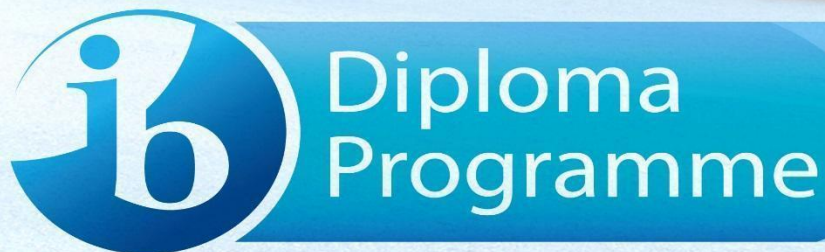


Kiangsu-Chekiang College International Section

IB Diploma Handbook

2023-2025



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Introduction

The transition from Key Stage 4 (Year 10 and Year 11) to Key Stage 5 (Year 12 and Year 13) is an exciting, challenging and rewarding step. In KCCIS, students in Years 12 and 13 follow a two-year International Baccalaureate Programme.

There are two main pathways open to students. The **International Baccalaureate Diploma Programme (IB DP)** offers international curriculum content and rounded education of 6 subjects; three studied at **Higher Level (HL)** and three at **Standard Level (SL)**, as well as the **IB Core** of Extended Essay, Theory of Knowledge and the Creativity, Activity and Service (CAS) programme. The **IB Courses programme** allows us to create a subject package tailored to students' academic ability, career and university ambitions. The programme provides great flexibility for students as they can design their educational programmes to meet their educational needs and goals. Both programmes are recognized by universities and employers worldwide and combine rigorous academic study with a sense of adventure and social responsibility. Further details can be obtained from the IBO website www.ibo.org.

Students in KCCIS are supported and challenged throughout to ensure that they are capable of achieving the highest possible standard in each subject. We require that all students entered into the two-year programme complete their courses of study. This includes the completion of the external IB DP examinations. ***In some circumstances, however, the college reserves the right to exempt a student from the examination if the student's performance has not been at an appropriate level.***

The purpose of this booklet and the IB DP Subject Selection Information Evening is to:

- a) present to our current Year 11 students and parents the subjects that are planned for the Key Stage 5 from September 2023
- b) explain the course content, course structure and assessment for each of these subjects
- c) help our current Year 11 students and parents to make decisions that will be appropriate, relevant and useful in the subsequent academic stages.

During the subject selection information evening, our current Year 11 students and parents will have the opportunity to speak to the Heads of Department, subject teachers and our guidance counsellor. Please do not hesitate to contact us if you have any questions regarding our IB Diploma / Course programme.

Yours faithfully,



Head Teacher (Curriculum)
IB DP Coordinator

Email: ctse@kcis.edu.hk

IB Mission Statement

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

To this end, the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

KCCIS Mission Statement

Our school is part of the Kiangsu-Chekiang & Shanghai Residents Association group of schools. We grew from the requests of parents, who sought an alternative to the education provision offered in the Hong Kong mainstream community. We exist because of the Association and as such we carry on their support for the classical Chinese educational virtues of advocating the development of a student's moral, intellectual, physical, social, and aesthetic capabilities.

The members of our association moved to Hong Kong from Kiangsu and Chekiang provinces and Shanghai. They are outward-looking, adaptable, industrious and flexible. Whilst cherishing their origins, the members view all cultures and peoples with respect and value diversity and homogeneity in equal measure.

Our school will strive to develop the same qualities in our students. The International Sections of our Schools are firmly placed in the "International" sector of education in Hong Kong. Like many schools in this sector, we were founded by immigrants, but we are not rooted in a foreign culture. We are Chinese in outlook and international in spirit. Our mission is to provide an education that reflects our beginnings but looks to the future. We respect and value the culture of our students and staff no matter where they come from and draw on these cultures to give a balanced global perspective to our work.

The school has a high regard for the value of language. Here we refer to our roots and Mandarin is extensively studied. English is our media of instruction in all other areas. No matter the mother tongue of our students or staff, it will be shown the same respect as any other. Human thought and endeavour are closely linked to language and we will not give up the opportunity to draw on the wisdom of other cultures just because it is outside our comfort zone.

We will endeavour to help our students grow into responsible, considerate, enquiring, young adults, who can make a positive contribution to the world. Our students come from many countries and will study and work in many more as they progress into adulthood. It is our intention that wherever they may go our students will be a welcome addition to that country and be able to keep growing and learning.

Note: The school's mission statement is currently under review.

Overview of International Baccalaureate Diploma / Course Programme

The IB Diploma Programme at KCCIS 2023-25

The International Baccalaureate programme is a coherent two-year pre-university course leading either to:

- a) study for the **full IB Diploma**, in preparation for entrance into universities around the world
- b) study for the **IB Course**, which will provide entry into many universities and colleges, or the workforce. Students may select those subjects which are of interest to them without any restrictions.



In order to gain the **full IB Diploma**, students are required to study 6 subjects:

- a) Three subjects must be studied at **Higher Level** - a minimum of **240** hours of classroom learning during the two-year period
- b) Three subjects must be studied at **Standard Level** - a minimum of **150** hours of classroom learning during the two-year period

Subject Choices

The choice of appropriate Higher Level subjects enables students to obtain the degree of specification required for university entrance. All subjects are available for both Higher and Standard Levels unless indicated. When considering the subject choices, please note that:

- ***A minimum of 5 students is needed for a subject to offer.***
- ***Only one class (a maximum of 20 students) will be offered for each subject in each group.***

Students **CHOOSE ONE** subject from each of the below six groups:

Group 1	Studies in Language and Literature	English A: Language and Literature, Chinese A: Language and Literature, School Supported Self-taught Language A: Literature*
Group 2	Language Acquisition	Chinese B – Mandarin, English B, Other Language B* , Language ab initio* (SL only)
Group 3	Individuals and Societies	History, Psychology, Geography, Economics
Group 4	Sciences	Biology, Physics and Sports, Exercise and Health Science
Group 5	Mathematics	Mathematics: Applications and Interpretation (SL only), Mathematics: Analysis and Approaches
Group 6	The Arts	Visual Arts, Film, Chemistry from Group 4, Business and Management from Group 3

****Students/parents must obtain permission from the IB DP Coordinator. More information will be available upon request.***

Some subjects are very popular. Please note that subjects are provisional at this stage and dependent on student numbers, teacher availability and final timetable arrangements. Please bear in mind that some subjects may NOT be offered due to insufficient student enrolment.

Every effort will be made to accommodate student preferences but sometimes compromise choices must be made by the students. Please refer to the IB DP Subject Selection Google Form 2022-2024 for further details.

Core Subjects

Note: EE, ToK and CAS are optional for IB course students.

In addition to the six required subjects, students also:

- Write an **Extended Essay** (EE) of 4000 words (if in English) in a subject of their choice, providing students with a chance to become involved in independent research

- b) Complete a **Theory of Knowledge (TOK)** course, giving time for critical reflection on their studies
- c) Participate in **Creativity, Activity, Service (CAS)** throughout the programme

Study Skills

Study Skills course, which is led by experienced IB DP teachers, is offered to students throughout the programme. The course is offered to help students develop key specific skills (e.g. effective research and writing, citation and referencing) related to IB DP coursework.

Online courses through Pamoja Education

For courses not offered in KCCIS, students may enrol in **no more than one online course*** offered by Pamoja Education (<http://www.pamojaeducation.com>). There will be an extra cost for students who take an online course.

All Pamoja Education online courses are fully recognised by the IBO to fulfil Course and Diploma requirements. In addition, the IB evaluates and provides ongoing review of course content, teacher selection/training and course delivery - all of which helps Pamoja Education maintain the highest quality student experience and academic achievement.

Advisory/Cautionary Note: KCCIS students who wish to take a Pamoja education course **must** demonstrate evidence of being independent learners (self-starters/pro-active!) who can cope with the challenges of a learning environment where the teacher is not in front of the class physically but is on the other side of the globe.

****Students/parents must obtain permission from the IB DP Coordinator. More information will be available upon request.***

Assessment and Reporting

Students are assessed through a mixture of **internal assessment (coursework)** and **external public examinations**. The **internal assessment** is normally marked internally and moderated externally by the IBO. The final examinations are set and marked externally by the IBO and taken during May in the second year of the course. Details of the methods of assessment are supplied with each of the subject descriptions later in this booklet.

All subjects are assessed on specific IB Diploma subject criteria, published on the subject-specific curriculum guides and readily available to DP teachers and students. Each of the six subjects is awarded a grade on a scale of 1 to 7, with three considered a minimum passing grade in Standard level (SL) courses and four a passing grade in Higher Level (HL) courses.

Diploma Program assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals: analyzing and presenting information, evaluating and constructing arguments, and solving problems creatively. Basic skills are also assessed, including the retention of knowledge and understanding key concepts. In addition to academic skills, the Diploma Program assessment encourages an international outlook and intercultural skills where appropriate. There are seven reporting events within the year:

Year 12	Year 13
December: End of Term 1 Interim Report January: Parent-Teacher Meeting June: Parent-Teacher Meeting (Issue of Predicted grades) July: End of Year Report	October/November: Issue of Predicted grades for university/college application purposes December: Parent-Teacher Meeting March: End of Term 2 Report

Deadlines

At the start of every year for Years 12 and 13, an internal calendar of deadlines is established to spread the major internal assessments throughout the two years of the IB Diploma. This calendar is given to students and families at the start of each year. Students who fail to meet the school's internally set deadlines may be removed from the course/programme.

Conditions of the Award of the IB Diploma

(IB Diploma Programme: *Simplifying the diploma requirements and failing conditions*)

Students receive a grade/point from 1 to 7 in each of their six subjects plus up to 3 additional bonus grades/points for combined ToK/EE. This makes a maximum mark of 45.

7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

		Maximum Grade / Point
Group 1	Studies in Language and Literature	7
Group 2	Language Acquisition	7
Group 3	Individuals and Societies	7
Group 4	Sciences	7
Group 5	Mathematics	7
Group 6	The Arts	7
<u>Theory of Knowledge (ToK) and Extended Essay (EE)</u>		3
Additional 0-3 points		

TOTAL	45
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Below is the ToK/EE bonus point matrix:

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	1 Failing condition*	Failing condition
	Grade B	3	2	1	1	0 Failing condition*	Failing condition
	Grade C	2	1	1	0	0 Failing condition*	Failing condition
	Grade D	2	1	0	0	0 Failing condition*	Failing condition
	Grade E	1 Failing condition*	0 Failing condition*	0 Failing condition*	0 Failing condition*	Failing condition*	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

The diploma is awarded to students scoring a **minimum of 24 points** providing they meet all of the Core requirements. **Please check the Diploma Failing Conditions below for further details.**



Bilingual Diploma

A bilingual diploma will be awarded to a successful student who fulfills one or more of the following criteria:

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or science subject groups in a language which is not the same as the student's nominated studies in language and literature language. The student must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or scenes subject groups.

(Diploma Programme Assessment Procedures 2023, page 11)

IB Diploma Failing Conditions

There are some restrictions on how these points are achieved. **For example, a Diploma will not be awarded if a student achieves one or more than one of the following failing conditions:**

From the May 2015 examination session

From the May 2015 session the following failing conditions and associated codes will replace those in current use.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Note: In addition to obtaining a full Diploma, some universities and colleges may have other requirements, such as particular grades at Higher Level subjects, in their offer of a place to a student. **Many universities will make offers to Course students as long as the student completes the IB course(s).**

Students who fail to obtain the full Diploma will still receive grades and certificates for their courses.

The IB Course Programme at KCCIS 2023-2025

Students have a free choice of up to 6 subjects. Subjects can be taken at either HL or SL.

A student's choice of subjects within the IB Course programme will be planned to suit the student's individual needs.

Course students can participate in TOK, CAS and EE (optional).

IB Learner Profile

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

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Subject Selection

In previous years, students will indicate their initial course interests in February. These are then reviewed in March/April. Finally, teachers will make recommendations based on current Year 11 GCSE/IGCSE courses in languages and math.

In March/April, students who indicate an interest in the full Diploma program may be interviewed, by the IB DP Coordinator, Ms. Tse, to evaluate their performance and motivation to determine if the program is right for them. All interested students will work out a program of study in conjunction with the DP Coordinator that parents must approve once the GCSE / IGCSE results are released in August. Those students who we feel will be better served by completing IB courses will be counselled.

General Advice when Choosing Specific Diploma Courses

When making decisions about selecting subjects, parents and students should take the following into account. The main factors are:

- ✓ **Previous year's study**
- ✓ Choose **HL courses** based on a) your **strengths** (discuss with subject teachers and don't underestimate the effect of hard work and committed effort)
- ✓ Ability in the **subject Interest** and enjoyment of the subject
- ✓ The necessity for future **career flexibility**
- ✓ Choose courses **that are challenging**. GOLDEN RULE: Good colleges anywhere like to see you tried the most difficult options (esp. when related to your college major) on offer. Choosing an 'easy' course option can also lead to boredom and lack of motivation.

Which subjects as Higher Levels?

The difference between HL and SL subjects is always a matter of quantity – HL subjects have more class time (240 hours of instruction) and require more homework. There is also a considerable difference in terms of content and degree of difficulty in some subjects. Consult the Subject teachers and the relevant course outlines.

Students need to think about themselves and their ambitions by setting goals and targets and exploring degree pathways with appropriate IB subject selections

What subjects are you best at now?

Which subjects do you enjoy the most?

What are your possible future career choices?

Choosing the right course...

Dos

Do ask yourself the following questions:

- What are my strengths and weaknesses?
- What are the subjects about which I am enthusiastic?
- What advice have I been given by the teachers?
- What qualifications or subjects do I need for further academic study and career choices?
- Do involve others in the decision making; talk with teachers, **see guidance counsellor Dr. Vinci** for advice or consult the websites of the colleges or universities. Talk with your parents and possibly other friends or relatives who have careers in which you have an interest
- Do keep your options open if you are remotely undecided about your career choice.

Don'ts

- Do not make assumptions; you may think you need a certain subject for a career choice, but do you know that for a fact?
- Do not make choices because your friends are choosing them.
- Do not choose a subject because you like a teacher
- Do not be unrealistic. If you are struggling in a particular subject, it will only become more difficult as the years go on.
- Do not be pressured. Remember, it is you who studies the subjects – not anyone else.
- Do not decide on a career pathway because someone else has that career. What somebody else likes may not be what you want!

Choose carefully. Once you have made your decisions, you are committed to studying the subjects for the next two years. So please read through this booklet carefully, discuss your choices with your parents and your teachers, listen to their advice and make your decisions wisely.

University and Career Planning

Below are some suggestions of possible IB courses that meet the demands of different careers.

***The following are merely general guidelines rather than a definitive list of course requirements. Each university has its unique entrance requirements, which can change from one year to the next. The most updated sources of information are the prospectuses and websites of the universities themselves. Students should go to the university's website to get current information.**

A student with a strong interest in **Engineering**, in general:

Mathematics: Analysis and Approaches HL and Physics HL are either required or highly desirable for the more selective universities. Mathematics: Applications and Interpretation SL is acceptable as the minimum entry requirement at most universities in Canada and the US. For Chemical Engineering in the UK, Mathematics: Analysis and Approaches HL and Chemistry HL are required or highly desirable; Physics may also be important.

Strongly Recommended:	Mathematics: Analysis and Approaches HL or Mathematics: Applications and Interpretation HL, Physics HL or SL; may require Chemistry HL or SL
Advised:	The more challenging the Mathematics / Science courses, the better.
Helpful:	Languages A or B

A student with a strong interest in **Medicine**:

Chemistry and biology at HL are required or highly desirable at the more selective universities in Hong Kong and the UK.

Strongly Recommended:	Chemistry HL plus Biology HL (strongly recommended); Mathematics: Analysis and Approaches HL or Mathematics: Applications and Interpretation HL
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Advised:	Psychology or non-science based academic subject at HL
Helpful:	Languages A or B at HL

A student with a strong interest in **Law**:

Strongly Recommended:	Languages A HL
Advised:	Economics & History, SL & HL
Helpful:	Any Mathematics, Any Science

A student with a strong interest in **Business and Marketing**:

It is usually unnecessary to take Economics or Business to take these subjects at university.

In UK / Canada / USA:

Strongly Recommended:	UK – Economics HL better, at least Mathematics: Applications and Interpretation SL or HL. Mathematics: Analysis and Approaches HL is required for Accounting and Finance.
Advised:	English courses – A better
Helpful:	Psychology

A student with a strong interest in **Architecture**:

Mathematics: Applications and Interpretation SL and/or Physics HL are usually helpful. Art or design-based subjects are very useful. Some universities require a portfolio. Mathematics is expected for programmes requiring Mathematics as a pre-requisite subject, Mathematics: Analysis and Approaches HL or SL, or Mathematics: Applications and Interpretation HL.

In UK / Canada / USA:

Strongly Recommended:	Mathematics: Applications and Interpretation HL, Physics HL, and Visual Arts HL highly recommended
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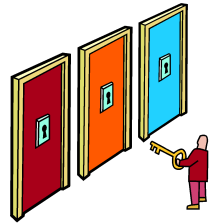
Advised:	Mathematics: Applications and Interpretation HL and Physics HL
Helpful:	History, Geography, portfolio

A student with a strong interest in **International Relations:**

In UK / Canada / USA:

Strongly Recommended:	English Language A, two other Languages
Helpful:	History

Please see Dr. Vinci for further information regarding the Careers Planning and University choices for IB DP students.



An Overview of Year 12 and Year 13

Year 12

TERM 1	
September	IB DP Student Induction – Outline expectations and timelines
September	Confirm final subject selection – two-week window for change of course/level
September	Introduce expectations for CAS and the EE
November	IB DP EE Workshops – Detailed explanation of the EE process with a timeline
TERM 2	
December/ January	Year 12 Interim Reports go home – Progress update / Year 12 Parents’ Evening
January	Internal coursework assignments start (e.g. portfolio)
January-April	Field trips as required by individual subjects
January	EE - research question and supervisor established
TERM 3	
May	Group 4 Project completed
June	Formal CAS consultations
June	Year 12 Parents’ Meeting - Predicted grades sent home
June	End-of-Year examinations taken in all subjects
June	CAS Project completed
July	TOK Exhibition completed
July	Year 12 End-of-Year Report sent home

July - August	Complete IB Internal Assessments / IB DP EEs etc.
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Year 13

TERM 1	
September	IB EE first draft – Deadline
September	CAS programme and consultations continue
September-December	Draft Internal Assessments due this term (specific subjects and assignments detailed)
October	IB DP Exam Registration – Letter send home
November	IB Core (EE/TOK/CAS) Exhibition
November	IB DP Exam Registration – Deadline
November	IB EE Final - Deadline
December	IB TOK Essay first draft - Deadline
October-November	Predicted grade letters issued for universities/colleges
December	Year 13 Parents’ Evening
TERM 2	
January	Mock Exam in all subjects
January	IB DP mock exam grades send home
January	Predicted grade letters issued for universities/colleges, if necessary
December / January / February	Group 1 Language and Literature / Group 2 Language acquisition – individual orals
February	IB DP Exam Timetable – finalized
February	IB DP Internal assessments and externally assessed (non-exam) components Due (specific subjects and assignments detailed)
February	IB DP TOK essays / Group 1 HL essays / Group 6 Visual Art comparative study / Group 6 Film Textual Analysis Due
February	IB DP Groups 1-2 individual Oral recordings Due

March	Year 13 Reports (mock exams reporting) go home
March	IB DP Internal Assessments completed and marks submitted to IBO
March	IB DP predicted grades submitted to IBO
March	Internal Assessments moderation samples submitted to IBO
March	CAS Completion
March	IB Visual Arts Exhibition
March	Visual Arts and Film coursework completed and submitted
March	IB DP Exam Briefing for students and parents
TERM 3	
April	Study Leave starts
May	Transcript Results service to universities/colleges (except for those in Canada and USA)
May	IB DP Exams
Jun	IB DP CAS Record to regional IB office
July	Transcript Results service to universities/colleges in Canada and USA
July	IB DP Exam Results released online
July	Post-Results Services (E.g. Enquiry upon results)

Subject Information

The following pages are brief descriptions of the subjects offered in Years 12 and 13. Read them all carefully. They will help you understand the content and assessment for the subjects available and how each subject may lead to further study.

Section A: The Core

All IB Diploma students must take all three subjects.

Theory of Knowledge

Extended Essay

Creativity, Activity and Service

Core: IBDP

Course Title: Theory of Knowledge 知識論

Course Description:

TOK is a course about critical thinking and inquiring into the process of knowing rather than about learning a specific body of knowledge. It is a core element that all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. The TOK course examines how we know what we claim to know.

認識論是一門對認識過程進行批判性思考和探究的課程，而不是要學習一個具體的知識體系。它是所有大學預科項目學生都要學習的核心要素之一，要求所有學校都為其安排至少100個課時。認識論課程考察我們如何認識我們聲稱所獲得的知識。

Course Structure / Topics covered:

The TOK curriculum is made up of three deeply interconnected parts.

The core theme—Knowledge and the knower (核心主題——知識與認識者):

This theme encourages students to reflect on themselves as knowers and thinkers and consider the different communities of knowers to which we belong.

Optional themes (選修主題):

This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all significantly impact the world today and play a key role in shaping people's perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology (知識和科技); knowledge and language (知識和語言); knowledge and politics (知識和政治); knowledge and religion (知識和宗教); and knowledge and indigenous societies (知識和土著社會).

Areas of knowledge (知識領域):

The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students

explore five compulsory areas of knowledge: history(歷史); the human sciences(人文科學); the natural sciences(自然科學); mathematics(數學); and the arts(藝術).

To help teachers and students explore these three parts of the TOK curriculum, guidance and suggested knowledge questions are provided. These suggested knowledge questions (知識問題) are organized into a **framework of four elements** (四項要素構成的框架): **scope** (範圍), **perspectives** (觀點), **methods and tools** (方法與工具) and **ethics** (倫理). This "knowledge framework" (知識框架) encourages deep exploration of each theme and AOK. Having these common elements run throughout the different parts of the curriculum also helps to unify the course. In addition, it allows students to make effective connections and comparisons across the different themes and areas of knowledge.

Assessment:

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

Internal Assessment

The TOK exhibition (認識論學習成果展) assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB. It weighs 1/3 (33%) and will be completed at the end of Year 12.

External Assessment

The TOK essay (認識論論文) engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component marked by IB examiners, weighing 2/3 (67%). The essay must be a maximum of 1,600 words (2000個漢字) and must be on one of the six prescribed titles issued by the IB for each examination session. The prescribed titles are released in September of Year 13, and the essay must be completed by February of Year 13.

Resources and Texts:

1. Decoding Theory of Knowledge for the IB Diploma Skills Book with Digital Access (2 Years)
2. IBO: IBDP Theory of Knowledge Guide (國際文憑組織: <<大學預科項目認識論指南>>)
3. TOK relevant resources

Core: Extended Essay

Nature of the Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research on a topic of their own choice under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. All students must undertake three reflection sessions with their supervisor, including a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. This reflection process is assessed under criterion E (Engagement) using the Reflections on Planning and Progress Form.

The extended essay is assessed against common criteria and interpreted appropriately for each subject.

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for university success and other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the *Handbook of Procedures for the Diploma Programme* for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended for 3–5 hours, including three mandatory reflection sessions.

- The third and final mandatory reflection session is the viva voce, concluding interview with the supervising teacher.

The extended essay and the IB learner profile

The learning involved in researching and writing the extended essay is closely aligned with developing many of the characteristics described in the IB learner profile. To a large extent, students are responsible for their independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance and fairness are key prerequisites for a good extended essay.

Students and teachers familiar with the IB Middle Years Programme (MYP) will find that the extended essay is a natural progression from the MYP personal project.

Relationship to theory of knowledge

Whichever subject is chosen, the extended essay shares with the theory of knowledge (TOK) course concerned with interpreting and evaluating evidence and constructing reasoned arguments. Where the two differ is in the emphasis placed on the research process and its formal outcomes. These aspects are of primary importance in the extended essay. Still, they are given much less weight in TOK. In the *Theory of knowledge guide* (updated November 2008), the section describing the TOK assessment tasks states that “neither the [TOK] essay nor the presentation is primarily a research exercise”. At a more abstract level, both TOK and the extended essay promote reflection on the nature of knowledge and how new knowledge is produced.

International dimensions

Some extended essay subjects include cross-cultural questions within them. Others invite such an approach. Whatever the subject, the extended essay student should strive to find relevant information from various sources.

Assessment:

The extended essay is assessed against common assessment criteria for all extended essays.

Criterion A: Focus and method (6 marks)

Criterion B: Knowledge and understanding (6 marks)

Criterion C: Critical thinking (12 marks)

Criterion D: Presentation (4 marks)

Criterion E: Engagement (6 marks)

Teacher(s) to speak to: Ms. Tse and Ms. Xie (EE Coordinator)

Core: Creativity, Activity, Service (CAS)

Course Title: CAS

Level offered: N/A

Course Description:

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of **creativity, activity, and service**.

Course Structure / Topics covered:

CAS is organized around the three strands of **creativity, activity, and service**.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

Assessment:

Internal Assessment

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme for 18 months. These learning outcomes articulate what a CAS student can do at some point during his or her CAS programme.

Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process

Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience or launching a new idea or process.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	Demonstrate engagement with issues of global significance
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

External Assessment (NA)

Resources and Texts: CAS Handbook, CAS portfolio and ManageBac

Internal resources: School staff, students and In-school resources

External resources:

- non-government organizations
- local commerce and industry
- community groups
- youth groups, sports clubs, drama, music and art groups
- social services, health services, government offices
- embassies and consulates.

Teacher(s) to speak to:

Ms. S. Wong (CAS Coordinator), Ms. H. Zhang, Ms. J. Fan and Ms. M. Wong

Section B: Compulsory Subjects

Students should choose **one subject** from each group.

Group 1: Language and Literature

Course Title: English A Language and Literature

Level offered: HL and SL

Course Description:

The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the important role language plays in communication, reflecting experience and shaping the world, and individuals' roles as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of multiple text types and literary forms, students will consider their interpretations and the critical perspectives of others to explore how such positions are shaped.

Course Structure / Topics covered:

Syllabus Component: Areas of Exploration

Readers, writers and texts

Non-literary texts are chosen from various sources and media to represent as wide a range of text types as possible, and works are selected from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and literature and its study. This study includes the investigation of how texts themselves operate and the contexts and complexities of production and reception. The focus is on developing personal and critical responses to the particulars of communication.

Time and space

Non-literary texts and literary works are chosen from various sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use, and the variety of ways literary and non-literary texts might reflect and shape society. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of how context is tied to meaning.

Intertextuality: connecting texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Conceptual understanding in studies in language and literature courses

Concepts are vital in studies in language and literature courses since they help to organise and guide the study of texts across the three areas of exploration. The concepts interact with the three areas of exploration in numerous ways and contribute a sense of continuity in the transition from one area to the next. They also facilitate the process of establishing connections between texts, making it easier for students to identify different ways in which the texts they study relate to one another.

The seven concepts (identity, culture, creativity, communication, perspective, transformation, representation) that structure the teaching and learning of these courses have been selected because of the central position they occupy in studying both language and literature. They foreground aspects of linguistic and literary study that focus on attention and inquiry.

Assessments (SL):

External assessment

Paper 1: Guided textual analysis (1 hour 15 minutes)

The paper consists of two non-literary passages from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks / 35%)

Paper 2: Comparative essay (1 hour 45 minutes)

The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks / 35%)

Internal assessment: This component consists of an individual oral, internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral (15 minutes)

Prepared oral response of 10 minutes, followed by 5 minutes of questions by the teacher on how one literary work and one non-literary body of work studied have approached a common global issue. (40 marks / 30%)

Assessment (HL):

External assessment

Paper 1: Guided textual analysis (2 hours 15 minutes)

The paper consists of two non-literary passages from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks / 35%)

Paper 2: Comparative essay (1 hour 45 minutes)

The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks / 25%)

HL essay

Students submit an essay (1,200-1,500 words in length) on one non-literary text or a collection of non-literary texts by one same author or a literary text or work studied during the course. (20 marks / 20%)

Internal assessment: This component consists of an individual oral, internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral (15 minutes) Prepared oral response of 10 minutes, followed by 5 minutes of questions by the teacher on how one literary work and one non-literary body of work studied have approached a common global issue.

(40 marks / 20%)

Resources and Texts:

SL/HL

English A: Language and Literature for the IB Diploma Coursebook by Brad Philpot

A Doll's House by Henrik Ibsen

1984 by George Orwell

Death of a Salesman by Arthur Miller

HL ONLY

Americanah by Chimamanda Ngozi Adichie

The Elephant Vanishes by Haruki Murakami

Teacher(s) to speak to: Mr. K. Sit and Mr. A. Barr

Group 1: Language and Literature

Course Title: Chinese A Language and Literature

Level offered: HL and SL

Course Description:

In the language A: language and literature course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the important role language plays in communication, reflecting experience and shaping the world. Students will also learn about their roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of multiple text types and literary forms, students will consider their interpretations and the critical perspectives of others to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature and pervasive influence of language in the world.

Course Structure / Topics covered:

Chinese A: language and literature course comprises **three areas of exploration**. Across the three areas of exploration, at least four works must be studied in the SL course, and at least six works must be studied in the HL course. Each area of exploration must involve the study of both literary works and non-literary texts, with equal time devoted to the study of each. Texts and works must be chosen from a variety of cultures and languages. The total teaching hours recommended for SL is 150 hours and 240 hours for HL.

Readers, writers and texts

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate and the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time and space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might reflect and shape society at large. The focus is on the consideration of personal and cultural

perspectives, the development of broader perspectives, and an awareness of how context is tied to meaning.

Intertextuality: connecting texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Standard Level students must study at least four works of which:

- a minimum of one must be written originally in the language studied by an author on the *Prescribed reading list*
- a minimum of one must be a work in translation written by an author on the *Prescribed reading list*
- two can be chosen freely—from the *Prescribed reading list* or elsewhere—and may be in translation.

There must be a minimum of one work for each area of exploration. Works must be selected to cover two literary forms, two periods and two places as defined on the *Prescribed reading list* covering at least two continents.

Higher Level students must study at least six works of which:

- a minimum of two must be written originally in the language studied by authors on the *Prescribed reading list*
- a minimum of two must be works in translation written by authors on the *Prescribed reading list*
- two can be chosen freely—from the *Prescribed reading list* or elsewhere—and may be in translation.

There must be a minimum of two works for each area of exploration. Works must be selected to cover three literary forms, three periods and three places as defined on the *Prescribed reading list* covering at least two continents.

Assessment:

Standard Level

Internal assessment 30%

This component consists of an individual oral, internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral (15 minutes)

Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:

Examine how the global issue of your choice is presented through the content and form of two of the texts you have studied. (40 marks)

External assessment (3 hours) 70%

Paper 1: Guided textual analysis (1 hour 15 minutes) 35%

The paper consists of two non-literary passages from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)

Paper 2: Comparative essay (1 hour 45 minutes) 35%

The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)

Higher Level

Internal assessment: Individual oral 20%

This component consists of an individual oral, internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral (15 minutes)

Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:

Examine how the global issue of your choice is presented through the content and form of two of the works you have studied. (40 marks)

External assessment (4 hours) 80%

Paper 1: Guided textual analysis (2 hours 15 minutes) 35%

The paper consists of two non-literary passages from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)

Paper 2: Comparative essay (1 hour 45 minutes) 25%

The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)

HL essay 20%

Students submit an essay on one non-literary text or a collection of non-literary texts by one same author or a literary text or work studied during the course. (20 marks)

The essay must be 1,200-1,500 words in length.

Resources and Texts:

The Rickshaw Boy by Lao She, *Call to Arms* by Lu Xun,
Tess of the d'Urbervilles by Thomas Hardy, *The Snow World* by Kawabata Yasunari,
Taipei People by Bai Xianyong, *Selected Poems of Du Fu*, *The Thunderstorm* by Cao Yu.

Teacher(s) to speak to: Dr. L. Chi, Ms. H. Zhang and Ms. M. Xie

Group 2: Language Acquisition

Course Title: English B

Level offered: HL and SL

Course Description:

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

Course Structure / Topics covered:

The language B syllabus approaches the learning of language through meaning. Through the study of the five major themes, **IDENTITIES, EXPERIENCES, HUMAN INGENUITY, SHARING THE PLANET, & SOCIAL ORGANISATION**, (plus **two literary works at HL**), students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their **receptive, productive** and **interactive** skills.

The **conceptual understandings** underpinning language acquisition are an essential component of the course. Students are exposed to a wide range of text types (**personal, professional & mass media**) with **variations** in **meaning**, perspective and language production (accent, vocabulary). Through this, they develop their ability to communicate in various **contexts** to a range of **audiences**, presenting and interacting as individuals, pairs and groups. Over the two years, they also produce their own written texts for various **purposes**.

Assessment SL

External assessment (3 hours) (Weighting 75%)

Paper 1 (1 hour 15 minutes) (weighting 25%)

Productive skills—writing (30 marks)

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes) (50%)

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment (Weighting 25%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on a visual stimulus, followed by a discussion based on an additional theme. (30 marks)

Assessment HL**External assessment (3 hours 30 minutes) (Weighting 75%)****Paper 1 (1 hour 30 minutes) (Weighting 25%)**

Productive skills—writing (30 marks)

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (2 hours) (50%)

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (1 hour) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment (Weighting 25%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, **based on an extract from one of the literary works** studied in class, followed by a discussion based on **one or more of the themes** from the syllabus. **(30 marks)**

Resources and Texts: IB English B Course Book: Oxford IB DP (978-0-19-842232-7)

Teachers to speak to: Mr. K. Sit and Mr. T. Sheary

Group 2: Language Acquisition

Course Title: Chinese B

Level offered: HL and SL

Course Description

Chinese B is a language acquisition course designed for students with some previous experience of the Chinese language. At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on various topics relating to course content. Studying two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

In this course, students further develop their ability to communicate in Chinese by studying language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Course Structure

In the language B course, students develop the ability to communicate in the target language through studying language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes appropriate to the course's level.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. To develop receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL.

There are five prescribed themes in this course. They provide relevant contexts for study at all levels of language acquisition in the DP and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

Assessment

Internal Assessment

Individual oral assessment (30 marks) (Weighting: 25%)

SL: A conversation with the teacher based on a visual stimulus and discussion on an additional theme.

HL: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus.

External Assessment

Paper 1 Productive skills—writing (30 marks) (Weighting: 25%)

SL (1 hour 15 minutes)

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

HL (1 hour 30 minutes)

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 Receptive skills—separate sections for listening and reading (65 marks) (Weighting: 50%)

SL (1 hour 45 minutes)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

HL (2 hours)

Listening comprehension (1 hour) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Resources and Texts:

IBDP Study Guide for Chinese B, Chinese Made Easy, Modern Chinese, KEYS Chinese

HL only: *The Chess Master* (A Cheng), *The Sight of My Father's Back* (Zhu Ziqing)

Teacher(s) to speak to: Dr. L. Chi, Ms. M. Wong, Ms. C. Wu and Ms. H. Zhang

Group 3: Individuals and Societies

Course Title: Business Management

Level offered: HL and SL

Course Description:

The aims of the business management course at HL and SL are to:

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. develop an understanding of the importance of innovation in a business environment.

Course Structure / Topics covered:

Unit 1 - Introduction to business management

1.1 - What is business

1.2 - Types of business entities

1.3 - Business objectives

1.4 - Stakeholders

1.5 - Growth and evolution

1.6 - Multinational companies MNC

Unit 2 - Human resources Management

2.1 - Introduction to human resource management

2.2 - Organisational structure

2.3 - Leadership and management

2.4 - Motivation and demotivation

2.5 - Organizational (corporate) culture HL

2.6 - Communication

2.7 - Industrial/employee relation HL

Unit 3 - Finance and accounts

3.1 - Introduction to finance

3.2 - Sources of finance

3.3 - Costs and revenues

3.4 - Final accounts

3.5 - Profitability and liquidity ratio analysis

3.6 - Efficiency ratio analysis HL

3.7 - Cash flow

3.8 - Investment appraisal

3.9 - Budgets HL

Unit 4 - Marketing

4.1 - Introduction to marketing

4.2 - Marketing planning

4.3 - Sales forecasting HL

4.4 - Market research

4.5 - The 7 Ps of marketing mix

4.6 - International marketing HL

Unit 5 - Operation management

5.1 - Introduction to operation management

5.2 - Operations methods

5.3 - Lean production and quality management HL

5.4 - Location

5.5 - Break-even analysis

5.6 - Production planning HL

**5.7 - Crisis management and contingency planning
HL**

5.8 - Research and development HL

5.9 - Management information system HL

Assessment:

Internal Assessment (25%)

Research project to report on an issue facing an organisation or a decision to be made by an organisation using one of the four key concepts (Max 1800 words)

An external examination consisting of 2 papers for SL and 3 for HL.

Paper 1 questions are based on a case study issued in advance, with additional unseen materials.

Paper 2 questions are based on stimulus materials with quantitative focus

Paper 3 questions are based on unseen stimulus materials

Resources and Texts:

Hoang P – Business Management 5th Edition (IBID, 2014) ISBN 9781921917240

Teacher(s) to speak to: Mr. D. Liu

Group 3: Individuals and Societies

Course Title: Economics

Level offered: HL and SL

Course Description:

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

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

Course Structure / Topics covered:

- 1) Introduction to economics
- 2) Microeconomics
- 3) Macroeconomics
- 4) The global economy

Assessment:

Internal Assessment (20%) HL or (30%) SL

Portfolio of three commentaries, based on different sections of the syllabus and published extracts from the news media (max 800 x 3)

External Assessment (80%) HL or (70%) SL

HL: An examination consisting of 3 papers:

- a) Paper 1: An extended response paper
- b) Paper 2: A data response paper

c) Paper 3: HL extension paper (policy paper)

SL: An examination consisting of 2 papers:

a) Paper 1: An extended response paper

b) Paper 2: A data response paper

Resources and Texts:

Blink J & Dorton I – Oxford IB Diploma Programme: IB Economics Course Book (Oxford University Press, 2020) ISBN 9781382004961

Teacher(s) to speak to:

Ms. J. Manson and Mr. D. Liu

SOLE TRADERS

What is a Sole Trader?

- Owned and controlled by one person
- Examples of Sole traders: Hairdressers, plumbers or photographers
- Sole traders have unlimited liabilities

How can you become a Sole Trader?

- Register your business name
- Register with HM

Advantages:

- Private data:** Sole traders can keep their information private.
- Control:** Sole traders have full control of their business, they can also keep the money that the business makes.
- Profit retention:** Sole traders retain all the profits of their business.
- Specialist:** Sole traders can offer more personal services to the customers.
- Personal:** Sole traders can make decision quickly and act swiftly because there is no need to make

Disadvantages

- Decision making:** There is help provided by others.
- Limited sources of finance:** Difficult to raise finance to fund their own business.
- High risks:** Sole traders have unlimited liability this means that the owner of the business risks their own personal savings and any other assets that they have.

PARTNER
A partnership business is owned by two or more persons. For ordinary partnerships the maximum number of partners is limited. Few exceptions include professional partnerships and accountants.

Amount contributed by each partner
Roles, obligations and responsibilities of each partner
Conditions for introducing a new partner
Clause regarding withdrawal of a partner
Partners' responsibilities and debts

Group 3: Individuals and Societies

Course Title: Geography

Level offered: HL and SL



Course Description:

As the IB says, *“Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates how people adapt and respond to change and evaluates the actual and possible management strategies associated with it. Geography describes and helps to explain the similarities and differences between different places. These may be defined on various scales and from the perspectives of a diverse range of actors, with varying powers over decision-making processes.*

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences.

The Diploma Programme geography course integrates physical, environmental, and human geography and ensures that students acquire socio-economic and scientific methodologies elements. In addition, geography takes advantage of its position to examine relevant concepts and ideas from various disciplines. This helps students develop life skills and have an appreciation of, and respect for, alternative approaches, viewpoints and ideas.”

Course Structure / Topics covered:

Part 1: Geographic themes — there are seven options. Two options are studied at SL, and three at HL

- Freshwater—drainage basins*
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards*
- Leisure, tourism and sport
- Food and health*
- Urban environments*

* options that have been covered at KCCIS

Part 2: Core content (for SL and HL) - Geographic perspectives—global change

- Population distribution—changing population

- Global climate—vulnerability and resilience
- Global resource consumption and security

Part 2 (HL core extension): Geographic perspectives—global interactions (HL only)

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

The Internal Assessment (IA) (for SL and HL)

Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation

In addition, **geographic skills** are integrated throughout the course.

Assessment:

Internal Assessment

One fieldwork investigation contributes 25% and 20% of the total marks for **SL and HL**, respectively.

External Assessment

SL – Paper 1 (Geographic themes) 1 hour 30 minutes and **Paper 2 (Core content)** 1 hour 15 minutes (contributing 35% and 40% of the total marks respectively) **Total examination time: 2 hours 45 minutes**

HL - Paper 1 (Geographic themes) 2 hours 15 minutes and **Paper 2 (Core content)** 1 hour 15 minutes (contributing 35% and 25% of the total marks respectively) **Paper 3 (Geographic perspectives—global interactions)** 1 hour (contributing 20% of the total marks) **Total examination time: 4 hours 30 minutes**

Resources and Texts:

Geography Course Companion' (2nd edition) (Nagle & Cook)

'Our Changing Planet' and relevant option books from the 'Planet Geography' series (S. Codrington)

'Geography Study Guide for the IB Diploma' (2nd edition) (Nagle & Cook)

Internet: typically dedicated educational material and news sites

Teacher(s) to speak to: Mr. M. Appleby and Mr. K. Renouf

Group 3: Individuals and societies

Course Title: History

Level offered: HL and SL

Course Description:

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves studying various types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes encouraging students to think historically, develop historical skills and gain factual knowledge. In addition, it puts a premium on developing critical thinking skills and understanding multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Assessment:

Internal Assessment (HL- 20% weighting of course, SL -25% weighting of course)

Internally-assessed essay (25 marks)

External Assessment (HL-80% weighting of course, SL-75% weighting of course)

Paper 1 – 1 hour. Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions. **(HL-20% weighting of course, SL-30% weighting of course)**

Paper 2 – 1 hr 30 mins

Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. **(HL-25% weighting of course, SL- 45% weighting of course)**

Paper 3 – 2 hrs 30 mins

Separate papers for each of the four regional options. For the selected region, answer three essay questions. **(HL only- 35% weighting of course)**

Resources and Texts:

Todd, Allan and Sally Waller, "History for the IB Diploma, Authoritarian and Single Party States", Cambridge (2012)

Rogers, Keely and Jo Thomas, "The Move To Global War", Oxford (2015)

Smith, David M. "Causes and Effects of 20th Century Wars", Oxford (2015)

Lowe, Norman, "Mastering Modern World History", Palgrave Macmillan (2013)

Vadney, T.E., "The World Since 1945", Penguin Books, (1998)

Teacher(s) to speak to: Mr. R. Trio

Group 3: Individuals and societies

Course Title: Psychology

Level offered: HL and SL

Psychology is the scientific study of human behaviour and mental process. The IB Psychology programme focuses on the biological, cognitive and sociocultural levels of analysis when trying to explain psychological phenomena and understand behaviours. The interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity and the commonality between their own and other behaviours.

The contribution and the interaction of the three approaches can be best understood through the options. There are four options in the course. They focus on areas of applied psychology that includes; abnormal psychology, developmental psychology, health psychology and psychology of human relationships. These options provide an opportunity to take what is learned from the study of the approaches to psychology and put it into the context of specific lines of inquiry, broaden students' experience of the discipline and develop the students' critical inquiry skills.

Subject Content

The Diploma Programme psychology course is designed to allow in-depth analysis, evaluation and consolidation of learning. The overall aim of the course is to give students a deeper understanding of the nature and scope of psychology. This course should be taught in an integrated way, as the different parts of the syllabus complement each other. This will allow students to make comparisons and evaluate different psychological theories and arguments.

Key features of the curriculum

- The approaches to understanding behaviour are laid out in topics.
- The approaches to behaviour are compulsory for SL and HL students (except for the HL extension, which is for HL students only).
- The core will be assessed in paper 1 of the external assessment, but it also forms the foundation for teaching and learning in the options.
- The approaches to research are for both SL and HL students, which are organized to reflect the considerations made when reading or preparing a piece of research.
- Only HL students will be formally assessed on the approaches to research in paper 3.

The syllabus is organized into two levels (Higher Level and Standard level).

Syllabus component	Teaching hours	
	SL	HL
Core	90	120
Biological approach to understanding behaviour		

Cognitive approach to understanding behaviour		
Sociocultural approach to understanding behaviour		
Approaches to researching behaviour	20	60
Options	20	40
Abnormal psychology		
Developmental psychology		
Health psychology		
Psychology of human relationships		
Internal assessment	20	20
Experimental study		
Total teaching hours	150	240

The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses.

Assessment:

- Students are assessed both internally and externally.
- External assessment for SL students consists of two written papers. For HL students, there are three written papers.
- Both SL and HL students need to do Internal Assessment. Internal assessment for SL and HL students need to write a report of a simple experimental study conducted by the student. This is internally marked by subject teachers and then externally moderated by the IB examiner.

SL Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks)	50%
Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks)	
Paper 2 (1 hour) One question from a choice of three on one option (22 marks)	25%
Internal assessment (20 hours)	
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Experimental study A report on an experimental study undertaken by the student (22 marks)	25%

HL Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic (22 marks) (Total 49 marks)	40%
Paper 2 (2 hours) Two questions; one from a choice of three on each of two options (Total 44 marks)	20%
Paper 3 (1 hour) Three short-answer questions from a list of six static questions on approaches to research (24 marks)	20%
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Experimental study A report on an experimental study undertaken by the student (22 marks)	20%
Resources and Texts: IB Psychology Course Book: Oxford IB Diploma Programme	
Teacher(s) to speak to: Ms. Montserrat Salazar	

Group 4: Sciences

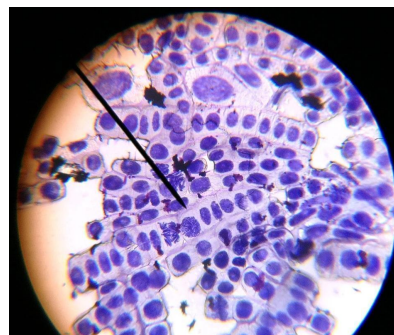
Course Title: Biology, Chemistry, Physics

Level offered: HL and SL

The Courses are currently under review - first teaching of new syllabuses from September 2023

Course Description:

Biology: The Biology diploma program is a rigorous two-year pre-university curriculum that focuses on cell theory, evolution, gene theory, and homeostasis. Students' critical thinking skills are challenged through independent investigations and collaborative efforts.



The KCCIS Biology diploma program delivers the foundations of modern Biology at two complexity levels, Standard (SL) and Higher (HL). Six core topics are covered for SL and five more for HL. In addition, one option topic will be covered along with the core topics. At KCCIS, the Option available for the Biology Diploma program is Option D: Human Physiology. Students can choose at which complexity level they wish to pursue the diploma. Both levels encourage independent, creative thinking in students educated in global awareness and international understanding, especially on issues like climate change and its global impact. By the end of the two years, students will develop an appreciation for ethically controversial issues in the biological sciences like stem cell research, cloning, genetically modified organisms, assisted reproductive technologies, contraception and birth control.

Chemistry: The first year of the course covers the standard level material for topics like Stoichiometric Relationships, Atomic Structure, Periodicity and Bonding. Higher level material of the same topic is taught concurrently to higher level students. There is an emphasis on developing practical research skills.

The second year of the course involves the study of an option in addition to the remaining standard and higher level material. The option offered at present in Chemistry is Option D:



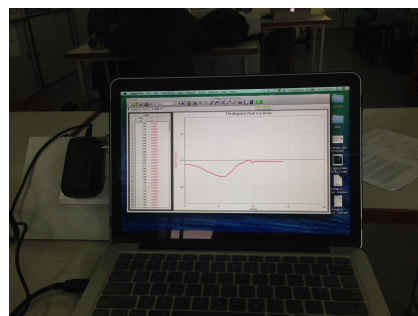
Medicinal Chemistry. Emphasis is placed on presenting the core concepts of Chemistry in ways that emphasize its practical use in the laboratory and its applicability to real-world issues and problems. Through class discussions, readings, visual aids, oral

Presentations, practice questions and laboratory investigations, students learn to combine real-world data, experimentation, and theoretical concepts to make sense of empirical findings and solve practical problems.

Physics: If you are curious about weightlessness experienced by Astronauts, want to know about the energy generated by a gram of nuclear fuel, or want to explore the various intricacies of nature, then Physics at the IBDP level is where you get all the answers.

The Physics course (both HL and SL) covers the following core topics during the first year of the programme: Measurement, Mechanics, Thermal Physics, Wave Behaviour, Electricity & Magnetism, and Atomic, Nuclear & Particle Physics. While both HL and SL courses study the same topics, at SL, the topics are covered in less depth, making this course more suitable for those who have an interest in Physics but do not expect to continue studying it at university.

Students will also study an Option in-depth during the course. At present, the option offered at KCCIS is Option C: Imaging which touches on applying different kinds of waves in Engineering and Medical fields. By the end of the program, students at both HL and SL would have been introduced to all the core concepts in Physics, emphasising critical thinking and problem-solving skills.



Course Structure / Topics covered:

		DP curriculum components	
		150	240
		Teaching hours	
		SL	HL
Physics	Core	95	
	1. Measurements and uncertainties	5	

	2. Mechanics	22	
	3. Thermal physics	11	
	4. Waves	15	
	5. Electricity and Magnetism	15	
	6. Circular motion and gravitation	5	
	7. Atomic, nuclear and particle physics	14	
	8. Energy production	8	
	Additional higher level		60
	9. Wave phenomena		17
	10. Fields		11
	11. Electromagnetic induction		16
	12. Quantum and nuclear physics		16
	Option (Choice of one out of four)	15	25
	A. Relativity	15	25
	B. Engineering physics	15	25
	C. Imaging	15	25
	D. Astrophysics	15	25
Biology	Core	95	
	1. Cell biology	15	

	2. Molecular biology	21	
	3. Genetics	15	
	4. Ecology	12	
	5. Evolution and biodiversity	12	
	6. Human physiology	20	
	Additional higher level		60
	7. Nucleic acids		9
	8. Metabolism, cell respiration and photosynthesis		14
	9. Plant biology		13
	10. Genetics and evolution		8
	11. Animal physiology		16
	Option (Choice of one out of four)	15	25
	A. Neurobiology and behavior	15	25
	B. Biotechnology and bioinformatics	15	25
	C. Ecology and conservation	15	25
	D. Human physiology	15	25
Chemistry	Core	95	

	1. Stoichiometric relationships	13.5	
	2. Atomic structure	6	
	3. Periodicity	6	
	4. Chemical bonding and structure	13.5	
	5. Energetics/thermochemistry	9	
	6. Chemical kinetics	7	
	7. Equilibrium	4.5	
	8. Acids and bases	6.5	
	9. Redox processes	8	
	10. Organic chemistry	11	
	11. Measurement and data processing	10	
	Additional higher level (AHL)		60
	12. Atomic structure		2
	13. The periodic table—the transition metals		4
	14. Chemical bonding and structure		7
	15. Energetics/thermochemistry		7
	16. Chemical kinetics		6
	17. Equilibrium		4
	18. Acids and bases		10
	19. Redox processes		6

	20. Organic chemistry		12
	21. Measurement and analysis		2
	Option (Choice of one out of four)	15	25
	A. Materials	15	25
	B. Biochemistry	15	25
	C. Energy	15	25
	D. Medicinal chemistry	15	25
Sciences	Practical scheme of work	40	60
	• Practical activities	20	40
	• Individual investigation	10	10
	• Group 4 project	10	10

Assessments:**Internal Assessment**

- End of topic tests in Year 12 and Year 13
- Report Writing on Experiments
- Mid Term Assessment in Year 12
- Individual Investigation - end of Year 12
- Year-End Exam in Year 12
- Mock Exam in Year 13

External Assessment

DP Sciences Assessment Components				
Component	Overall weighting (%)		Duration (hours)	
	SL	HL	SL	HL
External Assessment				
Paper 1	20	20	0.75	1
Paper 2	40	36	1.25	2.25
Paper 3	20	24	1	1.25
Internal Assessment	20	20	10	10

Resources and Texts: (some suggestions)

Oxford University Press	9780198392125	IB Chemistry Course Book 2014 edition
Oxford University Press	9780198392132	IB Physics Course Book 2014 edition
Oxford University Press	9780198392118	IB Biology Course Book 2014 edition

Oxford University Press	9780198393559	Physics Study Guide 2014 edition: Oxford IB Diploma Programme
Oxford University Press	9780198390053	IB DP Chemistry: Course Companion (2 nd edition)
IB	9781927173930	IB Biology: Student Workbook 2 nd edition

Teacher(s) to speak to:

Physics	Chemistry	Biology
Dr. M. Aravind	Ms. P. Home	Ms. A. Ali
		Ms. S. Bailey

Group 4: Sciences

Course Title: Sports, Exercise and Health Science

Level offered: SL/HL

Course Description:

The course incorporates the traditional disciplines of Anatomy, Physiology, Biomechanics, Psychology and Nutrition and will be studied in the context of Sport, Exercise and Health. Students will study a range of core and option topics. In addition, they will undertake practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Finally, where relevant, the course will address issues of internationalism and ethics by considering Sport, Exercise and Health relative to the individual and in a global context.

Course Structure / Topics covered:

Core Topics 80 hours

- Anatomy
- Exercise Physiology
- Energy Systems
- Movement Analysis
- Skill in Sport
- Measurement and Evaluation of Human Performance

Additional Higher Level Topics 50 hours

- Further anatomy
- The endocrine system
- Fatigue
- Friction and drag
- Skill acquisition and analysis
- Genetics and athletics performance
- Exercise and immunity

Options 30/50 hours (SL/HL)

Students are required to study two of the following options:

- Optimizing Physiological Performance
- Psychology of Sport
- Physical Activity and Health
- Nutrition for Sport, Exercise and Health

Practical Investigations (A mixture of short and long-term investigations) 40/60 hours

Assessment:

Internal Assessment (20 %)

Exploration (25 %); Analysis (25 %); Evaluation (25 %); Communication (17 %); Personal Engagement (8 %)

External Assessment (80 %)

For SL

- Paper 1 - 45 mins

Multiple choice on core topics 20%

- Paper 2 - 1 Hour 15 mins 35%
Section A - One data-based question and several short answer questions.
Section B – One extended response question. Both on core topics

- Paper 3 – 1 hour short answer questions on two options. 25%

For HL

- Paper 1 – 1 hour

Multiple choice on core and AHL topics 20%

- Paper 2 - 2 Hour 15 mins 35%
Section A - One data-based question and several short answer questions.
Section B – Two extended response questions on the core and AHL.

Paper 3 – 1 hour 15 mins

Short-answer and extended-response questions on two options. 25%

Resources and Texts: Oxford IB Diploma Programme: Sports, Exercise and Health Science

Teacher(s) to speak to: Ms. S. Wong & Mr. A. Dominguez

Group 5: Mathematics

Course Title: Mathematics: Analysis and Approaches (SL and HL)

Mathematics: Applications and Interpretation (SL)

Mathematics may be a beneficial choice for DP students considering careers in, for example, finance, planning, healthcare systems or coding, tourism industries, the technology industry, social informatics, or urban planning. Mathematics helps students understand the value of systematic approaches, analyse complex real-world contexts, communicate this concisely and precisely, and understand the implications of conclusions.

Mathematics encourages the development of strong written, verbal, and graphical communication skills, critical and complex thinking, and moral and ethical considerations influenced by mathematics that will assist students in preparing for the future global workplace. This, in turn, fosters the IB learner profile attributes transferable to the entire IB DP, providing relevance and support for the student's learning. DP courses can be studied at SL or HL for the DP students.

The aims of all DP mathematics courses are to enable students to:

- Develop a curiosity and enjoyment of mathematics and appreciate its elegance and power.
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics clearly, concisely and confidently in a variety of contexts.

Develop logical and creative thinking, patience, and persistence in problem solving to instill confidence in mathematics.

- Employ and refine their powers of abstraction and generalization.
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and future developments in their local and global communities.
- Appreciate how developments in technology and mathematics influence each other.
- Appreciate the moral, social and ethical questions arising from the work of mathematicians

and the applications of mathematics.

- Appreciate the universality of mathematics and its multicultural, international and historical perspectives.
- Appreciate the contribution of mathematics to other disciplines and as a particular “area of knowledge” in the TOK course.
- Develop the ability to reflect critically upon their work and the work of others.
- Independently and collaboratively extend their understanding of mathematics.

Course Description / Topics covered:

Students will study one of the three IB courses: Mathematics Higher Level (Analysis and Approaches), Mathematics Standard Level (Analysis and Approaches) and Mathematics Standard Level (Applications and Interpretation). The course students will follow in Mathematics depends greatly on whether they sat IGCSE in Year 10 or Year 11 and on the recommendation of their Year 11 Mathematics teachers.

Mathematics: Analysis and Approaches Higher Level: (240 hours of teaching time)

Mathematics: Analysis and Approaches HL caters to students with a superior understanding of mathematical concepts and ideas. Commonly, these mathematically gifted students will be aiming to complete a university course rich in mathematical content.

Mathematics: Analysis and Approaches HL will be a rigorous course requiring students to appreciate the underlying concepts of the topics fully. Students will be continually challenged and stretched and expected to use elegant and concise mathematical notation when expressing their ideas. In addition, students will frequently be engaged in tangential and independent study, for example, in relation to and preparation for worldwide mathematical competitions.

Mathematics: Analysis and Approaches Standard Level: (150 hours of teaching time)

Mathematics: Analysis and Approaches SL caters to students who have a substantial understanding of mathematical concepts and are interested in extending their appreciation of applications. Commonly, these students will find Mathematics: Analysis and Approaches SL supporting subject areas within their IB frameworks such as Economics, Business, the Sciences and ICT and future university studies.

The IB DP Mathematics: Analysis and Approaches SL course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts understandably and coherently, rather than insisting on the mathematical rigour required for mathematics: Analysis and Approaches HL. Instead, students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

Mathematics: Applications and Interpretation Standard Level: (150 hours of teaching time)

Mathematics: Applications and Interpretation SL caters to students who appreciate mathematics but may find some difficulties with the technicality and concepts involved in Mathematics: Applications and Interpretation SL. It is designed for students with varied mathematical backgrounds and abilities.

This course is designed to build students' confidence whilst providing an insight into the applications of mathematics in real-world situations from a practical point of view. Mathematics: Applications and Interpretation SL will give students the skills to solve problems by formulating mathematical arguments and analysing data efficiently and accurately, interpreting results and summarizing their ideas. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts.

Assessment:

Please refer to the handout given out by the Mathematics teachers.

Resources and Texts:

IB Mathematics: Analysis and Approaches Higher Level Course Book, Oxford IB Diploma Programme

IB Mathematics: Analysis and Approaches SL Coursebook, Oxford IB Diploma Programme

IB Mathematics: Applications and Interpretation SL Coursebook, Oxford IB Diploma Programme

Teacher(s) to speak to:

Mr. A. Singh, Ms. C. Njui and Ms. N. Ho

Group 6: The Arts

Course Title: Film

Level offered: HL and SL

Course Description:

IB Film studies involve the study of international film texts, film theory, film history and technology of cinema, and its effect on is as an audience and practical exercises in filmmaking and analysis.

Students should enjoy watching a film and should also be interested in engaging with and talking a critical approach to a wide variety of films from different eras and countries.

Students are introduced to the analysis of film as a text and the exploration of genre, narrative, audience, and representation. They will also have the opportunity to explore their creativity and technical skills by producing their film projects, analyzing film in writing and oral presentations and learning about different roles in the industry.

Course Structure / Topics covered:

- How does film create meaning?
- Understanding and using film language correctly.
- Originality and creativity in developing an idea through all stages of filmmaking.
- Developing technical skills in screenwriting, cinematography, lighting, sound and editing.
- The ability to research, plan, and then reflect on the practical filmmaking process.
- Developing a critical understanding of the theoretical, historical, sociocultural, economic and institutional contexts of film
- The ability to use the knowledge, skills and research gained to analyse a film text using appropriate terminology

Assessment:

Internal Assessment (SL 40%; HL 60%)

Film Portfolio (SL 40%, HL 25%): Students take part in multiple filmmaking exercises in at least three production roles to develop practical skills and techniques. Students submit a show reel of work, including one completed film project with accompanying written documentation.

Collaborative Film Project (HL only 35%): Students work in the core production team to plan and create an original completed film. Students submit a completed film and a project report with a list of all sources used.

External Assessment 60%

Textual Analysis (SL 30%; HL 20%): Students must individually produce a written analysis of a chosen extract from a prescribed film text. Students must consider both the cultural context and cinematic content of the extract. (1,750 words maximum and a list of sources used)

Comparative Study (SL 30%; HL 20%): Students prepare a multimedia comparative presentation on a chosen area of film focus related to theory or history based on two or more focus films of their choice. The task is research-focused, and all sources must be submitted with the study.

Length of multimedia comparative study: up to 10 minutes

Resources and Texts: Camera, sound and lighting equipment is provided. Students must purchase their SD cards to use. A MacBook with an imovie or equivalent is needed for editing purposes. No textbook is required for next year's course. A wide range of films will be shown from the course DVD library.

Teacher(s) to speak to: Mr. B. Craze



Group 6: The Arts

Course Title: Visual Arts

Level offered: HL and SL

Course Description:

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. Students develop analytical problem-solving and divergent thinking skills while working towards technical proficiency and confidence as art-makers.

In addition to exploring and comparing visual arts from different perspectives and contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to study visual arts in higher education and those who are seeking lifelong enrichment through visual arts.

The IB Diploma Programme visual arts course aims to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.
7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques, and processes to communicate concepts and ideas.

Assessment (For Higher Level):

Internal Assessment (40%)

Exhibition: Students submit a selection of resolved artworks from their exhibition for assessment. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

- A Curatorial rationale that does not exceed 700 words.
- 8-11 artworks with Exhibition text (stating the title, medium, size and intention) for each artwork

External Assessment (60%)

Comparative Study: (20%) Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

- Examine and compare with commentary at least three different artworks, at least 2 of which need to be by different artists over 10-15 screens.
- 3-5 screens analyse the extent to which the student's work and practices have been influenced by the art and artists examined.
- A list of sources used.

Process Portfolio (40%)

Students submit carefully selected materials (13-25 screens) that evidence their sustained experimentation, exploration, manipulation, and refinement of various art-making activities during the two-year course.

Resources and Texts:

N/A

Teacher(s) to speak to: Ms. M. Boltar

Frequently Asked Questions



Can I change my subjects and levels once I have handed in the form?

Yes – but the longer you leave it, the less chance there is a place in the class or the combination of subjects you want can be created. However, you cannot change your subjects and levels without your **parents' permission**, and you must consult with the **appropriate teachers** before such a decision is made.

It is possible to change the subjects and/or levels in the first two weeks of the programme, but the request is dependent upon academic considerations and class size. The change needs to be approved by the **IB DP Coordinator, Ms. Tse**. In exceptional circumstances, course changes may be considered beyond this point if the teacher recommends. Before the Mid-term break, Term 1, any course changes will not be documented at the End of Term 1 Interim report. The school reserves the right to transfer students between course sections to ensure an optimal learning environment in each class.

Will I get the subjects that I ask for?

Our subject selection process is designed to maximise the chances of you making the combination of subjects you choose. The subject selection form that you complete will allow us to build the final subject blocks that you will choose from. Therefore, it is important to try and be as accurate as possible to enable us to do this.

Choices should be made in partnership with teachers and parents working together. Our subject selection process and timelines are designed to ensure that you have access to all the information you need and all the people who can help at the right times to allow you to make fully informed choices.

Why do I have to choose between two subjects which I like?

You need to have more time devoted to individual subjects to secure good grades. Therefore you may have to abandon subjects which you like. It is worth asking your teachers whether, if you give up a subject now, you could pick it up again at universities or colleges without the prerequisite of the IB DP qualification.

Can I study for an IB DP subject outside school and then sit the examination in school?

No, in general.

The Timeline

We are committed to providing all the assistance required to ensure that students choose the right courses. However, students must take full advantage of the guidance on offer. The options and guidance timetable are outlined below:

Friday, 3rd February 2023	Parent letters send home
Wednesday, 8th February 2023	Initial presentation to Year 11 students on the IB DP subject selection procedures /
Monday, 27th February 2023	IB DP Subject selection booklet send home.
Tuesday, 28th February 2023	Year 11 reports go home
Monday, 6th March 2023 Wednesday, 8th March 2023	Year 11 IB DP Subject Selection Presentation Year 11 Parents' Evening IB DP Coordinator/Heads of Department/Subject teachers and Guidance Counsellor offer information and advice
Wednesday, 8th March 2023	IB DP Subject selection google form send home
Wednesday, 8th March 2023 to Tuesday, 21st March 2023	IB DP Coordinator/Heads of Department/Subject teachers/Guidance Counsellor offer further information and advice
<u>Wednesday, 22nd March 2023</u>	IB DP Subject selection google form completed
March to May 2023	Interviews set up re: Subject Selection (if needed) between the Year 11 students and parents with IB DP Coordinator
June 2023	Confirmation to Year 11 students and parents on IB DP subjects offered
End of June 2023 (date to be confirmed)	IB Induction Session 1 to Year 11 students and parents (IB DP in general and Preparation for CORE Week)
September 2023 (date to be confirmed)	IB Induction Session 2 to Year 12 students and parents

Contact Information

To find out more information about the IB Diploma / Course programme or specific IB DP subjects, please contact the following staff members:

Head Teacher (Curriculum) and IB DP Coordinator – Ms. C. Tse	(email: ctse@kcis.edu.hk)
Head of Aesthetics Department, Assistant DP Coordinator and IB CAS Coordinator – Ms. S. Wong	(email: swong@kcis.edu.hk)
(Acting) IB TOK Coordinator - Ms. Zhang	(email: hzhang@kcis.edu.hk)
IB EE Coordinator – Ms. Xie	(email: mxie@kcis.edu.hk)
Career/Guidance/University Counsellor – Dr. V. Ng	(email: sgc@kcis.edu.hk)
Head of English Department - Mr. K. Sit	(email: ksit@kcis.edu.hk)
Head of Chinese Department – Dr. L. Chi	(email: lmchi@kcis.edu.hk)
Head of Mathematics and Technology Department – Mr. A. Singh	(email: asingh@kcis.edu.hk)
Head of Science Department - Dr. M. Aravind	(email: maravind@kcis.edu.hk)
Head of Humanities Department – Mr. D. Liu	(email: dliu@kcis.edu.hk)

Useful Links

1. IBO – Diploma Programme: Information for parents

<http://www.ibo.org/information-for-parents/>



NOTES: