

GRADE 11 AND 12  
Academic Learning Programme  
2018/2019

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## 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

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: all subjects listed are offered subject to sufficient demand.**

### Group 1—Studies in Language and Literature

Language A (first language)

- Literature courses are offered in Chinese, English, French, Hindi, Japanese, Korean, Spanish, Russian, 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 (HL only), Chinese, French and Spanish
- Ab initio courses (SL only) are offered in French, Mandarin and Spanish

### Group 3—Individuals and Societies

Business Management, Economics, Geography, Global Politics, History, Psychology, Environmental Systems and Societies\* (SL only)

### Group 4—Sciences

Biology, Chemistry, Physics, Design Technology, Computer Science, Environmental Systems and Societies\* (SL only)

*\*Students selecting Environmental Systems and Societies (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 only)

### Group 6—The Arts

Dance, Film, Music, Theatre, Visual Arts, or an additional 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, Activity, 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 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 approaches to learning 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 subject options in Term 2 of Grade 10. As transition from Grade 10 to Grade 11 is not subject to any academic gatekeeping these options will simply be accommodated in the vast majority of cases. 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. While we will work with families to accommodate aspirations, we do not guarantee all subject options and combinations will be open to all students. Parents should also 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 current students have satisfactorily completed their Service, Activities and Outdoor education requirements to be eligible to enter Grade 11.

When planning an IBDP package, students should bear 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

Recognition of the IB Diploma Programme is outlined on the IB's website: <http://www.ibo.org/en/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities>

We urge all students to check university IBDP recognition policies for individual countries by contacting the IB Regional Office you are directed to on the IB site and reviewing the country specific requirements available here: <http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements>

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

## Subject guidance

Remember that the individual subject guidance from teachers is the best recommendation for course selection in each subject. This subject guidance should form the basis of deciding what IBDP subjects to select.

## FIB students

FIB students considering Science, Computer Science, or Engineering courses in either the UK or Canada need to be aware that some courses may require a background in two sciences at GCSE level. FIB Coordinated Science is unlikely to satisfy this requirement and you may therefore need to take the two required sciences at IBDP level.

## IB Diploma Courses candidates

Students who take IB Diploma Courses instead of the full IB Diploma Programme will graduate with a UWCSEA High School Diploma that is accredited by the Western Association of Schools and Colleges (WASC). These students may apply to universities as a US High School Diploma holder and are, in many cases, eligible for direct entry to Australian, Canadian, Dutch, Korean, UK, and US universities. Students will, however, usually need to meet minimum grade and testing requirements (usually a specific score on the American SAT or ACT test). Additionally, some universities may require that students first complete a foundation programme before being granted direct entry to certain courses. Students are urged to consult with a University Advisor before finalising their decisions.

## Frequently asked questions

### 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 specialised 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 IBDP 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.** There are a vast number of university courses which have no specific IBDP subject prerequisites.

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** (<https://sites.google.com/a/gapps.uwcsea.edu.sg/uac-east>).

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

No, you don't need to decide what you want to do at university now and it is very normal not to be sure. However this is an opportunity to start thinking about the future and considering where your academic strengths and interests lie.

The University Advising microsite has resources to help you explore career interests and aptitudes. Go to: <https://sites.google.com/a/gapps.uwcsea.edu.sg/uac-east>

**Are HL and SL IBDP subjects considered equally important by universities?**

How you do overall in your IBDP is as important as how well you do in each subject.

Some universities make conditional offers, usually requiring a certain total number of points, as well as specific subjects and grades in HLs.

It's important to be confident about HLs, but you can't afford to neglect SLs.

**What is a vocational or professional subject?**

Something job-related, e.g. Architecture, Business, Engineering, Law, Medicine. If you are thinking about studying any vocational subject, you need to do some research: is this the right career area for you?

It is becoming more and more expected that prior to applying to vocational subjects, students will have gained some relevant practical experience, e.g., volunteering at a hospital or in a relevant service activity, working with an architect in the summer, etc.

**What careers can I pursue with my IBDP subjects?**

The IBDP combines breadth and depth and is intended to give you a broad enough foundation to pursue a wide range of possible options at university.

Many subjects at IBDP, and many university courses, do not lead to a particular career, but rather equip you with the skills needed to succeed at a professional level. Courses such as English, Geography, Chemistry, and Economics all fall into this category; non-vocational degree courses at university can lead to numerous career paths, some that may not even exist at present. Attend the Careers Fair, our Careers in Focus chats, and other information sessions to understand more about what different professions are about, and what you might need to study to get there.

**Do universities prefer some IBDP subjects over others?**

Some highly selective universities prefer IBDP packages with no more than one non-traditional or vocational subject.

US applicants should note that the list of subjects indicated as 'Recommended High School Preparation' in some college websites/guides is intended for US high school applicants and need not be strictly followed by IBDP students.

**Can I take three sciences in my IB package?**

You can only take three sciences with special permission of the IBO through the IB Coordinator and will have to prove that you need that package for university entrance (e.g., to study Medicine in India or the Netherlands). You should be very sure of your university course and country requirements if you intend to apply for permission to take a three-science package. If you change your mind you may be stuck with a very demanding package.

**More information is available on the UAC website:**

<https://sites.google.com/a/gapps.uwcsea.edu.sg/uac-east/advising-timeline/matrix-of-ib-requirements>

**Matrix of IB prerequisites for university**

This matrix contains general guidelines that are a starting point but requirements for specific programmes can change. There is a wide variety of subjects not listed here that can be studied at university level, many of which have no specific IBDP prerequisites. However, some programmes do have IBDP prerequisites in order to apply, and because entry requirements can vary and 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.

	United Kingdom	Australia	Canada	USA	Singapore
<b>Architecture</b> (may require portfolio)	may require HL or SL Mathematics; HL Physics; Visual Arts or DT	may require HL Visual Art	may require HL or SL Mathematics; Chemistry and Physics at SL or HL	recommend HL or SL Mathematics and HL Science and Visual Art or DT for B.ARCH	recommend HL Math and Science; may require SL Mathematics or Chemistry or Physics
<b>Art and Design, Performing Arts</b> (may require portfolio or audition)	usually require relevant IB subject	may require Visual Art for both Art and Design courses	recommend relevant IB subject	recommend relevant IB subject	recommend relevant IB subject
<b>Business/Commerce</b> (IB Business Management not required)	may require HL or SL Mathematics	may require at least SL Mathematics	often require at least SL Mathematics	no specific prerequisites	may require SL Mathematics

	United Kingdom	Australia	Canada	USA	Singapore
<b>Computer Science</b> (IB Computer Science not required)	may require HL Mathematics	may require at least SL Mathematics	usually require at least SL Mathematics; usually require Chemistry and Physics at HL or SL	no specific prerequisites; recommend HL Computer Science and at least SL Mathematics	May require HL Computer Science, Mathematics or Physics
<b>Economics</b>	may require SL or HL Mathematics	may require at least SL Mathematics	often require at least SL Mathematics	no specific prerequisites; IB Economics usually <b>not</b> required	may require SL Mathematics
<b>Engineering</b>	usually require HL Mathematics and HL Physics	may require at least SL Mathematics and Chemistry or Physics at SL or HL	usually require at least SL Mathematics; usually require Chemistry and Physics at SL or HL	recommend HL Mathematics and one or more HL sciences, usually HL Physics;	may require HL Mathematics, HL Chemistry or HL Physics
<b>English literature</b>	recommend English Literature at HL	recommend English Literature at HL	recommend English Literature at HL	no specific IB requirements	no specific IB requirements
<b>Humanities/ Bachelor of Arts</b>	usually require relevant subject at HL if offered in IB (e.g., History, Philosophy)	no specific IB requirements	no specific IB requirements	no specific IB requirements	no specific IB requirements
<b>Social Sciences/ Bachelor of Science</b>	usually require relevant subject at HL if offered in IB (e.g., Geography)	may require SL Mathematics	may require SL Mathematics	no specific IB requirements	no specific IB requirements
<b>Science</b>	may require SL or HL Mathematics and one or more HL science; recommend two sciences	may require SL Mathematics and one HL Science	may require HL or SL Mathematics; usually requires two Sciences	no specific IB requirements	two of: HL Biology, HL Chemistry, HL Physics, HL Mathematics, HL Computer Science
<b>Law</b> (essay-based subject at HL recommended)	recommend English Literature or Language/Literature at HL	no specific IB requirements	<i>not available as undergraduate option</i>	<i>not available as undergraduate option</i>	may require specific grade in SL English
<b>Medicine</b>	require HL Chemistry and one other science, usually at HL; recommend HL Biology and SL Mathematics	may require SL or HL Chemistry and at least SL Mathematics	<i>not available as undergraduate option</i>	<i>not available as undergraduate option</i>	usually require HL Chemistry and HL Biology or HL Physics
<b>Psychology</b> (IB Psychology not required)	may require SL Mathematics; may require one HL Science	may require at least SL Mathematics	BSc may require at least SL Mathematics and two Sciences	no specific prerequisites	may require SL Mathematics

# 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.*

## English Language A—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?

## Course outline

### Grade 11

#### Introduction

- critical literacy
- importance of story
- poetic form

#### Free choice (3 texts)

- story and the human experience
- genre range
- terminology for analysis
- creative directions
- independent oral presentation
- commentary writing

#### Works in Translation (2 texts – SL; 3 texts – HL)

- close readings – range of perspectives and cultures
- cultural and contextual elements
- Independent written response
- reflective and formal essay skills
- commentary writing (HL only)

### Grade 12

#### Detailed study (2 texts; 3 texts – HL)

- detailed knowledge of texts
- specific genre analysis
- oral skills (SL only)
- close study – poetry (HL only)
- discursive skills (HL only)
- commentary writing

#### Literary genre (3 texts – SL; 4 texts – HL)

- selected genre – literary conventions
- comparisons – chosen works
- human truths and story
- formal essay skills
- commentary writing

## Assessment

### External assessment – 70%

#### 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)

## English Language A – 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?

### Course outline

#### Grade 11

- Introduction
- Critical Literacy
- Importance of Story
- Poetic Form

#### Language in a Cultural Context

- Language and Identity
- Language and Power
- Language and Gender
- Language Endangerment

#### Literature – A Critical Study

- In-depth study of two different literary texts
- Theme, moral values and ethical stance of literary texts
- Authorial craft

#### Grade 12

- Language and Mass Communication
- Language and the Media
- Language and Advertising
- Language and Rhetoric
- Language and Bias

#### Literature in Context

- Historical, cultural and social contexts of texts
- Formal elements of the text, genre and structure
- Attitudes and values of literary texts

### Assessment

#### External assessment – 70%

##### SL – 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 – 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 tasks 1 and 2 – 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 Literature – Chinese, French, Hindi, Japanese, Korean, Russian, Spanish

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. Students who choose to study a Language A other than English as part of the IB subject package will be awarded a Bilingual Diploma, which is valued by many universities around the world.

Lessons are 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. These courses are subject to demand and have minimum number requirements.

### Course outline

#### Grade 11

- What does translated literature teach us about other cultures and what might be lost, or gained, in translation?
- Guided literary analysis: how do we show understanding and appreciation of unseen passages?
- What is literature and how do we communicate about it?

#### Grade 12

- How can knowing about literary conventions allow us to understand novels in more depth?
- How do different genres convey emotions and themes?

### 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)

## School Supported Self-Taught Language A – Literature (SL only)

### 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. At UWCSEA East however, these languages are tutored by qualified teachers who collaborate with the school and are paid privately by parents for teaching one literature lesson per week.

*Please note: School Supported Language A courses are offered as Literature courses only and at Standard Level only.*

#### Languages available

In past years, UWCSEA students have studied the following Literature courses: Afrikaans, Albanian, Amharic, Belarusian, Burmese, Croatian, Czech, Danish, Divehi, Dutch, Dzongkha, Estonian, Filipino, Finnish, French, Gujarati, Hebrew, Hungarian, Indonesian, Italian, Khmer, Lao, Malay, Mongolian, Norwegian, Oromo, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Shona, Sinhalese, Siswati, Swahili, Swedish, Tamil, Telugu, Thai, Turkish, Ukrainian, Urdu, Vietnamese 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, and the tutor needs to be vetted by the school. 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 (whereby a teacher contracted by the school teaches the students in at least two lessons a week). 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. If the selected books are not already available in the school library, students and their families may be asked to purchase the books in their home country and ship them to Singapore. The school will reimburse purchasing and shipping costs as soon as the books and receipts have been received and the books recorded in the library system.

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. For Part 1, all students read the same two works in translation in English and in their Language A, if available. This allows students to learn about literary elements and the socio-cultural context of the works studied as a group which uses English as a lingua franca. The teacher guides the students through the Part 1 process, helping them to select an appropriate essay title and to design an appropriate outline for their written assignment. 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.

## Course outline

### Grade 11

#### Introduction

- What is literature and why is it important?
- What are literary devices and what effects can they achieve?

#### Translated Literature: What is lost, and gained, while reading literature in translation? (2 texts)

- cultural and contextual elements
- independent written response
- close readings – range of perspectives and cultures
- commentary writing

#### Comparing and Contrasting: What are some effective ways to engage our audience while presenting similarities and differences between literary works? (3 texts)

- terminology for analysis
- independent oral presentation
- commentary writing

### Grade 12

#### Literary genre: To what extent does the understanding of a literary genre allow us to develop insights into works? (3 texts)

- selected genre – literary conventions
- comparisons – chosen works
- formal essay skills
- commentary writing

#### Detailed study: How do we make literary analysis powerful through oral skills? (2 texts)

- detailed knowledge of texts
- specific genre analysis
- oral skills
- commentary writing

## 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 offered, sometimes through reimbursing parents, as mentioned above. In addition, if needed parents may ask for an official letter by the school stating that this subject is part of the UWCSEA curriculum, yet not compulsory.

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.

### Written examinations (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 guiding 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)

### Coursework – 25%

- **written assignment**  
Students submit a reflective statement and a 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.

### Oral examinations – 30%

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%  
Formal oral commentary and response to subsequent questions (10 minutes total) on an extract from a work studied in Part 2 (30 marks).
- **individual oral presentation** (10–15 minutes) – 15%  
The presentation is based on two works from the range of genres studied in Part 4. It is externally assessed through the Part 2 internal assessment task (30 marks)

## Bilingual Diploma

Students will be awarded an IB bilingual diploma if they successfully complete a Language A course in any language other than English.

## 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

### Placement

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, 2018*).

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.

### Themes and concepts

Group 2 courses focus on the understanding of five fundamental concepts: meaning, purpose, context, audience and variation. Students gain better conceptual understandings of language and culture through studying a variety of curriculum themes: 'experiences', 'social organisation', 'human ingenuity', 'sharing the planet', 'identities'. These themes all offer a cultural perspective and enable students to take part in discussions on a wide variety of issues. 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, interacting, reading, writing and speaking through studying a variety of themes and carrying out a range of individual and group work activities. Teachers provide frequent opportunities for students to understand and use a variety of text types in relation to the prescribed themes and related course content.

Examples of text types include:

- **personal texts:** blog, diary, email, personal letter, social media posting/chat room
- **professional texts:** blog, email, essay, formal letter, proposal, questionnaire, report, set of instructions, survey
- **mass media texts:** advertisement, article, blog, brochure, film, interview, leaflet, news report, opinion column, pamphlet, podcast, poster, public commentary, radio programme, review, speech, travel guide, web page

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

The Language B 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.

## Course outline

- **How do we relate to others, both as individuals and as groups?** (social organisation and identities)
- **To what extent are our lifestyle choices a product of our society, and how do they change us?** (experiences and human ingenuity)
- **What can travelling teach us?** (experiences and sharing the planet)
- **How do the media impact us?** (human ingenuity and identities)
- **How do educational systems reflect values, and how do teenagers experience school life in the countries where the target language is spoken?** (social organisation and experiences in French, Chinese and English)
- **What environmental issues are we facing, and what solutions are we creating to address them?** (sharing the planet and human ingenuity)
- **How do lifestyles and values affect our health?** (identities and social organisation)
- **What are human rights?** (experiences and sharing the planet)

## Assessment

### SL

#### External assessment – 75%

- **paper 1:** written productive skills (1 hour 15 minutes) – 25%  
One writing task of 250-400 words from a choice of three, each from a different theme, choosing a text type for each task from among those listed in the examination instructions.
- **paper 2:** receptive skills (1 hour 45 minutes) – 50%  
Listening comprehension (45 minutes) and reading comprehension (1 hour); comprehension exercises on three audio passages and three written texts, drawn from all five themes.

#### Internal assessment – 25%

Internally assessed by the teacher and externally moderated by the IB

- **individual oral** (8–10 minutes)  
A conversation with the teacher based on a visual stimulus, followed by discussion based on an additional theme.

### HL

#### External assessment – 75%

- **paper 1:** written productive skills (1 hour 15 minutes) – 25%  
One writing task of 450-600 words from a choice of three, each from a different theme, choosing a text type for each task from among those listed in the examination instructions.
- **paper 2:** receptive skills (2 hours) – 50%  
Listening comprehension (1 hour) and reading comprehension (1 hour); comprehension exercises on three audio passages and three written texts, drawn from all five themes.

#### Internal assessment – 25%

Internally assessed by the teacher and externally moderated by the IB

- **individual oral** (8–10 minutes)  
A conversation with the teacher based on an extract from one of the literary works studied in class, followed by discussion based on at least two themes from the syllabus.

## Language ab initio (SL only)

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

The ab initio courses offer students the chance to take up a new language at IBDP 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 familiar and unfamiliar contexts. At the language ab initio level, a student develops receptive, productive and interactive communicative skills.

The extended essay is **not** an option for Language ab initio students.

Students will have opportunities to draw on their experiences in the core (i.e. transferring the critical thinking process explored in TOK to the development of arguments in written text types such as a blog or email; using personal knowledge gained from a CAS experience as a cultural comparison; developing ideas for CAS activities as a result of themes and topics explored)

### Suitability

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).

## Course content

### Options: French, Mandarin, 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.

## Course outline

The language ab initio syllabus prescribes four topics for each of the five prescribed themes. In total 20 topics are addressed.

- **Identities:** explore the nature of the self and how we express who we are.
  - personal attributes
  - personal relationships
  - eating and drinking
  - physical well-being
- **Experiences:** explore and tell the stories of the events, experiences and journeys that shape our lives.
  - daily routine
  - leisure
  - holidays
  - festivals and celebrations
- **Human ingenuity:** explore the ways in which human creativity and innovation affect our world.
  - transport
  - entertainment
  - media
  - technology

- **Social organisation:** explore the ways in which groups of people organise themselves or are organised through common systems or interests.
  - neighbourhood
  - education
  - the workplace
  - social issues
- **Sharing the planet:** explore the challenges and opportunities faced by individuals and communities in the modern world.
  - climate
  - physical geography
  - the environment
  - global issues

## Assessment

### External assessment – 75%

- **paper 1:** productive skills (1 hour) – 25%  
Two written tasks of 70-150 words each from a choice of 3 tasks, choosing a text type for each task from those among those listed in the examination instructions (30 marks).
- **paper 2:** receptive skills (1 hour 45 minutes)– 50%  
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.
  - listening comprehension (45 minutes, 25 marks)
  - reading comprehension (1 hour, 40 marks)

### Internal assessment: Interactive skills – 25%

- **Individual oral** – duration 7 to 10 minutes  
A conversation with the teacher based on a visual stimulus and at least one additional course theme (30 marks).

## Group 3—Individuals and Societies

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

### *Business Management*

Business Management students will be able to understand the complexity and dynamism of the business environment. They will develop their knowledge and understanding of business theories. Students analyse, discuss and evaluate business activities in a local, national and international context. The course covers the key characteristics of business organisation and environment, and the business functions of human resource management, finance, accounts, marketing and operations management.

Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. Links between the topics are central to the course.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

### Course content and outline

- Introduction to organisations. Students learn to analyse organisations' internal and external environment, the forms of business ownership and strategy models.
- Marketing. Students gain an appreciation for how marketing strategies and practices are both a reflection of and an influence on the culture in which they are applied.
- Human resources. Students explore how businesses recruit, organise, develop and lead their people.
- Finance and accounts. Students examine accounting systems through both quantitative and qualitative methods.
- Operations management. Students return to the fundamental rationale of business management: to make goods and services that meet consumers' needs and wants.

### Skills developed

- enable students to develop the capacity to think critically
- enhance the student's ability to make considered decisions
- enable students to appreciate the pace, nature & significance of change

### Assessment

#### SL

#### External assessment – 75%

- **paper 1** (1 hour and 15 minutes) pre-issued case study – 30%
- **paper 2** (1 hour and 45 minutes) structured questions and a 'concept based' extended response question – 45%

#### Internal assessment – 25%

1,500 word commentary based on three to five supporting documents about a real issue or problem facing a particular organisation.

## HL

### External assessment – 75%

- paper 1 (2 hours and 15 minutes) pre-issued case study – 35%
- paper 2 (2 hours and 15 minutes) structured questions and a 'concept based' extended response question – 40%

### Internal assessment – 25%

HL – 2,000 word business report on an issue facing an organisation or a decision to be made by an organisation (or several organisations).

**Note: We do not recommend selecting both Business Management and Economics; if this is a combination you are interested in, please speak to your university advisor or contact [highschoolleast@uwcsea.edu.sg](mailto:highschoolleast@uwcsea.edu.sg).**

## 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 whilst 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 the outcomes of decisions made by firms, households and the government.

### Course content

- Unit 0: Introduction to Economics.
- Unit 1A: Microeconomics: How markets work: demand, supply, price determination, elasticity and government interference in markets.
- Unit 1B: Microeconomics: Market failure.
- Unit 1C (HL only): Microeconomics: The theory of the firm, market structures.
- Unit 2: Macroeconomics (part 1): Achieving macroeconomic equilibrium and different perspectives on managing the macroeconomy.
- Unit 2 Macroeconomics (part 2): Economic indicators: Economic growth, unemployment, inflation and distribution of income, and macroeconomic policies used to manage the macroeconomy.
- Unit 3: International economics: Reasons for trade, protectionism, economic integration, exchange rates and the balance of payments.
- Unit 4: Development economics: Development indicators, sources, consequences and barriers to economic development, strategies that facilitate economic growth and economic development.

### Course outline

#### Grade 11

- Unit 0: Introduction to Economics (HL and SL)
- Unit 1A: Microeconomics: Demand, Supply, Price Determination, Elasticity and Government Interference in Markets (HL and SL)
- Unit 1B: Microeconomics: Market Failure (HL and SL)
- Unit 1C: Microeconomics: Theory of the Firm and Market Structures (HL only)
- Unit 2: Macroeconomics-part 1 (HL and SL)

#### Grade 12

- Unit 2: Macroeconomics part 2 - Macroeconomic Indicators (HL & SL)
- Unit 3: International Trade (HL and SL)
- Unit 4: Development Economics (HL and SL)

## Skills developed

The course will:

- Provide students with a core knowledge of economics.
- Encourage students to think critically and engage with current affairs through the lens of economics.
- Promote an awareness and understanding of internationalism.
- Encourage students' development as independent learners.
- Enable students to recognise their own tendencies for bias and evaluate source material in a critical fashion.

## Assessment

### SL

#### External assessment (3 hours) – 80%

- **paper 1** – An extended response/'essay' paper (1 hour 30 minutes, 50 marks) – 40%
  - 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** – A data response paper (1 hour 30 minutes, 40 marks) – 40%
  - 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 IBO at the end of the course. Students produce a portfolio of three commentaries of 750 words in length based on current news events and drawn from topics across different sections of the syllabus.

### HL

#### External assessment (3 hours) – 80%

- **paper 1** – An extended response/'essay' paper (1 hour 30 minutes, 50 marks) – 30%
  - 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** – A data response paper (1 hour 30 minutes, 40 marks) – 30%
  - 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** – HL extension paper (1 hour, 50 marks) – 20%
  - this paper assesses the HL extension and mathematical 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.

*We do not recommend selecting both Economics and Business and Management; if this is a combination you are interested in, please speak to your university advisor or contact [highschoolleast@uwcsea.edu.sg](mailto:highschoolleast@uwcsea.edu.sg).*

# 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, transboundary pollution, human trafficking and the rise of nationalism.

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 in remote places, zones of conflict, and indigenous communities. 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

### Part 1: geographic themes (SL – 2 themes; HL – 3 themes)

- Oceans and coastal margins
- Geophysical hazards
- Food and health (HL only)

### Part 2: Core – Geographic perspectives – global change (SL and HL)

- Population distribution – change and possibilities
- Global climate – vulnerability and resilience
- Global change in resource consumption, security and stewardship

### Part 3: HL extension – geographic perspectives – global interactions (HL only)

- Places, power and networks
- Development and diversity
- Global risks and resilience

**Fieldwork (SL/HL)** – All students are required to complete one written report based on the analysis of data collected during fieldwork. All HL and SL Geography students have the opportunity to participate in a residential trip to carry out fieldwork. In 2018 this trip was to Western Australia and cost S\$1400. The destination for 2019 is likely to also be Australia. For students who do not wish to participate in the overseas trip there will be a day dedicated to fieldwork within Singapore instead.

## Course outline (SL)

### Grade 11

- Unit 1 (core) Population distribution – change and possibilities
- Unit 2 (core) Global change in resource consumption, security and stewardship
- Unit 3 (option) Oceans and coastal margins
- Unit 4 (internal assessment) Field trip

### Grade 12

- Unit 5 (core) Global climate – vulnerability and resilience
- Unit 6 (option) Geophysical Hazards

## Course outline (HL)

### Grade 11

- Unit 1 (core) Population distribution – change and possibilities
- Unit 2 (core) Global change in resource consumption, security and stewardship
- Unit 3 (option) Oceans and coastal margins
- Unit 4 (option) Food and health
- Unit 5 (internal assessment) Field trip

### Grade 12

- Unit 6 (core) Global climate – vulnerability and resilience
- Unit 7 (option) Geophysical Hazards
- Unit 8 (extension) Places, power and networks
- Unit 9 (extension) Development and diversity
- Unit 10 (extension) Global risks and resilience

## Skills developed

- locate and differentiate elements of the Earth's surface
- interpret and analyse landscapes, diagrams, maps, graphs and geo-political 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
- teamwork, organisation

## Assessment

### SL

#### External assessment (2 hours 50 minutes) – 75%

- **paper 1** (1 hour 30 minutes) – 35%  
syllabus content: option Geographic themes; each option has a structured question and one extended answer question from a choice of two. (40 marks)
- **paper 2** (1 hour 30 minutes) – 40%  
syllabus content: Geographic perspectives – global change
  - section A: Three structured questions, based on each core unit (30 marks)
  - section B: Infographic or visual stimulus with structured questions and one extended answer from a choice of two (20 marks)

#### 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 (25 marks)

### HL

#### External assessment (4 hours 45 minutes) – 80%

- **paper 1** (2 hour 15 minutes) – 35%  
syllabus content: option Geographic themes; each option has a structured question and one extended answer question from a choice of two.
- **paper 2** (2 hours) – 25%  
syllabus content: Geographic perspectives – global change
  - section A: Three structured questions, based on each core unit (30 marks)
  - section B: Infographic or visual stimulus with structured questions and one extended answer from a choice of two (20 marks)

- **paper 3** (1 hour) – 20%  
syllabus content: higher level extension
  - Choice of three extended answer questions with two parts (28 marks)

### Internal assessment (20 hours) – 20%

This component is internally assessed by the teacher and externally moderated by the IB

- **written report based on fieldwork**—maximum 2,500 words (25 marks)

## Global Politics

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is a dynamic and demanding subject that draws on a variety of disciplines in the Humanities, reflecting the complex nature of many contemporary political issues. The course will appeal to students who closely follow current events in Politics and International Relations. Students will be exploring the relationship between people and power through the lens of political approaches at local, national and global scales. They will become more aware of their role in responding to contemporary challenges as active global citizens. Global Politics enables students to develop an holistic and nuanced understanding of global politics, and acquire the skills needed to analyse, evaluate and take informed action on political issues, and is thus an ideal opportunity for students who want to put the UWC mission into action.

### Course content and outline

#### Core units (HL and SL):

1. Power, sovereignty and international relations
2. Human rights
3. Development
4. Peace and conflict

The Global Politics core includes the study of **16 key concepts**, ranging from sovereignty, interdependence and liberty, to globalization, inequality and conflict. Understanding of these concepts will be developed through a series of case studies, such as:

- US, UK and Brexit – Global Politics in a World in Flux
- Power Politics – The South China Sea conflict
- The Politics of Climate Change – India’s Energy Paradox
- People Power – Tunisia and the Arab Spring
- Terrorism in Today’s World – Boko Haram in Nigeria

All students also complete a significant **engagement activity** on a political issue of personal interest, complemented with research and a final written report. This represents an opportunity for experiential learning, allows students to explore the central unifying theme of the course—people, power and politics—in practice and outside of the classroom. Examples of opportunities for engagement include volunteer work, internships, shadowing politicians/diplomats, creating your own grassroots political campaign etc.

#### HL extension: Global political challenges

Political issues in two of the following six global political challenges are researched and presented through a case study approach. The choice of political challenges includes: Environment; Poverty; Health; Identity; Borders; and Security.

### Skills developed

- Ability to take informed action on political issues
- Critical thinking and source analysis
- Oral presentation skills on political issues

- Synthesis of evidence and the formulation of arguments
- Research and analysis of contemporary political issues
- Evaluation of different perspectives
- Appreciation of the local, national and global dimensions of political issues

### Assessment

#### SL

#### External assessment (3 hours) – 75%

- **paper 1** (1 hour 15 minutes) – 30%
  - Stimulus-based paper based on a topic from one of the four core units.
  - Four compulsory short-answer/structured questions (25 marks)
- **paper 2** (1 hour 45 minutes) – 45%
  - Extended response paper based on the four core units.
  - Students must write two essays from a choice of eight, each selected from a different core unit (50 marks)

#### Internal assessment – 25%

- **Engagement activity:** A written report (2,000-word maximum) on a political issue explored through engagement and research (20 marks)

#### HL

#### External assessment (4 hours) – 60%

- **paper 1** (1 hour 15 minutes) – 20%
  - Stimulus-based paper based on a topic from one of the four core units.
  - Four compulsory short-answer/structured questions (25 marks)
- **paper 2** (2 hour 45 minutes) – 40%
  - Extended response paper based on the four core units.
  - Students must write three essays from a choice of eight, each selected from a different core unit (75 marks)

#### Internal assessment – 40%

- **Engagement activity** – 20%  
A written report (2,000-word maximum) on a political issue explored through engagement and research. (20 marks)
- **HL extension:** global political challenges – 20%  
Two video recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics (20 marks)

## History

There is an old African proverb: people are people through other people. Here at UWCSEA East our IB History programme explores time and place but also culture and identity: it is an exciting and dynamic course crammed full with human endeavour and economic tragedy; scientific achievement and social polarisation; revolution and terror; truth and reconciliation.

Our History programme takes students on a journey across the world of the 19th and 20th centuries. We begin in the Americas by exploring the passion and romance of the Cuban Revolution before crossing the Atlantic to examine the hope and tragedy of Weimar and Nazi Germany, the brutality of hate in the war in Kosovo and the people’s tragedy of Russian Revolution and Stalinism. Having made our way from the Americas across Europe we emerge in East Asia where we shall study Japan’s Meiji Restoration and in China the collapse of the Qing dynasty and the Chinese Revolution. Having visited the two cultural superpowers of the region we journey to South East Asia to learn about the Vietnamese independence movement. Finally, our journey loops back around the globe settling in Africa, where we’ll explore the horrors of the

Rwandan genocide. Additionally, the internal assessment component allows students to research a historical topic of their own choosing.

Our History programme explore concepts of social justice, democracy, authoritarianism, war and peace. We explore the role of machismo and feminism in culture, the role of love and hate in revolution and the role of change and continuity in society. The programme also emphasises document analysis skills, short and extended essay writing, independent research, collaborative projects, debate and discussion, critical thought, balanced judgements, empathy and compassion, and the power of persuasion. It has subject matter that involves issues of credibility, plausibility and probability; and a method of disciplined study that deals in arguments and interpretations, not in certainties.

History helps us to understand the beliefs of other civilisations as well as our own. Perhaps more vitally, it enables our students to reach for our college mission by speaking for those without a voice and holding those in power to account.

## Course content

SL and HL courses share the same core syllabus.

- **Part 1: Conflict and Intervention**—prescribed subjects; HL and SL students study the following two case studies: the Kosovo war and the Rwandan genocide
- **Part 2: World History**—topics; HL and SL students study the two topics listed below:
  - Authoritarian States (20th century) and Evolution and Development of Democratic States (1848–2000). Students will also explore aspects of independence movements (1800–2000) and causes and effects of 20th century wars.

**HL options** – HL students are required to undertake an in-depth study of a period of history. UWCSEA East follows the aspects of the history of Asia and Oceania with a particular emphasis on Challenges to Traditional East Asian Societies (1700–1868), Early Modernization and Imperial Decline in East Asia (1860–1921), China and Korea (1910–1950) and The People’s Republic of China (1949–2005).

## Course outline (SL)

### Grade 11

- The Cuban Revolution 1898–2000
- Weimar and Nazi Germany 1918–1941
- The Kosovo War 1989–2002
- Stalinism 1924–1941
- The Vietnam War 1954–1975

### Grade 12

- The Meiji Restoration 1868–1912
- The Rwandan Genocide 1994

## Course outline (HL)

### Grade 11

- The Cuban Revolution 1898–2007
- Weimar and Nazi Germany 1918–1945
- The Kosovo War 1989–2002
- Stalinism 1924–1945
- The Vietnam War 1954–1975

### Grade 12

- The Meiji Restoration 1868–1912
- The Decline of the Qing Dynasty 1840–1911
- The Chinese Revolution 1911–1949
- The Rwandan Genocide 1994

## Skills developed

- capacity to develop rigorous and cogent arguments
- ability to make reasoned judgements
- understanding the purposes, values and limitations of a range of sources of information
- critical thinking and emotional intelligence
- analysis, synthesis and interpretation of information
- construction of substantiated analyses about the past
- research and selection of materials
- communication and writing
- organisation and self-management
- storytelling
- collaboration

## Assessment

### SL

#### External assessment – 75%

- **paper 1** (1 hour) – 30%  
source-based paper based on the prescribed subject: Conflicts and Intervention; answer four structured questions (24 marks)
- **paper 2** (1 hour 30 minutes) – 45%  
extended-response paper based on the 12 world history topics; answer two extended-response questions on two different topics (30 marks)

#### Internal assessment – 25%

Students are required to complete a historical investigation into a topic of their choice (25 marks)

### HL

#### External assessment – 80%

- **paper 1** (1 hour) – 20%  
source-based paper based on the five prescribed subject: Conflicts and Intervention; answer four structured questions (24 marks)
- **paper 2** (1 hour 30 minutes) – 25%  
extended-response paper based on the 12 world history topics; answer two extended-response questions on two different topics (30 marks)
- **paper 3** (2 hours 30 minutes) – 35%  
answer three extended-response questions from the selected region: Aspects of Asia and Oceania (45 marks)

#### Internal assessment (20 hours) – 20%

Students are required to complete a historical investigation into a topic of their choice (25 marks).

## 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. Our students will examine 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 our 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 our 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 sociocultural approach
- the biological approach
- the cognitive approach

### Part 2: Options (SL – one option/HL – two options)

- abnormal psychology
- psychology of human relationships

### Part 3: Approaches to researching behaviour (HL only)

- Quantitative and qualitative research in psychology

### Part 4: Internal Assessment: simple experimental study (SL/HL)

- introduction to experimental research methodology

## Course outline (SL)

### Grade 11

- Core: Foundational
- Core: Cognitive approach
- Core: Socio-cultural approach

### Grade 12

- Core: Biological approach
- Option: Psychology of Human relationships

## Course outline (HL)

### Grade 11

- Core: Foundational
- Core: Biological approach
- Core: Socio-cultural approach
- Approaches to researching behaviour
- Core: Cognitive approach

### Grade 12

- Option: Psychology of Human relationships
- Option: Abnormal Psychology
- Approaches to researching behaviour

## 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 – 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 (49 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 (22 marks).

### HL

#### External assessment – 80%

- **paper 1** (2 hours) – 40%
  - 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 (49 marks)
- **paper 2** (2 hour) – 20%
  - 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 (24 marks)

Internal assessment – 20%

A report of a simple experimental study conducted by the student (22 marks).

## Environmental Systems and Societies (SL only)

Please note that Environmental Systems and Societies (ESS) can count as both a Group 3 and/or a 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 students may very well come to face and need to solve. The course encourages students to evaluate the scientific, ethical and socio-political and economic perspectives of environmental issues.

ESS takes a look at the environment from a systems approach and attempts to understand its complex yet self-regulating 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. As a transdisciplinary subject, it is a challenge to draw from the Sciences, Geography, Economics, Politics and Sociology and encourages students to analyse issues at the 'big picture' level. The subject is a transdisciplinary Group 3 (Individuals and Societies) and Group 4 (Sciences) subject; students taking this course can satisfy the requirements for both groups.

## Course content

- ecosystems and ecology
- biodiversity and conservation
- water and aquatic food production systems and societies
- soil systems and terrestrial food production systems and societies
- atmospheric systems and societies
- climate change and energy production
- human systems and resource use
- foundation topics: sustainability, systems, pollution, energy and equilibria, and values systems underpin the course content

## Course outline

### Grade 11

- Ecosystems and ecology
- Biodiversity and conservation
- Soil and terrestrial food production systems and societies
- Water and aquatic food production systems and societies
- Foundations of environmental systems and societies (embedded within units)

### Grade 12

- Atmospheric systems and societies
- Climate change and energy production
- Human systems and resource use
- Foundations of environmental systems and societies (embedded within units)

**Group 3 fieldwork** – ESS students have the opportunity to participate in a trans-disciplinary residential trip overseas to carry out practical fieldwork investigations. In April 2018 this trip will be to Western Australia and costs S\$1,500. ESS students also spend a full day dedicated to fieldwork within Singapore, last year this was at Peirce Reservoir Park. Fieldwork is an integral part of the course and included in the total 30 hours required for the course, inclusive of the 10 hours reserved for the internal assessment practical work.

**The Group 4 project** – All ESS students participate in a trans-disciplinary collaborative learning experience with Chemistry, Biology, Physics, Computer Science and Design Technology students. Students collaboratively plan, carry out and evaluate a project as an integral part of the course.

### Skills developed

- analyse of environmental systems and issues at a variety of scales
- facilitate responsible actions on environmental issues
- engage with the controversies that surround a variety of environmental issues
- evaluate solutions to environmental issues in local and global contexts
- applying methods of fieldwork and investigations
- selecting and applying the appropriate research and practical skills to carry out investigations
- provides opportunities for students to develop scientific reasoning skills
- analyse case studies in unfamiliar contexts

### Assessment

#### External assessment: written papers – 75%

- **paper 1** (1 hour) – 25%
  - assessment objectives 1-3
  - Unseen Case Study: short-answer questions based on range of data (35 marks)
- **paper 2** (2 hours) – 50%
  - section A: short-answer and data-based questions (25 marks)
  - section B: two structured essay questions (from a choice of four) (40 marks)

#### Internal assessment (10 hours) – 25% (30 marks)

- assessment objectives 1-4
- a single investigation report including fieldwork and/or other practical activities (1500-2250 words)

## 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

### Course outline

#### Grade 11

- Cell Biology (1.1 to 1.6)
- Molecules to metabolism (2.1 to 2.7)
- Nucleic acids (7.1 to 7.3)
- Human physiology (6.1 to 6.6, except 6.3)
- Animal physiology (11.4 only)
- Metabolism, cell respiration and photosynthesis (2.8, 2.9, 8.1 to 8.3)
- Ecology (4.1 to 4.4)

## Grade 12

Plant biology (9.1 to 9.4)

- Genetics (3.1 to 3.5)
- HL Genetics (10.1 to 10.2)
- Human physiology continued (6.3)
- Animal physiology continued (11.1 to 11.3)
- Option D – Human physiology (D.1 to D.6)
- Evolution and biodiversity (5.1 to 5.4)
- HL Genetics continued (10.3)
- Review

### Options

SL and HL students will study one option to be chosen by the teacher from the following topics:

- neurobiology and behaviour
- ecology and conservation
- biotechnology and bioinformatics
- 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 – 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 – 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.

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 HL Biology students have the opportunity to participate in a four-day residential trip to Tioman Island, Malaysia to carry out potentially internally assessed ecological fieldwork. The cost of this trip will be approximately S\$890 per student.

## Chemistry

Chemistry deals with the fundamental nature and reactions of matter. It is the central science as chemical concepts form the basis of our understanding of biological systems and the physical world around us. Chemistry has been hugely influential on humankind's development throughout the ages and this is no less true now. The development of medicines, fuels, fertilisers, polymers and semiconductors, affect all of us one way or another.

At a time when our planet seems to be at the brink of so many problems, chemistry has a major role to play in most areas of human endeavour: understanding the global process; monitoring the environment and pollution; finding alternative fuels and discovering cures for malaria, AIDS and cancer. This is a course, which, through practical experience and intellectual arguments, takes students into the fascinating and sometimes perplexing realms of the nature of light and matter.

### Course content

SL and HL courses share the core syllabus. Core syllabus component covers the following topics:

- stoichiometric relationships
- atomic structure
- periodicity
- chemical bonding and structure
- energetics/thermochemistry
- chemical kinetics
- equilibrium
- acids and bases
- redox processes
- organic chemistry
- measurement and data processing

##### Additional topics (HL students only)

- atomic structure
- the periodic table – transition metals
- chemical bonding and structure
- energetics/thermochemistry
- chemical kinetics
- equilibrium
- acids and bases
- redox processes
- organic chemistry
- measurement and analysis

## Course outline

### Grade 11

- Atomic structure
- Chemical bonding and structure
- Stoichiometric relationships / measurement and data processing (errors)
- Periodicity
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases

### Grade 12

- Organic chemistry
- Measurement and data processing (spectroscopic techniques)
- Medicinal Chemistry
- Redox processes

### Options SL and HL

Students will study one option to be chosen by the teacher from the following topics:

- materials
- energy
- biochemistry
- medicinal chemistry

## Skills developed

The subject trains students in abstract thinking. Starting with the basis of chemistry, an understanding of atomic structure, students build images in their minds that are used to predict and explain the properties of matter. Students gain an appreciation of the three-dimensional structure of molecules and learn to visualise models of reaction pathways and dynamic equilibria. It is a practical subject 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 the 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 (approximately 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 created 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 nuclear physics, engineering, energy production and communications.

## 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

## Course outline

### Grade 11

- Measurement and Uncertainties
- Mechanics
- Thermal Physics
- Waves
- Wave Phenomena
- Electricity and magnetism
- Electromagnetic Induction

## Grade 12

- Atomic, Nuclear and Particle Physics
- Quantum and Nuclear Physics
- Energy Production
- Astrophysics

### 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 investigating laws and mathematical relationships from the outcomes of experiments. 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 (approximately 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.

## Computer Science

The IBDP Computer Science course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. During the course students will develop software solutions to real-life problems. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge to enable innovation. On completing the course, students will not only have a good understanding of how software and computer systems work, but also how to create new ones.

## Course content

At both SL and HL the course includes units on:

- system fundamentals
- computer organisation
- networks
- computational thinking, problem solving and programming
- object-oriented programming in Java

In addition, HL students study units on:

- abstract data structures
- resource management
- control

Both HL and SL students undertake a significant project, using programming skills and theory studied in the course. By developing their own software application, students get a chance to demonstrate their creativity and programming skills.

## Course outline

### Grade 11

- Topic 4 – Computational Thinking, Problem-solving and Programming (1)
- Option D – Object-Oriented Programming (1)
- Topic 2 – Computer Organisation
- Topic 3 – Networks
- Topic 5 – Abstract Data Structures (HL only)
- Topic 6 – Resource Management (HL only)
- Topic 7 – Centralized Control Systems (HL only)
- Internal Assessment First Version

### Grade 12

- Internal Assessment Final Version
- Topic 1 – System Fundamentals
- Topic 4 – Computational Thinking, Problem-solving and Programming (2)
- Option D – Object-Oriented Programming (2)
- Knowledge Reviews and Examination Preparation

## Skills developed

- logical problem solving
- development of creative solutions
- project management
- programming skills
- communication
- research and presentation

## Assessment

### SL

#### External assessment – 70%

Two papers covering computational thinking, basic theory and object oriented programming in Java.

### Internal assessment – 30%

The development of a software product which shows complexity of thought and ingenuity.

### HL

### External assessment – 80%

Three papers covering computational thinking, basic theory and object oriented programming in Java as well as a case study which is released by the IBO at the start of Grade 12.

### Internal assessment – 20%

The development of a software product which shows complexity of thought and ingenuity.

## 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

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

### Course outline

#### Grade 11

- human factors and ergonomics
- resource management and sustainable production
- modelling
- raw material to final product
- innovation and design

- classic design
- user-centred design (HL only)
- sustainability (HL only)
- innovation and markets (HL only)
- commercial production (HL only)
- practical work (HL only)

#### Grade 12

- Design Project 40% of course grade
  - 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 (HL only)
  - Criterion F: Marketing strategies (HL only)

### 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 (HL only)
- **criterion F:** marketing strategies (HL only)

## ***Environmental Systems and Societies (SL only)***

Please note that Environmental Systems and Societies (ESS) can count as both a Group 3 and/or a Group 4 subject. See page 16 for course information.

## **Group 5—Mathematics**

There are four Mathematics courses being offered, designed to meet the needs of students with differing profiles and different requirements for higher education.

It is important for students to choose the course which complements their current mathematical proficiency 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 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 proficiency 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 proficiency 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

The current option which the majority of our students take is statistics and probability. This is an excellent preparatory course for the vast majority of university degree courses which may feature some statistical analysis.

## Course outline (SL)

### Grade 11

- Unit 1: Sequences and Series
- Unit 2: Function Notation
- Unit 3: Quadratic Functions
- Unit 4: Exponential and Logarithmic Functions
- Unit 5: Rational Functions
- Unit 6: Binomial Expansion
- Unit 7: Differential Calculus
- Unit 8: Statistics
- Unit 9: Basic Probability
- Unit 10: Basic Trigonometry

### Grade 12

#### Internal assessment

- Unit 11: Probability Distributions
- Unit 12: Integral Calculus
- Unit 13: Unit Circle and Trigonometric Functions
- Unit 14: Calculus of Trigonometric Functions
- Unit 15: Vectors

## Course outline (HL)

### Grade 11

#### Algebra/Statistics Strand

- Sequences and Series
- Exponentials and Logarithms
- Counting Methods and Binomial Theorem
- Proof by Induction
- Radians, Sectors, Areas and Arcs
- Trigonometry
- Inequalities
- Statistics
- Probability
- Discrete and Continuous Random Variables

#### Calculus/Geometry Strand

- Functions
- Transformation of Functions
- Quadratic Functions
- Limits and first principles and Differentiation methods
- Differentiation Applications
- Definite and Indefinite integration
- Area under curves and Volumes of revolution
- Calculus of Trigonometric functions
- Kinematics
- Further Integration techniques
- Implicit Differentiation
- Related rates

### Grade 12

#### Algebra/Statistics Strand

##### Discrete Option

- Graph Theory
- Number Theory

#### Calculus/Geometry Strand

##### Internal Assessment

- Complex numbers
- Polynomials and the Factor and Remainder theorems
- Vectors
- Solving system of linear equations
- Complex numbers 2 – De Moivre's Theorem

## Assessment

### SL

#### External assessment (3 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 proficiency from the student who hopes to achieve at the highest levels. In particular, it would complement other IB choices of Biology, Geography, Psychology and ESS due to its statistical modeling focus.

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 proficiencies. 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 and may involve the collection, analysis and evaluation of data, as well as other aspects of real-life modeling. 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

## Course outline

### Grade 11

- Unit 1: Number and Algebra – Sequences, Series and Financial Mathematics
- Unit 2: Logic
- Unit 3: Number and Algebra- Use of GDC
- Unit 4: Descriptive Statistics
- Unit 5: Statistical Applications
- Unit 6: Internal Assessments

### Grade 12

- Unit 7: Coordinate Geometry and Algebra
- Unit 8: Mathematical Models
- Unit 9: Sets and Probability
- Unit 10: Trigonometry and Geometry
- Unit 11: 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 a passion for 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 required 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.**

With this detail explained then, we would recommend Further Mathematics HL for passionate mathematicians who are happy to commit themselves to taking on two mathematics HL subjects as part of the 3 Higher Levels needed for the IB Diploma.

## Course content and outline

The following topics will be studied over the two-year course:

### Grade 11

- discrete mathematics
- sets, relations and groups
- calculus

### Grade 12

- statistics and probability
- linear algebra
- geometry

## 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

### Dance

Dance is a vibrant and stimulating subject that integrates physical and intellectual Knowledge. The active nature of the course allows students to work intensely across a variety of different dance styles embracing traditions and world dance cultures. The written components encourage students to explore familiar and unfamiliar dance forms and understand the dynamic and changing nature of the arts. Dance experience is not necessary at standard level just an enthusiasm and commitment to Dance and a willingness to take risks.

## Course content and outline

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

### Grade 11

- choreography
- performance skills
- contemporary
- dance history
- dance analysis of works with cultural links
- independent dance styles
- performance opportunities
- technique and workshops in a variety of styles: Hip Hop, Jazz, Lyrical

### Grade 12

- composition
- performance in two contrasting styles
- dance analysis
- world dance investigation
- learning communication and leadership skills
- performance exam
- dance workshops

## Skills developed

- creativity
- confident performer
- mastery of various dance genres
- develop physical, intellectual and emotional skills
- express ideas with confidence and competence
- developing and ability to analyse, evaluate and appreciate dance
- knowledge of health, fitness and wellbeing

## Assessment

### SL

**External assessment – 60%**

- **composition and analysis** (practical and written) – 40%
  - two dance works (6–9 minutes)
    - one must be a solo
    - second solo or duet – must be performed by others
  - analytical statement (800 words)
- **World Dance investigation** (written, 1,500 words) – 20%
  - compare/contrast familiar and unfamiliar dance forms
  - analyse historical aspects

### Internal assessment – 40%

- **performance** (practical, 3–6 minutes)
  - one or two dances by the student to show proficiency and expressive ability appropriate to the dance; one must be a solo

### HL

#### External assessment – 60%

- **composition and analysis** – 35% (practical and written)
  - three dance works
    - one solo
    - second solo or duet performed by self and/or others
    - third must be a group work
  - analytical statement (1000 words)
- **World Dance investigation** – 25% (written)
  - 2500 words
  - compare and contrast familiar and unfamiliar dance forms
  - analyse historical aspects

### Internal assessment – 40%

- **performance** (practical, 6–9 minutes)
  - two or three dances performed by the student to show proficiency and expressive ability appropriate to the dance

## Film

The IB DP 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

### Reading film

SL and HL students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and will analyze how film elements combine to create meaning.

### Contextualising film

SL and HL students will explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts.

### Exploring film production roles

SL and HL students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfil their own filmmaker intentions. Students will acquire, develop and apply skills through filmmaking exercises, experiments and completed films.

### Collaboratively producing film (HL only)

HL students will focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfil shared artistic intentions. They will work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.

## Course outline

### Grade 11

- Concepts covered in Grade 11: Cinema's Identity, Cinema's Search for Self, Cinema's Search for Purpose, The Function, Role of Cinema, Cinema of Change, Cinema as a Contextual Mirror
- 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 study and production of a range of films based on film history and theory including:
  - specific film eras and textual analysis
  - the silent era
  - the impact of sound
  - Hollywood: the studio system, 'golden age'
  - Soviet cinema and the art of montage
  - Nazi film and the cinema of propaganda
  - War films of the 40s
  - Italian neorealism
  - European new waves
  - Japanese Golden Age
  - The 70s – Protest, anti-heros and exploitation, New Hollywood
  - The 80s – The action, the drama and the action
  - The Rise of the 90s Indie
  - Contemporary Film
  - documentary filmmaking

### Grade 12

#### Focus on Film Production, Study of Film Theory, Reading of Film

Preparing for assessments

- HL Production Portfolio
- SL Production Reel
- HL/SL Textual Analysis
- HL/SL Comparative Study
- genre studies
- auteur theory

### 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

Internal and external assessment focus based (see assessment task below):

#### SL

#### External assessment – 60%

- **a written textual analysis** – 30% (1,750 words maximum)
  - a prescribed film and chosen extract and a list of all sources used

- **Comparative Study** – 30%  
research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.

#### Internal assessment – 40%

- **Film Portfolio** – 40%  
Students at SL and HL undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.

#### HL

#### External assessment – 40%

- **a written textual analysis** – 20% (1,750 words maximum)  
a prescribed film and chosen extract and a list of all sources used
- **Comparative Study** – 20%  
research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.

#### Internal Assessment – 60%

- **Film Portfolio** – 25%  
Students at SL and HL undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.
- **Collaborative Project** – 35%  
Making clear links to films and film-makers they have encountered, and skills and techniques acquired, students at HL work collaboratively in a core production team to plan and create an original completed film.

## Music

Music at IBDP is both practical and academic. There are many opportunities to create, compose, perform and develop practical skills and abilities. There are also academic demands that develop students' greater sensitivity to and curiosity for the music that surrounds us. Students learn to recognise, describe and analyse music from all around the world. Students also develop an appreciation of the way in which music connects with other areas of knowledge.

### Course content

The coursework components, **Performing** and **Creating** are developed continuously through Grades 11 and 12. They culminate in the submission of portfolios in February / March of the Grade 12 year.

#### SL only

Students select **one** of the following:

- **solo performing**: vocal or instrumental (15 minutes)
- **creating (including composing, composing with music technology, arranging, improvising, stylistic techniques)**:
  - two pieces of work to be submitted
- **group performing**: membership of an ensemble including at least two public performances (a total of 20 – 30 minutes of music)

#### HL only

- **solo performing**: vocal or instrumental (20 minutes)
- **creating (including composing, composing with music technology, arranging, improvising, stylistic techniques)**:
  - three pieces of work to be submitted

## Course outline

### Grade 11

- **Performing and Creating modules** (HL complete both, SL choose one)
- **Developing analysis skills**: a study exploring what to listen for in music and how to analyse it.
- **Historical and cultural studies**: a study of a diverse range of music including Western art music from the late renaissance to the present day, jazz and music from around the world
- **Musical Links Investigation**: 2,000 words on music from two different music-cultures

### Grade 12

- **Performing and Creating modules** (HL complete both, SL choose one)
- **Developing analysis skills**: further study exploring what to listen for in music and how to analyse it.
- **Historical and cultural studies**: a continuation of study into a diverse range of music including Western art music, jazz and music from around the world.
- **musical analysis and perception**: in depth study of two (HL) or one (SL) prescribed works.

### Skills developed

- instrumental/vocal skills through practice, rehearsal and performance in a variety of contexts
- creative skills through the study of Creating (including composing, composing with music technology, arranging, improvising, stylistic techniques)
- aural analysis skills through the study of music from diverse cultures and traditions and through ear training
- skills in using recording techniques
- skills with music software and other music technology
- research skills and musical interests through the musical investigation, and relating research to other aspects of the course
- recognition, analysis and communication skills in identifying musical styles and compositions

### Assessment

#### SL

#### External assessment (75 teaching hours) – 50%

- **listening paper** (2 hours) – 30%  
students answer four musical perception questions (80 marks)
  - section A: students answer one question on one of the set works (20 marks)
  - section B: students answer three other questions on a range of music (20 marks each)
- **musical links investigation** – 20%  
students write a 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)  
Students submit two pieces of coursework, with recording and written work

- **solo performing (SLS)**  
a recording selected from pieces presented during one or more public performance(s), 15 minutes
- **group performing (SLG)**  
a recording selected from pieces presented during two or more public performances, 20–30 minutes

## HL

### External assessment (90 teaching hours) – 50%

- **listening paper** (2 hours 30 minutes) – 30%  
students answer five musical perception questions (100 marks)
  - section A: students answer two questions on the set works (20 marks)
  - section B: students answer three questions on a range of music (20 marks each)
- **musical links investigation** – 20%  
students write a 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** – 25%  
students submit two pieces of coursework, with recording and written work
- **solo performing** – 25%  
students submit a recording of pieces presented during one or more public performance(s) (20 minutes)

## 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 diverse 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

The 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

## Course outline

### Grade 11

- **Introduction to Collaborative Theatre Making**  
Students practically explore the work of professional theatre devising companies, developing skills in creating original theatre works. As part of this unit, students are encouraged to develop a thoughtful and impactful piece of original theatre that engages an audience and achieves the desired theatrical intention.
- **Introduction to World Theatre Traditions**  
Students practically explore a diverse range of Asian theatre traditions through workshops, master classes, presentations, and performances.
- **Introduction to Theatre Theorists (HL only)**  
HL students explore a diverse range of contemporary theatre theorists through workshops, master classes, and performances. As part of this unit, students create a performance to be shared with an audience based on their research into a chosen theorist.
- **Theatre Production**  
Students develop skills in directing, acting and design through this student-led and directed production that is staged as part of the Campus' theatre programme in the Black Box Theatre.

### Grade 12

- **Collaborative Theatre Project**  
In small groups, students create an original piece of theatre to be presented to a wider audience. In this task they utilise and extend theatre devising skills acquired in previous units of study. This performance is assessed as part of the students IBDP Theatre coursework.
- **Research Presentation**  
Students create a presentation that communicates the process of developing an understanding of and respect for a chosen world theatre tradition. They perform aspects of the tradition and reflect on their own learning in the presentation. This presentation is assessed as part of the students IBDP Theatre coursework.
- **Director's Notebook**  
Students select a play text to interpret in this theoretical task. They draw upon skills in acting, directing, and design to communicate their interpretation of this play. This notebook is assessed as part of the students IBDP Theatre coursework.
- **Solo Performance**  
Higher Level students explore a chosen theatre theorist through workshops, master classes and performances. As a result of their exploration, they develop a solo performance which is shared with a public audience. This performance is assessed as part of the students IBDP Theatre coursework.

### 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. Students attend professional theatre as a spectator.

## Skills developed

During the course students will:

- develop performance and presentation skills
- collaboratively create original theatre
- create theatre based on theatre theory
- perform, direct and design interpretations of play texts
- practically 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

### SL

#### External assessment – 65%

- **director's notebook** – 35%  
students are required to produce a notebook which outlines how a chosen published play script 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**  
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 play script could be staged for an audience
- **research presentation** – 20%  
students plan and deliver an individual presentation (maximum 15 minutes) in which they outline, perform and physically demonstrate their research into a convention of a theatre tradition

#### Internal assessment – 25%

- **collaborative theatre project**  
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

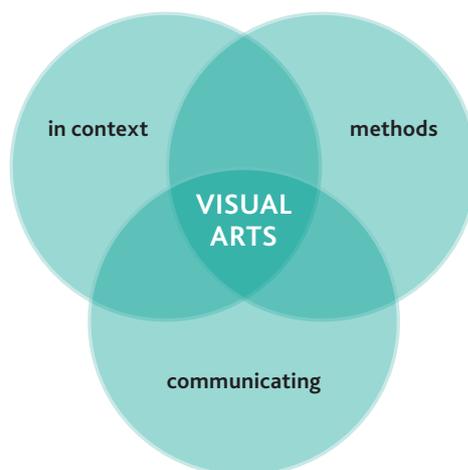
The course encompasses a wide range of activities designed to encourage students to explore and discover new possibilities in the visual arts.

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.

## Course outline

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 three 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

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

### 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

### 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

### 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**

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, Activity 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 experience to be regarded as CAS there must be an adult leader in charge who will monitor and evaluate the student's engagement. Students are required to reflect regularly on their CAS experiences, using the College's online CAS management system and a personal blog. CAS aims to challenge and extend students by developing a spirit of discovery, self-reliance, skills and interests. In many cases CAS experiences 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, activity and service. Examples of experiences involving creativity are those that "explore and extend ideas leading to an original or interpretive product or performance" (IB) such as working for the yearbook, playing in a band, participating in a drama production or CultuRama etc. Activity experiences include those in sports and adventure expeditions or any experiences requiring sustained "physical exertion leading to a healthy lifestyle" (IB). A wide variety of service experiences are organised by our Service department including Global Concern groups, Local Service and College Service. All students are involved in one and usually more of these and have "collaborative and reciprocal engagement with the community in response to an authentic need". (IB) Finally, the students need to commit to at least one project they initiate in the form of a "collaborative series of sequential CAS experiences lasting at least one month" (IB) They are required to engage in project week in the final month of Grade 11 having formed a group, planned and executed a week long trip in the region.

All IB Diploma candidates have a CAS advisor who interviews them three times during Grade 11 and 12. The reflections and photos on the CAS student blog serve as evidence for the seven 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 advisors who consult it when writing testimonials and university references. Graduation from UWCSEA and the IBDP are withheld if CAS requirements are not fulfilled.

### ***Extended Essay***

The extended essay is an in-depth study of a focused topic of the student's choice. Its purpose is to develop research, thinking, self-management and communication skills whilst also reflecting on what has been learnt through the research and writing process. Students choose one of their subjects (or two in the case of World Studies – an interdisciplinary approach) and develop a research question to focus on. With the help of a teacher supervisor they will work over several months to produce a formally presented and structured essay of a maximum of 4,000 words. In addition the students and their supervisor will have three mandatory reflection sessions throughout the process which will be written up in no more than 500 words. The essay and reflection write up are externally assessed by the IB.

## ***Theory of Knowledge (ToK)***

Theory of Knowledge (ToK) provides an opportunity for students to reflect on the nature of knowledge as well as the different types of knowledge in their entire Diploma Program including the other aspects of the core. The course emphasises the connections between different ways we can know and areas of knowledge and aids the student to become aware of his or her own perspectives so that they can address fundamental questions about knowledge and themselves as knowers.

### **Course content and outline**

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 and produce knowledge, the problems involved in the IBDP subject areas, as well as in areas such as ethics and religion, and it focuses on other influences on our understanding of the world, such as the media or our different cultural 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 maximum 1,600 words on one of six titles prescribed by IB

#### **Internal assessment – 33%**

Presentation on a topic of the student's choice

### **Award of points to ToK and Extended Essay**

		Theory of Knowledge				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Extended Essay	Excellent A	3	3	2	2	F
	Good B	3	2	2	1	F
	Satisfactory C	2	2	1	0	F
	Mediocre D	2	1	0	0	F
	Elementary E	F	F	F	F	F

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

We understand homework to mean any work that is done at home – it may be revision, exercises, essays, note-taking, internally or externally assessed coursework or any other form of school work.

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 the very 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
3. **Completion of any assessed coursework**

### 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. In class assessments will not be set for the first day after a holiday.

### 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 six formal reports and four Three-Way Conferences over the course of the two-year programme.

Reports are broken into two components: holistic attainment levels and approaches to learning indicators. The holistic attainment levels are reflective of academic attainment. These are complemented by reports on approaches to learning. Three key UWCSEA profile skills are considered to help support student growth – self-management, collaboration and communication. Observable indicators are specified that demonstrate student development in each skill. These indicators offer multiple ways for students to improve performance.

### Holistic attainment levels

7: Excellent attainment

6: Very good attainment

5: Good attainment

4: Satisfactory attainment

3: Attainment needs to improve

2: Low attainment, performance is a serious cause for concern

1: No measurable attainment; urgent action is needed

RJ: The student has only recently joined this class and it is too early to give an assessment

### Approaches to learning skills

- Self-management
- Collaboration
- Communication

### Approaches to learning levels

When assessing your level, teachers consider the quality and frequency of the indicators, along with your level of independence. Teachers will then assess the three skills—Self-management, Collaboration and Communication— using four levels:

- Strong indicators
- Clear indicators
- Some indicators
- Concern



# High School academic structure

Principal	Nick Alchin
Vice Principal (Grades 11–12)	Ted Cowan
IBDP Coordinator	Paul La Rondie
Head of Grade 11	Jensen Hjorth

## IBDP subject groups and department heads (2017/2018)

Group	Subject	Head of Department
1 and 2: Languages	English Chinese French Spanish School Supported Self-Taught Languages	Kate Levy Qiong Wu Etienne Kubler Oscar Gallego Laurie Kraaijeveld
3: Individuals and Societies	Business Management Economics Geography Global Politics History Psychology Environmental Systems and Societies	Adam Steele Jackie Price Ellie Alchin Melanie Wilson Nicholas Verrill Viki Cole Mireille Couture
4: Sciences	Biology Chemistry Physics Computer Science Design Technology Environmental Systems and Societies	George Psillides Michelle George Andrew Ware Ken McClure John Zobrist Mireille Couture
5: Mathematics	Mathematics	Ken Stirrat
6: The Arts	Dance Film Music Theatre Visual Arts	Francesca Thomas Steven Scott Mark Bradshaw Bronwyn Bye Steve Hickey
IB Core:	Creativity, Activity, Service (CAS) Extended Essay Theory of Knowledge (ToK)	Anna Parr Uzay Ashton Paul Sharry

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