Grade 11 and 12 Academic Learning Programme – 2015/2016
Grade 11 and 12
Academic Learning Programme

The final two years of High School are an exciting time for students as they prepare for the next stage of their educational journey. At UWCSEA, students follow the International Baccalaureate Diploma Programme, which is regarded as one of the best pre-university courses in the world. It is an academically rigorous programme that also places a strong emphasis on a core curriculum that aligns with our own mission and values.

International Baccalaureate Diploma Programme (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is an academically and personally challenging two-year pre-university course. It is designed to provide students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead.

The IBDP is a high-quality educational programme designed and monitored by educationalists with the aim of encouraging international awareness. It is highly respected by schools and universities throughout the world. One of its greatest strengths is its independence from politically motivated interference by any national government.

The IBDP involves choosing three subjects to study in detail at Higher Level (HL) and three subjects at Standard Level (SL). Students must select six subjects by choosing one from each of the following groups. In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

Note that all subjects listed below are offered subject to sufficient demand.

Group 1—Studies in Language and Literature
Language A (first language)
• Language courses are offered in Chinese, English, French, Hindi, Japanese, Korean, Spanish, and School Supported Languages (SL only)
• Language and Literature course is offered in English

Group 2—Language Acquisition
Language B (foreign language) or ab initio (beginners)
• Language B courses are offered in English, Chinese, French and Spanish
• Ab initio courses (SL only) are offered in Mandarin, French and Spanish

Group 3—Individuals and Societies
Economics, Geography, History, Psychology, Environmental Systems and Societies* (SL only)

Group 4—Sciences
Biology, Chemistry, Physics, Design Technology, Environmental Systems and Societies* (SL only)

*Students selecting ESS SL are deemed to have satisfied the requirements of both Group 3 and Group 4. Hence they have the possibility of choosing a second subject from any group.

Group 5—Mathematics
Mathematics, Mathematical Studies (SL only), Further Mathematics (HL)

Group 6—The Arts
Film, Music, Theatre, Visual Arts or a second subject from another group

IBDP core requirements

Three core requirements contribute to the unique nature of the IBDP, with compulsory participation required in:

1. Creativity, Action, Service (CAS)
2. Extended Essay, which demands independent research under appropriate guidance
3. Theory of Knowledge (ToK) course, which explores the relationship between the disciplines and ensures that students engage in critical reflection about knowledge and experience acquired both within and beyond the classroom

The combination of subjects and requirements is a deliberate compromise between the preference for specialisation in some countries and the emphasis on breadth preferred in others. The intent is that students learn how to learn, how to analyse, how to reach considered conclusions about human beings, our social interactions, our languages and literature, and the scientific forces of our global environment.

Most IBDP courses have work externally assessed by examination and internally assessed work that is externally moderated. The proportion of the final grade determined by internally assessed coursework and final examination varies between subjects.

Entry into Grade 11

Our Grade 11 learning programme is both academically and personally challenging. We expect students to be fully involved in their studies and to be actively involved within the broader school community throughout the two years.

Prospective new students will be interviewed by one or more senior teachers, and may be asked to undertake appropriate educational assessments. We will ensure that all students accepted into the demanding Grade 11 programme have the capacity to enjoy a successful outcome.

For those students already at UWCSEA, we fully expect the vast majority to openly select and succeed in their chosen Grade 11 options. To this end, we review students’ academic and effort profiles, and constructive engagement in activities and service to ensure they will benefit from undertaking our Grade 11 programme. At the heart of any final decision is the student and his or her future aspirations, both as an individual and as a prospective member of the school community.

In reviewing entry into our Grade 11 programme, we consider whether:

• the student will emotionally and academically manage the IBDP and as a result benefit from the challenges on offer
• the student’s further education opportunities will be enhanced by undertaking the rigours of the IBDP
• the College community will be enriched by the constructive energy of the student

Current students will select their preferred IBDP options in Term 2 of Grade 10. In the vast majority of cases, these options will simply be accommodated. In any rare cases where we have concerns over a student’s choices, the Head of Grade will invite the student and parents to a meeting to discuss options. Parents should be aware that while we do not require a student to excel in all five elements of the Learning Programme on entry to Grade 11, we are looking for students who make a significant contribution in several areas. In particular, we require that all students have satisfactorily completed their service and expedition requirements to be eligible to enter Grade 11.
When planning an IBDP package, students should bear the following in mind:

• the same subject cannot be taken at both HL and SL
• the same language cannot be taken in both Group 1 and Group 2
• a student who is bilingual may take two Language A courses
• subject availability is not guaranteed; if insufficient numbers of students opt for a subject it may not be offered, or if the class is already full, students may not be able to choose the subject
• the teachers’ recommendations are a strong indicator of likely success at a particular level in each subject

IB Diploma recognition by universities

International recognition of the IBDP is outlined on the IB’s website, www.ibo.org/diploma/recognition. We strongly encourage all students to check university IBDP recognition policies for individual countries on this website.

Students intending to study at Dutch, French, German, Italian, Swiss, or Asian universities must check country and university-specific requirements when selecting Diploma subjects, because these countries tend to have special requirements.

IB Diploma course candidates

In some cases, students will choose a combination of subjects which will not lead to a full IBDP Diploma. In such cases, students will still take a selection of IBDP courses. These students are often eligible for direct entry to universities around the world. Students will, however, often need to meet minimum grade and testing requirements, such as the SAT. Some universities may require that students first complete a foundation programme before being granted direct entry to certain courses. Students considering a non-Diploma package are urged to consult with a University Advisor before finalising their IBDP subject choices.

What impact will my IBDP choices have on my university options?

This is a complex question and the answer depends on which country, university and subject you are considering after high school. National systems and individual universities that offer specialisation courses tend to expect that students will have been exposed to certain subjects prior to joining a subject-specific course or faculty. The Matrix of IB Prerequisites for University on the following page, outlines in very broad terms some of the known prerequisites for common course subjects in popular countries. This is a guideline only and is meant to be illustrative of where students can begin their research.

Families should discuss which countries a student is likely to apply in and to what extent a student has developed a particular subject passion or career interest. Every student entering Grade 11 will meet individually with a University Advisor to discuss university considerations with the focus being on keeping options open rather than making any firm decisions about universities, applications or careers. Over the course of the IB Diploma Programme, students will work with their University Advisor to select a range of universities to consider, keeping in mind the concept of ‘good fit.’ Information sessions for students and parents, as well as visits by university representatives, will help families to make informed choices. More information and resources are available on the University Advising Centre’s website.
Matrix of IB prerequisites for university

This matrix contains general guidelines that are a starting point but requirements for specific programmes can change. There are a wide variety of subjects not listed here that can be studied at university level, many of which have no specific IB Diploma Program (IBDP) prerequisites. Because some programmes do have IBDP prerequisites in order to apply, and because entry requirements can change, this information cannot be taken as definitive. **It is essential that students conduct their own research to ensure their IBDP subject package meets their needs.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>United Kingdom</th>
<th>Australia</th>
<th>Canada</th>
<th>USA</th>
<th>Singapore</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Architecture</strong></td>
<td>may require HL Mathematics; HL Physics; Visual Arts or DT; portfolio</td>
<td>may require HL Mathematics and/or Physics; may encourage portfolio</td>
<td>may require HL or SL Mathematics; may require two sciences (IGCSE sometimes satisfies one)</td>
<td>recommend HL Mathematics and HL Science for B. Arch.</td>
<td>may require SL Mathematics or Chemistry or Physics</td>
</tr>
<tr>
<td><strong>Art and design</strong></td>
<td>portfolio/audition usually required; relevant IB subject usually required</td>
<td>portfolio /audition usually required; Visual Arts may be required for both Art and Design courses</td>
<td>portfolio/audition usually required; relevant IB subject recommended</td>
<td>portfolio/audition usually required; relevant IB subject recommended</td>
<td>portfolio/audition usually required; relevant IB subject recommended</td>
</tr>
<tr>
<td><strong>Business/commerce</strong></td>
<td>may require SL Mathematics</td>
<td>may require HL or SL Mathematics</td>
<td>usually require HL or SL Mathematics</td>
<td>no specific prerequisites; Business <strong>not</strong> required</td>
<td>may require SL Mathematics</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>may require HL or SL Mathematics</td>
<td>may require at least SL Mathematics</td>
<td>often require at least SL Mathematics</td>
<td>no specific prerequisites; Economics <strong>not</strong> required</td>
<td>check individual universities</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>usually require HL Mathematics and HL Physics</td>
<td>usually require HL or SL Mathematics; and Chemistry or Physics at SL or HL</td>
<td>usually require HL or SL Mathematics; usually require Chemistry and Physics at HL or SL</td>
<td>recommend SL or HL Mathematics and one or more HL sciences, usually HL Physics</td>
<td>may require HL Mathematics, HL Chemistry and/or HL Physics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>may require SL or HL Mathematics and one or more HL science</td>
<td>may require SL Mathematics and one HL science</td>
<td>may require HL or SL Mathematics; may require two sciences, relevant one at HL</td>
<td>recommend HL Mathematics and one or more HL science</td>
<td>two of HL Biology, HL Chemistry, HL Physics, HL Mathematics, HL Computing</td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td>may require English as a Group 1 subject; essay-based subjects recommended (e.g., History)</td>
<td>may require English as a Group 1 subject</td>
<td>not available as undergraduate option</td>
<td>not available as undergraduate option</td>
<td>may require specific grade in SL English</td>
</tr>
<tr>
<td><strong>English literature</strong></td>
<td>recommend English Literature</td>
<td>recommend English Literature</td>
<td>recommend English Literature</td>
<td>recommend English Literature</td>
<td>check individual universities</td>
</tr>
<tr>
<td><strong>Medicine</strong></td>
<td>requires HL Chemistry and one other science, usually at HL; recommend HL Biology and SL Mathematics</td>
<td>may require HL Chemistry, Physics or SL Mathematics</td>
<td><strong>not available as undergraduate option</strong></td>
<td><strong>not available as undergraduate option</strong></td>
<td>may require HL Chemistry and HL Biology or HL Physics</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>may require SL Mathematics; may require one HL science</td>
<td>may require at least SL Mathematics</td>
<td>may require at least SL Mathematics</td>
<td>no specific prerequisites; Psychology <strong>not</strong> required</td>
<td>check individual universities</td>
</tr>
</tbody>
</table>

**Note:** 1. European universities often have specific IBDP prerequisites in languages, mathematics and sciences. Interested students must check individual university websites for details. 2. FIB students considering Science or Engineering courses in either the UK or Canada need to be aware that some courses may require a background in two sciences. FIB Coordinated Science may not satisfy this requirement and you may therefore need to take the two required sciences at IBDP level.
Group 1—Studies in Language and Literature

Language A overview

Group 1 courses meet the requirements of students whose Language A is their strongest language, taking into account that many students have complex language profiles and may be bi- or tri-lingual. While the two courses offered are different: 1. Literature and 2. Language and Literature—they both develop understanding and appreciation of a variety of text types and genres, with a range of classroom activities and core assessments. Both include the study of texts in translation, providing opportunities for the exchange of ideas about cultural diversity that are integral to the UWCSEA ethos.

Skills developed

• ability to express ideas clearly and with fluency orally and in writing
• ability to substantiate and justify ideas with relevant examples
• ability to evaluate conflicting viewpoints
• understanding of the ways cultural values are expressed in texts
• understanding of text structure, style and the writer’s technique
• ability to compare and contrast the form, style and content of texts
• understanding of individual literary works as representatives of genre and period

Please note: courses in Languages other than English (LOTE) are subject to demand and have minimum number requirements. There is only the Literature option for LOTE students.

Language A English

There are two courses offered for English A.

1. Literature

Course content

Students study a variety of classic, contemporary and dynamic literary works (13 at HL and 10 at SL) from different genres and regions, chosen from a prescribed list by the class teacher. These include: novel, poetry, short story, film scripts, graphic novels, nonfiction and drama. There is also opportunity for the study of film and other media in Grade 11. Learning experiences encompass a variety of oral, creative and analytical activities, designed to encourage students to appreciate and respond to literary texts in imaginative ways. Texts chosen provoke thoughtful discussion, rigorous debate and crafted writing whilst encouraging personal responses to make sense of the world. Theory of Knowledge directly informs the critical thinking expected in this course, and requires students to consider questions like the following:

• Are there human truths as distinct from cultural truths in literature?
• How important is the aesthetic appreciation of what we read?
• How do we tell the good guys from the bad guys?
• How does the writer’s style influence the way we perceive the world of our texts?
• Stories tell truths but can they also perpetuate myths and prejudices?
• How are conventions within the genre useful in understanding human story and memory?
• How can we include poetry in our lives beyond the classroom?
• Where does the meaning of drama reside?

Assessment

External assessment

SL (3 hours) – 70%
• paper 1: guided literary analysis (1 hour 30 minutes) – 20%
  The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions (20 marks)
• paper 2: essay (1 hour 30 minutes) – 25%
  The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in Part 3 (25 marks)

HL (4 hours) – 70%
• paper 1: literary commentary (2 hours) – 20%
  The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary (20 marks)
• paper 2: essay (2 hours) – 25%
  The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied on their chosen genre in Part 3 (25 marks)

SL and HL written assignment – 25%

Students submit a reflective statement and literary essay on one translated work studied in Part 1 (25 marks). The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.

Internal assessment SL and HL – 30%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course, and comprises two averaged components worth 30% of the course.

• individual oral commentary (10 minutes) – 15%
  SL: Formal oral commentary and response to subsequent questions (10 minutes total) on an extract from a work studied in Part 2 (30 marks)
  HL: Formal oral commentary on poetry studied in Part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other Part 2 works (10 minutes) (30 marks)

• individual oral presentation SL and HL (10–15 minutes) – 15%
  The presentation is based on one work from the range of genres studied in Part 4. It is internally assessed and externally moderated through the Part 2 internal assessment task (30 marks)

2. English Language and Literature

Course content

The syllabus comprises four sections. In Parts 1 and 2, a wide range of texts are studied to introduce students to the linguistic topics of ‘language in a cultural context,’ as well as ‘language and mass communication.’ In Parts 3 and 4, students study literary texts of different genres and from different regions, periods and contexts. HL students study six literary texts while SL students study four. Work encompasses a variety of oral, written, creative and analytical activities, designed to encourage students to respond in different ways to the widest range of texts such as images with or without text, literary and non-literary texts, films and their scripts, oral texts and electronic texts. Students respond to essential questions like the following:

• What is the relationship between language, identity and culture?
• How do different consumers of text interpret text identity?
• How are issues of gender inequality expressed/presented in our language?
• Does mass communication eliminate the individual?
• Can we have a world without mass communication?
• Do we have to be told what to think in order to think it?
• Which social groups are marginalised, excluded or silenced in literature?
• How are our identities limited by our language?

**Assessment**

**External assessment**

**SL (3 hours) – 70%**

- **paper 1:** textual analysis (1 hour 30 minutes) – 25%
  The paper consists of two unseen texts. Students write an analysis of one of these texts (20 marks)
- **paper 2:** essay (1 hour 30 minutes) – 25%
  In response to one of six questions students write an essay based on both the literary texts studied in Part 3. The questions are the same at HL but the assessment criteria are different (25 marks)
- **written task – 20%**
  Students produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment (20 marks). This task must be 800–1,000 words in length plus a rationale of 200–300 words

**HL (3 hours) – 70%**

- **paper 1:** comparative textual analysis (2 hours) – 25%
  The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts (20 marks)
- **paper 2:** essay (2 hours) – 25%
  In response to one of six questions students write an essay based on at least two of the literary texts studied in Part 3. The questions are the same at SL but the assessment criteria are different (25 marks)
- **written task – 20%**
  Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment (20 marks for each task). One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. This task must be 800–1,000 words in length plus a rationale of 200–300 words

**Internal Assessment SL and HL – 30%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course, and comprises two averaged components worth 30% of the course.

- **individual oral commentary – 15%**
  Students comment on an extract from a literary text studied in Part 4 of the course (30 marks). Students are given two guiding questions
- **further oral activity – 15%**
  Students complete at least two further oral activities, one based on Part 1 and one based on Part 2 of the course. The mark of one further oral activity is submitted for final assessment (30 marks)

**Other Language A courses**

There is one Group 1 course offered at UWCSEA East in languages other than English: Literature. Within this course, two tracks are offered: taught and ‘self-taught’ courses.

**1. Taught courses: Chinese, Hindi, Japanese, Korean, Spanish, French (SL only)**

Tuition is provided by a UWCSEA teacher, usually for 2 lessons (SL) or 3 lessons (HL) per week. Students study 13 literary works at HL and 10 at SL. They read a range of texts in different genres and from different regions and periods, chosen from a prescribed list by the class teacher. Work encompasses a variety of oral, written, creative and analytical activities, designed to encourage students to respond to literary texts in different ways and to fully appreciate the value of literature in the way it can make imaginative sense of the world.

*Please note: French A is offered at Standard Level only.*

**Assessment**

**External assessment**

**SL (3 hours) – 70%**

- **paper 1:** guided literary analysis (1 hour 30 minutes) – 20%
  The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions (20 marks).
- **paper 2:** essay (1 hour 30 minutes) – 25%
  The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in Part 3 (25 marks).

**HL (4 hours) – 70%**

- **paper 1:** literary commentary (2 hours) – 20%
  The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary (20 marks).
- **paper 2:** essay (2 hours) – 25%
  The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied on their chosen genre in Part 3 (25 marks).

**SL and HL written assignment – 25%**

Students submit a reflective statement and literary essay on one translated work studied in Part 1 (25 marks). The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.

**Internal assessment SL and HL – 30%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course, and comprises two averaged components worth 30% of the course.

- **Individual oral commentary (10 minutes) – 15%**
  SL: Formal oral commentary and response subsequent questions (10 minutes total) on an extract from a work studied in Part 2 (30 marks).
  HL: Formal oral commentary on poetry studied in Part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other Part 2 works (10 minutes) (30 marks).
- **Individual oral presentation SL and HL (10–15 minutes) – 15%**
  The presentation is based on one work from the range of genres studied in Part 4. It is internally assessed and externally moderated through the Part 2 internal assessment task (30 marks).
2. School Supported Self-Taught Language A Literature

To be eligible for the Bilingual Diploma, students may take a Language A Literature course other than English as a school supported subject, even if no teacher of the language is available or the number of students is too small to warrant a separate class. This option is referred to as the ‘self-taught’ option by the IB.

Please note: School Supported Language A courses are offered at Standard Level only.

Languages available

In past years, UWCSEA students have studied the following Literature courses: Afrikaans, Albanian, Amharic, Burmese, Czech, Croatian, Danish, Dhivehi, Dutch, Gujarati, Hebrew, Hungarian, Indonesian, Italian, Malay, Mongolian, Norwegian, Oromo, Filipino, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhalese, Swahili, Shona, Swedish, Tamil, Telugu, Thai, Turkish, Vietnamese, Urdu, Khmer and Zulu.

Other languages are available upon request. However, students should be aware that the IB reserves the right to decide, on an annual basis, if some languages are available in Diploma Programme exams. Moreover, UWCSEA East requires parents to hire a qualified tutor of the language concerned. If a tutor cannot be identified, then the course will not be authorised by the school.

Prerequisites

As other Language A courses, this course is intended for students who are literate in the concerned language and have been schooled in this language before entering the course. It aims at developing analytical skills and focuses on the study of 10 literary works, only two of which are read in translation. Students of School Supported Literature will be assessed against the same criteria as students who study a ‘taught’ Literature course. It is therefore critical that students realise that the main focus of the course is to develop academic skills in their Language A through the study of Literature, not to acquire language skills. Students willing to enter the course will be tested by the Admissions department. The test will consist in writing an essay for an hour. The students will also need to fill in a questionnaire about their background, motivation and previous learning experience in the language they would like to study.

Course content

Students attend classes with a School Supported Languages teacher twice a week. They read and analyse two works in translation in English as well as in their Language A, if available. In addition, the teacher discusses progress with students and addresses any practical difficulties arising from the course, such as finding suitable resources, developing a course of study and collaborating with a Language A tutor.

With the assistance of the teacher and a language tutor, students choose eight texts for study in the appropriate language from the relevant list of authors provided by the IB. The eight texts must have been originally written in the relevant language.

The teacher sets students’ reading targets and teaches them how to approach literary analysis and to communicate their knowledge, so that students can develop commentary, essay writing and oral presentation skills in their Language A. Following the guidelines given by the teacher, students also prepare for their final oral examinations in their Language A. Throughout the course, the students are given regular assignments and practice exams in their Language A in order to prepare for the final examinations.

Language specific support

The College requires parents to hire a qualified Literature tutor so that the students can benefit from specialist feedback in the areas of language skills, academic writing and cultural content. Tutors also play a vital role in providing accurate feedback about students’ abilities in the subject. For National Committee or UWCSEA scholarship students, tutoring costs are covered by the school. For other students, literature sessions are privately funded by parents, and the school does not interfere in financial arrangements between parents and tutors. However, the school will provide teaching material in all languages covered.

The school recommends 80 minutes of tutoring per week, depending on the ability level of the student. If the student has not had any Language A tuition for an extended period of time, then more tuition time may be necessary. Students are expected to be literate in the language upon starting the course as the main focus of the course is Literature, not language acquisition. If both the tutor and the student(s) are available during the school day, then the school may provide a classroom for them to meet in person or online (e.g., via Skype). Students and tutors may use one of the two slots timetabled with the teacher in order to work on the Language A skills expected in the course. If the tutor is not available during the school day, then parents and students need to be aware that Language A tutorials will take place after school or at weekends.

Collaboration with tutors

The School Supported Languages Head of Department may be able to recommend an experienced tutor to parents. However, parents are ultimately responsible for identifying a suitable Literature tutor. After parents have identified a tutor, the School Supported Languages Head of Department will contact him/her. If the Head of Department vets the tutor recommended by parents (on the basis of his/her qualifications and teaching experience), then the tutor will start working with the student under the guidance of the Head of Department. The Head of Department will provide the tutor with course documentation, deadlines, resources and advice. The tutor will provide the self-taught teacher with information regarding the student’s effort, progress and performance. The self-taught teacher will report the tutor’s comments to parents, and parents may also be directly in touch with the tutor regarding student’s performance, progress and effort.

Skills developed

Students develop the skills of literature analysis (commentary, essays and oral presentations) and are consequently able to express complex ideas in both their (other) Language A and in English, which has very valuable intellectual benefits. Students also gain knowledge and insight into their community of origin, which supports their personal development and a possible (re)integration in a country where the Language A is used. Through the guided self-study of literary works in their own language, students also demonstrate an ability to work independently and to take responsibility for their studies, which is a quality sought by universities. Students and parents need to be aware that self-taught students also need to demonstrate a proactive and responsible attitude in communicating with their tutors.

Assessment

The written examinations are the same as in the ‘taught’ option, and most examiners are not aware that the students are enrolled on a ‘self-taught’ basis. However, the oral examination differs from the ‘taught’ option. The IB sets oral exams for each individual student based on prescribed guiding questions, whereas in a ‘taught’ Language A course, the questions are set by the class teacher. In the ‘self-taught’ option, an invigilator records the student’s responses and these are assessed externally by the relevant IB examiner for the Language A concerned.

Bilingual Diploma

UWCSEA students will be awarded an IB bilingual diploma if they successfully complete a Language A course in any language other than English, as well as an English A course. Please note that this can be either a ‘Literature’ or “Language and Literature” English course.
Group 2—Language Acquisition

Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin:

- Language B HL
- Language B SL
- Language ab initio SL

Language profiles are complex, and we recognise that individuals can have very different listening, spoken and written proficiencies. Many factors, therefore, determine the appropriate Group 2 course for a student: the student’s best language, the language(s) spoken at home and at previous schools, and any previous knowledge of the language of study. The most important consideration is that the Group 2 course should be a challenging educational experience for the student. Students should follow the course that is best suited to their present and future needs and that will provide them with an appropriate academic challenge. The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate course (IBDP Language B Subject Guide, 2013).

All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them.

Language B

Language B courses intend to provide students with a high degree of proficiency in their chosen language and to further develop their understanding of different cultures and ways of life of the languages studied.

Course content

Options: Chinese, English (HL only), French, Spanish

The course is designed for students with previous experiences of learning a foreign language (usually 5 years), and is suitable for those who have displayed both ability and interest in their previous foreign language classes. The syllabi for both HL and SL are similar in content, although HL is a more intensive course and the proficiency level achieved is higher. HL courses also offer students the possibility to explore some literary texts.

The objective of the Language B course is for students to communicate clearly and effectively in different styles and contexts while studying the cultures associated with the language. Students gain a better understanding and use of grammatical structures and vocabulary through studying a variety of topics. These topics all offer a cultural perspective and enable students to take part in discussions on a wide variety of issues. Examples of topics include communication and media, global issues and social relationships. Students are encouraged to reflect upon their own perspectives, those of the school and those of the target language culture.

Skills developed

Students further develop the four main skills of listening, reading, writing and speaking through studying a variety of topic areas and carrying out a range of individual and group work activities. Examples include:

- **listening**: news bulletins, interviews, films, internet
- **speaking**: presentations, debates, discussions, role plays
- **reading**: news articles, letters, interviews, internet
- **writing**: letters to newspapers, film reviews, diary entries, essays (HL only)

Assessment

**SL**

- **External assessment – 70%**
  - **paper 1**: receptive skills (1 hour 30 minutes) – 25%
  - **paper 2**: written productive skills (1 hour 30 minutes) – 25%

- **Internal assessment – 30%**
  - **individual oral** (8–10 minutes) – 20%
  - **interactive oral activity** – 10%

**HL**

- **External assessment – 70%**
  - **paper 1**: receptive skills (1 hour 30 minutes) – 25%
  - **paper 2**: two compulsory writing exercises
    - **section A**: one task of 250–400 words, based on the options, to be selected from a choice of five
    - **section B**: response of 150–250 words to a stimulus text, based on the core
  - **written assignment**: receptive and written productive skills – 20%

- **Internal assessment – 30%**
  - **individual oral** (8–10 minutes) – 20%
  - **interactive oral activity** – 10%

**Language ab initio (SL only)**

The ab initio courses offer students the chance to take up a new language at IB level and to reach a reasonable level of communication in only two years. This is a good course for students who are interested in learning how to communicate effectively in everyday situations and for students who have little or no previous experience of learning a foreign language.

The language ab initio course is designed for students with little or no prior experience of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course should be a challenging educational experience for the student (IB Language ab initio Guide, 2015).
Course content

Options: Mandarin, French, Spanish

The emphasis is on practical utility and communication. Over the two years, students will acquire the vocabulary and grammatical structures they need to use in everyday social interaction and situations. The course aims to develop a variety of linguistic skills and basic awareness of culture.

Students study three themes:
- individual and society
- leisure and work
- urban and rural environment

Skills developed

The ab initio course aims to develop the following skills:
- listening: understanding straightforward conversations and the overall idea of a presentation
- reading: understanding straightforward information and skimming to extract key points and ideas in texts.
- writing: conveying information clearly, organising ideas, giving details and opinions and using language appropriate to purpose and audience
- speaking: participating in spontaneous conversations, giving information and opinions clearly in brief structured presentations

Assessment

External assessment – 75%
- paper 1: receptive skills (1 hour 30 minutes) – 30%
  understanding of four written texts (40 marks); text-handling exercises
- paper 2: productive skills (1 hour) – 25%
  two compulsory writing exercises (25 marks)
  - section A: one question to be answered from a choice of two (7 marks)
  - section B: one question to be answered from a choice of three (18 marks)
- written assignment: receptive and productive skills – 20%
  a piece of writing, 200–350 words, in the target language (20 marks)

Internal assessment (10 minutes): Interactive skills – 25%
- individual oral (25 marks)
  Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course
  - part 1: presentation of a visual stimulus (from a choice of two) by the student
  - part 2: follow-up questions on the visual stimulus
  - part 3: general conversation including at least two questions on the written assignment

Group 3—Individuals and Societies

All Group 3 IBDP courses may be taken without prior knowledge or study of the subject.

Economics

Economics is essentially concerned with the concept of scarcity and the issue of resource allocation. The study of Economics helps us to understand many real world issues, such as international trade and economic development. Throughout the course students will gain an understanding of the trade-offs between equity and efficiency while also studying the role of private firms, households and government in today’s mixed economies. In addition to learning about economic theory and concepts, students will also develop the skills needed to evaluate the ability of economic models to explain the complexities of economies, and evaluate the outcome of decisions made by firms, households and the government.

Course content

- introduction to Economics
- microeconomics: how markets work, theory of the firm (HL only), market structures (HL only), and market failure
- macroeconomics: economic growth, unemployment, inflation and distribution of income, macroeconomic policies used to manage the economy
- international economics: reasons for trade, protectionism, economic integration, exchange rates and the balance of payments
- development economics: sources, consequences, barriers to economic development and strategies that facilitate economic growth and/or development

Skills developed

The course will:
- provide students with a core knowledge of economics
- encourage students to think critically
- promote an awareness and understanding of internationalism
- encourage students’ development as independent learners
- enable students to recognise their own tendencies for bias

Assessment

SL

External assessment (3 hours) – 80%
- paper 1 (1 hour 30 minutes) – 40%
  an extended response paper (50 marks)
  - section A: microeconomics
    students answer one question from a choice of two (25 marks)
  - section B: macroeconomics
    students answer one question from a choice of two (25 marks)
- paper 2 (1 hour 30 minutes) – 40%
  a data response paper (40 marks)
  - section A: international economics
    students answer one question from a choice of two (20 marks)
  - section B: development economics
    students answer one question from a choice of two (20 marks)

Internal assessment (20 teaching hours) – 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries based on current news events and drawn from topics from different sections of the syllabus.
HL

External assessment (3 hours) – 80%
- paper 1 (1 hour 30 minutes) – 30%
  - an extended response paper (50 marks)
    - section A: microeconomics
      - students answer one question from a choice of two (25 marks)
    - section B: macroeconomics
      - students answer one question from a choice of two (25 marks)
- paper 2 (1 hour 30 minutes) – 30%
  - a data response paper (40 marks)
    - section A: international economics
      - students answer one question from a choice of two (20 marks)
    - section B: development economics
      - students answer one question from a choice of two (20 marks)
- paper 3 (1 hour) – 20%
  - HL extension paper (50 marks)
    - assesses the HL extension material within the units of work on microeconomics, macroeconomics, international economics, and development economics.
    - students answer two questions from a choice of three (25 marks per question)

Internal assessment (20 teaching hours) – 20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Students produce a portfolio of three commentaries based on current news events and drawn from topics from different sections of the syllabus.

Geography

Solving the major issues of the world requires creative problem solvers and people who are able to approach issues from different perspectives. Geography is a broad, practical and dynamic subject that is grounded in the real world and deals with some of the major concerns of our time, so students will be studying key contemporary issues like poverty, climate change and globalisation, and geopolitical issues like conflicts over resources and the loss of biodiversity. Geographers focus on the interactions between individuals, societies and the physical environment in both time and space, so students will explore these ideas by looking at the challenges facing communities who live for example in extreme environments, and in zones of conflict, such as the coastal margins.

Geography is about identifying trends and patterns in these interactions and examining the processes behind them. We also investigate the way people adapt and respond to change and evaluate management strategies associated with change. Central to this is a consideration of different perspectives, economic circumstances and cultural diversity. Thus Geography is an ideal subject for the development of UWCSEA values.

Course content

SL and HL courses share the core syllabus.

Part 1: core theme—patterns and change (SL/HL)
- populations in transition
- disparities in wealth and development
- patterns in environmental quality and sustainability
- patterns in resource consumption

Part 2: optional themes
(SL—two optional themes/HL—three optional themes)
- oceans and their coastal margins
- extreme environments
- hazards and disaster—risk assessment and response (HL only)

Part 3: HL only extension—global interactions
- measuring global interactions
- changing space—the shrinking world
- economic interactions and flows
- environmental change
- socio-cultural exchanges
- political outcomes
- global interactions at the local level

Fieldwork (SL/HL)—All students are required to complete one written report based on the analysis of data collected during fieldwork. In May, all HL and SL Geography students have the opportunity to participate in a six-day residential trip to carry out fieldwork. In 2015 this trip was to Western Australia and cost SGD1,950. The destination for 2016 will either be to Australia again, or to another suitable destination in the area. For students who do not wish to participate in the Australia trip there will be a day dedicated to fieldwork within Singapore instead.

Skills developed
- locate and differentiate elements of the Earth’s surface
- interpret and analyse landscapes, diagrams, maps, graphs and geopolitical cartoons
- process and analyse data using quantitative techniques
- undertake geographical investigations and research
- communicate ideas orally and in writing (including essays, reports and investigations)
- decision-making, problem-solving and debating skills
- team work, organisation

Assessment

SL

External assessment (2 hours 50 minutes) – 75%
- paper 1 (1 hour 30 minutes) – 40%
  - syllabus content: core theme
    - section A: students answer all short-answer questions; some include data (45 marks)
    - section B: students answer one extended response question (15 marks)
- paper 2 (1 hour 20 minutes) – 35%
  - syllabus content: two optional themes
    - students answer two structured questions based on stimulus material, each selected from a different optional theme. For each theme there is a choice of two questions (20 marks per question)

Internal assessment (20 hours) – 25%
This component is internally assessed by the teacher and externally moderated by the IB
- syllabus content: any topic from the syllabus
- written report based on fieldwork—maximum 2,500 words (30 marks)
There is no image provided. Please upload the image of the document you need assistance with.
Psychology

Psychology is the systematic study of behaviour and mental processes. It has its roots in both the natural and social sciences, leading to a variety of research designs and applications, providing a unique approach to understanding modern society. Psychology examines how the interaction of biological, cognitive and sociocultural influences affects human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding and appreciation of the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in psychology.

Psychology takes an holistic approach that fosters intercultural understanding and respect. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

Course content

SL and HL courses share the core syllabus. HL students study to a greater breadth.

Part 1: core (SL/HL)
- the biological level of analysis
- the cognitive level of analysis
- the sociocultural level of analysis

Part 2: options (SL—one option / HL—two options)
- abnormal psychology
- psychology of human relationships

Part 3: qualitative research methodology (HL only)
- qualitative research in psychology

Part 4: simple experimental study (SL/HL)
- introduction to experimental research methodology

Skills developed
- to understand biological, social and cultural influences on human behaviour
- to interpret psychological research and apply the resulting knowledge for the benefit of human beings
- to be aware of how applications of psychology in everyday life are derived from psychological theories
- to understand diverse methods of psychological inquiry

Assessment

SL

External assessment (3 hours) – 75%
- paper 1 (2 hours) – 50%
  - section A: three compulsory questions on part 1 of the syllabus
  - section B: three questions on part 1 of the syllabus—students choose one question to answer in essay form (46 marks)
- paper 2 (1 hour) – 25%
  - fifteen questions on part 2 of the syllabus—students choose one question to answer in essay form (22 marks)

Internal assessment – 25%
A report of a simple experimental study conducted by the student (20 marks).

HL

External assessment (4 hours) – 80%
- paper 1 (2 hours) – 35%
  - section A: three compulsory questions on part 1 of the syllabus
  - section B: three questions on part 1 of the syllabus—students choose one question to answer in essay form (46 marks)
- paper 2 (1 hour) – 25%
  - fifteen questions on Part 2 of the syllabus—students choose two questions to answer in essay form (44 marks)
- paper 3 (1 hour) – 20%
  - three compulsory questions based on an unseen text, covering part 3 of the syllabus (30 marks)

Internal assessment – 20%
A report of a simple experimental study conducted by the student (28 marks).

Environmental Systems and Societies (SL only)

Please note that Environmental Systems and Societies (ESS) can count as both a Group 3 and Group 4 subject.

This exciting SL course provides students a balanced perspective on the wide range of interrelationships between the environment and different societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they may very well come to face. The course encourages students to evaluate the scientific, ethical and socio-political aspects of environmental issues.

ESS takes a look at the environment from a systems viewpoint and attempts to understand its dynamic yet self-controlled nature. It leads to an understanding of humans as an integral part of the global environment and addresses issues such as population growth, resource usage, pollution management, conservation and sustainability.

The course is suitable for those with an environmental interest but does require scientific skills, hence it is not to be taken as an ‘easy’ science option. A cross-curricular subject, it draws from the sciences, Geography, Economics, Politics and Sociology and encourages students to look at the ‘big picture.’ This course complements Geography, Economics, Biology and English.

The subject is a trans-disciplinary Group 3 (Individuals and Societies) and Group 4 (Sciences) subject; students taking this course satisfy the requirements for both groups, allowing for more versatility in the IB Diploma Program (IBDP) package.

Course content

- systems and models
- the ecosystem
- human population, carrying capacity and resource use
- conservation and biodiversity
- pollution management
- the issue of global warming
- environmental value systems
Group 3 fieldwork – ESS students have the opportunity to participate in a trans-disciplinary six-day residential trip to Australia to carry out fieldwork with Geography students. The cost of this trip will be about SGD1300. Some ESS students may prefer to spend a full day dedicated to fieldwork within Singapore instead. Fieldwork is an integral part of the course and included in the 30 hours required for the internal assessment.

The Group 4 project – All ESS students are required to participate in a trans-disciplinary collaborative learning experience with Chemistry, Biology, Physics and Design Technology students. Students plan, carry out and evaluate a project as an integral part of the course for a total of 10 hours included in the 30 hours required for the internal assessment.

Skills developed
- planning primary data collection
- conducting laboratory techniques and fieldwork skills
- presenting and analysing primary and secondary data in report form
- oral and visual presentation skills
- secondary research skills
- teamwork and responsibility (personal skills)

Assessment

External assessment: written papers (3 hours) – 80%
- paper 1 (1 hour) – 30%
  - assessment objectives 1-3
  - short answer questions based on stimulus or data (45 marks)
- paper 2 (2 hours) – 50%
  - assessment objectives 1-5
  - section A: case study booklet provided with short-answer questions (25 marks)
  - section B: two structured essay questions (from a choice of four) (20 x 2 marks)

Internal assessment (30 hours) – 20% (42 marks)
- assessment objectives 1-7
- a collection of labs, fieldwork and other practical activities
- the two best marks for each assessment criteria are selected for submission

Group 4—Sciences

The Group 4 project
The Group 4 subjects develop knowledge collaboratively in the real world. Consequently, every Group 4 student is required to participate in the Group 4 project. This is a collaborative learning experience where all Group 4 students will plan, carry out and evaluate a project. An individual contribution to the team effort, the ability to be self-motivated and to show perseverance as well as being able to self reflect on the project’s success are all qualities Group 4 students aim to demonstrate throughout the project.

While the skills and activities of Group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the option topics. The distinction between SL and HL is one of breadth and depth.

Biology

The biologist’s realm is the Earth’s surface and those thin layers above and below in which organisms grow, reproduce and die.

People develop an interest in biology for all sorts of reasons. The workings of the human body are of immediate relevance and many biological matters are topical and receive media coverage. Environmental issues are always in the news, as are medical matters and biotechnology. Biologists are involved in the study of life at all levels, and the application of knowledge in a wide range of contexts.

This course helps students to better understand themselves and their place in the natural world. It allows an in-depth study of a wide range of biological concepts as they apply to biological molecules, cells, organisms, populations and interacting communities. This course is suitable for any students with good science ability plus a genuine interest in the living world.

Course content

SL and HL courses share the core syllabus. Core syllabus component covers the following topics:
- cell biology
- molecular biology
- genetics
- ecology
- evolution and biodiversity
- human physiology

Additional topics (HL students only):
- nucleic acids
- metabolism, cell respiration and photosynthesis
- plant biology
- genetics and evolution
- animal physiology

Options

SL and HL students will study one option to be chosen by the teacher from the following topics:
- neurobiology and behaviour
- biotechnology and bioinformatics
- ecology and conservation
- human physiology
Skills developed

- practical skills (experimental design, data collection and processing, concluding and evaluating)
- data analysis
- internationalism and Theory of Knowledge aspects of Biology
- presentation skills
- appreciation of the nature of science in every topic

Assessment

SL

External assessment (3 hours) – 80%
- paper 1 (45 minutes) – 20%
  30 multiple-choice questions on the core
- paper 2 (1 hour 15 minutes) – 40%
  - section A: candidates answer all questions, 2 to 3 short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material
  - section B: short-answer and extended-response questions from one option
- paper 3 (1 hour) – 20%
  - section A: candidates answer all questions, 2 to 3 short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material
  - section B: short-answer and extended-response questions from one option

HL

External assessment (4 hours 30 minutes) – 80%
- paper 1 (1 hour) – 20%
  40 multiple-choice questions (approximately 15 common to SL)
- paper 2 (2 hour 15 minutes) – 36%
  - section A: one data-based question and several short answer questions on the core (all compulsory) – 18%
  - section B: two extended-response questions on the core and the AHL (from a choice of four) – 18%
- paper 3 (1 hour 15 minutes) – 24%
  - section A: one unseen data-based question and several short-answer questions or one unseen data-based question and one longer question on experimental work
  - section B: short-answer and extended-response questions from one option

Internal assessment HL and SL – 20%
- Individual investigation of 10 hours in duration

Time allocation for practical work

The internal assessment component comprises experimental work and fieldwork done during the course and the biology field trip.

Students at SL are required to spend a total of 40 hours, and students at HL 60 hours, on practical activities (excluding time spent writing up work). These times include 10 hours for the Group 4 project and 10 hours for the internal assessment investigation.

Field courses

All SL and HL Biology students have the opportunity to participate in a four-day residential trip to Tioman Island, Malaysia to carry out internally assessed ecological fieldwork. The cost of this trip will be approximately SGD800 per student.
and students are trained to be disciplined scientists with respect to their recording, presentation and analysis of data. They are also encouraged to develop the ability to question the validity and reliability of data and appreciate the value of scientific method and reasoning. The Nature of Science (NoS) is an overarching theme in the chemistry course.

**Assessment**

**SL**

**External assessment (3 hours) – 80%**
- **paper 1** (45 minutes) – 20%
  - 30 multiple-choice questions on the core
- **paper 2** (1 hour 15 minutes) – 40%
  - short-answer and extended-response questions on core material
- **paper 3** (1 hour) – 20%
  - this paper will have questions on core and SL option material.
  - **section A:** one data-based question and several short-answer questions on experimental work
  - **section B:** short-answer and extended-response questions from one option

**HL**

**External assessment (4 hours 30 minutes) – 80%**
- **paper 1** (1 hour) – 20%
  - 40 multiple-choice questions (approx 15 common to SL)
- **paper 2** (2 hour 15 minutes) – 36%
  - short-answer and extended-response questions on the core and AHL material
- **paper 3** (1 hour 15 minutes) – 24%
  - this paper will have questions on core, AHL and option material.
  - **section A:** one data-based question and several short-answer questions on experimental work
  - **section B:** short-answer and extended-response questions from one option

**Internal assessment HL and SL – 20%**
- Individual investigation of 10 hours in duration

**Time allocation for practical work**

Students at SL are required to spend a total of 40 hours, and students at HL 60 hours, on practical activities (excluding time spent writing up work). These times include 10 hours for the Group 4 project and 10 hours for the internal assessment investigation.

**Physics**

Physicists explore the universe, with investigations ranging from the distant stars to particles smaller than atoms. As well as having to find facts by observation and experiment, they must also try and discover the laws that govern these facts. Theories are then thought up and tested to explain the laws. The reward is a better understanding of our physical world and the impact humans have on it.

Students will have the chance to appreciate some of the most impressive technological endeavours undertaken, and what made them possible; from the industrial revolution to space travel and the large hadron collider. Physics can be used to predict how vehicles will perform, how satellites will orbit, how matter and energy will interact and even attempt to explain how the Universe began. There will also be the opportunity to see how physics can be applied in the fields of medicine, engineering, energy production, meteorology, communications and electronics.

**Course content**

SL and HL courses share the core syllabus. Core syllabus component covers the following topics:
- measurements and uncertainties
- mechanics
- thermal physics
- waves
- electricity and magnetism
- circular motion and gravitation
- atomic, nuclear and particle physics
- energy production

Additional topics (HL students only)
- wave phenomena
- fields
- electromagnetic induction
- quantum and nuclear physics

**Options SL and HL**

Students will study one option to be chosen by the teacher from the following topics:
- relativity
- engineering physics
- imaging
- astrophysics

**Skills developed**

As an experimental science, students learn to make meaning of physical phenomena by creating laws and mathematical relationships from the outcomes of experimental investigations. Starting with the fundamentals in classical physics, the students trace the path of scientific thought through time into modern physics, with the birth of quantum theory, and finally into developments in the world today. Physics enables students to appreciate the validity and reliability of gathered data and experience shifts in conceptual understanding. Ultimately the subject trains students to develop their logical and discriminative faculties and move toward posing quality questions.

**Assessment**

**SL**

**External assessment (3 hours) – 80%**
- **paper 1** (45 minutes) – 20%
  - 30 multiple-choice questions on the core
- **paper 2** (1 hour 15 minutes) – 40%
  - short-answer and extended-response questions on core material
- **paper 3** (1 hour) – 20%
  - this paper will have questions on core and SL option material.
  - **section A:** one data-based question and several short-answer questions on experimental work
  - **section B:** short-answer and extended-response questions from one option

**HL**

**External assessment (4 hours 30 minutes) – 80%**
- **paper 1** (1 hour) – 20%
  - 40 multiple-choice questions (approx 15 common to SL)
- **paper 2** (2 hour 15 minutes) – 36%
  - short-answer and extended-response questions on the core and AHL material
• **paper 3** (1 hour 15 minutes) – 24%
  this paper will have questions on core, AHL and option material.
  - **section A:** one data-based question and several short-answer questions on experimental work
  - **section B:** short-answer and extended-response questions from one option

**Internal assessment HL and SL – 20%**
• individual investigation of 10 hours in duration

**Time allocation for practical work**
Students at SL are required to spend a total of 40 hours, and students at HL 60 hours, on practical activities (excluding time spent writing up work). These times include 10 hours for the Group 4 project and 10 hours for the internal assessment investigation.

---

**Design Technology**

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. This course is aimed at students who are interested in solving problems through investigation, applying knowledge and design principles to develop and manufacture optimum solutions. The design cycle is at the core of the course and students use this process in practical investigative work as well as in the theory.

Design Technology interfaces well between the sciences and the arts, owing its knowledge base to the former and its emphasis on creative flair to the latter. The creative tension between theory and practice is what characterises design technology within the Diploma Programme experimental science. Design Technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework. A high level of commitment and motivation is essential for success in this creative and demanding course.

**Course content**

SL and HL courses share the core syllabus. Core syllabus component covers the following topics:
• human factors and ergonomics
• resource management and sustainable production
• modelling
• raw material to final product
• innovation and design
• classic design

Additional topics (HL students only)
• user-centred design (UCD)
• sustainability
• innovation and markets
• commercial production
• practical work

Over the period of the course, all students (SL and HL) will work on teacher directed activities, a Design Project and Group 4 project.

**Skills developed**
• creative thinking and problem solving
• investigation, analysis, design, realisation and critical evaluation
• communication through the use of IT and graphical techniques
• making skills through working with materials, machinery and tools
• time management, organisation and planning

**Assessment**

**SL**

**External assessment (2 hours 30 minutes) – 60%**
• **paper 1** (1 hour) – 30% (30 marks)
  30 multiple choice questions on the core
• **paper 2** (1 hour 30 minutes) – 30% (50 marks)
  - **section A:** one data-based question and several short answer questions on the core (all compulsory)
  - **section B:** one extended response question on the core
    (from a choice of three)

**HL**

**External assessment (4 hours) – 60%**
• **paper 1** (1 hour) – 20% (30 marks)
  30 multiple choice questions on the core
• **paper 2** (1 hour 30 minutes) – 20% (50 marks)
  - **section A:** one data-based question and several short answer questions on the core (all compulsory)
  - **section B:** one extended response question on the core
    (from a choice of three)
• **paper 3** (1 hour 30 minutes) – 20% (40 marks)
  short-answer and extended response questions on the additional higher level topics (all compulsory)

**Internal assessment, Group 4 and Design Project – 40%**
The internal assessment, Group 4 and Design Project are an integral part of the course and are compulsory for both SL and HL students. All enable students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment is woven into normal classroom teaching with a range of activities conducted through the course.

The internal assessment requirements at SL and at HL are different. The first four assessment criteria (A-D) are common between SL and HL, however HL design projects have additional requirements, which are assessed using two additional criteria (E and F). Below are the assessment criterion for internal assessment.
• **criterion A:** analysis of a design opportunity
• **criterion B:** conceptual design
• **criterion C:** development of a detailed design
• **criterion D:** testing and evaluation
• **criterion E:** commercial production
• **criterion F:** marketing strategies
Group 5—Mathematics
There are four Mathematics courses being offered, designed to meet the needs of students with differing abilities and different requirements for higher education.

It is important for students to choose the course which complements their current mathematical abilities and interests and which also provides the best fit for their overall IBDP choices and academic plans.

Skills developed (all Mathematics courses)
Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. Having followed a DP mathematics HL course, students will be expected to demonstrate the following:

• knowledge and understanding: recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts
• problem-solving: recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems
• communication and interpretation: transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardised notation
• technology: use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems
• reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions
• inquiry approaches: investigate unfamiliar situations, both abstract and real-world, involving organising and analysing information, making conjectures, drawing conclusions and testing their validity

Mathematics (SL)
This course is designed to provide mathematical techniques and methods for those needing mathematical skills in other subject areas such as Physics, Chemistry and Economics. In order to gain success in this course a high level of mathematical ability is required as well as sustained effort and commitment. The course content is a subset of the Mathematics HL course.

Mathematics (HL)
This course is for students who have already demonstrated a high degree of mathematical insight and fluency. It is suitable for those who have performed extremely well at IGCSE, or those that have attained similar success from an equivalent background.

Although modern in approach and content, a solid foundation in Mathematics is a necessary basis; a main proviso is that the student has genuine interest and ability in the subject and is capable of meeting the demands of an extremely large workload.

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Course content
The core syllabus component that will be studied over the two-year course, covers the following topics:

• algebra
• functions and equations
• circular functions and trigonometry
• vectors
• statistics and probability
• calculus

HL Options
One of the following topics will also be studied as part of the HL syllabus:

• statistics and probability
• sets, relations and groups
• calculus
• discrete mathematics

Assessment

SL
External assessment (5 hours) – 80%

• paper 1 (1 hour 30 minutes) – 40% no calculator allowed (90 marks)
  - section A: compulsory short-response questions based on the whole syllabus
  - section B: compulsory extended-response questions based on the whole syllabus

• paper 2 (1 hour 30 minutes) – 40% graphical display calculator required (90 marks)
  - section A: compulsory short-response questions based on the whole syllabus
  - section B: compulsory extended-response questions based on the whole syllabus

Internal assessment – 20%
This component is internally assessed by the teacher and externally moderated by IB at the end of the course.

• Mathematical exploration
  Internal assessment in Mathematics SL is an individual exploration. This is a piece of written work that gives students the opportunity to appreciate a wider range of mathematics, as well as applying mathematical concepts to real life situations. It can take many forms, ranging from creating mathematical models to exploring observed phenomena to more abstract open-ended investigations that consider patterns and the formation of general rules. (20 marks)

HL
External assessment (5 hours) – 80%

• paper 1 (2 hours) – 30% no calculator allowed (120 marks)
  - section A: compulsory short-response questions based on the core syllabus
  - section B: compulsory extended-response questions based on the core syllabus

• paper 2 (2 hours) – 30% graphical display calculator required (120 marks)
  - section A: compulsory short-response questions based on the core syllabus
  - section B: compulsory extended-response questions based on the core syllabus
• paper 3 (1 hour) – 20%
  - graphic display calculator required (60 marks)
  - compulsory extended-response questions based mainly on the syllabus options

Internal assessment – 20%
This component is internally assessed by the teacher and externally moderated by IB at the end of the course.

• Mathematical exploration
  Internal assessment in Mathematics HL is an individual exploration. This is a piece of written work that gives students the opportunity to appreciate a wider range of mathematics, as well as applying mathematical concepts to real life situations. It can take many forms, ranging from creating mathematical models to exploring observed phenomena to more abstract open-ended investigations that consider patterns and the formation of general rules.

Mathematical Studies (SL)
This course is designed for students whose proposed university course does not lie in a field where mathematical skills and techniques will be at the fore, though the modelling and statistical flavour of this course will be beneficial to those students who pursue the social sciences. It is a demanding course in its own right and requires commitment and a sound level of mathematical facility from the student.

This course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

Course content
The following topics will be studied over the two-year course:
• number and algebra
• descriptive statistics
• logic, sets and probability
• statistical applications
• geometry and trigonometry
• mathematical models
• introduction to differential calculus

Assessment
External assessment (3 hours) – 80%
• paper 1 (1 hour 30 minutes) – 40%
  15 compulsory short-response questions based on the whole syllabus (90 marks)
• paper 2 (1 hour 30 minutes) – 40%
  six compulsory extended-response questions based on the whole syllabus (90 marks)

Internal assessment – 20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

• Project
  The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements (20 marks).

Further Mathematics (HL)
This course caters for students with a very strong background in mathematics who have attained a high degree of competence in a range of analytical and technical skills, and who display considerable interest in the subject. Most of these students will expect to study mathematics at university, either as a subject in its own right or as a major component of a related subject. The course is designed specifically to allow students to learn about a variety of branches of mathematics in depth and also to appreciate practical applications. It is expected that students taking this course will also be taking mathematics HL.

Note: Mathematics HL is an ideal course for students expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering or technology. It should not be regarded as necessary for such students to study Further Mathematics HL. Rather, Further Mathematics HL is an optional course for students with a particular aptitude and interest in mathematics, enabling them to study some wider and deeper aspects of mathematics, but is by no means a necessary qualification to study for a degree in mathematics.

Course content
The following topics will be studied over the two-year course:
• linear algebra
• geometry
• statistics and probability
• sets, relations and groups
• calculus
• discrete mathematics

Assessment
External assessment – 100% (5 hours)
• paper 1 (2 hours 30 minutes)
  - graphic display calculator required
  - compulsory short-to medium-response questions based on the whole syllabus
• paper 2 (2 hours 30 minutes)
  - graphic display calculator required
  - compulsory medium-to extended-response questions based on the whole syllabus
Group 6—The Arts

Film

The IBDP Film course allows students to explore film as a powerful communication medium and art form. The course aims to develop students’ skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in filmmaking, the course explores film history, theory and language.

To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from different individuals, nations and cultures.

Throughout, students also learn and exercise the fundamentals of film production.

At the core lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

The course is both academic and practical in nature.

Course content

Part 1: textual analysis

Part 2: film theory and history

Part 3: creative process—techniques and organisation of production

From the very start, these three parts are taught concurrently so that students learn through both academic study and practical, creative filmmaking.

Grade 11 course content

• the concept and origins of film
• understanding of film techniques and processes
• acquisition of film-making skills and implementation into productions

Screenwriting, Directing, Editing, Sound Design, Cinematography

• the production of a range of films based on film history and theory

Specific film eras and textual analysis:

• the silent era
• Soviet cinema and the art of montage
• film as propaganda
• the impact of sound
• Italian neorealism
• European new waves
• Hollywood: the studio system, ‘golden age’ and ‘new Hollywood’
• Japanese Golden Age
• The 70s – Protest, anti-heroes and exploitation
• The 80s – The action, the drama and the action
• The Rise of the 90s Indie
• Contemporary Film
• documentary filmmaking

Grade 12 course content

• genre studies
• auteur theory

Internal and external assessment focus based on independent study:

• oral presentation: detailed textual analysis of an extract from a prescribed film
• independent study: a script for a documentary on a chosen aspect of film history and theory
• film production: one completed film production of 4–5 minutes (SL) or 6–7 minutes (HL). Films at higher level also require a trailer to be produced.

Skills developed

• creative expression
• media literacy, analysis and interpretation
• interpersonal awareness
• organisation and planning
• problem solving
• research
• technical skills
• visual and critical awareness
• working to deadlines
• reflection and evaluation

Assessment

SL and HL

• independent study – 25% documentary script on an aspect of film theory
• oral presentation – 25% detailed textual analysis of film
• film production – 50% one completed film production of 4–5 minutes (SL) or 6–7 minutes (HL) with accompanying production portfolio in a specific role: director, cinematographer, writer, sound or editing

Music

Music at IBDP is both practical and academic. There are many opportunities to create, compose, perform and develop all kinds of practical skills and abilities. There are also academic demands that develop students’ greater sensitivity to and curiosity for the music that surrounds us, by recognising and discussing musical elements found in a diverse range of musical genres. Students also develop an appreciation of the way in which music connects with other areas of knowledge.

Course content

The coursework components, performance and composition are developed continuously through Grades 11 and 12 culminating in the final submission of portfolios in February of the Grade 12 year.

HL only

• solo performance: vocal or instrumental (20 minutes)
• composition: three compositions to be notated and recorded

SL only

Students select one of the following:

• solo performance: vocal or instrumental (15 minutes)
• composition: two compositions to be notated and recorded
• group performance: membership of an ensemble including at least two public performances
Grade 11
• **musical analysis and perception**: study of a diverse range of music including Western art music from the late renaissance to the present day, jazz and world music
• **musical investigation**: 2,000 words on music from two different genres

Grade 12
• **musical analysis and perception**: study of two prescribed works
• **musical analysis and perception**: further study of a diverse range of music

**Skills developed**
• instrumental/vocal skills through performing in a variety of contexts
• creativity through the study of composition
• knowledge and understanding of musical styles and composition
• aural analysis skills through the study of music from diverse cultures and traditions
• an understanding of recording techniques
• ability to use music software and other music technology
• research skills and musical interests through the musical investigation

**Assessment**

**SL**

**External assessment (75 teaching hours) – 50%**
• **listening paper** (2 hours 15 minutes) – 30%
  five musical perception questions (100 marks)
  - **section A**: students answer two questions
    question 1 or question 2 (20 marks)
    question 3 (20 marks)
  - **section B**: students answer three questions
    question 4 or question 5 (20 marks)
    question 6 (20 marks)
    question 7 (20 marks)
• **musical links investigation** – 20%
  a written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)

**Internal assessment (75 teaching hours) – 50%**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Students choose one of the following options:
• **creating** (SLC)
  two pieces of coursework, with recording and written work (30 marks)
• **solo performing** (SLS)
  a recording selected from pieces presented during one or more public performances, 15 minutes (20 marks)
• **group performing** (SLG)
  a recording selected from pieces presented during two or more public performances, 20–30 minutes (20 marks)

**HL**

**External assessment (90 teaching hours) – 50%**
• **listening paper** (3 hours) – 30%
  seven musical perception questions (140 marks)
  - **section A**: students answer two questions
    question 1 or question 2 (20 marks)
    question 3 (20 marks)
  - **section B**: students answer four questions
    question 4 (20 marks)
    question 5 (20 marks)
    question 6 (20 marks)
    question 7 (20 marks)
• **musical links investigation** – 20%
  a written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)

**Internal assessment (150 teaching hours) – 50%**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

• **creating** (75 marks) – 25%
  three pieces of coursework, with recording and written work (30 marks)
• **solo performing** (75 marks) – 25%
  a recording selected from pieces presented during one or more public performances, 15 minutes (20 marks)

**Theatre**

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

The IBDP Theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

**Course content**

Theatre syllabus at SL and HL consists of three equal, interrelated areas:
• presenting theatre
• theatre in context
• theatre processes

Students are required to approach these areas from the perspectives of each of the following specialist theatre roles:
• creator
• designer
• director
• performer
Theatre in context
This area of the syllabus addresses the students’ understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, directing, performing and spectating.

Theatre processes
This area of the syllabus addresses the students’ exploration of the skills, techniques and processes involved in theatre-making. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of others; creators, designers, directors and performers.

Presenting theatre
This area of the syllabus addresses the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience.

Skills developed
During the course students will:
• collaboratively create original theatre
• create theatre based on theatre theory
• perform, direct and design interpretations of play texts
• explore world theatre traditions and performance practices
• experience practically and critically appreciate the theoretical contexts that inform different world theatre practices
• undertake the various processes involved in making theatre from the perspectives of the specialist theatre roles (creator, designer, director and performer)
• observe and reflect on processes used in different theatre traditions and performance practices
• apply their practical theatre skills, either individually or collaboratively, through a range of formats
• present their ideas about theatre and take part in theatre performances
• understand and appreciate how artistic choices can impact on an audience

Assessment (2016)

SL
External assessment – 65%
• director’s notebook – 35%
  students are required to produce a notebook which outlines how a chosen published playscript could be staged for an audience
• research presentation – 30%
  students plan and deliver an individual presentation (maximum 15 minutes) in which they outline and physically demonstrate their research into a convention of a theatre tradition

Internal assessment – 35%
• collaborative theatre project – 25%
  students collaboratively create and present an original piece of theatre (13-15 minutes) for a specified target audience, created from a starting point of their choice; students are assessed individually and submit a process portfolio and a video recording of the performance

HL
External assessment – 75%
• solo theatre piece – 35%
  students are required to create and perform a solo theatre piece (maximum 8 minutes) based on an aspect of theatre theory; they submit a video recording and a report for assessment
• director’s notebook – 20%
  students are required to produce a notebook which outlines how a chosen published playscript could be staged for an audience
• research presentation – 20%
  students plan and deliver an individual presentation (maximum 15 minutes) in which they outline and physically demonstrate their research into a convention of a theatre tradition

Internal assessment – 25%
• collaborative theatre project – 25%
  students collaboratively create and present an original piece of theatre (13-15 minutes) for a specified target audience, created from a starting point of their choice; students are assessed individually and submit a process portfolio and a video recording of the performance

Visual Arts
IBDP Visual Arts embraces a wide variety of expressive approaches. Students learn to investigate deeply and locate themselves within a historical/cultural context and to extend their use of materials and concepts beyond traditional boundaries. Both intellectual and emotional learning are developed through the study of visual arts. While students are introduced to advanced processes and materials, the media they choose to use throughout the two years of the course is at their discretion. Through the investigation and experimental phases students discover the most appropriate media and approach. The course rapidly becomes very personal.

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

Students develop ideas and themes for their studio work and refine their skills in the Visual Art Journal. New art processes and concepts, the use of media, and learning research techniques that yield many possibilities for studio works are the driving force for work in the Visual Art Journal. Gallery visits, drawings, experiments with materials and approaches, and historical and critical analysis are included. Divergent and convergent strategies are employed. In the studio, students develop an exciting and highly personal portfolio of work in preparation for their exam/show. The portfolio of work serves a second purpose for those who choose to attend post-secondary education in the visual arts; it can form the basis of their university admissions portfolio.

Skills developed
• visual literacy and observation skills
• visual research and in-depth investigation
• the ability to experiment with a range of visual solutions for communicating their intentions
• critical analysis of artwork
• to consider the social, historical, geographical and cultural influences on art
The Visual Arts curriculum

There are three overlapping areas within the study of Visual Arts.
1. Visual Arts in context
2. Visual Arts methods
3. Communicating Visual Arts

Breakdown of 3 linking areas
1. Visual Arts in context
   investigation in relation to culture, context and critical thinking in visual arts

2. Visual Arts methods
   • exploring and acquiring skills, techniques and processes involved in making artwork
   • HL work in at least three art-making forms, selected from a minimum of two columns of the table below
   • students can add more art making forms to this table - it's merely a starting point

<table>
<thead>
<tr>
<th>2D forms</th>
<th>3D forms</th>
<th>Lens-based, electronic and screen-based forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing: charcoal, pencil, ink</td>
<td>Sculpture: ceramics, found objects, wood, assemblage</td>
<td>Time-based and sequential art: animation, graphic novel, story board</td>
</tr>
<tr>
<td>Painting: acrylic, oil, watercolour</td>
<td>Designed objects: fashion, architectural, vessels</td>
<td>Lens media: still, moving, montage</td>
</tr>
<tr>
<td>Printmaking: relief, intaglio, planographic, chine collé</td>
<td>Site specific/ephemeral: land art, installation, mural</td>
<td>Digital/screen-based: vector graphics, software generated</td>
</tr>
<tr>
<td>Graphics: illustration and design</td>
<td>Textiles: fibre, weaving, printed fabric</td>
<td></td>
</tr>
</tbody>
</table>

3. Communicating Visual Arts
   students will consider methods of display, chronological or thematic, and explore how meaning is communicated through presentation

Studio work
In studio work the examiner is looking for evidence of:

• experimentation and the development of ideas in artwork leading to successful resolution
• the selection and use of a variety of artistic and cultural strategies, media and styles
• an ongoing process of review, modification and refinement
• inventive approaches to experimentation and exploration using diverse strategies, ideas, techniques and media
• the ability to select and employ materials appropriately leading to coherent use of materials
• the development of a sense of self in relation to other people, places and times
• cultural and historical sources being used appropriately to inform and construct artwork
• knowledge of how to make informed reflective, critical judgments, and use them when evaluating their own studio work (HLA/SLA) or the ability to pose questions and work towards solving their own problems (HLB/SLB)

Visual Arts Journal
In the visual arts journal the examiner is looking for evidence of:

• depth and breadth of ideas in relation to exploration of arts in historical and cultural contexts
• coherent, focused and individual investigative strategies into visual qualities
• the use of diverse strategies for investigating artworks through theory and practice, examining visual qualities, ideas and contexts
• the ability to use vocabulary and language accurately in relation to discussing art and art-making
• clearly communicated ideas presented via text and image in an effective and aesthetic manner
• work presented articulately, thoughtfully, coherently and comprehensively
• a range of primary and secondary sources included in the sample pages and fully referenced
• practical use of varied skills, techniques and processes, using experimental and sustained approaches in order to develop art-making ideas
• the application and use of a variety of skills, techniques and processes when writing, discussing, interpreting and responding to artworks and presenting reasoned opinions
• the practical application of studies of selected topics both in depth and in breadth
• connections between the student’s work and the work of others
• a variety of skills, techniques and processes that demonstrate the relationship between investigation and studio

Assessment

External assessment – 60%

Comparative study – 20%
To complete the task, you are required to present a comparative study of at least three artworks by at least two different artists from different and contrasting cultural contexts. The work should be selected from work you have investigated as a part of your independent coursework, and will be explored further and presented as a series of screen-based slides.
SL
- SL students submit 10–15 screens, which examine and compare at least three artworks, objects or artifacts, at least two of which need to be by different artists.
- The works selected for comparison and analysis should come from differing cultural contexts.
- SL students submit a list of sources used.

HL
- HL students submit 10–15 screens, which examine and compare at least three artworks, objects or artifacts, at least two of which need to be by different artists.
- The works selected for comparison and analysis should come from differing cultural contexts.
- HL students submit 3–5 screens, which analyse the extent to which their work and practices have been influenced by the art and artists examined.
- HL students submit a list of sources used.

Process portfolio – 40%
To complete the task, you are required to present documentation of your experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the development of your body of work over the two-year course. The documentation may include carefully chosen samples, which may be extracted from your visual arts journal and other sketchbooks, notebooks and portfolios, as well as preliminary and developmental artworks that have not been included in the exhibition task. The work is submitted as a series of screen-based slides.

SL
- SL students submit 9–18 screens, which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities
- the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table
- the submitted screens must not include any resolved works submitted for part 3: exhibition internal assessment task

HL
- HL students submit 13–25 screens, which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities
- the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table
- the submitted screens must not include any resolved works submitted for part 3

Internal assessment – 40%
Exhibition – 40%
To complete the task, you are required to present an exhibition of your resolved artworks together with accompanying exhibition text (which states the title, medium, size and a brief outline of the original intentions of each selected artwork) and a curatorial rationale. You will need to document your exhibition electronically.

Exhibition internal assessment task.

SL
- SL students submit a curatorial rationale that does not exceed 400 words.
- SL students submit 4–7 artworks. (You are permitted to submit up to two additional photographs in support of each submitted artwork. These additional supporting photographs or screenshots are intended to enable you to provide an enhanced sense of scale or specific detail to the submitted artwork. These additional photographs are optional.)
- SL students submit exhibition text stating the title, medium and size of the artwork and short (maximum 500 characters) explanation of intent for each selected artwork.
- SL students may submit two photographs of their overall exhibition. They will not be assessed or used to assess the individual artworks.

HL
- HL students submit a curatorial rationale that does not exceed 700 words.
- HL students submit 8–11 artworks. (You are permitted to submit up to two additional photographs in support of each submitted artwork. These additional supporting photographs or screenshots are intended to enable you to provide an enhanced sense of scale or specific detail to the submitted artwork. These additional photographs are optional.)
- HL students submit exhibition text stating the title, medium and size of the artwork and short (maximum 500 characters) explanation of intent for each selected artwork.
- HL students may submit two photographs of their overall exhibition. They will not be assessed or used to assess the individual artworks.
IBDP core requirements

Creativity, Action and Service (CAS)
To be awarded the IB Diploma, students are required to complete a substantial commitment to each of the three CAS components. For an activity to be regarded as a CAS activity there must be an adult leader in charge who will evaluate the student’s performance. Students are encouraged to reflect regularly on their CAS activities, using the College’s online CAS management system. CAS aims to challenge and extend students by developing a spirit of discovery, self-reliance, skills and interests. In most cases CAS activities benefit others or the environment and make a positive contribution to the student’s development, self-awareness and sense of responsibility.

A CAS programme contains a balance of creativity, action and service. Examples of activities involving creativity are working for the yearbook, playing in a band, participating in a drama production, or initiating and planning any other activity. Action activities include sports and adventure expeditions.

All IB Diploma candidates have a CAS advisor who interviews them at least three times during Grade 11 and 12. The reflections on the CAS management system serve as evidence for the eight learning outcomes required by the IBDP for successful completion of CAS. The complete record of student, supervisor and CAS advisor comments constitutes an important reference record for tutors who consult it when writing testimonials and university references. Graduation from UWCSEA and the IB Diploma are withheld if CAS requirements are not fulfilled.

Extended Essay
The purpose of this essay is to develop skills in the methods of critical research. Students choose one of their subjects and select a topic for research. The choice of Extended Essay topic, based on students’ personal interest, often provides direction for further study at university. With the help of a teacher supervisor they will work over several months to produce an essay of a maximum of 4,000 words.

Theory of Knowledge (ToK)
Theory of Knowledge (ToK) provides an opportunity for students to reflect on the nature of knowledge. The course emphasises the connections between areas of knowledge and aids the student to become aware of his or her own perspectives so that they can address fundamental questions about themselves as knowers.

Course content
Theory of Knowledge 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 take. The ToK course looks at the ways in which we acquire knowledge, the problems involved in the IBDP subject areas, as well as in areas such as ethics, politics and religion, and it focuses on other influences on our understanding of the world, such as the media or our different cultural and religious backgrounds.

Skills developed
Students read about and discuss a wide variety of topics. This exposure develops their presentation and writing skills, and enhances an appreciation of alternative points of view, providing a better understanding of complicated problems of knowledge. It aims to teach students how to acknowledge and analyse these problems rather than solve them once and for all.

Assessment
External assessment – 67%
Essay of 1,200–1,600 words

Internal assessment – 33%
Presentation on a topic of the student’s choice

Award of points to ToK and Extended Essay

<table>
<thead>
<tr>
<th>Theory of Knowledge</th>
<th>Excellent A</th>
<th>Good B</th>
<th>Satisfactory C</th>
<th>Mediocre D</th>
<th>Elementary E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>Good B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>F</td>
</tr>
<tr>
<td>Satisfactory C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>Mediocre D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>Elementary E</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>

Up to three core IBDP points are awarded according to the quality of the combined standard of a student’s ToK and Extended Essay. ToK and Extended Essay are each awarded a grade from A to E, and core points are calculated from the matrix above. An award of an ‘E’ in either TOK or Extended Essay is considered a ‘failing condition’ and the diploma is not awarded.
Homework

The purposes of homework are:

1. **Review**: to consolidate, rehearse or practice work done in class. Ideally review homework is set for that night. Examples include:
   - reading
   - keyword lists
   - highlighting keywords in text
   - puzzles, crosswords and exercises
   - summary table/questions
   - memory/mind maps
   - categorising information
   - prioritising information

2. **Independent, creative or research tasks**: to provide students with the opportunity to be more creative, reflective and evaluative. Tasks should be set with at least two nights’ completion time so that students can structure their homework time around their activity/rehearsal schedules. Examples:
   - notes/record of information independently researched
   - learning/memorising vocabulary, facts, script
   - reading and comprehension
   - essay
   - laboratory report
   - art masterpiece
   - creative writing
   - research homework

**Weekly homework allocation guidelines**

All students are expected to devote approximately two hours per subject/per week to their academic studies outside class.

**Coursework/holidays and revision**

Assessed coursework and revision replaces homework rather than being set in addition to it. Homework set during the last week of term for submission after the holiday should not be more than the normal weekly amount.

**Timing and deadlines**

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

Teachers are sensitive to the demands on the students in the whole college environment and are receptive to student negotiation in advance of a deadline with regard to amount of homework set and the deadline for completion. Students involved in performances, concerts etc, can negotiate sensible extensions, and must do so before they miss a deadline.

**Marking and assessment of homework**

All significant homework tasks should receive feedback in order to motivate and guide students. Students are made aware of the assessment criteria to be applied to the assignment, and assessed work with feedback is returned in a reasonable time to have allowed assessment of the work of the whole class.

---

Reporting to Parents

The IB Diploma and Certificates programmes are two-year courses culminating in external examinations. Students receive five formal reports and four 3-way conferences over the course the two year program.

Reports are broken into two components: holistic attainment levels and effort indicators. The holistic attainment levels are reflective of progress made by the students while the effort indicators reflect the level of student engagement.

**Holistic attainment levels**

1. No measurable attainment; urgent action is needed
2. Low attainment, performance is a serious cause for concern
3. Attainment needs to improve
4. Satisfactory attainment
5. Good attainment
6. Very good attainment
7. Excellent attainment

**Effort indicators**

- Maximum effort: exceptional
- Very good effort: above expected
- Good effort: expected
- Inconsistent effort: inconsistent or below expected, improvement is needed
- Poor effort: serious cause for concern

RJ: The student has only recently joined this class and it is too early to give an assessment
Academic structure (for 2015/2016)

High School Principal
Nick Alchin nal@uwcsea.edu.sg

Vice Principal (Grades 11–12)
Cameron Hunter chu@uwcsea.edu.sg

IBDP Coordinator
Guy Roberts gro@uwcsea.edu.sg

Head of Grade 11
Rebecca Kenny rek@uwcsea.edu.sg

IBDP subject groups – who to contact for information

1 and 2: Languages
- English Kate Levy kal@uwcsea.edu.sg
- ESOL Sean Lacey sel@uwcsea.edu.sg
- Chinese Joanne Li jyu@uwcsea.edu.sg
- French Alex Prodhomme apr@uwcsea.edu.sg
- Spanish Oscar Gallego oga@uwcsea.edu.sg

School Supported Languages
- Laurie Kraaijeveld lkr@uwcsea.edu.sg

3: Individuals and Societies
- Economics Jackie Price jpr@uwcsea.edu.sg
- Geography Ellie Alchin eal@uwcsea.edu.sg
- History Alex McGregor alm@uwcsea.edu.sg
- Psychology Viki Cole vco@uwcsea.edu.sg
- Environmental Systems and Society

4: Sciences
- Biology George Psillides gps@uwcsea.edu.sg
- Chemistry Diego Madurga Diez dmd@uwcsea.edu.sg
- Physics Andrew Ware awa@uwcsea.edu.sg
- Design Technology John Zobrist jzo@uwcsea.edu.sg
- Environmental Systems and Society

5: Mathematics
- Mathematics Ken Stirrat kes@uwcsea.edu.sg

6: The Arts
- Music Mark Bradshaw mab@uwcsea.edu.sg
- Theatre Bronwyn Bye bby@uwcsea.edu.sg
- Visual Arts Steve Hickey shi@uwcsea.edu.sg
- Film Steven Scott ssc@uwcsea.edu.sg

IB Core:
- Creativity, Action, Service (CAS) Matt McLaughlin mmc@uwcsea.edu.sg
- Extended Essays Guy Roberts gro@uwcsea.edu.sg
- Theory of Knowledge (ToK) Martin Samuelsson mas@uwcsea.edu.sg

Contact information for staff can be found in the Staff Directory on the College website.