

# ST JOSEPH'S INSTITUTION INTERNATIONAL



## 2020 IB DIPLOMA PROGRAMME CURRICULUM BOOKLET

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## Welcome

I would like to extend a warm welcome to all of you, the Senior School students of SJI International. Our Senior School Programme will expose you to a highly academic course and it will push the boundaries of your physical, social and creative growth. It is a demanding two years which will prepare you for life, including tertiary education.

SJI International is a school that offers excellent teaching, and an array of curricular and extra curricular experiences and programs that promote personal growth. Students who join our vibrant community are encouraged to find and pursue their passions, to offer service to their community and to push themselves beyond their comfort zones. The program in the Senior School is very well supported by a team of caring professionals who are tasked with further developing the program for our senior school students.

We are very proud of our Alumni, who have introduced and successfully established events that represent the demands of an all-rounded student. These events are now aspects of our Senior School calendar, such as Hair for Hope, Well Being Week, Arts Week, Blood Donation Drive and the Graduation Prom. These events demonstrate the community-driven ethos of an SJI International Senior School Student. Our alumni have gone on to establish similar events at their respective universities and continue to be ambassadors of the SJI International mission. We anticipate your keen participation and we look forward to you leaving your mark as your predecessors have.

You will be introduced to a culturally diverse community, a community which values above all, learning to learn, learning to live, living a life of integrity and a life of service. You are encouraged to embark on the Grade 11 Orientation Programme and all other events held by the school with an open mind and a positive attitude. This will prove constructive in your pursuit of excellence in your studies at the Senior School level. Together with your tutor, teachers and peers you will share a rewarding and enriching journey.

Ora et Labora,

Renato Rainone  
Head of Senior School  
SJI International

## **SJI International Senior School**

- Senior School comprises grades 11-12 at St Joseph's Institution International High School. SJI International also offers places to younger students in the Middle School (Grades 7-10).
- SJI International is a not for profit school that draws from the ethos and best practices of St Joseph's Institution (SJI) – a school with a tradition of over 160 years of educational excellence in Singapore, established by the Catholic order of the De La Salle Christian Brothers.
- The International Baccalaureate (IB) Diploma Programme provides an intellectually stimulating and holistic educational experience that is highly respected and recognised for admission by top universities around the world.
- SJI International High School is an international school connected to the Singapore community, with a richly diverse student population drawn from varied nationalities, culture and faiths interacting and learning together.
- An active scholarship programme draws outstanding students, enabling them to benefit from the school's education regardless of their financial means, and at the same time enriching the school community.
- Spirituality, Mutual Respect, Internationalism, Leadership, Experiences and Service are the values that drive the school community's interaction, learning and growth.
- Students develop through 'Active Learning' where their minds and interests are actively engaged, and are taught by a team of dedicated teachers, many of whom have substantial experience in top schools around the world.
- Values, education and character building are achieved through a range of challenging activities in sports, adventure and creativity, with a special emphasis on service, featuring weekly service activities and overseas projects that help students connect with and serve the local and global community.
- Challenge Week – a highlight of the Senior School programme – requires students to plan and undertake in small groups an independent journey in a country in the region, incorporating service, cultural and action activities that take them beyond their personal comfort zones.
- The young men and women in the Senior School are being prepared for the 21<sup>st</sup> Century world as thinking and caring global citizens who are at the same time rooted in their community, faith and values.

## The Values of SJI International

The educational philosophy of the IB Diploma Programme and the Senior School is entirely consistent with the SJI International SMILES values.

	Values	We should:
<b>S</b>	<b>Spirituality</b>	<ul style="list-style-type: none"> <li>- learn what is true, just, beautiful and good guided by faith as well as reason</li> <li>- take full advantage of the opportunities provided for prayer and reflection consistent with the SJI International motto of 'Ora et Labora' (Prayer and Work)</li> <li>- follow one's own faith whatever it might be</li> </ul>
<b>M</b>	<b>Mutual Respect</b>	<ul style="list-style-type: none"> <li>- treat each other with respect, fairness and kindness</li> <li>- communicate openly and frankly</li> <li>- be sensitive to other people's opinions and aspirations</li> <li>- make compromises with respect to our own preferences for the sake of the community</li> <li>- as leaders make decisions as democratically as possible</li> </ul>
<b>I</b>	<b>Internationalism</b>	<ul style="list-style-type: none"> <li>- seek to find out about and understand the cultures of other community members</li> <li>- sustain an interest in our own languages and cultures</li> <li>- develop a perspective as global citizens through talks, discussions and curriculum activities</li> <li>- avoid prejudice and ensure that our opinions about other communities are based upon evidence</li> </ul>
<b>L</b>	<b>Leadership</b>	<ul style="list-style-type: none"> <li>- be willing and equipped to take responsibility and to lead others, especially in the service of the less fortunate</li> <li>- develop the capacity to lead through inspiration rather than by exercising authority</li> </ul>
<b>E</b>	<b>Experiences</b>	<ul style="list-style-type: none"> <li>- be willing to be taken out of our physical and psychological 'comfort zone' through challenging, character building experiences</li> <li>- expect, as we get older, that the challenges will be more demanding</li> <li>- integrate aspects of the formal curriculum into adventurous and physically stretching expeditions so that we learn in a holistic, cross curricular and unforgettable way</li> </ul>
<b>S</b>	<b>Service</b>	<ul style="list-style-type: none"> <li>- be generally helpful to everyone around us</li> <li>- develop skills and habits that will enable us to serve the school, nation and global community</li> <li>- offer practical support to the less fortunate members of these communities</li> <li>- reduce and recycle to preserve the environment for future generations</li> </ul>

## The International Baccalaureate Diploma

The IB Diploma is a very well established and widely respected two-year programme of study for pre-university students. The Diploma qualification is recognised by universities around the world, and indeed, a strong performance in the Diploma can gain a student access to some of the very best universities in the world.

The IB Diploma is an academically rigorous and demanding programme. It is also a holistic and wide-ranging course of study that encourages activity, community involvement and internationalism. It requires and helps to develop effective approaches to learning. The nature of the coursework and examinations at the end of the course encourage inquiring, independent and skills-based learning. The IB Diploma therefore offers the opportunity of a first class education in the widest sense.

### ***What does the Diploma entail?***

1. A central core comprising:
  - A 4,000 word Extended Essay on a research subject of the student's own choice
  - Theory of Knowledge, a course designed to encourage students to evaluate and question how they know what they know
  - Participation in "CAS", comprising Creativity (e.g. involvement in performances, exhibitions, Activity (e.g. involvement in sports teams, learning new sports, expeditions) and Service (e.g. involvement in local and overseas community service projects).
- 2 Six academic subjects, one selected from each of the following six groups:
  - Group 1 – Studies in Language and Literature
  - Group 2 – Language Acquisition
  - Group 3 - Individuals and Societies
  - Group 4 - Sciences
  - Group 5 - Mathematics
  - Group 6 – The Arts (or another subject selected from groups 1 to 5)

Three of the six subjects must be taken at HL and three at SL. All six subjects consist of a "theory" component that follows a prescribed syllabus, and a coursework component that allows the opportunity for both teacher and student input to the course of study.

The Diploma programme is illustrated using this model with the learner at its centre:



### ***How is it assessed?***

At the end of the two-year course, in nearly all of the six subjects, students take examinations that are externally marked. For those subjects without final exams (Visual Art, Theatre), students are assessed using additional coursework. The coursework component for all subjects is marked by teachers and moderated by IB Diploma moderators. As a result of the exam performance and coursework, the student will be awarded a numerical grade for each subject ranging from 7 (excellent) down to 1. Therefore, the six subjects yield a possible maximum of 42 points.

In addition, the Extended Essay and Theory of Knowledge together contribute a combined score of up to three extra Core points.

Thus, the maximum Diploma score is 45 points. A total score of below 24 points means that a student will not be awarded the Diploma as 24 points is the minimum to be awarded an IB Diploma. Creativity, Activity and Service (CAS) are not awarded points, but a satisfactory performance in these areas must be evidenced and recorded in order for the Diploma to be awarded.

## The IB Learner Profile

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

ATTRIBUTE	DESCRIPTOR
<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers (Courageous)</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our Lives - intellectual, physical, spiritual and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



## **Teaching and Learning at SJI International**

The attributes of the IB Learner profile underpin much of the teaching and learning throughout SJI International with a desire to develop curious, independent and confident learners from Grades 7 right through to Grade 12.

The most important principle within the school's educational philosophy is that of active learning. Students learn and, above all, understand best when information and concepts are processed. This processing takes place through activity. It is even more powerful when students first discover for themselves the information or concept and then process it.

Crucially, active learning is about students doing. This involves a wide range of activities, which will vary according to the subject: research, role plays, simulations, thinking exercises, decision making exercises, debates, presentations and so on. This provides a stimulating educational environment and one that is intellectually challenging for the students.

With a greater emphasis on the students' learning there also comes greater demand for participation from the students. It is not a matter of putting questions to the teacher, but of the students expressing their own opinions; being able to debate, defend, challenge, deduce, analyse and synthesize.

This type of learning is facilitated by smaller more interactive classes that rely on a blend of teacher led activities, group work, and class activities which may well be led by students. This means that lecture or lecture-style lessons a rare method of delivery at SJI International.

## The IB Diploma at SJI International for 2020

As mentioned earlier, students wishing to take the IB Diploma must select six (6) subjects: three (3) at HIGHER level (HL) and three (3) at STANDARD level (SL). All students are automatically registered for TOK and CAS. It should be emphasized that the standard of performance required and depth of study may well be very similar between HL and SL courses, but HL courses are likely to be more extensive in scope and depth. HL courses are allocated more teaching time.

The subjects must be selected as follows, one from each of the following six groups:

### 1. Studies in Language and Literature

*Language A: Literature* – The first language of the student or the language in which the student is most competent.

*Language A: Language and Literature* - This may or may not be the student's native language but will be one of which the student has a good command. The student will be a native or near native speaker.

### 2. Language Acquisition

*Language B* – This is a foreign language that the student has previously studied offering the opportunity for them to build and develop existing skills and knowledge.

*Language ab initio* – is a foreign language that the student has never previously studied, or has very limited experience in, that reflects their aims and interests.

### 3. Individuals and Societies

### 4. Sciences

### 5. Mathematics

**6. The Arts** - Music, Theatre or Visual Arts or another selection from one of the above five groups (which effectively means another subject from Groups 1-4, because students cannot take two mathematics subjects).

In addition to the six subjects, all Diploma students must also study a course in Theory of Knowledge (TOK), write an Extended Essay (EE) and comply with the CAS requirement.

### Academic requirements for students wishing to take the IB Diploma Programme

The IB Diploma is a rigorous and demanding academic course. SJI International needs to be sure therefore that students will be able to cope with its demands. To this end, all students entering the school in Grade 11 and wishing to take the IB Diploma at SJI International will need to take a Mathematics test and an English test.

We will seek as far as possible to accommodate the wishes of the student regarding the choice and level of subjects, but in the last resort it must be the decision of the Head of Department as to whether a student will be likely to cope with their subject at the required level.

The following is a broad and very general guide as to the issues likely to arise in selecting a course package:

**Mathematics:** IB Mathematics has three different courses that cater for all levels of Mathematical ability. Mathematics HL Analysis & Approaches is the most demanding course, followed by Mathematics SL Analysis & Approaches. Mathematics SL Applications & Interpretations is designed to cater to the non-specialist. The appropriate course for the student will be indicated by their performance in their Grade 10 IGCSE exam.

## **Languages:**

### **Group 1:** Studies in Language and Literature

Students are required to have a high level of competence in the chosen language. We would not require extensive past experience of literary study but would want to see some indication of the aptitude and enthusiasm for the subject. The Head of Faculty will assess which level – HL or SL – will be most appropriate for the student.

### **Group 2:** Language Acquisition

Students will be assessed by the Head of Faculty and recommended to take an appropriate level for this group.

**Science:** We do not require students entering the school in Grade 11 to take a science test but for those wishing to take a HL Science, the Head of Department will want to see in the student's academic background, some indication of prior study at an appropriate level and a suitable level of performance. Those wishing to take Physics HL or Chemistry HL should at least be able to study Mathematics SL Analysis & Approaches.

**Individuals and Societies:** Providing the student has an appropriate general level of academic ability and a suitable degree of interest and application, the student may choose a subject at HL in this group without any prior study of the subject.

**The Arts:** The Heads of Music, Drama and Art will decide upon the suitability of those wishing to take IB Music, IB Theatre, or Visual Arts respectively.

Whilst the above may seem rather forbidding, the school will make every effort to accommodate the wishes of students as far as possible. Moreover, we recognize that a student who may find a particular subject and level very difficult may nevertheless be able to do it, provided they have the determination and application. Attitude counts for a lot.

### **Non-academic requirements for students wishing to take the IB Diploma Programme**

When students join the Senior School at SJI International (SJII), they are not simply enrolling in a particular academic programme, they are entering a community. Life at SJII goes well beyond the classroom and the Senior School community will only possess the variety, vibrancy and energy that we desire to see if the students contribute to it. All Senior School students are members of this community and all are expected to make regular and substantial contributions. It is not acceptable for a student to limit their participation in the school to what happens in the classroom; we require an evident degree of constructive energy.

### **SJI International Diploma Options for 2020**

We are offering the following subject choice options for the Diploma course beginning in 2018:

#### **Studies in Language and Literature:**

##### **Language A: Literature**

English (HL/SL)

Indonesian (HL/SL)\*

We may also offer additional Languages A, depending upon demand. The IB also offers a provision for self-taught school-supported Languages A. In circumstances where there may be five or less students wishing to study a particular Language A, and/or we do not have a teacher available, it is possible for students to take the Language A they wish as a "self-taught school-supported" subject. In these circumstances, SJII will provide effective supervision of such courses and appropriate support for the students.

**Language A: Language and Literature**

Chinese (HL/SL)\*  
English (HL/SL)

**Language acquisition:****Language B:**

Chinese (HL/SL)  
English (HL/SL)  
Indonesian (SL)\*  
Malay (SL)\*  
Hindi (SL)<sup>+</sup>  
Spanish (HL\*/SL)

**Language Ab initio:**

Spanish (SL) French (SL)\*

**Individuals and Societies:**  
(all at HL and SL)

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

**Sciences:**  
(all at HL and SL)

Biology  
Chemistry  
Computer Science (SL only)  
Physics  
Sports, Exercise and Health Science\*  
Environmental Systems and Societies (SL only)\*

**Mathematics:**

Mathematics Analysis & Approaches (HL or SL)  
Mathematical Applications & Interpretations (SL)

**The Arts:**  
(all at HL and SL)

Music  
Theatre  
Visual Arts

\* If there are sufficient numbers

<sup>+</sup> tutor fees to be paid by students/parents

**Home Languages**

For students with a significant cultural or linguistic connection to a non-mainstream language, home languages can be taught at either Language A, Language B or ab initio. Currently the languages we offer are: Japanese, Korean, Thai, French, Vietnamese, German, Russian and other languages by request.

For our Singaporean Citizens and Permanent Residents, we comply with the Singapore Ministry of Education's Mother Tongue Language (MTL) Requirements. Please click [here](#) to access the school policy on MTL Requirements.

## **LANGUAGE A: LITERATURE**

### ***Courses offered:***

***English A: Literature (HL/SL)***

***Indonesian A: Literature (HL/SL)***

***Other Language A (HL/SL) via the Home Language Programme - Additional Fees Apply***

### **1. *What is the nature of Language A: Literature at IB level?***

The Language A: Literature course is designed for students who have experience of using the language of the course in an academic context. The focus of this course is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

### **2. *What will be the approach to learning?***

Students will study literary texts from a range of periods, genres and styles. We hope to foster a love of literature. Students will also develop skills of literary appreciation and literary criticism through a range of activities, including oral presentations, pair work, group discussions and written assignments. They will also improve their ability in oral and written communication. Students will learn to structure and express their ideas and arguments in a logical and persuasive way using precise and fluent language. They will enhance their international understanding through studying both the literature of their own first language and world literature. They will also develop an ability to produce an independent textual commentary on any piece of writing, whether familiar or not.

### **3. *What will be the subject content?***

The course is organised into three parts:

**Readers, Writers and Texts:** In this section of the course, students will be studying works taken from a variety of literary forms. They will start to explore and analyse texts and develop their critical responses. Students will examine the purpose of literature and how literature is used to create meaning.

**Time and Space:** In this section of the course, students will study literature from a variety of historical and cultural contexts. The focus of this area is how the context of a work is influenced by the larger cultural meaning, and how texts are connected.

**Intertextuality: Connecting texts:** In this section of the course, students will focus on how texts are connected to each other, allowing students to explore a wide range of themes, literary conventions or literary traditions.

**4. What will be the nature of assessment?**

**Assessment**

	<b>Higher level</b>	<b>Standard Level</b>	<b>Percentage of the examination</b>
Paper 1 - Guided literary analysis	Two literary passages, two different literary forms, each with a question. Students write two analyses	Two literary passages, two literary forms. Students choose one passage and write one analysis	35 %
Paper 2: - Comparative essay	Comparative essay based on two works studied in class	Comparative essay based on two works studied in class	25 % HL 35 % SL
HL Essay (Higher Level Only)	Essay on one literary text of work studied in the course		20 %
Individual Oral	Pre-prepared - on two literary texts	Prepared on two literary texts	20 % HL 30 % SL

## **LANGUAGE A: LANGUAGE AND LITERATURE**

### ***Courses offered:***

***English A: Language and Literature (HL/SL)***

***Chinese A: Language and Literature (SL)***

***Chinese A: Language and Literature (HL) [depending on the demand]***

***Other Language A (HL/SL) via the Home Language Programme - Additional Fees Apply***

### ***1. What is the nature of Language A: Language and Literature at IB level?***

The Language A: Language and Literature course is designed for students who have experience of using the target language of the course in an academic context. The focus of this course is directed towards developing and understanding the constructed nature of meanings generated by language, and the function of context in this process. Students will examine both linguistic and literature texts and will investigate how language is influenced by identity and culture. A variety of approaches to textual analysis will be used, such as sociolinguistics, critical discourse analysis and literary theory.

### ***2. What will be the approach to learning?***

Students will be exposed to a wide range of authentic materials, literary and non-literary. These materials may be expressed in oral, written, printed or electronic formats. Students will be expected to ask questions about the target language, from language and power to dialects and social values. There will be a strong element of close reading as students develop skills of textual analysis and the ability to use a linguistic vocabulary. Literature texts will be studied in the contexts in which they are written and students will explore the different ways in which a text can be read. Students will also be expected to ask questions about the target language. In this part of the course students will also gain a greater understanding of the mechanics of literature, exploring various literary devices. They will learn how to approach fiction and identify different traditions of literary criticism. Students will discuss the conflicts and themes found in literary texts and understand how narrative techniques enable writers to engage readers.

### ***3. What will be the subject content?***

The course is organised into three parts:

**Readers, Writers and Texts:** In this section of the course, students will be studying works taken from a variety of non-literary sources and media and literature from a variety of forms. The students will use the study of all types of text to focus on the language of communication, including how texts work within a given context, and the nature of literature. Students will focus on developing their analysis of texts and creating critical responses.

**Time and Space:** In this section of the course, students will study both literary and non-literary texts from a wide range of contexts and perspectives. Students will focus on how the societal and temporal context of a work influences a text and will explore how context is related to meaning.

**Intertextuality: Connecting texts:** In this section, students will study literary and non-literary texts from many different genres and cultural contexts and will be encouraged to make comparisons between them. Students will focus their exploration on improving their understanding of the complex relationship between all texts

#### 4. What will be the nature of assessment?

##### Assessment

	Higher level	Standard Level	Percentage of the examination
Paper 1 - Guided textual analysis	Two non literary passages, two different literary forms, each with a question. Students write an analysis on each of the passages.	Two non literary passages, two different text-types. Students choose one passage and write one analysis	35 %
Paper 2: - Comparative essay	Comparative essay based on two works studied in class	Comparative essay based on two works studied in class	25 % HL 35 % SL
HL Essay (Higher Level Only)	Essay on one non literary text or a collection of non-literary or one literary text studied in the course		20 %
Individual Oral	Pre-prepared - on two literary texts	Prepared on one literary and one non-literary work.	20 % HL 30 % SL



## **LANGUAGE B**

### ***Courses offered:***

***English B (HL)***

***Chinese B (HL/SL)***

***Malay B (SL)***

***Tamil B (SL)***

***Hindi B (SL) [Additional fees apply]***

***Spanish B (HL/SL)***

***Other Language B (HL/SL) via the Home Language Programme - Additional Fees Apply***

### ***1. What is the nature of Language B at IB level?***

Language B is a language acquisition course developed at two levels SL and 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.

### ***2. What will be the approach to learning?***

The course uses a balance between approaches to learning that are teacher-centred (teacher-led activities and assessment in the classroom) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning.

### ***3. What will be the subject content?***

The Language B syllabus approaches the learning of language through meaning. Through the study of five prescribed themes at SL and HL, 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.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

The five prescribed themes for both SL and HL are:

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

Also, at HL, students read two works of literature.

#### **4. *What will be the nature of assessment?***

Assessment throughout the course will be based on class activities, class work, homework and tests.

The individual oral assessment accounts for 25% of the final grade. It is internally assessed and externally moderated by IB moderators.

The External Assessment accounts for 75% of the final grade, comprising a Writing exam (25%) and a Listening and Reading exam (50%).

## **LANGUAGE AB INITIO**

### ***Courses offered:***

***French Ab Initio (SL) [depending on the demand]***

***Spanish Ab Initio (SL)***

***Indonesian Ab Initio (SL) [depending on the demand]***

***Mandarin Ab Initio (SL) [depending on the demand]***

***Japanese Ab Initio (SL) [additional fees apply]***

***Any Ab initio language through the Home Learning Programme [depending on demand and availability of the examination and provided that the student has a cultural connection to the language. Additional fees apply]***

### **1. *What is the nature of Language ab initio at IB level?***

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

Language ab initio is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. Language ab initio courses are available at SL only.

### **2. *What will be the approach to learning?***

The course uses a balance between approaches to learning that are teacher-centred (teacher-led activities and assessment in the classroom) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning.

### **3. *What will be the subject content?***

The five prescribed themes are:

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

Each prescribed theme has a list of four prescribed topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

#### **4. *What will be the nature of assessment?***

Assessment throughout the course will be based on class activities, class work, homework and tests.

Towards the end of the course, the subject teacher will conduct an Individual Oral which makes up 25% of the final grade. It is internally assessed and externally moderated by IB moderators.

The External Assessment accounts for 75% of the final grade, comprising a Writing exam (25%) and a Listening and Reading exam (50%).

## **BUSINESS MANAGEMENT**

### ***Courses offered:***

#### ***Business Management (HL) Business Management (SL)***

##### ***1. What is the nature of Business Management at IB level?***

The aims of the Business Management syllabus are to:

- a) promote the importance of exploring business issues from different cultural perspectives
- b) encourage a holistic view of the world of business
- c) enable the student to develop the capacity to think critically
- d) enable a student to appreciate the pace, nature and significance of change
- e) enhance a student's ability to make strategic decisions about the business functions of: human resource management, marketing, operations and finance

It is recommended that the student has a strong interest and commitment to the study of business and reasonable mathematical and written English skills as they will be expected to:

- demonstrate knowledge and understanding of business terminology, concepts and principles
- identify social and cultural factors and ethical considerations, in organisations' actions
- assess the impact of organisations' actions on the internal and external environment
- demonstrate competence in problem-solving
- construct quantitative financial instruments and interpret their outcomes
- assess data from a variety of sources
- evaluate information in order to distinguish between fact and opinion
- collect, organise, interpret and present information, justifying and evaluating the chosen methodology
- demonstrate the ability to apply theory to real-life situations

##### ***2. What is the approach to learning?***

Learning is active and students are encouraged to develop a capacity for independent study.

The aims of the Higher Level course are similar to those of the Standard Level, except that it requires greater analytical skills and depth of knowledge. Students will be required to read newspapers to keep updated about business issues of the real world.

##### ***3. What is the subject content?***

###### **HL & SL**

The syllabus consists of five compulsory modules and a research project:

- Business Organisation and the Environment
  1. Introduction to business management
  2. Types of organisation
  3. Organisational objectives
  4. Stakeholders
  5. External environment
  6. Growth and evolution
  7. Organisational planning tools (HL only)

- Human Resources
  1. Functions and evolution of human resource management
  2. Organisational structure
  3. Leadership and management
  4. Motivation
  5. Organisational and corporate cultures (HL only)
  6. Employer and employee relations (HL only)
- Marketing
  1. Role of marketing
  2. Marketing planning
  3. Sales forecasting (HL only)
  4. Market research
  5. The 4 P's (product, price, promotion, place)
  6. The extended marketing mix of 7P's (HL only)
  7. International marketing
  8. E-commerce
- Accounting and Finance
  1. Sources of finance
  2. Costs and revenues
  3. Breakeven analysis
  4. Final accounts (some HL only)
  5. Profitability and liquidity ratio analysis
  6. Efficiency ratio analysis (HL only)
  7. Cash flow
  8. Investment appraisal (some HL only)
  9. Budgets (HL only)
- Operations Management
  1. The role of operations management
  2. Production methods
  3. Lean production and quality management (HL only)
  4. Location
  5. Production planning (HL only)
  6. Research and development (HL only)
  7. Crisis management and contingency planning (HL only)

(In several sections the syllabus in SL contains fewer topics than at HL) Additionally, students are expected to apply the overarching concepts of **Change, Culture, Ethics, Globalisation, Innovation and Strategy** to a limited number of case studies (perhaps 6) which will be studied in depth over the duration of the course.

*At SJII, all sections involve a study of relevant elements of the Business environment of Singapore and other countries.*

#### **4. What is the nature of assessment?**

During the course there is regular assessment using a variety of methods. The final assessment consists of the following external examinations and internal assessment:

##### **HL**

**External Assessment consists of two examinations worth 75%.**

##### **40% 2 hour 15 minutes Paper 1**

This examination paper is based on a pre-issued case study. It consists of Section A extended response and Section B (one compulsory) written data response questions. Section C is a single compulsory question based on Business Strategy. This paper will cover all sections of the syllabus.

##### **35% 2 hour 15 minutes Paper 2**

A Section A and Section B data-response paper based on all sections of the syllabus. Section A – students must choose one of two questions and involves quantitative calculations. Section B consists of three data-response questions of which the students must choose two. Section C which will tests understanding of the six concepts as applied to a company of choice

##### **25% Internal Assessment**

Students must complete a research project of 2000 words, studying a problem or issue encountered by an organisation. The research project is internally assessed by the teacher and moderated externally by the IBO.

##### **SL**

**External Assessment consists of two examinations worth 75%.**

##### **30% 1 hour 15 minutes Paper 1 (same case study as HL)**

This paper consists of Section A (students answer 2 of 3 structured questions) and Section B (one compulsory question focusing on evaluation). This paper will cover the all sections of the syllabus.

##### **45% 1 hour 45 minutes Paper 2**

Based on all sections of the syllabus. Section A – students must choose one of two questions and involves quantitative calculations. Section B consists of three data-response questions of which the students must choose two. Section C tests understanding of the six concepts as applied to a company of choice.

##### **25% Internal Assessment**

Students have to complete a written commentary of 1000 – 1500 words, which demonstrate that they are able to apply business tools, techniques and theories to a real business situation or problem.

The commentary is able to make use of 3-5 key articles (sources) which will form a part of the project. The written assignment is internally assessed by the teacher and moderated externally by the IBO.

# **ECONOMICS**

## ***Courses offered:***

***Economics (HL)***

***Economics (SL)***

High School Economics is not a pre-requisite for universities courses. Those wanting to take Economics at university however should be aware that a few universities do require HL Mathematics. An IB Diploma containing Economics and Business and Management needs to be carefully considered, as some universities prefer a broad balance of subjects. This combination may be allowed following a discussion with the Head of Senior School and the University Counselling team. However, Economics is an excellent complement to the other Humanities.

In order to undertake HL Economics students are expected to achieve at least a B in IGCSE International Maths and their IGCSE Humanities.

### ***1. What is the nature of Economics at IB level?***

The course attempts to provide students with the concepts and intellectual skills required to interpret the complex economic world, as well as offering an insight into the economic interdependence of nations and the specific economic challenges confronting mankind. The aim at both levels is that students should gain a clear understanding of elementary micro- and macro-economic topics.

Students learn to appreciate the limitations of economic theory and economic models. They learn in particular to distinguish statements of fact from value-judgments.

The course should provide a basis for further study of Economics at university, but it also serves as a good general introduction to economic issues for those who do not intend to continue the subject beyond school.

### ***2. What is the approach to learning?***

Learning is active and students are encouraged to develop a capacity for independent study.

### ***3. What is the subject content?***

#### **HL & SL**

#### **Section 1      Microeconomics**

- 1.1 Competitive markets: demand and supply
- 1.2 Elasticity
- 1.3 Government intervention
- 1.4 Market failure
- 1.5 Theory of the firm and market structures (HL topic only)

#### **Section 2      Macroeconomics**

- 2.1 The level of overall economic activity
- 2.2 Aggregate Demand and Aggregate Supply
- 2.3 Macroeconomic Objectives
- 2.4 Fiscal Policy
- 2.5 Monetary Policy
- 2.6 Supply Side Policies



### **Section 3 International Economics**

- 3.1 International Trade
- 3.2 Exchange Rates
- 3.3 The Balance of Payments
- 3.4 Economic Integration
- 3.5 Terms of Trade

### **Section 4 Development Economics**

- 4.1 Economic Development
- 4.2 Measuring Development
- 4.3 The role of domestic factors
- 4.4 The role of international trade
- 4.5 The role of foreign direct investment
- 4.6 The role of foreign aid and multilateral development assistance
- 4.7 The role of international debt
- 4.8 The balance between markets and intervention.

(In several sections the syllabus in SL contains fewer topics than at HL)

*At SJII, all sections involve a study of relevant elements of the economy of Singapore and other countries.*

#### **4. What is the nature of assessment?**

During the course there is regular assessment using a variety of methods. The final assessment consists of the following external examinations and internal assessment:

#### **HL**

**External Assessment consists of three examinations worth 80%.**

##### **30% 1 hour 30 minutes Paper 1**

This paper consists of Section A and Section B written extended response questions. This will cover the Micro and Macro economics sections of the syllabus.

##### **30% 1 hour 30 minutes Paper 2**

A Section A and Section B data-response paper based on the International Trade and Development sections of the syllabus. Each section consists of two questions, of which students must choose one.

##### **20% 1 hour Paper 3**

This is a HL extension paper that assesses the quantitative aspect of the course. It covers elements of all part of the syllabus and is mainly short answer questions.

##### **20% Internal Assessment**

Students are required to produce a portfolio of three commentaries on extracts from current news topics (derived from print or internet sources) during the year.

## **SL**

**External Assessment consists of two examinations worth 80%.**

### **40% 1 hour 30 minutes Paper 1**

This paper consists of Section A and Section B written extended response questions. This will cover the Micro and Macro economics sections of the syllabus.

### **40% 1 hour 30 minutes Paper 2**

A Section A and Section B data-response paper based on the International Trade and Development sections of the syllabus. Each section consists of two questions, of which students must choose one.

### **20% Internal Assessment**

Students are required to produce a portfolio of three commentaries on extracts from current news topics (derived from print or internet sources) during the year.

## GEOGRAPHY

### **Courses offered:**

**Geography (HL)**

**Geography (SL)**

### **1. What is the nature of Geography at IB level?**

Geography is one of the subjects offered at both HL and SL in 'Individuals and Societies'. Globally, the uptake of Geography at HL and SL has been particularly dramatic over the past five years. This is primarily due to it being an exciting and dynamic course, which combines and integrates theory with practical application. The key aims of the course are to develop an understanding of the interrelationships between people, places, spaces and a concern for human welfare and the quality of the environment. These aims are compatible with those of the IB philosophy as a whole and fulfil many of the attributes of the IB learner profile.

### **2. What will be the approach to learning?**

The approach to learning will be fully in line with the principles described in 'Teaching and Learning at SJI'. Learning will be active and inquiry based, encouraging students to become thoughtful, proactive and independent learners. Both scientific and qualitative methods are employed in the study of Geography making it a robust and multi-disciplined subject.

### **3. What will be the subject content?**

The content encompasses some of the major international themes of our time. These include Climate Change, Resource Management, Vulnerability Reductions and Global Participation. There are also themes covering sport and health.

#### *Optional themes –*

##### *Part 1*

- Freshwater – issues and conflict
- Oceans and their coastal margins
- Extreme environments
- Hazards and Disasters
- Leisure, sport and tourism
- The geography of food and health
- Urban environments

Indicates 2019 unit option choice

#### *Geographic perspectives—global change*

##### *Part 2*

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

#### *Geographic perspectives—global interactions*

##### *Part 3*

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

### *Internal Assessment: Geographical Skills – Fieldwork*

#### *Part 4*

There will be a residential trip, which will take place over 5 or 6 days. The location (usually Northern Thailand) and content of fieldwork will be discussed with students and an appropriate area of study will be decided. Within that area, students will be given the option of which investigation they carry out. This enables student input and generates interest. Candidates will be allowed to work in groups or individually to collect primary information. Credit will be given for the suitability of the techniques used to present and analyse data. The cost of the field trip will amount to approximately S\$1100.00.

#### **4. What will be the nature of assessment?**

Assessment consists of three papers and an Internal Assessment.

##### *Paper 1:*

- Common to both HL and SL
- 1 hour and 30 minutes for SL (2 options) and 2 hours 15m minutes for HL (3 Options)
- Each option has a structured question and one extended answer question from a choice of two.
- Weighting –HL & SL 35%

##### *Paper 2:*

- Common to both HL and SL
- 1 hour 15 minutes for HL & SL
- 3 structured questions, source based questions and 1 extended answer
- Weighting: HL 25%, SL 40%

##### *Paper 3:*

- HL only
- 1 hour
- 1 two-part essay out of 3
- Weighting: 20%

##### *Internal assessment:*

- Common to both HL and SL
- Weighting: HL 20%, SL 25%
- A written report based on fieldwork with a maximum 2500 word.

# **HISTORY**

**Course offered:**

***History (HL)***

***History (SL)***

## **1. *What is the nature of History at IB level?***

History at IB is not a matter of learning facts and dates, it is a process of asking questions and understanding that sometimes there may be no simple answers. The two questions we most frequently ask are why things happened (or why they happened as they did) and what were the effects of major events. Why did World War I break out? How did World War I change the nature of warfare? Why did Hitler come to power? What was it like to live in Nazi Germany? What were the similarities and differences between the Communist regimes of Josef Stalin and Mao Zedong?

All the historical study at IB will be in the context of asking fundamental questions.

A prerequisite to studying IB History would be a B grade for IGCSE History or equivalent or an A grade for another Humanities subject at a similar level.

## **2. *What will be the approach to learning?***

The approach to learning will be fully in line with the principles described in 'Teaching and Learning at SJII'. The emphasis will be upon students discovering, analysing and interpreting the events for themselves through a wide range of activities. There will be no lecture -style lessons and very little note taking from the textbook. The emphasis will be upon the students thinking, analysing, discussing and debating issues.

## **3. *What will be the subject content?***

For students of both HL and SL History there is a common core of content based upon Twentieth Century world History. We will focus upon three topics:

a) **Causes and effects of 20th-century wars** – WWI Europe, WWII Pacific, Chinese Civil War, Spanish Civil War and the Contra War Causes. We will look in detail at the causes of the conflicts, the nature of the fighting (and how warfare changed in the course of them) and the results of these wars. The Chinese Civil War and WWII in the Pacific is also studied for HL students which can be used on the SL side of the course.

b) **Authoritarian states** – China and Germany (20th century): Amongst the single party regimes we will study are the Nazis in Germany and Communist China. In each case, we will be asking how these regimes originated, what they sought to achieve, what it was like to live under them and how they differed.

c) Students will also study the **Move to Global War** – Germany, Japan and Italy. We study the causes of expansion for each of these control, the events which encompass their expansions. We also examine the role of international response to this expansion.

In addition to the above, HL students only must take a regional History option. The chosen regional study at SJII is East and South East Asia and Oceania. The bulk of the study here will focus upon the history of China c.1860 - 1950 and Japan c.1868-1990, Korea c. 1910-1950, and foundation of Taiwan. In the case of China, we will look at

the disintegration of the traditional Imperial system and the long period of chaos and conflict which followed, leading finally to the victory of the Communists in 1949. Students will examine how China fared under the leadership of Mao Zedong. In the case of Japan, we will examine how and why Japan modernized with astonishing speed and success, which led in turn to foreign triumphs only for it all to culminate in Japan's defeat in World War II and the economic miracle of Japan leading to globalisation. We will also examine the occupation of Korea by Japan and the foundation of Taiwan under Jiang Jieshi.

#### **4. *What will be the nature of assessment?***

During the period of the course, students will be given a wide range of tasks, on which assessment will be based, but the focus will be upon the development of the students' capacity for historical analysis, extended writing and for the use and understanding of a range of historical sources.

For the final assessment, students sit exams which are externally marked and graded as well as completing a piece of coursework, which is internally assessed but externally moderated and which counts for 25 % of the total mark at SL and 20% of the mark at HL.

Final exams: HL and SL students are required to take the following exams. The percentage weight of each exam is given for SL then HL:

- Paper 1 - Answer a series of source/ document based questions on the Arab-Israeli conflict. (25% SL / 20% HL)
- Paper 2 - Sit an essay paper upon the world history topics. (50% SL / 25% HL)
- Paper 3 - In addition, HL students take a third exam, which is an essay paper upon the regional option. (35% HL only)

Coursework: All students undertake an historical investigation, from which they will produce a piece of written work of 2,200 words.

## PSYCHOLOGY

**Course offered:**

***Psychology (HL)***

***Psychology (SL)***

### **1. What is the nature of Psychology at IB level?**

Psychology at IB begins with the exploration of human behaviour through the biological, cognitive and sociocultural levels of analysis. Students will recognize that most human behaviour needs to be explained at each of these levels for our understanding to be complete.

### **2. What will be the approach to learning?**

The approach to learning will be student led with most lessons including activities where students can explore their own responses to psychological theories, research or practical demonstrations. Students will be encouraged to think deeply about the implications of their learning and will quickly enjoy applying what they have discovered to their own lives and the world about them.

### **3. What will be the subject content?**

#### Core – Psychological Analysis (SL and HL)

- Biological Level of Analysis
- Cognitive Level of Analysis
- Socio-Cultural Level of Analysis

#### Core – HL Only

HL students will study an extension topic for two of the levels of analysis as follows:

- Biological Level of Analysis: The use of animals in Psychological Research
- Cognitive Level of Analysis: The impact of the digital world

#### Applied Psychology - SL students study **ONE** of the following, HL students study **BOTH**

- Abnormal Psychology
- Psychology of Human Relationships

#### Research Methods

Both HL and SL students will explore a variety of qualitative and quantitative research methods through the evaluation of research studies in Paper one and paper two as well as through their internal assessment. However, **HL students will also complete Paper 3 which will focus on application of Research Methods understanding**, including a more detailed review of experimental design and qualitative methods such as interview, observations and case studies.

#### Internal Assessment (SL and HL)

Students will be required to replicate a psychological experiment including the manipulation of a simple independent variable (within the limits of ethical, realistic research parameters). Students will be expected to

demonstrate understanding of experimental research including directional and non-directional hypotheses, control of confounding variables, experimental design, sampling and data analysis, (including simple inferential statistics).

#### **4. What will be the nature of assessment?**

Assessment consists of a minimum of two papers and an Internal Assessment.

##### *Paper 1 (SL & HL):*

- 2 hours
- 3 compulsory questions based on the Core Syllabus
- 1 essay question from a choice of 3 titles
- Weighting – 50% (SL), 40% (HL)

##### *Paper 2 (SL / HL):*

- 1 hour (SL), 2 hours (HL)
  - 1 essay question (SL) or two questions (HL) from a choice on the options topics.
- Weighting - 25% (SL) 20% (HL),

##### *Paper 3 (HL only):*

- 1 hour
  - 3 standard questions in response to an unseen research scenario
- Weighting - 20% (HL)

##### *Internal assessment:*

- Weighting - 25% (SL), 20% (HL)
- Students conduct and then write up a psychological experiment following the conventions of a formal psychological research report.



## **Experimental Sciences**

### ***Courses offered:***

***Biology (HL), Biology (SL), Chemistry (HL),***

***Chemistry (SL), Physics (HL), Physics (SL)***

***Sports Exercise and Health Science (HL & SL)***

***Environmental Systems and Societies (SL) Trans-disciplinary Subject***

### **Biology, Chemistry and Physics at SL and HL:**

#### **1. *What is the nature of Science at IB level?***

##### ***Overall***

We will not simply be taking notes and carrying out experiments. The content of the three courses is designed to be relevant to what is happening in today's world, as can be seen from the list of topics below. We cannot escape factual content and students must expect to be required to learn facts and to keep well organized notes and data. However we prefer to emphasise inquiry and hands-on experience using a variety of approaches to teaching and learning which is at the core of the IB philosophy. Rather than being *told* about processes, theories, pieces of evidence and procedures students should expect to follow a route leading them to discover as much as possible for themselves. Students will be answering questions, asking questions, discussing issues and arguing points. Biology students will conduct a considerable amount of work in the field using local resources. Regular links will be made to Theory of Knowledge and the Nature of Science.

##### ***Biology***

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

##### ***Chemistry***

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

## **Physics**

Physics is, above all, a human activity, and students need to be aware of the context in which physicists work. Illuminating its historical development places the knowledge and the process of physics in a context of dynamic change, in contrast to the static context in which physics has sometimes been presented. This can give students insights into the human side of physics: the individuals; their personalities, times and social milieux; and their challenges, disappointments and triumphs.

Conditions for entry:

Physics HL: Condition is level 5 at IGCSE Maths (Extended), students must be doing SL or HL Maths (not Maths Studies SL). Students new to the school must have studied Physics at IGCCE/O-level or equivalent.

## **Sports Exercise and Health Science (SL & HL)**

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out 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 analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

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

ESS is for students with a genuine interest in environmental issues. ESS is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

## **2. What will be the approach to learning?**

The approach to learning will be fully in line with the principles described in 'Teaching and Learning at SJII'. Students will engage in individual and group work and we expect them to acquire independent and proactive study habits. Naturally, the experimental sciences at SJII will involve a considerable amount of practical activity. This may not always require formal experiments; it may instead involve model-making or simply practising procedures (such as DNA extraction from commonly-found tissues). The courses offered will demand a high level of student participation including discussion, debate, giving opinions and evaluating different points of view. We would like the students to see their IB science education as a continuum not as a series of individual lessons and ideally we would like them to be aware of scientific issues 'in the news' as well as to read around lesson topics outside of the classroom.

### 3. What will be the subject content?

*The table below shows the amount of teaching hours dedicated to each of the Group 4 Sciences*

	Biology		Chemistry		Physics		Sports Health and Exercise Science		Environmental Systems and Societies
	SL	HL	SL	HL	SL	HL	SL	HL	HL
<b>Core</b>	95		95		95		80		120
<b>Additional Higher Level</b>	N/A	60	N/A	60	N/A	60	N/A	50	NA
<b>Option</b>	15	25	15	25	15	25	15	50	
<b>Investigations</b>	20	40	20	40	20	40	20	40	20
<b>Individual Investigation</b>	10	10	10	10	10	10	10	10	10
<b>Group 4 Project</b>	10		10		10		10		10
<b>Total Hours</b>	150	240	150	240	150	240	150	240	160

All students will also participate in the 'Group 4 Project', a collaborative practical research project based on a common topic. This is completed in November of the first year.

In addition, Biology and Environmental Systems and Societies students will participate in a 5 days expedition to Malaysia in order to carry out field work relating to the study of ecology. There is an additional cost for this trip of approx \$1100.

Component	Biology	Chemistry	Physics	Sport Exercise and Health Science	Environmental Systems and Societies (SL only)
<b>Core</b>	Cell Biology Molecular Biology Genetics Ecology Evolution and Biodiversity Human Physiology (Statistical analysis is studied throughout the course)	Stoichiometric relationships Atomic structure Periodicity Chemical bonding and structure Energetics/thermochemistry Chemical Kinetics Equilibrium Acids and Bases Redox Processes Organic Chemistry Measurement and data processing	Measurements and uncertainties Mechanics Thermal Physics Waves Electricity and magnetism Circular motion and gravitation Atomic, nuclear and particle physics Energy production	Anatomy Exercise Physiology Energy Systems Movement Analysis Skill in Sport Measurement and Evaluation of Human Performance	Foundations of environmental systems and societies  Ecosystems and ecology  Biodiversity and conservation  Water and aquatic food production systems and societies  Soil systems and terrestrial food production systems and societies  Atmospheric systems and societies  Climate change and energy production  Human systems and resource use
<b>Additional Higher Level only</b>	Nucleic acids Metabolism, cell respiration and Photosynthesis Plant Biology Genetics and Evolution Animal Physiology	All core subjects are studied in further detail in the Higher Level course except Stoichiometric Relationships.	Waves phenomena Fields Electromagnetic induction Quantum and nuclear Physics	Further anatomy The endocrine system Fatigue Friction and drag Skill acquisition and analysis Genetics and athletic performance Exercise and immunity	
<b>Options</b>	Neurobiology and behaviour Biotechnology and bioinformatics Ecology and conservation Human Physiology	Materials Biochemistry Energy Medicinal Chemistry	Relativity Engineering Physics Imaging Astrophysics	Optimizing Physiological Performance Psychology in Sport Physical Activity and Health Nutrition for Sport Exercise and Health	

#### **4. *What will be the nature of assessment?***

##### **Biology, Chemistry, Physics**

During the period of the course, students will experience a wide range of tasks, including:

- General tasks such as comprehension, report writing, answering questions and calculations.
- End of topic tests (based on IB questions and marked according to IB standardized mark schemes)
- End of year and mock examinations (based on IB questions and marked according to IB standardised mark schemes)
- Practical investigations - many of these will contribute to the students' 'practical scheme of work' which represents the hours of 'formal' practical activities mentioned above. Students will also carry out an extended individual practical investigation for internal assessment where they will be marked by teachers and moderated by IB. These will eventually contribute to 20% of a student's final IB mark for the subject.

At the end of the course, students will sit an examination consisting of three papers:

Paper 1 - Multiple choice

Paper 2 – Short answer and extended response questions

Paper 3 – Data-based questions, extended response questions from one option

##### **Sports Exercise and Health Science**

During the period of the course, students will experience a wide range of tasks, including:

- General tasks such as comprehension, report writing, answering questions and calculations.
- End of topic tests (based on IB questions and marked according to IB standardized mark schemes)
- End of year and mock examinations (based on IB questions and marked according to IB standardised mark schemes)
- Practical investigations - many of these will contribute to the students' 'practical scheme of work' which represents the hours of 'formal' practical activities mentioned above. They will be assessed on a number of criteria which are:
  1. Design
  2. Data collection and processing
  3. Conclusion and evaluation
  4. Manipulative skills
  5. Personal skills

Students will submit some of these practical investigations for internal assessment where they will be marked by teachers and moderated by IB. These will eventually contribute to 24% of a student's final IB mark for the subject.

At the end of the course, students will sit an examination consisting of three papers:

Paper 1 - Multiple choice

Paper 2 - testing understanding, data analysis and factual knowledge by means of short and longer answers

Paper 3 - testing the options studied.

### ***Environmental Systems and Societies***

During the period of the course, students will experience a wide range of tasks, including:

- General tasks including comprehension, essay and report writing, answering questions and calculations.
- End of topic tests (based on IB questions and marked according to IB standardized mark schemes)
- End of year and mock examinations (based on IB questions and marked according to IB standardised mark schemes)
- Practical investigations - many of these will contribute to the students' 'practical scheme of work' which represents the hours of 'formal' practical activities mentioned above. Students will also carry out an extended individual practical investigation for internal assessment where they will be marked by teachers and moderated by IB. These will eventually contribute to 25% of a student's final IB mark for the subject.

At the end of the course, students will sit an examination consisting of two papers:

Paper 1 – Case Study (1 hour)

Paper 2 – Short answers and structured essays (2 hours)

## **Computer Science**

### ***Courses offered:***

#### ***Computer Science (SL)***

#### **Computer Science at SL:**

##### **1. *What is the nature of the subject at IB level?***

Computer Science offers students with a genuine interest in computing and software design, the exciting opportunity to explore modern computing theory, practice, and software development techniques.

The subject requires students to employ fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The IB Computer Science course is engaging, inspiring and rigorous. It has the following characteristics:

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- interacts with and influences cultures, society and how individuals and societies behave
- raises ethical issues
- is underpinned by a computational thinking methodology of problem-solving.

During the course the student will develop computational solutions. This will involve the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Whilst students are not required to have specific prior experience, some exposure to computer programming is desirable. The development of algorithms and programs in pseudocode and Java code is integral to the course and students will need to dedicate additional time (guided self-study) during Grade 11 to developing their skills in these areas in order to be fully equipped to complete the internal assessment and programming elements of the course.

##### **2. *What will be the approach to learning?***

The approach to learning will be fully in line with the principles described in 'Teaching and Learning at SJI International'. Students will engage in individual and group work and we expect them to acquire independent and proactive study habits.

As different Computer Science topics are explored, students will investigate technologies and practices, analyse situations and problems, and present and discuss solutions. Programming aspects of the course will be delivered through classroom workshops and additional guided self-study. Students should be fully prepared to take an active role in their learning, in lessons and in their own study.

Students will have access to, and be expected to fully utilise a range of online resources. These resources will develop and extend the learning that takes place in lessons and workshops, and support students to master the analytical and programming skills required.

### 3. What will be the subject content?

*The table below shows an outline of the syllabus content and teaching hours for Computer Science:*

Syllabus content	Outline teaching hours
<b>Core</b> The topics that must be studied, including some practical work, are: <ul style="list-style-type: none"><li>• Topic 1: System fundamentals</li><li>• Topic 2: Computer organization</li><li>• Topic 3: Networks</li><li>• Topic 4: Computational thinking, problem-solving and programming</li></ul>	80
<b>SL Option</b> Object-oriented programming (OOP) – programming in Java	30
<b>Internal Assessment – ‘Solution’</b> Practical application of skills through the development of a product and associated documentation.	30
<b>Group 4 project</b> All students will participate in the ‘Group 4 Project’, a collaborative practical research project based on a common topic. This is completed in November of the first year.	10

### 4. What will be the nature of assessment?

During the period of the course, students will experience a wide range of tasks, including:

- Analysing and developing algorithms to solve problems
- Exploring computing concepts, system components and design using appropriate terminology
- End of topic tests (based on IB questions and marked according to IB standardised mark schemes)
- End of year and mock examinations (based on IB questions and marked according to IB standardised mark schemes)
- Practical problem solving and programming tasks that develop students ability to put computational thinking into practice
- **Internal Assessment** – students will complete a ‘solution’ in the form of a software development project. They will choose a client and define a real world problem that requires a software solution; a thorough process will then see them develop their proposals, software designs and computer code in order to provide the client with a solution. (30% of final grade)

At the end of the course, students will sit an examination consisting of two papers:

Paper 1 – 1.5 hour written paper, examining the core topics (45% of final grade)

Paper 2 – 1.5 hour written paper, examining the Object Oriented Programming (OOP) component (25% of final grade)



# **MATHEMATICS**

## ***Courses offered:***

***Mathematics HL: Analysis & Approaches***

***Mathematics SL: Analysis & Approaches***

***Mathematics SL: Applications & Interpretations***

### **1. *What is the nature of Mathematics at IB level?***

Our aims for all our courses will be to develop logical, critical, creative thinkers who can appreciate mathematics with a multicultural and historical perspective, transferring their skills to a variety of situations while communicating their results clearly and confidently.

### **2. *What will be the approach to learning?***

Traditionally learning in Mathematics has been active; after a brief period of instruction, students complete many related questions in order to practise the application of mathematical techniques to problems. The difference in our approach is that the instruction is where possible replaced by an investigation that leads to the understanding of general principles; thus even when being introduced to the basic ideas, students are thinking rather than just absorbing. Moreover, rather than practising standardised questions, students are challenged by individual questions that oblige them to utilise several elements of theory in unfamiliar contexts, thus forcing them to think more deeply and to use their creativity. It is hoped that students, in the spirit of the IB Theory of Knowledge course, will begin to grasp deeper ideas that relate to the nature of Mathematics and its methodology. As well as enjoying the profound satisfaction that we have all felt when solving a difficult problem, they should also be fascinated by Mathematics.

### **3. *What will be the subject content?***

A summary of each course is given below:

#### **Mathematics HL: Analysis & Approaches [AA]**

This course caters for students with an excellent background in mathematics who are competent in a range of analytical and technical skills. This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. There is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students who take this option should have a strong interest in mathematics and/or expect mathematics to be a major part of their university studies.

Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

**Mathematics SL: Analysis & Approaches [AA]**

This is a demanding course, and students should already possess the knowledge of basic concepts. Students who take this option will be those who expect to go on to study subjects that have a significant mathematical content, for example, Chemistry, Economics, Geography, Psychology and Business Administration.

Students who choose Mathematics: analysis and approaches at SL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns.

Mathematics SL caters for students who appreciate a need for a sound mathematical background in preparation for their future studies. The programme focuses on introducing important mathematical concepts.

**Mathematical SL: Applications & Interpretations [AI]**

This course caters for students with varied backgrounds and abilities. It is generally for students who do not anticipate a need for mathematics in their future studies.

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. The course makes extensive use of technology to allow students to explore and construct mathematical models.

**Topics**

Below are shown the course outlines.

**For all Mathematics courses**, students study 5 topics:

Topic 1: Number & Algebra

Topic 2: Functions

Topic 3: Geometry and Trigonometry

Topic 4: Statistics & Probability

Topic 5: Calculus

**4. *What will be the nature of assessment?***

During the two-year period of these courses, students will be given regular topic tests and multi-topic tests assessing their learning progress. Feedback from these tests will enable students to improve their knowledge and ability to answer exam questions. In addition, as in all other subjects, students will have trial examinations of the type demanded by the final assessment criteria. At the end of the first year, students will sit internal exams. In the second year of the course, students will sit full-length 'Mock' exams.

The following is a summary of the final assessment model for the three courses:

### **Mathematics HL: AA**

<b>External assessment</b>	<b>80%</b>	
• Paper 1 (2 hours)	30%	(No calculators allowed)
• Paper 2 (2 hours)	30%	
• Paper 3 (1 hour)	20%	
<b>Internal assessment</b>	<b>20%</b>	<b>(Externally moderated)</b>

Students must present one piece of Mathematical Exploration that must be based on an area of the syllabus. This is a piece of written work that involves investigating an area of mathematics.

### **Mathematics SL: AA**

<b>External assessment</b>	<b>80%</b>	
• Paper 1 (1½ hours)	40%	(No calculators allowed)
• Paper 2 (1½ hours)	40%	
<b>Internal assessment</b>	<b>20%</b>	<b>(Externally moderated)</b>

Students must present one piece of Mathematical Exploration that must be based on an area of the syllabus. This is a piece of written work that involves investigating an area of mathematics.

### **Mathematics SL: AI**

<b>External assessment</b>	<b>80%</b>	
• Paper 1 (1½ hours)	40%	
• Paper 2 (1½ hours)	40%	
<b>Internal assessment</b>	<b>20%</b>	<b>(Externally moderated)</b>

Students must present one piece of Mathematical Exploration that must be based on an area of the syllabus. This is a piece of written work that involves investigating an area of mathematics.

## VISUAL ARTS

### ***Courses offered:***

***Visual Arts (HL)***

***Visual Arts (SL)***

### ***1. What is the nature of Art at IB Level?***

The course gives students an opportunity to explore and enjoy the diversity of the world of visual arts, through a broad range of artistic media, learning new skills and building on their own expertise. Artistic investigation and analysis will enable students to develop creatively and deepen their understanding as well as to enhance their capacities as visual artists.

### ***2. What will be the approach to learning?***

The IB course is based around the individual's artistic journey and uses the student's personal and cultural experiences and artistic preferences as a foundation to launch their own exploration of the visual world. Each student is encouraged to actively investigate a variety of themes and issues through thought provoking and creative investigation, which is closely compared and linked to the work of others. Students will be taken to galleries and encouraged to go themselves. They will also be given a budget of \$700 per year to spend on their art materials to encourage them to be responsible for their own budget and materials management. The basics will of course be available in the art studios. This \$700 comes partly from the normal school fees and partly from an additional contribution in May each year from parents which is approximately \$350.

### ***3. What will be the subject content?***

Art at both SL and HL has the same aims and therefore the subject content is the same. The main differences are the hours of teacher contact and the amount of work selected for both internal and external assessment. The students will choose their own themes very early on in the course and will work through different issues set by the teacher addressed through their own theme in grade 11. In grade 12 they will start to address their own issues addressed through their theme and will continue on their artistic journey.

Each student will need to explore their ideas visually and in written form in their art journal and using other methods which will lead on to production of resolved pieces of which the students will choose their best which will be presented in an exhibition at the end of the course. This process will create two of the assessment tasks: **The process portfolio** and **the exhibition**. The third assessment task involves the students comparing the work of different artists and writing about their findings. This is **the comparative study**.

The aims of the 3 assessment tasks:

- Engage in Theoretical practice, art-making practice and curatorial practice.
- Examine visual arts in context.
- Explore different visual arts methods.
- Develop communication using visual arts.

#### **4. *What will be the nature of assessment?***

There will be 3 assessed parts to the course. They are:

##### **1 – Comparative study.**

This is externally assessed and is 20% of the final grade.

Students will create digitally a written and visual comparison of at least 3 art works by at least 2 artists. They will make 10-15 screens in any format analysing the work. (SL and HL). In addition HL students will create a further 3-5 screens comparing this to their own work.

##### **2 – Process portfolio.**

This is externally assessed and is 40% of the final grade.

The process portfolio is a digital document showing the student's own experimentation and investigation into their own art-making practice. SL students will produce 9-18 screens in any format showing their work in progress in at least 2 art making forms. HL students will produce 13-25 screens in any format showing their work in progress in at least 3 art making forms.

##### **3 – Exhibition.**

This is internally assessed and is 40% of the final grade.

For SL students they will select 4-7 resolved pieces of work and decide how to display them in an exhibition. They will also write a 400 word curatorial rationale explaining how they decided to show their work. For HL students they will select 8-11 resolved pieces of work and decide how to display them in an exhibition. They will also write a 700 word curatorial rationale explaining how they decided to show their work. Both SL and HL students will also have up to 500 words per artwork to show the title, mediums, dimensions and intentions.

The exhibition is also a finale to the course and a celebration of the student's achievements so we have an open evening where the students can invite their friends and family to come and view their works and celebrate with them.

## **THEATRE**

### ***Courses offered:***

***Theatre (HL)***

***Theatre (SL)***

### **1. *What is the nature of Theatre at IB level?***

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

- Explore theatre in a variety of contexts and understand how these contexts inform practice  
(theatre in context)
- Understand and engage in the processes of transforming ideas into action  
(theatre processes)
- Develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)

For HL only:

- Understand and appreciate the relationship between theory and practice  
(theatre in context, theatre processes, presenting theatre)

### **2. *What will be the approach to learning?***

Students will be exposed to a wide range of dramatic materials. Different types of activities will also be used in class, such as: pair work, group discussions, debate, devising, and written assignments. Students will also be brought out of the classroom to attend theatre activities such as performances and dialogues with practitioners, to hone their theatre appreciation and analytical skills.

### **3. *What will be the subject content?***

#### **Theatre in context**

This area of the syllabus addresses the students' understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, performing and spectating. Through the 'theatre in context' area, students will:

- Understand the contexts that influence, inform and inspire their own work as theatre-makers, as well as those that determine the theatre that they choose to make and study.

- Experience practically, and critically appreciate, the theoretical contexts that inform different world practices.
- Be informed about the wider world of theatre and begin to understand and appreciate the many cultural contexts within which theatre is created.

## **Theatre Processes**

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

Through the 'theatre processes' area, students will:

- Be informed about the various processes involved in making theatre from the perspectives of the specialist theatre roles (creator, designer, director and performer)
- Observe and reflect on processes used in different theatre traditions and performance practices
- Develop a range of skills required to make and participate in theatre

## **Presenting theatre**

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

Through the 'presenting theatre' area, students will:

- Apply their practical theatre skills, either individually or collaboratively, through a range of formats
- Present their ideas about theatre and take part in theatre performances
- Understand and appreciate how artistic choices can impact an audience

## Journal

Students keep a journal from the outset of the course. This is the student's own record, charting development, challenges and achievements. As such, students are free to determine what form it should take (written, audio and/or visual).

### 4. *What will be the nature of assessment?*

**HL – 35%, SL – 25%**

#### **Internal Assessment – The Collaborative Project**

- To gain a close knowledge and understanding of the collaborative project
- To look at approaches to setting up the task and helping with the formation of groups
- To examine the nature of collaboration and what it means to work as an ensemble
- To look at different strategies for the collective creation of an original piece of theatre using different starting points
- To examine different ways of measuring and capturing impact on an audience

**HL - 35%, SL – 20%**

#### **External Assessment – The Director's Notebook**

- To gain a close knowledge and understanding of the Director's notebook
- To experience how a director might approach the exploration of a play text
- To examine what is meant by a moment of tension, emotion, atmosphere and meaning  
(T.E.A.M)
- To identify how a student might capture and use their experiences as a spectator

**HL - 30%, SL – 20%**

#### **External Assessment – Research Presentation**

- To gain a close knowledge and understanding of the research presentation
- To examine a theatre tradition listed in the guide from the perspective of performer, focusing on one particular performer convention
- To explore various approaches to the task and to the development of research and presentation skills
- To identify what makes an appropriate moment of theatre for the application of the theatre convention studied



## **HL Only**

### **Task – Solo Theatre Piece 35%**

- To study a theatre theorist, a theatre practitioner who has a body of work (in their own words), which has made a significant contribution to the development of theatre practice over time.
- To apply the work of this theorist and demonstrate the understanding through a solo presentation.

## MUSIC

### **Courses offered:**

***Music (HL)***

***Music (SL)***

### **1. *What is the nature of Music at IB level?***

The course gives students an opportunity to explore and enjoy the diversity of music. Through a broad range of musical experiences they will learn the skills of music analysis. Music creativity and performance will enable students to develop and deepen their understanding as well as to enhance their capacities both personally and collaboratively as musicians.

### **2. *What will be the approach to learning?***

Few courses offer comparable opportunities for learning activities. Individual and group instrumental practice, public performance, creating, music technology, listening and discussion are all most engaging activities in their own right.

### **3. *What will be the subject content?***

**a) *The prescribed works:*** Students study analytically and develop a thorough knowledge of two works prescribed by the IBO. These will normally be a substantial piece of music that represents a significant musical development in its genre, era and socio cultural context. For example, the two set works for 2018 were Brandenburg Concerto No. 2 (Bach) and Dances of Galánta (Kodály).

#### **b) *Musical genres and styles.***

Students will study a wide range of musical genres and styles from different parts of the world and time eras,

They will learn about:

- Musical structure, function and expressive character
- Musical elements including melody, harmony, rhythm, structure, texture and tone colour
- Musical terminology, notation and rudiments
- Historical and Cultural contexts.

#### **c) *Musical Investigation.***

Through the study of pieces from different musical cultures students are encouraged to explore, analyse and examine the musical connections existing between two (or more) pieces of music from two distinct cultures. Through investigative study and

analysis of the similarities and differences between the selected pieces of music, students learn to demonstrate significant musical links.

The following is an IB example of the type of musical investigation that individual students select: Mary is a guitarist from the United Kingdom. Her musical investigation compared examples of Andean Folk music with Spanish Flamenco.

**d) *Performance and creating.***

Students aim to develop creative skills through exploration, control and development of musical elements. Creativity demands self-discipline and focus on the part of students as they shape and assemble the musical elements to express a particular mood, character or other intended meaning.

SL students are required to submit 2 pieces of coursework; HL students must submit 3.

The following options for creativity are available:

- Composing
- Music technology composing
- Arranging
- Improvising
- Stylistic techniques

During the study of performance students aim to develop performance skills through solo or group music making. Performance demands self-discipline and focus on the part of students as they learn to recreate music.

Students are required to submit a recording selected from pieces presented during one or more public performances. The total performance time must be:

- SL – 15 minutes
- HL – 20 minutes

**4. *What will be the nature of assessment?***

**External Assessment HL and SL - 50%.**

This is made up as follows:

Listening paper 2hrs at SL or 2hrs 30mins at HL - 30%

Students answer questions on extracts of Music. The listening paper is based on musical perception—analysis, examination, comparing and contrasting. It consists of two compulsory sections A (Set Works) and section B (Unknown Jazz/Pop, Western Art Music, World Music) for both SL and HL students.

SL students must answer four questions, HL students must answer five.

A musical investigation – 2000 words media script investigating two musical cultures - 20%

**HL Internal Assessment - 50%.**

For HL students, the internal assessment is made up as follows:

Solo Performance - 25% (20 minutes of performance time.)

Creating - 25% (Three creative pieces of 3-6 minutes in length each, both as notated scores and recorded performance. Creative options are: Composing, Music Technology, Arranging, Improvisation and Stylistic Techniques)

**SL Internal Assessment – 50%**

SL students are required to select one of the following options:

- SL Creating (SLC)
- SL Solo Performing (SLS), 15 minutes
- SL Group Performing (SLG), 15 - 25 minutes

The solo performance and creating are shorter but similar to the HL. The Group Performance provides the opportunity to be assessed upon the performance of the ensemble of which they are a part. It can be instrumental, vocal or mixed. Two or more public performances are required with total recorded duration between 15 and 25 minutes.

## **THEORY OF KNOWLEDGE**

### **1. *What is Theory of Knowledge?***

Theory of Knowledge (TOK) is a critical look at how we generate knowledge. Students spend much of their IB years gaining knowledge in a variety of subjects and disciplines and the TOK encourages them to reflect on how different disciplines generate knowledge differently. For example the way that World War 2 concluded in 1945 is established very differently from the way we determine that  $2 + 3 = 5$ . The characteristics of the various disciplines and the consequences of the ways in which knowledge is created within these disciplines form the focus of TOK.

TOK is not a course in Philosophy; it is an investigation of the different types of knowledge (called Areas of Knowledge) and the different ways of knowing. What do we know, how do we know it and how do we know that we know it?

Critical reflection is central to TOK and the IB Diploma.

### **2. *What will be the approach to learning?***

Clearly, discussion, debate and disagreement is fundamental to a course of this nature. There is, in a sense, nothing to 'learn' in TOK; students will not be required to master the views of philosophers upon the various issues under discussion nor any other body of content, although they will be expected to be familiar with some standard issues that arise in generating knowledge. The students must rather work their way through to their own understanding of the strengths and limitations of different ways of knowing. The course will be taught through weekly seminar-style groups, in which students will be encouraged to address and debate fundamental issues through a range of tasks.

In addition to the seminar discussions, there may be some general presentations.

### **3. *What will be the subject content?***

At the heart of TOK are questions. Its core content is questions like: What counts as knowledge? How does it grow? What are the limitations of knowledge? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

Students will be encouraged to explore such questions by focusing on "Knowledge Questions". These can be characterized as:

- How do we create knowledge?
- How do we justify knowledge claims?
- How do we use knowledge?

To help students explore these questions, the TOK course is organised around the three themes of Knowers, Ways of Knowing and Areas of Knowledge as well as the dimensions of Personal and Shared Knowledge.

- Knowers. Understanding the Knower is at the heart of TOK as the course is centred on student reflections and questioning.

- Ways of Knowing. This addresses the question ‘How do I know?’. Students look at how we explore and interpret the world through the various ways of knowing including Reason, Emotion, Sense Perception, Language, Imagination, Intuition Faith, and Memory.
- Areas of Knowledge. This addresses the question ‘What do I know?’. Students explore knowledge issues through a classification of knowledge into various subject areas including six of mathematics, natural science, human sciences, history, the arts, ethics, religious and indigenous knowledge systems.
- Personal and Shared Knowledge is a recognition of the fact that our knowledge may be personal to us and that, in other cases, our knowledge is generated by a community, giving our knowledge an important social aspect.

The capacity for analytical and critical thinking are the core skills in the TOK course. Through the course, students would be able to

- critically analyse knowledge claims;
- generate questions, explanations and hypothesis in response to knowledge questions;
- demonstrate understanding of different perspectives on knowledge questions;
- make connections between different approaches to knowledge questions;
- give a personal and self-aware response to a knowledge question;
- formulate and communicate ideas clearly.

#### **4. *What will be the nature of assessment?***

During the period of the course, students will be asked to perform a variety of tasks to assess their understanding of the core ideas of the TOK course. More specifically, students will be assigned essays list and make individual or group presentations on a knowledge question that arises out of a real life situation of interest to them.

For the final IB assessment, students will be asked to demonstrate their learning through a written essay (max.1600 words) chosen from a list of prescribed titles, and make a presentation (approx. 8 – 10 minutes or double that if presenting in pairs) on a contemporary issue in a way that demonstrates their TOK skills the objectives of the course.

#### **5. *The role of Theory of Knowledge in the IB Diploma***

It should be pointed out that, whilst TOK will be taught and assessed as a discrete component of the IB Diploma, it is intended that its spirit should infuse the whole Diploma course. In each subject discipline, teachers will encourage students to identify and discuss relevant TOK considerations when and as appropriate.

## **The Extended Essay**

The extended essay is an in-depth study of a focused topic chosen from the list of 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 in 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. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the *Reflections on planning and progress form*.

The extended essay is assessed against common criteria, interpreted in ways appropriate to 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 success at university and in 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 no more than 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 to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

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## **Creativity, Activity, and Service (CAS)**

Creativity, activity, service (CAS) is intended to be a collection of enjoyable and challenging experiences determined by you to extend your abilities.

Through your CAS experiences, you are to achieve the following learning outcomes.

- Identify your own strengths and develop areas for personal growth.
- Demonstrate that you have undertaken challenges and developed new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in your CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

### **CAS strands**

**Creativity** is exploring and extending ideas, leading to an original or interpretive product or performance.

Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

**Activity** is physical exertion contributing to a healthy lifestyle.

Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking) counts as activity.

**Service** is collaborative and reciprocal community engagement in response to an authentic need.

By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.

### **Student responsibilities**

- Thoroughly familiarize yourself with your school's CAS handbook and timelines.
- Meet with your CAS coordinator or adviser according to the timeline, at least three times over the duration of your CAS programme. Be sure to come prepared.
- Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!



- Balance your experiences between creativity, activity and service.
- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- Use the CAS stages as much as possible when considering, planning and undertaking your CAS experiences. Be sure to apply these to service and to the CAS project.
- Ask questions along the way when you need assistance or clarification.
- Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes.
- Enjoy CAS! That is most important—to participate in experiences that assist your personal growth and offer you a world of possibilities.

Note: Experiences completed as part of the requirements of the DP subjects, including theory of knowledge and the extended essay, cannot be counted as part of your CAS portfolio.

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