests.

EXTERNAL ASSESSMENT

All students (HL and SL) will complete Paper 1, which focuses on the three core approaches to understanding behaviour. A combination of short answer questions and essay writing will be used to assess.

In Paper 2 SL students will study one option (Abnormal Psychology or Human Relationships), and HL students will study both options (Abnormal and Human Relationships). Essay writing will be used to assess.

HL students will also complete Paper 3, which assesses understanding and discussion of approaches to researching human behaviour. A combination of short answer questions and extended responses will be used to assess.

THE COURSE AT A GLANCE

HL STUDENTS

PAPER/CONTENT	WEIGHTING
External assessment- Paper 1: Core (2 hours) <ul style="list-style-type: none"> Biological approach Cognitive approach Sociocultural approach 	40%
External assessment- Paper 2: Options (2 hours) <ul style="list-style-type: none"> Abnormal Psychology Human Relationships 	20%
External assessment- Paper Three: approaches to researching behaviour (1 hour) <ul style="list-style-type: none"> Qualitative And Quantitative Research in Psychology 	20%
Internal assessment: Experimental study <ul style="list-style-type: none"> Introduction to experimental research Carrying out your own research 	20%

SL STUDENTS

PAPER/CONTENT	WEIGHTING
External assessment- Paper One: Core (2 hours) <ul style="list-style-type: none"> Biological approach Cognitive approach Sociocultural approach 	50%
External assessment- Paper Two: Options (1 hour) <ul style="list-style-type: none"> Human Relationships 	25%
Internal assessment: Experimental study <ul style="list-style-type: none"> Introduction to experimental research Carrying out your own research 	25%



BIOLOGY HL & SL

MINIMUM ENTRY REQUIREMENT

Standard Level: B grade in IGCSE Separates Biology or B grade in IGCSE Co-ordinated Science or equivalent.

Higher Level: Students who achieve either an A* grade at IGCSE Co-ordinated Science or a minimum of an A grade at IGCSE Biology will be best equipped to tackle the challenges of the HL Biology course. Students who achieve an A grade at IGCSE Coordinated Science will be considered on a case-by-case basis. All students should have a C grade at IGCSE English Language or equivalent, and B grade in Mathematics at IGCSE or equivalent. Students with no background in Biology will only be accepted for this course in exceptional circumstances.

COURSE DESCRIPTION

Biology is the study of living organisms, applying the techniques and approaches of the experimental sciences. It allows students to engage with a range of topical medical and research ideas. This study is undertaken at a variety of levels from the molecular to that of the biosphere, each with its own distinctive approaches and methods. By the end of the course the student should have developed an appreciation of the interactions between these levels, and of organisms as functioning entities within the biosphere. Throughout the course, students will look to explore biological ideas through concept themes that will allow them to develop greater understanding of the living world around them.

The design of the International Baccalaureate Biology programme seeks to incorporate recent scientific thinking in many countries. At BIS this will include framing specific examples within a global and cultural context using international science journals and news. Through studying the biology programme students will develop their ability to analyse and evaluate scientific information, as well as developing their experimental, investigative and practical skills.

The programme will provide a broad understanding of key concepts in Biology to prepare students for the IB examinations. A wide range of topics within the framework of molecules, cells, organisms and ecosystems are explored throughout the course. Higher Level students explore these topics in greater detail, preparing them for successful academic careers in science at university level.

ASSESSMENT

Assessment for IB grades is based on a combination of internal and external examinations:

HIGHER LEVEL

COMPONENT	OVERALL WEIGHTING	DURATION (HOURS)	FORMAT & SYLLABUS COVERAGE
Paper 1	36%	2	<p>Paper 1A: 40 multiple-choice questions on core and higher level syllabus content.</p> <p>Paper 1B: Data-based (4 questions that syllabus related, addressing the themes of the course)</p> <p>(Total 75 marks)</p>
Paper 2	44%	2.5	<p>Data-based and short-answer questions</p> <p>Extended-response questions</p> <p>(Total 80 marks)</p>
Scientific Investigation (Internal Assessment)	20%	10	Student led independent research project.

STANDARD LEVEL

COMPONENT	OVERALL WEIGHTING	DURATION (HOURS)	FORMAT & SYLLABUS COVERAGE
Paper 1	36%	1.5	<p>Paper 1A: 40 multiple-choice questions on core and higher level syllabus content.</p> <p>Paper 1B: Data-based (4 questions that syllabus related, addressing the themes of the course)</p> <p>(Total 55 marks)</p>
Paper 2	44%	1.5	<p>Data-based and short-answer questions</p> <p>Extended-response questions</p> <p>(Total 50 marks)</p>
Scientific Investigation (Internal Assessment)	20%	10	Student led independent research project.

CHEMISTRY HL & SL

MINIMUM ENTRY REQUIREMENTS

Standard Level: B grade in IGCSE Co-ordinated Science or B grade in IGCSE Separate Chemistry. B grade in Mathematics at IGCSE or equivalent is recommended.

Higher Level: Students who achieve either an A* grade at IGCSE Co-ordinated Science or a minimum of an A grade at IGCSE Chemistry will be best equipped to tackle the challenges of the HL Chemistry course. Students who achieve an A grade at IGCSE will be considered on a case-by-case basis. An A* grade in Mathematics is recommended for all students. Students with no background in Chemistry will only be accepted for this course in exceptional circumstances.

Students that have undertaken Coordinated Science will be given bridging work material for completion before starting the course.

All IB Chemistry students will be expected to show a willingness and enthusiasm for verbal engagement during lessons. This is a key attribute of successful IB Chemistry students and demonstrates a positive attitude to learning.

COURSE DESCRIPTION

Chemical principles underpin the physical environment in which we live and all biological systems. The unifying principles of Chemistry are developed in a logical way, with laboratory investigations providing a basis for this development. In this programme great emphasis will be placed on experimentation and observation to enhance and develop experimental and practical skills.

The programme will provide a broad understanding of core concepts of Structure and Reactivity in Chemistry to prepare students for the IB examinations and for successful academic careers in science at university level. Through studying the Chemistry programme, students will also develop their ability to analyse and evaluate scientific knowledge through the embedded tools & enquiry skills.

ASSESSMENT

Grades for IB candidates will be determined by internal school assessment and external evaluation by the IB organization, as shown in the table below.

Ongoing assessment throughout the course will be completed in the form of synoptic tests, cooperative learning exercises, assignments, homework, practical based tasks and experiments.

ASSESSMENT AT A GLANCE

TYPE	FORMAT OF ASSESSMENT	TIME (HOURS)		WEIGHTING OF FINAL GRADE
		SL	HL	
External		3	4.5	80
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36
Paper 2	Short answer and extended-reponse questions	1.5	2.5	44
Internal		10		20
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words	10		20

COMPUTER SCIENCE HL & SL

MINIMUM ENTRY REQUIREMENTS

There is no requirement for students to have studied Computer Science at IGCSE level for SL. However, it is advisable to have taken IGCSE Computer Science as a lot of the content at IGCSE Computer Science will be covered at IB. For HL, students must have studied IGCSE CS and achieved at least an A grade. All students should have a C grade at IGCSE English Language or equivalent, and a B grade at IGCSE Mathematics is recommended.

COURSE DESCRIPTION AND AIMS

The DP computer science course requires an understanding of the fundamental concepts of computing systems and the ability to apply the computational thinking process to solve problems in the real world.

The course also requires students to develop skills in algorithmic thinking and computer programming.

DP computer science is engaging, accessible, inspiring and rigorous, and has the following characteristics.

THE COURSE

- Draws on a wide spectrum of knowledge of computer systems
- Develops skills in algorithmic thinking and computer programming
- Is underpinned by the computational thinking process
- Enables and empowers innovation, exploration and the acquisition of further knowledge
- Includes the study of machine learning
- Raises ethical issues.

COMPUTATIONAL THINKING INVOLVES THE ABILITY TO

- Specify problems in terms of their computational context and determine success criteria
- Decompose complex real-world problems into more manageable problems
- Abstract problems and generalise them to enable algorithmic thinking and to develop solutions
- Test and evaluate solutions for improvements.

COURSE CONTENT

COMPONENT	RECOMMENDED TEACHING HOUR	
	SL	HL
Syllabus content	105	195
A Concepts of computer science		
A.1 Computer fundamentals	11	18
A.2 Networks	11	18
A.3 Databases	11	18
A.4 Machine learning	5	18
B Computing thinking and problem-solving		
B.1 Computing thinking	5	5
B.2 Programming	40	42
B.3 Object oriented programming (OOP)	7	23
B.4 Abstract data types (HL only)	0	23
Case study	15	30

COMPONENT	RECOMMENDED TEACHING HOUR	
	SL	HL
Internal assessment	35	35
The computational solution	35	35
Collaborative sciences project	10	10
Total teaching hours	150	240

ASSESSMENT AT A GLANCE

TYPE OF ASSESSMENT	FORMAT OF ASSESSMENT	RECOMMENDED TEACHING HOUR	
		SL	HL
External		2 hours 30 minutes (70%)	4 hours (80%)
Paper 1	<ul style="list-style-type: none"> Questions focused on the four topics in theme A, "Concepts of computer science." The paper also consists of three questions related to the case study. 	1 hour 15 minutes (35%)	2 hours (40%)
Paper 2	<ul style="list-style-type: none"> Questions for SL and HL focused on the three topic in theme B, "Computational thinking and problem-solving". Additional questions for HL, focused on OOP and abstract data types. <p>Students can answer questions in their Java or Python.</p>	1 hour 15 minutes (35%)	2 hours (40%)
Internal			
The computational solution	Students develop a computational solution to a real-world problem of their own choosing. The solution should use the concepts, skills and tools acquired in the course and the computational thinking process.	35 hours (30%)	35 hours (20%)



DESIGN TECHNOLOGY HL & SL

Design is the link between innovation and creativity; it is human-centred and focuses on the needs, wants and limitations of the end user. Design is multidisciplinary and draws from many areas including the business and social sciences, mathematics and arts. At its core, Design and Technology looks at real-life user issues and creating innovative solutions to design problems.

Diploma Programme Design Technology aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. It focuses on analysis, design development, synthesis and evaluation.

MINIMUM ENTRY REQUIREMENT

For students wishing to study Design Technology at Diploma level, it would be expected that you will have studied IGCSE Design and Technology, and you will have achieved an A or B grade. This would offer candidates a strong foundation for the Diploma course at SL and HL.

IB COURSE CONTENT OVERVIEW

Design Technology students are required to spend 60 hours on practical design briefs or investigative work. This includes 40 hours on the Design Project and 10 hours for the Group 4 project for both SL and HL.

SYLLABUS COMPONENT	RECOMMENDED TEACHING HOURS	
	SL	HL
Syllabus content	90	180
A: Design in theory	33	71
B: Design in practice	44	77
C: Design in context	13	32
Practical programme	60	60
Design project	50	50
Collaborative sciences project	10	10
Total teaching hours	150	240

	A: DESIGN THEORY	B: DESIGN IN PRACTICE	C: DESIGN IN CONTEXT
1. People	A1.1 Ergonomics	B1.1 User-centred design	C1.1 Responsibility of the designer C1.2 Inclusive design C1.3 Beyond usability (HL only)
2. Process	A2.1 User-centred research methods A2.2 Prototyping techniques	B2.1 The IB DP Design process B2.2 Modelling and prototyping	C2.1 Design for sustainability C2.2 Design for a circular economy

	A: DESIGN THEORY	B: DESIGN IN PRACTICE	C: DESIGN IN CONTEXT
3. Product	A3.1 Material classification and properties A3.2 Introduction to structural systems (HL only) A3.3 Introduction to mechanical systems (HL only) A3.4 Introduction to electronic systems (HL only)	B3.1 Material selection B3.2 Structural systems application and selection (HL only) B3.3 Mechanical systems application and selection (HL only) B3.4 Electronic systems application and selection (HL only)	C3.1 Product analysis and evaluation C3.2 Life cycle analysis (HL only)
4. Production	A4.1 Manufacturing techniques (HL only)	B4.1 Production systems (HL only)	C4.1 Design for manufacture strategies (HL only)

AIMS

Through studying Design Technology, students should become aware of how designers work and communicate with each other. While the design methodology may take on a wide variety of forms, it is the emphasis on a rigorous and creative approach to the design and manufacture of products, systems and environments that characterises this subject.

The aims enable students, through the overarching theme of the nature of design, to develop:

- A sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them;
- An ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology;
- Initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making;
- An ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others;
- A propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems;
- An understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives;
- A willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies;
- An understanding of the contribution of design and technology to the promotion of intellectual physical and emotional balance and the achievement of social well-being;
- Empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment;
- Skills that enable them to reflect on the impacts of design and technology on society and the environment.

ENVIRONMENTAL SYSTEMS & SOCIETIES HL & SL

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

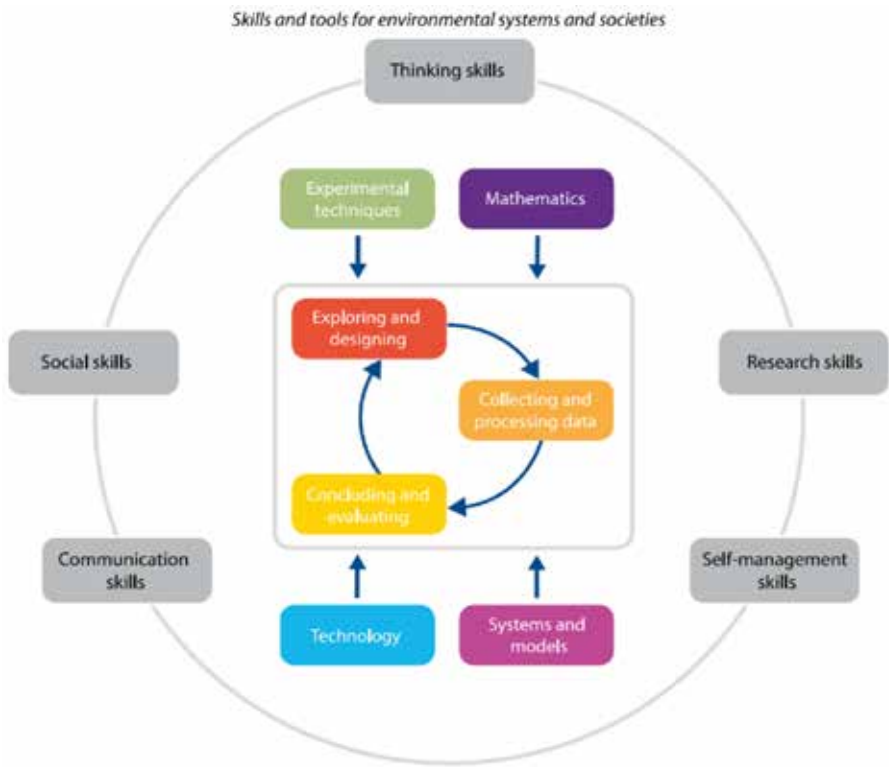
MINIMUM ENTRY REQUIREMENTS

Students need at least 5 A* - C IGCSE including a C grade or higher in English First Language, It is recommended that students have a grade B in Science (Biology/Chemistry) and/or Geography.

COURSE DESCRIPTION:

IB Environmental Systems and Societies (ESS) is firmly grounded in both the pure and human scientific understanding of current environmental issues around the world. Students will develop a holistic approach to complex environmental issues and interactions between global environmental systems and modern society. You will consider the costs and the benefits of human activities, to the environment and to wider society helping you to develop informed personal viewpoints.

STRUCTURE OF THE COURSE AND COURSE CONTENT



Topic 1 Foundations	Topic 2 Ecology
Topic 3 Biodiversity & Conservation	Topic 4 Water
Topic 5 Land	Topic 6 Atmosphere & Climate Change
Topic 7 Natural resources	Topic 8 Population & Urban Systems

The interdisciplinary nature of the course develops a broad skill set, including research and investigations, participation in philosophical discussion and problem-solving. Due to its interdisciplinary nature, students can study ESS in either group 3 or group 4. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject. For further details please speak to **MS HESKETH**.

HIGHER LEVEL LENS

Students will cover an additional 3 topics that are integrated throughout the course. HL considers how environmental law is constructed and the scope and scale of these laws and how the law works with the sustainable management of resources. We compare traditional economics with environmental and ecological economics, how we can place value on nature, de-growth, circular and doughnut economic models. Ethical frameworks, the concept of ethical values and moral standing and how environmental and social justice movements are converging are also covered.

HL. a Environmental law	HL.b Environmental Economics	HL.c Environmental Ethics
-----------------------------------	--	-------------------------------------

ASSESSMENT

External Assessment

Students will sit two examination papers based on the topics studied and a previously unseen case study resource booklet. They will also apply their existing knowledge through different case studies and relevant examples.

Internal Assessment

All students must produce one Individual Investigation of 2250 words based on primary/secondary data collected, this is worth 25% of the overall IB grade.

Fieldwork

A 4 day expedition. to Dalat where students will design investigations and collect data in a variety of different environments. This is key to understanding many of the different concepts covered within the course, specifically the Investigating Ecosystems, Land, Water, Biodiversity and Resource Consumption topics.

PHYSICS HL & SL

MINIMUM ENTRY REQUIREMENTS

All requirements are listed in terms of iGCSE grades, but equivalent qualifications will be accepted.

All students should have a C grade or higher at iGCSE English Language

Standard Level: iGCSE Physics - B or above

or iGCSE Coordinated Science and iGCSE Maths - B or above

Higher Level: iGCSE Physics - A or above

or iGCSE Coordinated Science and iGCSE Maths – A or above

Please note, students who achieve an A grade at iGCSE Co-ordinated Science will be considered on a case-by-case basis. An A* grade in Mathematics is recommended for all students.

Students with no background in Physics will only be accepted for this course in exceptional circumstances.

COURSE DESCRIPTION

Physics is a subject concerned with exploring the most fundamental of natural phenomena. It seeks to explain the Universe itself from the very smallest subatomic particles to the vast distances between galaxies. It is important for students to be aware of the key ideas in Physics, to make informed decisions regarding their place in an increasingly complex environment. Professionally, Physics is essential for

those whose ambitions are in the fields of engineering, communication, mining, medicine, architecture and related disciplines. However, the skills and understanding developed when studying Physics have very broad applicability, from understanding music to furthering the development of new medicines.

In the IB Physics course, all students will study topics including mechanics; thermal physics; waves; electricity and magnetism; gravitation; atomic, nuclear and particle physics as well as energy production. Higher Level students will also study thermodynamics, rigid body mechanics, relativity and quantum physics.

ASSESSMENT

Grades for IB candidates will be determined by internal school assessment and external evaluation by the IB organisation. The external exams consist of 2 papers, occupying a total of 3 hours at Standard Level and 4.5 hours at Higher Level.

The internal assessment, accounting for 20% of the overall grade, will be in the form of an investigation. This is evaluated using a set of standards devised by the IB organisation.

Ongoing assessment will be completed through synoptic tests, quizzes, cooperative learning exercises, assignments, homework and experiments.

SPORTS, EXERCISE & HEALTH SCIENCE

HL & SL

MINIMUM ENTRY REQUIREMENTS

Standard and Higher Level: C grade at IGCSE PE and/or Science.

It is beneficial, but not required that GCSE PE has been studied. An interest in sport and or exercise is expected.

COURSE DESCRIPTION

The course takes the human parts of Biology, Chemistry, Physics and Psychology and Sociology syllabuses and applies them to a sporting context. This is a comprehensive and interesting course for anyone pursuing a Sports Science, Sports Psychology, Physiology or Kinesiology based degree at University.

CHAPTER	TOPICS	DESCRIPTION
1. How we move	Anatomy Physiology Biomechanics Stages of Learning Info Processing	This chapter explores how muscles and bones work together to produce movement in the body when exercising. You will then explore how the cardiovascular and nervous systems respond to exercise. Finally you will cover how your brain learns specific movement patterns and how you process information to produce these movements when exercising and playing sport.
2. External Factors	Heat, humidity and cold. Altitude Friction and Drag Fluid Dynamics and Bernoulli's Principle.	This chapter covers environmental effects on sport. Firstly temperature and humidity affects the body. Then the effect of altitude. Followed by friction and drag effects on balls, rackets and clothing. Finishing with newton's laws of motion and fluid dynamics.
3. Balance	Endocrine System Menstrual Cycle Anxiety and Arousal	In this chapter you will learn how the body's various internal systems respond during exercise to maintain homeostasis.

CHAPTER	TOPICS	DESCRIPTION
4. Enhancing Performance	Training and recovery methods. Technology in sport. Theories of motivation and personality.	This chapter looks at the ways athletes can enhance performance both physically and mentally within their sport.
5. Barriers to performance	Injuries Fatigue Stress	Finally you will look at some of the factors which inhibit people taking part in exercise.

ASSESSMENT

PAPER 1A & 1B (36%)	1 Multiple Choice Paper and 1 Data Question Paper.
PAPER 2 (40%)	1 Extended Answer Paper
INTERNAL INVESTIGATION (24%)	An investigation through the collection of primary data on a question of your choice, leading to the production of a 12 page scientific lab report.

MATHEMATICS HL & SL

DP Mathematics focuses on developing the skills of analysis, abstraction and generalisation, risk awareness and statistical literacy, algorithmic thinking, modelling and inquiry.

MINIMUM ENTRANCE REQUIREMENTS

The Analysis and Applications courses will be of the same standard mathematically, and hence the requirements for HL will be the same whichever is chosen. Students who achieve an A* grade at IGCSE will be best equipped to tackle the challenges of the HL Mathematics course. Students who achieve an A grade at IGCSE will be considered on a case-by-case basis. Both HL courses will be demanding, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study HL mathematics will benefit from knowledge of the material covered on the Additional Mathematics IGCSE course.

There are two Mathematics subjects/routes: each is offered at Standard Level (SL) and Higher Level (HL). Students will choose one, and only one, of these courses:

Mathematics: Analysis and Approaches is offered at both SL and HL. It is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

The IB suggest that Mathematics: Analysis and Approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Mathematics: Applications and Interpretation

is offered at both SL and HL for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context.

The IB suggest that Mathematics: Applications and Interpretation is designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

There is a substantial amount of content that is the same across both courses and levels, which will mainly be covered at the start of the programme of study. In both courses, the SL content is a subset of the HL content; everything taught in the SL course is also taught in the HL course, although at a deeper level. There are no optional topics in either of the courses.

The internally assessed component, the exploration, offers students the opportunity to develop independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.



MUSIC HL & SL

NATURE OF THE SUBJECT

IB Music, both at HL and SL, is designed for students that have a background in performing or composing. An IB Music student should be enthusiastic about listening to a wide range of musical styles and genres, and enjoy playing in a range of musical ensembles. Throughout the course, students are encouraged to explore music in varied and unfamiliar contexts. The assessment is all based on coursework.

AIMS

The aims of the IB Music programme are to allow the students to develop:

- Deep listening skills
- Performance proficiency
- Compositional craft
- The ability to discuss music critically
- The ability to justify creative choices
- The capacity for entrepreneurship in the musical world

OBJECTIVES

Students get to study a wide variety of music through the roles of:

- Researcher
- Creator
- Performer

Through these roles, the students are able to inquire, create, perform and reflect on the course's three musical processes:

- Exploring music in context - an opportunity to study and investigate a diverse range of music.
- Experimenting with music - an opportunity to experiment with musical materials, musical findings, musical decisions and musical skills.

- Presenting music - an opportunity to present a series of pieces of music they have prepared as researchers, performers and creators.

Students study a wide variety of music under 4 Areas of Inquiry:

1. Music for sociocultural and political expression

Examples may include protest songs, liturgical music, national anthems

2. Music for listening and performance

Examples may include chamber music of the Western art tradition, cool jazz, experimental music

3. Music for dramatic impact, movement and entertainment

Examples may include music for film, ballet or musical theatre

4. Music technology in the electronic and digital age

Examples may include electronic dance music, technology in popular music production

THE CONTEMPORARY MUSIC MAKER

HL students also plan and create a collaborative music project that is inspired by real-life practices in contemporary music-making. This project allows the students to develop, realise and share artistic intentions through a practical music project.

ENTRY REQUIREMENTS

To take IB Music, there is no need for formal music qualifications, though IGCSE Music or ABRSM grades will be an advantage. An IB music student will have a passion for playing, creating and listening to music.

Involvement in at least ONE of our extensive co-curricular activities is mandatory. This assists our IB musicians with valuable ensemble and musical skills outside of the classroom environment.

THEATRE HL & SL

MINIMUM ENTRY REQUIREMENTS

The Theatre course requires a real interest in Drama or Theatre, but no previous formal experience; previous IGCSE experience would be useful but is not essential. The course allows students to follow their theatrical interests and passions so a strong independent work ethic and a willingness to have their imaginations and creativity stimulated and challenged are essential.

WHY TAKE THEATRE:

The IB Theatre course teaches students how to follow their own interests in a productive and academic way through research and exploration. It builds confidence, presentation and performance skills, and instils a love of and respect for Theatre and culture throughout the world.

IB Theatre is not just for those students who want to pursue a life in the arts, it is for students who want to be able to adapt to different situations, present with confidence and flair, and develop strong academic research skills.

Theatre is an accessible, interesting and challenging IB Arts option, all students should try and enrich themselves in the arts in some way. As Sir Winston Churchill said when he was asked to cut the arts budget as part of the war effort 'Then what are we fighting for?'

COURSE DESCRIPTION:

The Theatre IB is a course with no examination at the end of it, instead you will complete 4 pieces of coursework for HL or 3 for SL.

- **Production Proposal HL20% SL30%**

This area of the course looks at how we transform scripts into performances on the stage. Students examine how playwrights present their ideas in scripts and the ways in which performance and production elements can bring these ideas to life.

- **Research Presentation HL20% SL30%**

This area of the course looks at the exploration of world theatre traditions through academic and practical research and exploration. Students research and physically explore world theatre traditions, performance conventions and performance material to gain a deeper understanding and appreciation of the traditions through the body and/or voice.

- **Collaborative Project HL25% SL40%**

This area of the course explores the collaborative development and performance of original theatre as part of an ensemble. Students formulate their own ideas and intentions for theatre-making and examine how these can be effectively realised through the collaborative creation of original performance work inspired by a starting point.

- **Solo Performance HL35%**

In this area of the course, students explore aspects of theatre theory and the ways in which theory can inform performance. Students research at least one theatre theorist, identify an aspect of their theory and apply this to create and present theatre work that demonstrates this aspect of theory in performance.

ASSESSMENT:

Production Proposal (SL 30%, HL 20%) Students select a play that they have not previously studied and develop a vision for the design and theoretical staging of the entire play. The students submit a proposal of no more than 12 pages/4000 words, along with a list of sources used.

Research Presentation (SL 30%, HL 20%) Students plan and deliver a presentation (maximum 15 minutes) in which they outline and physically demonstrate their

research into a convention of a theatre tradition that they have not previously studied. The students must submit a video recording of their presentation and a list of resources used.

Collaborative project (SL 40% HL 25%) Students collaboratively create and present an original piece of theatre (lasting 7-10 minutes) for and to a specified target audience, created from a starting point of their choice. Students submit a recording of the performance and a project report of no more than (10 pages/4000 words) also with a list of all sources used.

Solo Theatre Piece (HL only 35%) Students research a theatre theorist they have not previously studied, identify an aspect of their theory and create and present a solo theatre piece (4-7 minutes) based on their research. Students submit a report (2,500 words maximum) A recording of the performance, and a list of all sources used.

AIMS

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

- Experience and participate in a wide and varied range of theatre activities and develop proficiency in more than one area of theatre technique
- Become familiar with forms of theatre from their own and different cultures
- Explore different theatre traditions in their historical contexts
- Develop academic skills appropriate for the study and understanding of theatre
- Become reflective and critical practitioners in theatre
- Develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre

- Understand the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form.

OBJECTIVES

Having followed the theatre course at HL or SL, students will be expected to:

- Demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture
- Demonstrate an understanding of production elements and theatre practices
- Evaluate critically a range of diverse performances
- Engage practically in creating and presenting performances, which will include a basic level of technical proficiency
- Reflect on their own development in theatre through continual self-evaluation and recording
- Acquire appropriate research skills and apply them
- Demonstrate an ability to interpret playtexts and other types of performance texts analytically and imaginatively
- Demonstrate initiative and perseverance in both individual and group projects.

In addition, students at HL will be expected to:

- Evaluate the relevance of selected research sources to personal practice
- Demonstrate an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators.

VISUAL ARTS HL & SL

MINIMUM ENTRANCE REQUIREMENTS

You should consider Visual Arts only if you have been predicted an A or B grade in Art at IGCSE. Candidates with a predicted C grade should discuss the matter further with their Art teacher. **If you haven't studied Art before, you can still opt to take IB Visual Arts, but you will need to show the Art Department proof of extra-curricular work you have created outside of school.** This may be a sketchbook or a portfolio of other art making forms.

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

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

ASSESSMENT

At the end of the course the following three components are assessed:

	SL	HL	%
Comparative Study Comparative Study: Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts	10-15 screens	13-20 screens	20%
Process Portfolio Students create visual journals from which they submit carefully selected materials that evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.	9-18 screens	13-25 screens	40%
Exhibition Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. The choice of media and approach is student led.	4-7 pieces	8-11 pieces	40%

AIMS

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

OBJECTIVES

Demonstrate knowledge and understanding of specified content

- Identify various contexts in which the visual arts can be created and presented;
- Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers;
- Recognize the skills, techniques, media, forms and processes associated with the visual arts;
- Present work, using appropriate visual arts language, as appropriate to intentions.

Demonstrate application and analysis of knowledge and understanding

- Express concepts, ideas and meaning through visual communication;
- Analyse artworks from a variety of different contexts;
- Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making.

Demonstrate synthesis and evaluation

- Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response;
- Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience;
- Demonstrate the use of critical reflection to highlight success and failure in order to progress work;
- Evaluate how and why art-making evolves and justify the choices made in their own visual practice.

Select, use and apply a variety of appropriate skills and techniques

- Experiment with different media, materials and techniques in art-making;
- Make appropriate choices in the selection of images, media, materials and techniques in art-making;
- Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes;
- Produce a body of resolved and unresolved artworks as appropriate to intentions.

EARLY YEARS & INFANT CAMPUS

101 Thao Dien Street, Thao Dien Ward,
Thu Duc City, Ho Chi Minh City, Vietnam
Tel: +84 (0) 28 3636 0055

JUNIOR CAMPUS

225 Nguyen Van Huong Street,
Thao Dien Ward, Thu Duc City,
Ho Chi Minh City, Vietnam
Tel: +84 (0) 28 3744 4551

SECONDARY CAMPUS

246 Nguyen Van Huong Street,
Thao Dien Ward, Thu Duc City,
Ho Chi Minh City, Vietnam
Tel: +84 (0) 28 3744 2335

bisvietnam.com

