

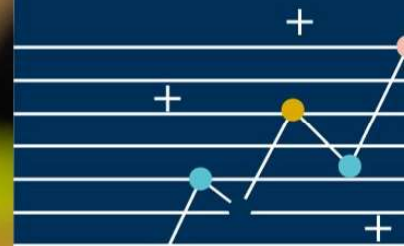


BRITISH INTERNATIONAL SCHOOL  
HANOI

A NORD ANGLIA EDUCATION SCHOOL

# IB DIPLOMA PROGRAMME OPTIONS BOOKLET

Class of 2026



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## Headteacher's Welcome

Dear Parents and Students

Welcome to our IB Options Booklet. We have always been proud to offer a curriculum, expertly taught, that allows students to enter into the most competitive universities around the world. The International Baccalaureate Diploma Programme is the cornerstone of that curriculum.

The IB Diploma Programme is recognised by the world's leading universities as a premium qualification that equips students with the knowledge and skills they need to achieve their dreams and thrive in an ever-changing world.

This booklet contains some excellent advice on how to design your IBDP programme so please read it carefully and ask for further guidance if required.

Yours sincerely,



Mr Chris Newmann  
Secondary Headteacher





# IB Coordinator Statement

Dear Parents and Students,

Welcome to an exciting phase in your life, when you choose which subjects you want to study at greater academic depth. The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB Diploma Programme (IBDP) is more than individual academic subjects; the whole programme is greater than the sum of its parts.

The IBDP is a challenging and rewarding experience for all students. The study of six academic subjects, along with the IB core of Creativity Activity Service, Theory of Knowledge and the Extended Essay, is recognised by universities around the world as a rigorous education programme that prepares students for university and adult life.

When deciding what subjects to choose you should consider:

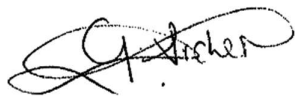
## **Which subjects do you find the most interesting and enjoyable?**

All IBDP subjects are challenging at Standard Level (SL) or Higher Level (HL) requiring a high level of commitment to all aspects of the course to be successful. Enquiry, reflection and perseverance will be necessary to ensure you select the right mix of IB subjects. Which subjects will provide you with the potential pathways to the future universities and careers you want to access?

Use your discussions with subject teachers and the University Guidance Counsellor to be strategic in your choices: carefully research your university and career pathways, think about your interests and strengths, choose what is right for you and your journey - not what your friends are doing, or because someone told you that subject is "an easy 7"...that doesn't exist in the IBDP.

I am here to support you on this journey, so please reach out to me if you're unsure about anything, have any questions or would like to discuss your options further.

Yours faithfully,



Ms. Gemma Archer  
Assistant Head: IBDP Coordinator [gemma.archer@bishanoi.com](mailto:gemma.archer@bishanoi.com)

## BIS Hanoi Mission Statement



The British International School is a caring and multicultural community that enables all individuals to realise their academic and personal potential in a dynamic and challenging learning environment which values enquiry, perseverance and reflection.

At the British International School, we act with integrity and treat one another with respect, learning together as responsible global citizens.

## International Baccalaureate Mission Statement

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



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

## Overview of Diploma Programme (DP)

The IBDP requires the study of six academic subjects, along with the IB core of Creativity Activity Service, Theory of Knowledge and the Extended Essay.



The IB encourages students across the world to become active, compassionate and lifelong learners through developing the IB Learner Profile. The IB Learner Profile outlines ten attributes that are invaluable in developing your child to go beyond academic success. All aspects of the Diploma Programme have been designed with a view to developing these qualities.

These Learner Profile attributes and the wide variety of subjects, ensures that as your child matures, their life choices are not limited to just one field of study.



# The IB Learner Profile



## IB learner profile

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

As IB learners we strive to be:

### INQUIRERS

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.

### KNOWLEDGEABLE

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.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

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.

### PRINCIPLED

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.

### OPEN-MINDED

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.

### CARING

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.

### RISK-TAKERS

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.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, 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.

### REFLECTIVE

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



## The IB Core

The IB Core is the defining feature of studying the IB. It aims to use the learner profile attributes to:

- Support, and be supported by, the academic disciplines;
- Foster international-mindedness;
- Develop self-awareness and a sense of identity.

Successful completion of the IB Core is required to achieve the Diploma.



## Extended Essay (EE)

The EE offers our students an opportunity to engage in independent research through an in-depth study of a topic that interests them. This leads to a major piece of formally presented, structured writing and is excellent preparation for the rigour of academic research and writing at university. The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.

The aims of the extended essay are for students to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

The extended essay is compulsory for all students taking the Diploma Programme and is an option for BIS Diploma students. It 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.



## Creativity, Activity, Service (CAS)

Creativity, Activity and Service (CAS) is a core component of the IB and BIS Diploma and requires you to think about your education as a more holistic approach, a change from the academic rigour required from other IB subjects. At BIS Hanoi, you will be encouraged to seek out new opportunities to develop new skills, enhance your creativity and maintain a social responsibility towards others and the environment.

Creativity	Activity	Service
Photography	Aerobics	Create a community environmental group
Organise a tournament	Badminton	Organise a tournament for children at a community centre
Event management	Basketball	Get involved in park clean up
Website Development	Triathlon	Assist in obtaining funds for a community project
Making a short documentary	Tai Chi	Plan, participate and implement an activity for an international day of recognition
Talent Show	Yoga	Be a student council representative

When you start your CAS programme, you will be expected to try something new. Your CAS experience should be something that you have never tried before. There are plenty of opportunities for CAS experiences and the more challenging, the better.

Some CAS experiences can be more far afield, such as teaching Vietnamese to ethnic minorities in Sa Pa. If you participate in the DoE Silver/Gold International Award, some elements can contribute to CAS. Although, they must meet the CAS learning outcomes.

### Assessment

CAS is the only element of the IB which isn't formally assessed. There are seven learning outcomes which you must achieve, and your CAS Adviser and the CAS Coordinator will judge your success by how you perform over the course of the 5 terms. Your CAS portfolio on ManageBac along with your 3 CAS interviews provide evidence of your progress and achievement to support you with passing CAS.

### Example CAS outline

The table below illustrates how you may wish to structure your experience at BIS Hanoi

CAS experience	
<b>Term 1</b>	CAS introduction How CAS works Take responsibility for your own CAS How to Reflect CAS Activities begin (creativity, activity, service elements) eg. Photography and Basketball Fortnightly meetings with your Adviser Start uploading CAS experiences on to ManageBac (reflections and evidence) Complete your CAS Interview 1
<b>Term 2</b>	Begin planning your CAS Project Continue with CAS activities Continue uploading CAS experiences on to ManageBac (reflections and evidence) Fortnightly meetings with your Adviser
<b>Term 3</b>	Carry out your CAS Project Continue with CAS activities Continue uploading CAS experiences on to ManageBac (reflections and evidence) Fortnightly meetings with your Adviser Complete your CAS Interview 2

<b>Term 4</b>	Continue with CAS activities Continue uploading CAS experiences on to ManageBac (reflections and evidence) Fortnightly meetings with your Adviser
<b>Term 5</b>	Complete all CAS activities Finish uploading all CAS experiences on to ManageBac (reflections and evidence) Complete your CAS Final Interview 3 to ensure you have met all 7 Learning Outcomes and passed CAS

The IBDP is an exciting curriculum, which will stretch and challenge you. In the process of completing your IB studies at BIS Hanoi, you will grow into a resilient young person with an extraordinary skill set. You will need support from your family, fellow students and subject teachers. BIS Hanoi will be there to support you every step of the way. If you have any questions, do not hesitate to ask us.

## Theory of Knowledge

ToK aims to make students more self-aware and better critical thinkers. It comes back to the central question - how do we know what we know? It is essentially a critical thinking course, which focuses on five areas of knowledge (History, Arts, Natural Science, Human Science and Maths), and two themes (Language and Technology) that are connected to your subjects.

It deals with the nature of knowledge. The aim is simple: to help you think in a clearer and more structured way. The outcome should also be as simple: you are more self-aware, reflective and stand out from your peers.

### Assessment

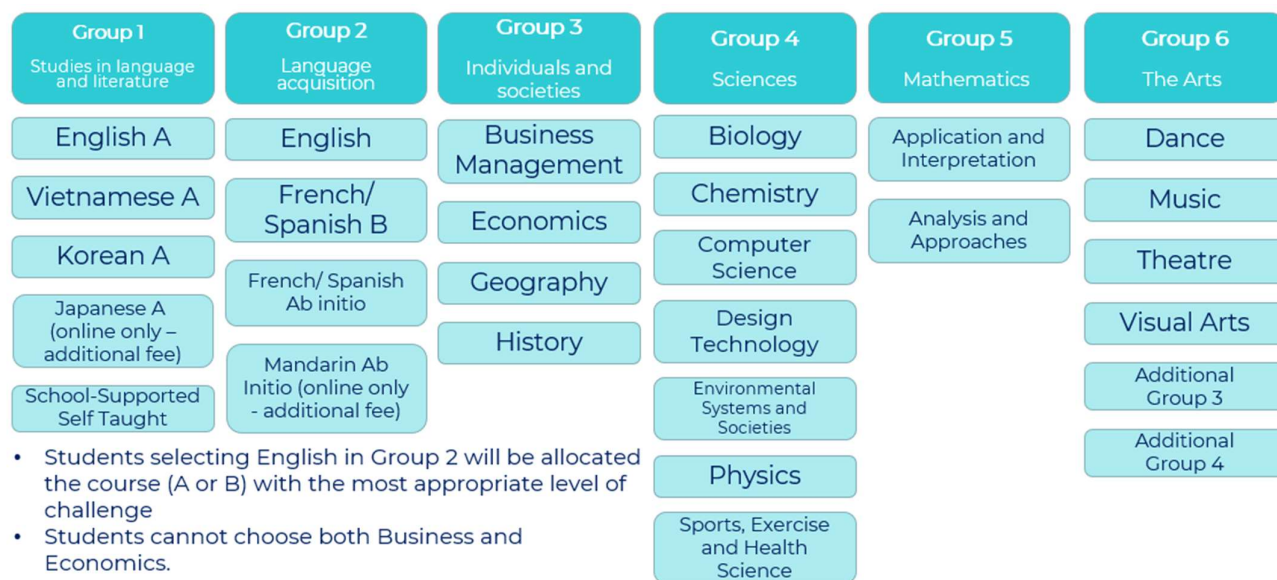
Assessment component	Weighting
Internal assessment	
Theory of knowledge exhibition (10 marks)  For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course	$\frac{1}{3}$ (33%)
External assessment	
TOK essay on a prescribed title (10 marks)  For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.	$\frac{2}{3}$ (67%)

## The Academic Disciplines

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

Choosing a broad and balanced IBDP curriculum sets our students apart when applying for universities around the world. Universities regularly recognise that this breadth of knowledge in combination with the IB Core prepares our students for university life in a way that makes them stand out from their peers.

The courses offered at BISHN are:



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

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

## The Bilingual Diploma

For students who are talented linguists the Bilingual IB Diploma could be a suitable option, it demonstrates the ability to critically analyse language and literature in two languages. The Bilingual Diploma will be awarded to IB Diploma graduates who either:

- Take two Language As. E.g. Vietnamese Literature in group 1 and English Language and Literature in Group 2
- OR
- Take their Group 1 language A in a different language to the rest of the Diploma Programme. Thereby, every student who studies Vietnamese or Korean Literature will be awarded the Bilingual Diploma because the language of instruction for Groups 3-6 is English

It is important to recognise the extra workload generated by studying two language A subject; this combination will only be offered to students who demonstrate a level of fluency and academic proficiency in each. If you are interested in the bilingual diploma, speak to the IB Coordinator. BIS Hanoi may be able to offer a School Supported Self-Taught (SSST) bilingual diploma to students who fluently speak a second language not offered in the options booklet.



## Entry requirements

### **Internal** candidates

At BISHN, we have a duty of care to ensure your child's success and help them to achieve their university and career dreams. To do this, we believe that your child's Options process must be thorough and allow us to check that your child's choices correctly align with their aspirations for the future. For us to assure that your child's International Baccalaureate Diploma Programme is correctly tailored to their future pathway we will need to work together with Heads of Department, the University Guidance Counsellor and the IBDP Coordinator.

To meet the high academic challenge of the Diploma Programme, It is expected that students will have demonstrated good Approaches to Learning, organisation and perseverance in Year 11. This will be evidenced in their effort grades and their academic honesty.

**Any IGCSE student who achieves less than 5 (A\*-C) grades will meet with the Assistant Head IB to evaluate which learning pathway is most suitable. To study a subject at HL, students should expect to achieve an IGCSE grade of at least a B.**

Where HL subjects have been selected, each student's academic progress will be carefully monitored within those departments. This monitoring is to ensure each HL student is achieving their expected grades and meeting their academic potential. Consequently, where students fail to achieve their required grades or do not show consistent commensurate effort, parents will be called into the school to discuss alternative options.

### **External** candidates

External candidates who wish to study the IB DP at BIS Hanoi will be expected to demonstrate good academic grades in the curriculum of their previous school. BIS Hanoi will contact previous schools for reports on prospective student's work ethic and attitude to study.

## Options Timeline

The following is a timeline of the options process, from initial information at Options Evening up to beginning study in August 2022.

Week Commencing	Options Event
22nd September 2023	· Introduction to the options process in Ways of Learning lesson
26th September 2023	· Wellbeing lesson -knowing yourself
3rd October 2023	· Wellbeing lesson -supporting decision-making
5th October 2023	· Options Evening 5:00-6:45pm. An opportunity for parents to learn more about the options process
6th October 2023	· Additional time for students to ask further questions and seek guidance during Ways of Learning lesson
10th October 2023	· Additional time for students to ask further questions and seek guidance during Wellbeing lesson
10th October 2023	· Options submitted using MS Form. This decision is final and cannot be changed
Dec/Jan 2024	· Options evaluation meetings led by Ms. Archer and Mr Wright

# International Baccalaureate Assessment

## The BIS Diploma

The BIS Hanoi Diploma provides an alternative pre-university qualification for students who elect, or are advised, not to complete the IBDP. The BIS Hanoi Diploma is a rigorous course with the advantage of being more personalised to a student's strengths. At the individual subject level, the content of the course and examinations are identical to that of the IB Diploma Programme. Students who study the IB courses can still obtain places at university. All courses students studied in the BIS Hanoi Diploma are externally assessed and standardised by the IB. **Students who study IB courses for the BIS Hanoi Diploma will be awarded official "IB Course Results."**

All students in Years 10 to 13 at BIS Hanoi can graduate with the BIS Hanoi Diploma providing they meet the following graduation requirements:

- Attendance of 90% in each of their high school diploma years
- Successful completion of CAS programme in Years 12 and 13
- Students may elect to complete an Extended Essay in an area that supports their future pathway
- A minimum of 4 IB Courses completed
- Subjects studied: English, Mathematics and electives are required every year they study at BISH. Science and Social Science/Humanities (at least 2 years)
- IB awards 17 points or higher at the completion of Year 13.

### **Assessment**

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

### **Passing the IBDP**

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

Theory of Knowledge and the Extended Essay are awarded a grade from A to E. At least a D grade in both is required to pass the full diploma.

Students are expected to show academic honesty in all pieces of work throughout the IB, meaning that students must always produce work that is their own.

There are also a number of supplementary criteria that must be met for the Diploma to be awarded. Further details of these can be requested

## University information

The following information might help you with your decision but you should do your own research especially if you have a specific university or course in mind to which you would like to gain entry.



### **English proficiency**

If you study English A, most universities will **not** require additional language testing. If you are placed into an English B course by the IB Coordinator, you may require evidence of language proficiency such as IELTS/TOEFL. Speak to the University Guidance team to help you start your research before you commit to IELTS or TOEFL.

### **Standardised testing**

Most universities accept the IBDP qualification **without** the need to take a standardised test, for example, SAT, ACT, APs. If you are taking the BIS Diploma, it **may** be beneficial to take a standardised test to make your application more competitive. This varies by university and country, so some research is required.



## **BIS Hanoi Diploma: Successful University Offers**

Below are some of the universities our students have been accepted to:

VIETNAM	CANADA	AUSTRALIA	SWITZERLAND
RMIT HCMC	University of Alberta	Australia National University	Les Roches Global Hospitality Management
RMIT Hanoi	Brock University	University of Technology Sydney	Glion University
BUV Hanoi	University of Lethbridge	Monash University	
Full Bright University Vietnam	Concordia University	RMIT University	
SOUTH KOREA	UNITED STATES OF AMERICA		UNITED KINGDOM
Ajoo University	Boston University	Lake Forest College	University of Southampton
Catholic University	Brandeis University	Lane Community College	University of Kent
Inha University	California Lutheran College	Montana State University	Durham University
Hongik University	Case Western University	New York University Abu Dhabi	University of Brighton
Kunkook University	Chatham University	Pace University	Nottingham Trent University
Kyunghee University	Connecticut College	Rider University	Leeds Beckett university
Sejong University	Foot Hill College	Seattle Pacific University	Liverpool John Moores University
Sookmyung Women's University	George Washington University	University of Richmond	HONG KONG
Dankook University	James Madison University	University of Rochester	Chinese University Hong Kong
Hankook Aviation University	Johnson & Wales University	University of Vermont	
Dongguk University	Knox College	Wentworth Institute of Technology	
Hanyang University (Erica)	La Roche College	West Virginia University	

## **IB Diploma: Successful University Offers**

Find out more [here](#)



## Career Pathways

The following are some careers that often have subject requirements for acceptance into university. These can vary depending on the country you are studying in. Again, it must be emphasised, the following is a starting point for you, and your own research is essential. Please see your counsellor if you need further guidance.

Career choice	Subject	Level	Extras
Medicine	Mathematics	*	BMAT or UCAT - UK admission BMAT and UCAT are separate exams for entry to UK medical schools. Biology is preferred over Physics.
	Chemistry	HL	
	Biology/Physics	HL	
	English (A or B)	SL	
Bio-technology	Mathematics	*	2 Sciences at HL, Biology preferred.
	Chemistry	HL	
	Biology or Physics	HL	
	English (A or B)	SL	
Optometry	Chemistry	HL	3 sciences at HL for some universities/countries.
	Biology/Physics	HL	
	Mathematics	*	
	English (A or B)	SL	
Dentistry	Chemistry	HL	UK universities require 2 sciences at HL Other universities require HL in 1 science and SL in second science.
	Biology	HL	
	English (A or B)	SL	
Engineering	Physics	HL	Maths at SL is acceptable for some courses – research. Most will accept Maths AA or AI but need to check. Will accept things like HL Design & Technology or Computing Science. Physics is preferred Science.
	Mathematics	*	
	Chemistry	HL	
	English (A or B)	SL	
Psychology	English (A or B)	HL or SL	HL or SL will depend on the course and the university. Do your research.
	Mathematics	*	
	Any Science	HL or SL	
Creative Careers	English (A or B)	SL	Most creative courses such as fashion design, music, drama will expect to see a portfolio of actual work that you have produced.
	Music	HL	
	Visual Arts	HL	
Marketing	Mathematics	*	Entry requirements have a lot of variation so do your research. Some degrees are more creative, others are more maths based.
	English (A or B)	SL	
Veterinary Science	Mathematics	*	Very competitive so rest of CV will be looked at.
	Chemistry	HL	
	Biology or Physics	HL	
	English (A or B)	SL	
Law	History	HL	LNAT for some UK universities. Work experience in some form of admin/law capacity can help.
	English	HL	
Finance / Business Management	Mathematics	*	Entry requirements for each course can be very specific. Do not narrow down your subjects here.
	English	SL	

\* Further research required. Level depends on course choice.

# Group 1: Studies in Language and Literature

## English A: Language and Literature

### Course Overview

The Language A: Language and Literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.



Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of the Language A: Language and Literature course are to enable students to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures.
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- Develop skills in interpretation, analysis and evaluation.
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- Develop an understanding of the relationships between studies in language and literature and other disciplines.
- Communicate and collaborate in a confident and creative way.
- Foster a lifelong interest in and enjoyment of language and literature



## Assessment Objectives

Know, understand and interpret:

- A range of texts, works and/or performances, and their meanings and implications.
- Contexts in which texts are written and/or received.
- Elements of literary, stylistic, rhetorical, visual and/or performance craft.
- Features of particular text types and literary forms.

Analyse and evaluate:

- Ways in which the use of language creates meaning.
- Uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques.
- Relationships among different texts.
- Ways in which texts may offer perspectives on human concerns.

Communicate:

- Ideas in clear, logical and persuasive ways.
- In a range of styles, registers and for a variety of purposes and situations.

## Assessment

<b>Internal Assessment HL &amp; SL</b>	Language A: language and literature students will be required to discuss one literary text and one non-literary text. The weighting of the individual oral will be 30% for SL and 20% for HL.  Language A: literature students will discuss a text studied in translation and a text written originally in the language studied.
<b>External Assessment</b>	Paper 1 will be 1h 15 minutes for SL and 2hs 15 minutes for HL. The weighting of Paper 1 will be 35% for both levels. Paper 2 will require candidates to write a literary essay about two works in response to a question. . The time allotted will be 1h 45 minutes. The weighting of Paper 2 will be 35% for SL and 25% for HL.  <b>The HL essay</b> is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied. Students will have a choice between writing about a non-literary or literary text. The weighting of the HL essay will be 20% for SL and 25% for HL



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## Korean A: Literature

### Course Description

The Korean Literature A course aims to encourage a personal appreciation of literature and to help candidates develop an understanding of the techniques involved in literary criticism. It will introduce students to a range of literary works of and from different genre, time periods and cultures. Thus, it will promote an interest in literature and an appreciation of other cultures. Students' powers of expression, both written and oral, will be developed.

### Aims

- An ability to engage in independent literary criticism based on the unseen texts.
- An appreciation of the similarities and differences between texts from different periods and cultures to produce the reflective statement and the written assignment from 1200 - 1500 words.
- An awareness of the effects of structure, technique and style as employed by authors.
- An ability to express ideas with clarity, precision, and fluency in both oral and writing skills.
- A thorough knowledge of the works themselves, and the relationship between the groups of works.
- An ability to participate in the interview with the teacher to answer the content of Literature works that have been taught.

### Assessment

Internal Assessment HL & SL	Individual Oral 15 mins 30% (SL); 20% (HL) & has 10 minutes discussion Topic chosen by teacher	
HL Essay	1200-1500 words 20% (HL)	
External Assessment	SL Paper 1 – 1.15 hrs – 35% Unseen prose/poetry Paper 2 – 1.45 hrs – 35% Essay on any of 2 works not been used for IA (HL)	HL Paper 1 – 2.15 hrs – 35% Unseen prose/poetry Paper 2 – 1.45 hrs – 25% Essay on any of 2 works not been used for IA (HL)



# Vietnamese Language and Literature

## Course Overview

The Language A: Language and Literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.

## Aims

The aims of Vietnamese subject in studies in language and literature are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures to develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way and foster a lifelong interest in and enjoyment of language and literature.



## Course Structure

Year	Topic	Content
Year 1	1. Reader, writers and texts	Concepts covered: Identity, culture, communication
		Literary works: Novel of Vu Trong Phung (HL only) Short stories of Thach Lam Play of Henrik Ibsen (The Doll's house)
		Non-literary texts or text types: Images and magazine covers; Print advertisement; Political Cartoons
	2. Time and Space	Concepts covered: Perspective, communication, representation, transformation
		Literary works: War Poetry (Nguyen Duy)
		Non-literary texts or text types: Speeches, Photographs, Diary
Year 2	3. Intertextuality	Concepts covered: Creativity, representation, Perspective
		Literary works: Half of the yellow sun (Novel) – Chimamanda Ngozi Adichie Short stories of Lu Xun (HL only)
		Non – literary texts or text types: Electronic texts; News articles, Interviews

## Assessment

<b>Internal Assessment HL &amp; SL</b>	<p>Language A: language and literature students will be required to discuss one literary text and one non-literary text. The weighting of the individual oral will be 30% for SL and 20% for HL.</p> <p>Language A: literature students will discuss a text studied in translation and a text written originally in the language studied.</p>
<b>External Assessment</b>	<p>Paper 1 will be 1h 15 minutes for SL and 2hs 15 minutes for HL. The weighting of Paper 1 will be 35% for both levels.</p> <p>Paper 2 will require candidates to write a literary essay about two works in response to a question. . The time allotted will be 1h 45 minutes. The weighting of Paper 2 will be 35% for SL and 25% for HL.</p> <p><b>The HL essay</b> is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied.</p> <p>Students will have a choice between writing about a non-literary or literary text. The weighting of the HL essay will be 20% for SL and 25% for HL</p>



# Language A: School Supported Self-Taught (SSST) SL

## Course Overview

At BISHN we are proud of the community that we serve and are committed to supporting mother tongue language development for our students. The School-Supported Self Taught (SSST) Literature option is offered for students who want to maintain a language spoken at home but who do not study this language as part of the academic curriculum during the school day. Any student interested in studying this course must have had previous formal literary experience and training to help them to access and succeed in the course. Students must be confident and capable of writing critical essays about texts. Studying the SSST Literature option is at the school's discretion and will be decided after a conversation with the Assistant Head IB.

For students whose mother tongue is not English, Vietnamese or Korean it is recommended that separately funded instruction in their mother tongue continues during their education at BISHN. BISHN supports parent-funded initiatives for the teaching of mother tongue languages not offered as part of BISHN's regular curriculum. Students have a Language A SSST Supervisor to support their Approaches to Learning in school. The parent-organised tutor will be a native language speaker and support in their chosen language as well as who marking, and in some cases setting, work.

## Aims:

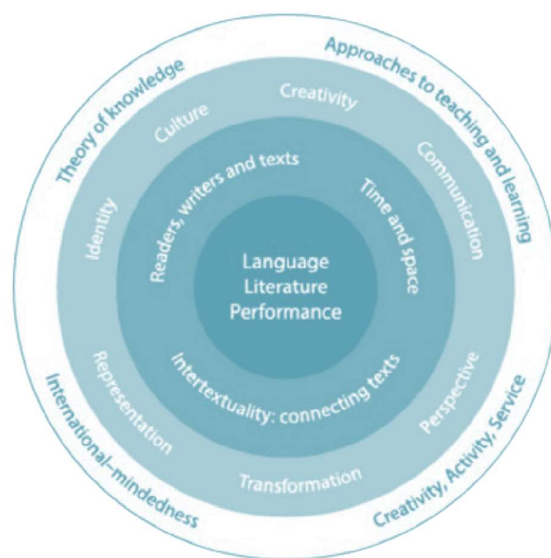
- see how the literary works are relevant to your world and your experiences
- engage with a range of texts in a variety of media and forms from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- make connections with theory of knowledge (TOK), the approaches to learning and international-mindedness and other subjects you are studying
- become a flexible and critical reader
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature

## Areas of Exploration:

- Readers, writers and texts introduces the notion of literature, its purposes and the ways in which texts can be read, interpreted and responded to.
- Time and Space draws attention to the fact that texts are not isolated entities but are connected to space and time.
- Intertextuality: connecting texts focuses on the connections between and among diverse texts, traditions, creators and ideas.

## Course Assessment:

- Paper 1 – unseen text analysis based on 2 extracts from differing literary forms
- Paper 2 – essay based on two literary works you have studied
- Individual Oral – 15 minutes focusing on this prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works.



## Group 2: Language Acquisition

### Language Acquisition: English B, Spanish B SL, French B SL

#### Course Description

At the end of the course students will be able to eloquently articulate in depth and thought-provoking observations on a wide range of global, communicative and social issues.

#### Aims

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.
- use language appropriate to a range of interpersonal and/or cultural contexts.
- understand and use language to express and respond to a range of ideas with accuracy and fluency.
- organize ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyse and respond to a range of written and spoken texts.
- understand and use works of literature written in the target language of study (HL only).

#### Objectives

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organise and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

#### Assessment

<b>Internal assessment</b> <b>HL &amp; SL</b> <b>HL Essay</b>	Individual oral assessment (SL and HL) <ul style="list-style-type: none"> <li>• A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</li> </ul> HL Essay - <ul style="list-style-type: none"> <li>• 1200-1500 words 20%</li> </ul>	
<b>External Assessment</b>	<b>SL</b>	<b>HL</b>
	Paper 1 (1 hour 15 minutes) 25% Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different Theme.  Paper 2 (1 hour 45 minutes) 50% Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. 50%	Paper 1 (1 hour 30 minutes) 25% Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme.  Paper 2 (2 hours) 50% Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks)

# Language Acquisition: Spanish/ French Ab Initio SL

## Course Description

The study of the Spanish language entails acquiring a language system and applying it in four active and interrelated ways: listening, speaking, reading and writing. These four primary language skills will be developing to a similar level of communication. At the Ab Initio level, the emphasis is on a practical utility. Students will be able to interact and function in a new environment, different from their original one. Students will learn the language through everyday situations and specific cultural aspects related to them.

## Aims

- Communicate information and basic ideas clearly and effectively.
- Understand and use accurately the essential spoken and written forms of French/Spanish.
- Understand and use a limited range of vocabulary in common usage.
- Use a register that is appropriate to the situation.
- Show awareness of elements of the Francophone/Hispanic culture.

## Themes

There are **5 themes** that students will engage with through written, audio, visual and audio-visual texts:

Theme	Guiding principle	Prescribed topics	Possible questions
Identities	Explore the nature of the self and how we express who we are.	<ul style="list-style-type: none"> <li>• Personal attributes</li> <li>• Personal relationships</li> <li>• Eating and drinking</li> <li>• Physical well-being</li> </ul>	How do I present myself to others? How do I express my identity? How do I achieve a balanced and healthy lifestyle?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Leisure</li> <li>• Holidays</li> <li>• Festivals and celebrations</li> </ul>	How does travel broaden our horizons? How would my life be different if I lived in another culture? What are the challenges of being a teenager? How are customs and traditions similar or different across cultures?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> <li>• Transport</li> <li>• Entertainment</li> <li>• Media</li> <li>• Technology</li> </ul>	How do science and technology affect my life? How do I use media in my daily life? What can I learn about a culture through entertainment?
Social organisation	Explore the ways in which groups of people organise themselves, or are organised, through common systems or interests.	<ul style="list-style-type: none"> <li>• Neighbourhood</li> <li>• Education</li> <li>• The workplace</li> <li>• Social issues</li> </ul>	What purpose do rules and regulations have in society? What is my role in society? What options do I have in the world of work?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> <li>• Climate</li> <li>• Physical geography</li> <li>• The environment</li> <li>• Global issues</li> </ul>	What can I do to help the environment? How do my surroundings affect the way I live? What can I do to make the world a better place?

## Assessment

<b>Internal Assessment</b>	Individual Oral: 10 minutes - 25% 3 part oral internally assessed and moderated by the IB: <ul style="list-style-type: none"> <li>• Part 1: presentation of a visual stimulus (picture/ image)</li> <li>• Part 2: Follow-up questions on the visual stimulus</li> <li>• Part 3: General conversation</li> </ul>
<b>External Assessment</b>	Paper 1: <ul style="list-style-type: none"> <li>• Written Production – 1 hour – 25%</li> </ul> Paper 2: – 1: 45 min <ul style="list-style-type: none"> <li>• Listening Comprehension – 45 min – 25%</li> <li>• Reading Comprehension: 1 hour – 25%</li> </ul>

## Online School Supported Self-Taught Language Acquisition

All online courses will be officially timetabled and a classroom will be allocated for the study of the language. Our online courses are provided by Pamoja who the leading organisation for the provision of online IB Diploma Programme courses are. Pamoja provide all resources, lessons and teachers. The school will provide a Site Based Coordinator (SBC) whose role will be to ensure that the students stay engaged, proactive and will register all students for the IB DP examinations. If you would like to undertake an online course please see the DP Coordinator in the first instance.

### Mandarin Ab Initio SL

#### **Course Description**

The Mandarin Ab Initio course aims to develop the receptive, productive and interactive skills to a high level of communicative competence. While providing a solid framework in terms of grammar and vocabulary, the Mandarin Ab Initio course is organised into a number of cultural and thematic topics related to three themes: individual and society, leisure and work, urban and rural environment in which grammatical structures and vocabulary can be practised. The topics provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students are enabled to communicate and interact appropriately in a defined range of everyday situations.

#### **The Mandarin Ab Initio course:**

- Focuses on developing critical character writing skills early and often. This is done using character sheets to
- develop correct stroke order. Work will be evaluated by a teacher.
- Utilises a number of technical and social solutions to maximise communicative speaking opportunities.
- Encourages students to be actively productive in their use of Mandarin.
- Utilises professionally recorded native speakers of Mandarin Chinese. The audio recordings are also available as a web-based resource, and for download, for continuing drill and practice.
- Provides students with opportunities for further understanding of both language and culture using authentic and contextual video.

The language component of the course is designed so that receptive, productive and interactive skills may be developed in an integrated way. To that end, Mandarin Ab Initio students may be involved in many different forms of communication and a wide variety of texts, such as newspaper, telephone conversations, class discussions about a written text, informal conversations, conferences, drama, and e-mails. Furthermore, students are expected to develop accuracy and fluency in expression, and control over vocabulary, register, grammar, pronunciation and intonation.

The syllabus features three themes: individual and society, leisure and work, urban and rural environment subdivided into twenty topics that develop students' language competency and knowledge of different text types in a range of real situations. A range of texts are accessed in the course. Language skills are not developed in isolation but rather through the use of a wide range of contemporary materials such as advertisements, newspaper and magazine articles, catalogues, forms, instructions, and much more.

#### **Assessment**

<b>Internal Assessment</b>	Individual Oral: 10 minutes – 25% 3 part oral internally assessed and moderated by the IB: Part 1: presentation of a visual stimulus (picture/ image) Part 2: Follow-up questions on the visual stimulus Part 3: General conversation
<b>External Assessment</b>	<b>SL</b> Paper 1: Written Production – 1: 15 min → 30% One text around 450 words Paper 2: – 1:45 min → 50% Listening Comprehension – 45 min Reading Comprehension 1: 40 min



## Group 3: Individuals & Societies

### Business Management

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through the exploration of four interdisciplinary concepts—creativity, change, ethics and sustainability—this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

#### Aims

- Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
- Foster an informed understanding of ethical and sustainable business practices
- Explore the connections between individuals, businesses and society
- Engage with decision-making as a process and a skill.

#### Recognition and progression in IB Business Management

- The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making.
- Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace.
- The business management course is designed to encourage the development of these attributes.
- Through the exploration of four interdisciplinary concepts—creativity, change, ethics and sustainability—this course empowers students to explore these concepts from a business perspective.
- Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.
- The business management course can lead to a range of careers such as marketing, banking, finance, management etc.

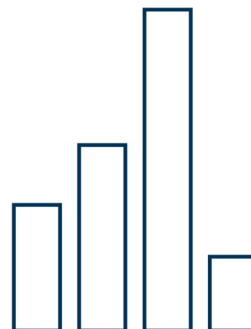
#### Yearly Overview

Year 1	Year 2
<b>Unit 1: Introduction to business management</b> 1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders	<b>Unit 1: Introduction to business management</b> 1.5 Growth and evolution 1.6 Multinational companies (MNCs)
<b>Unit 2: Human resource management</b> 2.1 Introduction to human resource management 2.3 Leadership and management 2.4 Motivation and demotivation	<b>Unit 2: Human resource management</b> 2.2 Organisational structure 2.5 Organisational (corporate) culture (HL only) 2.6 Communication 2.7 Industrial/employee relations (HL only)

Year 1	Year 2
<b>Unit 3: Finance and accounts</b> 3.1 Introduction to finance 3.3 Costs and revenues 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis	<b>Unit 3: Finance and accounts</b> 3.2 Sources of finance 3.6 Debt/equity ratio analysis (HL only) 3.7 Cash flow 3.8. Investment appraisal 3.9 Budgets (HL only)
<b>Unit 4: Marketing</b> 4.1 Introduction to marketing 4.2 Marketing planning 4.3 Sales forecasting (HL only) 4.4 Market research 4.5 The seven Ps of the marketing mix	<b>Unit 4: Marketing</b> 4.6 International marketing (HL only)
<b>Unit 5: Operations management</b> 5.1 Introduction to operations management 5.2 Operations methods 5.3 Lean production and quality management (HL only)	<b>Unit 5: Operations management</b> 5.4 Location 5.5 Break-even analysis 5.6 Production planning (HL only) 5.7 Crisis management and contingency planning (HL only) 5.8 Research and development (HL only) 5.9 Management information systems (HL only)

### Assessment

Types of Assessment	Format of Assessment	
	SL	HL
<b>Internal Assessment</b>	Business Research Project-20 hours-30% Internally assessed by the teacher and externally moderated by the IB at the end of the course  Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens	Business Research Project-20 hours-20% Internally assessed by the teacher and externally moderated by the IB at the end of the course  Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens
<b>External Assessment</b>	Paper 1-1 hour 30 mins-35% Structured questions Paper 2-1 hour 30 mins-35% Structured and extended response questions	Paper 1-1 hour 30 mins-25% Structured questions Paper 2-1 hour 45 mins-30% Structured and extended response questions Paper 3-1 hour 15 mins-25% Based on unseen stimulus material about a social enterprise



## Economics

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made.

### **Aims**

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



### **Recognition and progression in IB Economics**

- Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.
- Given the rapidly changing world, economic activity and its outcomes are constantly in flux. Therefore, students are encouraged, throughout the course, to research current real-world issues.
- Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.
- The IB Economics course can lead to a range of careers such as banking, financial services, consulting, management etc.

## Yearly Overview

Year 1	Year 2
<b>Unit 1: Introduction to economics</b> 1.1 What is economics? 1.2 How do economists approach the world?	<b>Unit 3: Macroeconomics</b> 3.4 Economics of inequality and poverty 3.5 Demand management (demand-side policies)—monetary policy 3.6 Demand management—fiscal policy 3.7 Supply-side policies
<b>Unit 2: Microeconomics</b> 2.1 Demand 2.2 Supply 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers 2.5 Elasticity of demand 2.6 Elasticity of supply 2.7 Role of government in microeconomics 2.8 Market failure—externalities and common pool or common access resources 2.9 Market failure—public goods	<b>Unit 4: The global economy</b> 4.1 Benefits of international trade 4.2 Types of trade protection 4.3 Arguments for and against trade control/protection 4.4 Economic integration 4.5 Exchange rates 4.6 Balance of payments 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies
<b>Unit 3: Macroeconomics</b> 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity— aggregate demand and aggregate supply 3.3 Macroeconomic objectives	

## Assessment

Types of Assessment	Format of Assessment	
	SL	HL
<b>Internal Assessment</b>	Portfolio-20 hours-30% Internally assessed by the teacher and externally moderated by the IB at the end of the course  Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	Portfolio-20 hours-20% Internally assessed by the teacher and externally moderated by the IB at the end of the course  Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts
<b>External Assessment</b>	Paper 1-1 hour 15 mins-30% Extended response Paper 2-1 hour 45 mins-40% Data response	Paper 1-1 hour 15 mins-20% Extended response Paper 2-1 hour 45 mins-30% Data response Paper 3-1 hour 45 mins-30% Policy paper based on all units of the syllabus



# Geography

## Course Description

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

Within individuals and societies subjects, Geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The IB Geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

These are all highly valued characteristics a well-rounded BIS student should aspire to master.

## Aims

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

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales.
- develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
  - acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes.
  - synthesizing diverse geographic knowledge to form viewpoints about how these issues could be resolved.
- understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

## Yearly Overview

Terms	Year 1	Year 2
<b>Core</b>	<b>PART 2 - SL and HL Geographical Perspectives - Global Change</b> Population - Distribution and Change Global Climate - Vulnerability and Resilience <b>PART 3 - HL Global Interactions</b> Power, Places and Networks	<b>PART 2 - SL and HL</b> Geographical Perspectives - Global Change Global Resources - Consumption and Security <b>PART 3 - HL Geographical Perspectives - Global Interactions</b> Human Development and Diversity Global Risks and Resilience
<b>Part 1 Options</b>	<b>PART 1 - OPTION A (SL and HL)</b> Freshwater <b>PART 1 - OPTION F (HL only)</b> Geography of Food and Health	<b>PART 1 - OPTION G (SL and HL)</b> Part 1 – Option E (SL)

## Assessment

<b>Internal Assessment</b>	Written report based on field work - Field trip with option A - Freshwater 2500 words maximum 25% SL/ 20% HL	
<b>External Assessment</b>	<b>SL</b> <b>Paper 1 - 1.5 hrs - 35%</b> Short answer + 1 extended <b>Paper 2 - 1.25 hrs - 40%</b> Short answer / structured questions based on core content and stimulus material: 1 extended answer (essay)	<b>HL</b> <b>Paper 1 - 2.25 hrs - 35%</b> Short answer + 1 extended <b>Paper 2 - 1.25 hrs - 25%</b> Short answer/ structured questions based on core content and stimulus material: 1 extended answer (essay) <b>Paper 3 - 1 hr - 20%</b> 2 extended answer questions (essays)

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# History

## Course Description

The study of History is far more than the memorisation of names and dates from the past. Although the focus of study is that of our collective past, its significance is the bearing it has on our present, on the world we live in now and the world we will live in in the future. More significantly, history greatly shapes and determines how we view the world we live in and our relationships with others. One of the greatest rewards of the study of History is the realisation that truth is subjective and relative; it depends largely on contextual perspective. Historians and students of History alike critically question the historical truths that influence us today. The beauty of the discipline, contrary to the conventional view of history, is that the discipline is not static. Rather, it is dynamic and constantly evolving; history lives and changes as we change. History isn't simply the past - it's what we make of it.

History is a facilitating subject - in other words, it allows students to develop skills that will be applicable to a wide range of academic disciplines and career options in the future. Universities and employers value History very highly. Students who hope to pursue a degree in Law, Politics, International Relations, Education, or Journalism would be strongly advised to take History as one of their IB subjects. It is not essential for students to have completed IGCSE History to gain access to the IB History course.

## Aims

- To promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations.
- Encourage an understanding of the present through critical reflection of the past.
- Encourage an understanding of the impact of historical developments at national, regional and international levels.
- Develop an awareness of one's own historical identity through the study of historical experiences of different cultures.

There is considerable overlap between the topics studied at Standard Level, which allows for the review and consolidation of knowledge and understanding throughout the duration of the course. The course has been designed to offer a focus on 20th century world history; however, aspects of 19th century history are also taught and there is scope for students to choose their own area of interest when writing their Internal Assessment. For Paper 1, students will analyse and evaluate sources of evidence related to the topic the causes of the Second World War. For Paper 2, the students will complete essay questions on the origins and development of totalitarian states in all four regions and will study the Cold War with a specific focus on key crisis points and leaders.

Higher Level students will study an additional THREE topics, and answer essay questions in Paper 3. These topics have been carefully chosen to amplify and extend the content covered at Standard Level. Examples and case studies drawn from the topics covered at Higher Level can be used in conjunction with those learnt at Standard Level when the students sit their Paper 3 examination. The aim in designing this course has been to give students a thorough grounding in modern European history from 1789 onwards.

## Yearly Overview

Terms	Year 1	Year 2
<b>Core</b>	<b>SL:</b> Paper 2 - Authoritarian States: Castro, Hitler, and Lenin & Mao Paper 2 - The Cold War: Origins <b>HL:</b> Paper 3 - Imperial Russia, Revolution, and the establishment of the Soviet Union (1855-1924) and The Soviet Union and Post-Soviet Russia (1924-2000)	<b>SL:</b> Paper 2: Cold War (Origins, Cases Studies in Korea and Cuba, Détente, End of the Cold War) Paper 1 – Move to Global War (Japanese expansion in Asia, Italian and German expansion in Europe) Internal Assessment <b>HL:</b> Paper 3 - Interwar Europe 1919 – 39: Germany, Italy, Spain and France

## Assessment

<b>Internal Assessment</b>	Historical investigation on any area of the syllabus - 25% at SL / 20% at HL 20 hours	
<b>External Assessment</b>	<b>Standard Level</b> Paper 1 (60 minutes) 30% Paper 2 (90 minutes) 45%	<b>Higher Level</b> Paper 1 (60 minutes) 20% Paper 2 (90 minutes) 25% Paper 3 (150 minutes) 35%





## Group 4: The Sciences

### Biology

#### Course Description

'Human beings are attracted to novelty: to probe the 'adjacent possible.' We didn't stay in the caves. We didn't stay on the planet, and soon we won't stay within the limitations of our biology.'  
Jason Silva

Biology is going through an exciting stage of development in its various fields, with many of the troubles that are set to face the human race during our lifetimes having biology at their core. Choose to study Biology and through a range of activities, you will learn the ingredients and applications of Biology at this important stage in the evolution of Biology as a subject.

#### Aims

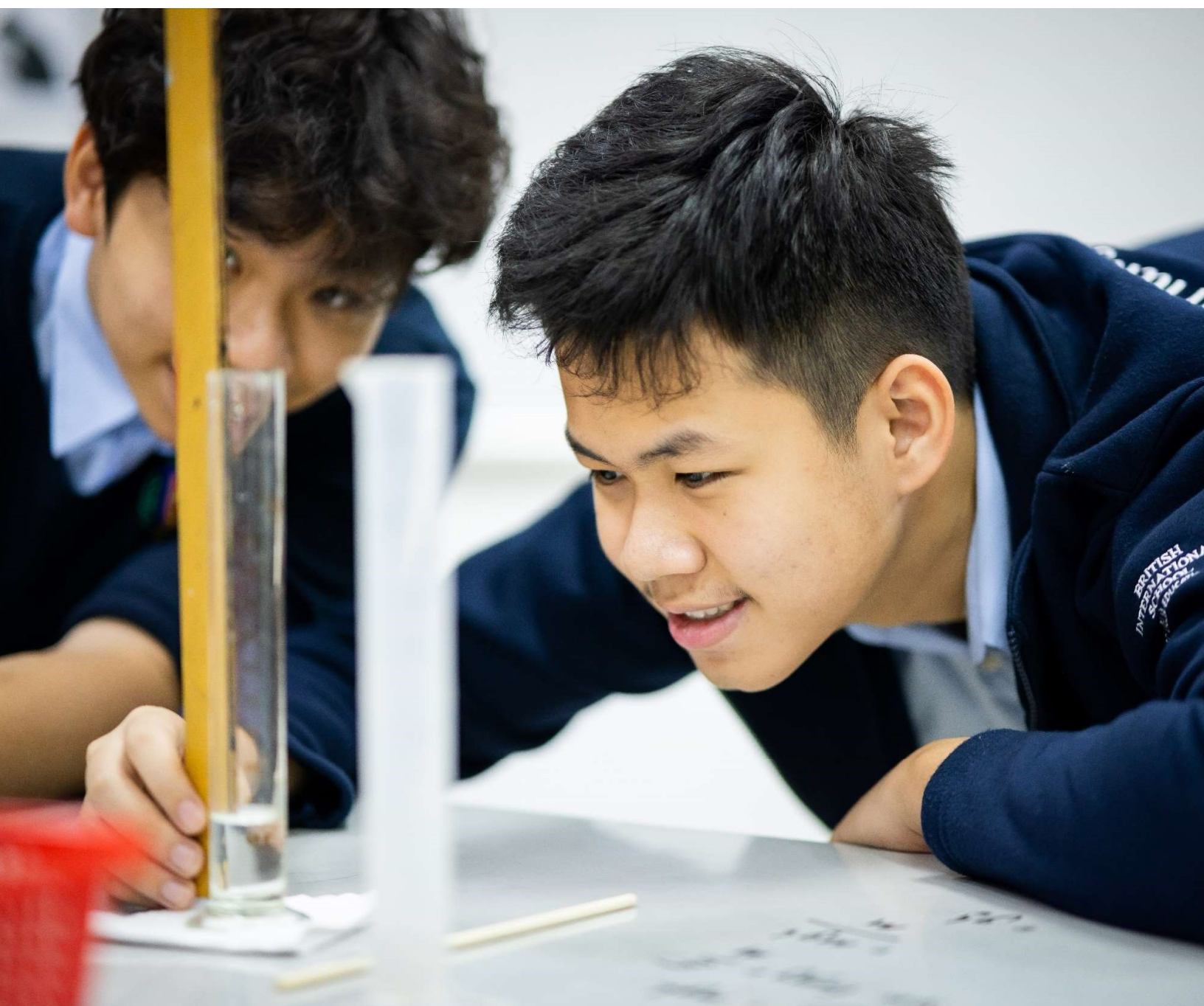
- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- apply and use a body of knowledge, methods and techniques that characterize biology and technology.
- develop experimental and investigative scientific skills including the use of current technologies.
- become critically aware, as global citizens, of the ethical implications of using biology and technology.
- develop an appreciation of the possibilities and limitations of science and technology.
- develop an understanding of the relationships between disciplines in Biology and their influence on other areas of knowledge.

#### Overview

Syllabus component	Syllabus content
<b>Form and function</b>	<ul style="list-style-type: none"><li>• Carbohydrates and lipids</li><li>• Proteins</li><li>• Membranes and membrane transport</li><li>• Organelles and compartmentalization</li><li>• Cell specialization</li><li>• Gas exchange</li><li>• Transport</li><li>• Muscle and motility (HL)</li><li>• Adaptation to environment</li><li>• Ecological niches</li></ul>
<b>Interaction and interdependence</b>	<ul style="list-style-type: none"><li>• Enzymes and metabolism</li><li>• Cell respiration</li><li>• Photosynthesis</li><li>• Chemical signalling (HL)</li><li>• Neural signalling</li><li>• Integration of body systems</li><li>• Defence against disease</li><li>• Populations and communities</li><li>• Transfer of energy and matter</li></ul>
<b>Continuity and change</b>	<ul style="list-style-type: none"><li>• DNA replication</li><li>• Protein synthesis</li><li>• Mutations and gene editing</li><li>• Cell and nuclear division</li><li>• Gene expression (HL)</li><li>• Water potential</li><li>• Reproduction</li><li>• Inheritance</li><li>• Homeostasis</li><li>• Natural selection</li><li>• Sustainability and change</li><li>• Climate change</li></ul>

## Assessment

<b>Internal Assessment</b>	Students must conduct an individual investigation and produce a report 20% at SL and HL	
<b>External Assessment</b>	<b>SL</b> Paper 1 – 1 hour 30 minutes - 36% Multiple-choice questions. Structured questions based on syllabus-related data and concepts.  Paper 2 - 1 hour 30 minutes - 44% Short-answer and extended-response questions.	<b>HL</b> Paper 1 - 2 hours - 36% Multiple-choice questions. Structured questions based on syllabus-related data and concepts.  Paper 2 - 2 hours 30 minutes - 40% Short-answer and extended-response questions.



## Chemistry

### **Description of Course**

'I feel sorry for people who don't understand anything about chemistry. They are missing an important part of happiness'. Linus Pauling.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often 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, dentistry, veterinary sciences, biological science and environmental science, and serves as useful preparation for employment.



### **Aims**

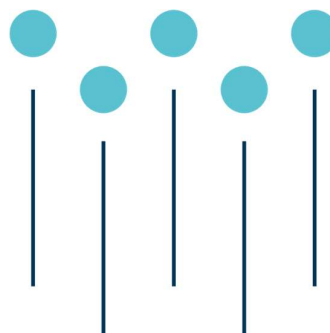
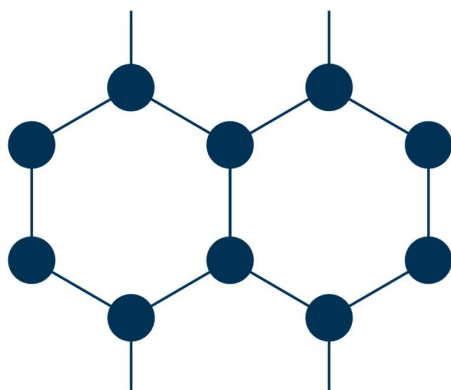
- acquire a body of knowledge, methods and techniques that characterize science and technology.
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- develop experimental and investigative scientific skills including the use of current technologies.
- become critically aware, as global citizens, of the ethical implications of using science and technology.
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

## Overview

Syllabus component	Syllabus content
<b>Structure 1.</b> Models of the particulate nature of matter	Structure 1.1—Introduction to the particulate nature of matter Structure 1.2—The nuclear atom Structure 1.3—Electron configurations Structure 1.4—Counting particles by mass: The mole Structure 1.5—Ideal gases
<b>Structure 2.</b> Models of bonding and structure	Structure 2.1—The ionic model Structure 2.2—The covalent model Structure 2.3—The metallic model Structure 2.4—From models to materials
<b>Structure 3.</b> Classification of matter	Structure 3.1—The periodic table: Classification of elements Structure 3.2—Functional groups: Classification of organic compounds
<b>Reactivity 1.</b> What drives chemical reactions?	Reactivity 1.1—Measuring enthalpy change Reactivity 1.2—Energy cycles in reactions Reactivity 1.3—Energy from fuels Reactivity 1.4—Entropy and spontaneity (Additional higher level)
<b>Reactivity 2.</b> How much, how fast and how far?	Reactivity 2.1—How much? The amount of chemical change Reactivity 2.2—How fast? The rate of chemical change Reactivity 2.3—How far? The extent of chemical change
<b>Reactivity 3.</b> What are the mechanisms of chemical change?	Reactivity 3.1—Proton transfer reactions Reactivity 3.2—Electron transfer reactions Reactivity 3.3—Electron sharing reactions Reactivity 3.4—Electron-pair sharing reactions

## Assessment

Internal Assessment	Practical Project - assessed by teacher - moderated by external examiner Student should spend 10 hours for SL and HL on a scientific research topic of their choice 20% at both SL and HL	
External Assessment	<b>SL</b> Paper 1 - 1 hour 30 minutes - 36% Multiple-choice questions. Structured questions based on syllabus-related data and concepts.  Paper 2 - 1 hour 30 minutes - 44% Short-answer and extended-response questions.	<b>HL</b> Paper 1 - 2 hours - 36% Multiple-choice questions. Structured questions based on syllabus-related data and concepts.  Paper 2 - 2 hours 30 minutes - 44% Short-answer and extended-response questions.





## Computer Science

### Course Description

Computer Science is an experimental science. You will learn by doing, supplemented by the fundamentals of Computer Science theory. The use of computers has evolved rapidly over the years, but many of the principles are the same. In fact, this course requires a great deal of 'computational thinking.' This isn't about thinking like a computer but using computers to problem solve – the thinking comes from you! Have you ever wondered how bits of plastic and metal can help solve some of the most complex problems? Computer Science itself is an international endeavour – the international exchange of information and ideas has been essential to the development of the subject. It is through international collaboration that we are currently experiencing a technological boom and the demand for Computer Science has never been greater. There is a clear need in many industries for computer scientists who can code. If you think that coding is too difficult – it's not! Coding is simply using a language the computer understands to process the solutions you have created.

The IB Computer Science course is engaging, accessible, inspiring and rigorous.



### Aims

- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems.
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills.
- Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively.
- Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems.

## Yearly Overview

Terms	Year 1	Year 2
<b>Core</b>	System fundamentals Computer Organisation Computational thinking, problem-solving and programming Abstract Data Structures - <b>HL Only</b> Resource Management - <b>HL Only</b>	Networks Computational thinking, problem-solving and programming Control - <b>HL Only</b>
<b>Case Study</b>	Case Study – issued in Term 3 investigated and examined on in Paper 3 <b>HL only</b>	Case Study – issued in Term 3 investigated and examined on in Paper 3 <b>HL only</b>
<b>IA</b>	Practical project – 30hrs Start Term 3 May – finish at start Term 4 Sept	
<b>Group 4 Project</b>	10 hour project to be done in term 1	

## Assessment

<b>Internal Assessment</b>	Practical Project – assessed by teacher – moderated by external examiner. 30% at SL 20% at HL The development of an original IT product for a specified client. Students must produce: <ul style="list-style-type: none"> <li>• a cover page using prescribed format</li> <li>• an original IT product</li> <li>• documentation supporting the product (word limit 2,000 words).</li> </ul>	
<b>External Assessment</b>	<p><b>Standard Level</b></p> <p>Paper 1 – 1 hour 15 minutes - 40% Structured and extended questions on content. Response to write code.</p> <p>Paper 2 – 1 hour 15 minutes – 30% Structured and extended response questions. Response to unseen article with technology context.</p>	<p><b>Higher Level</b></p> <p>Paper 1 – 2 hours - 40% Structured and extended questions on content including HL content. Response to write code</p> <p>Paper 2 – 2 hours - 40% Structured and extended response questions. Response to unseen article with technology context.</p>

## Design Technology (DT) SL

### **Course Description**

The Diploma Programme in Design Technology offers a thought-provoking and purposeful path for those who want to explore the world of design and technology in a meaningful way. Our aim is to provide you with the knowledge and skills needed to make a positive impact on our planet and contribute to a better world. At its core, this course emphasises analysis, design development, synthesis, and evaluation. It encourages inquiry and problem-solving as essential skills for understanding and addressing real-world challenges.

In the Diploma Programme Design Technology course, we use the Design Cycle as a structured approach to guide our work. This methodology helps us systematically analyse problems, create feasible solutions, and rigorously test and evaluate them. It's a practical tool that will support your problem-solving efforts. Throughout this course, you will have the opportunity to develop solutions, which can take various forms – from models and prototypes to products and systems, all independently crafted by you. The emphasis here is on practical skills and independent thinking.

Moreover, this course isn't just about honing your practical abilities; it's about nurturing your creativity and critical thinking. We want you to be able to apply your knowledge ethically in diverse situations. So, if you're interested in a purposeful exploration of design and technology, the Diploma Programme in Design Technology provides a structured and thoughtful approach to achieving a deeper understanding and the skills to make a positive impact on the world.





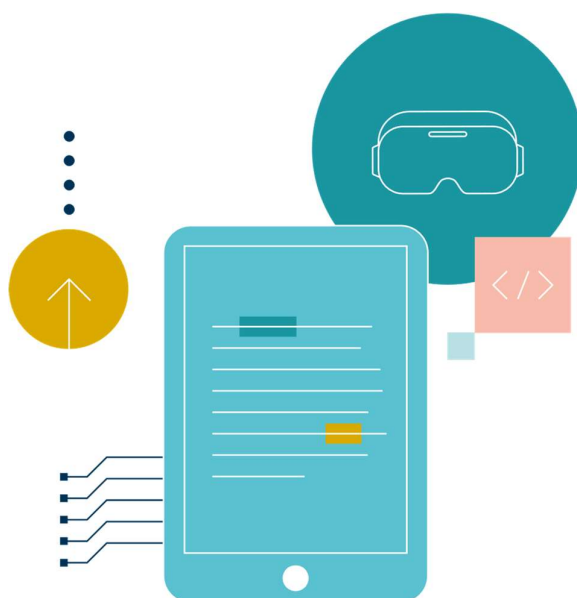
## Aims

Students will develop:

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

## Course Overview

Year 1	Year 2
Introduction to core knowledge	Design project – Plan and create <ul style="list-style-type: none"> <li>• Development of detailed design</li> <li>• Testing and evaluation</li> </ul>
Design project- Investigate and Design <ul style="list-style-type: none"> <li>• Analysis of design opportunity</li> <li>• Conceptual design</li> </ul>	Exam preparation
Group 4 project	





## Environmental Systems and Societies (ESS) SL

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

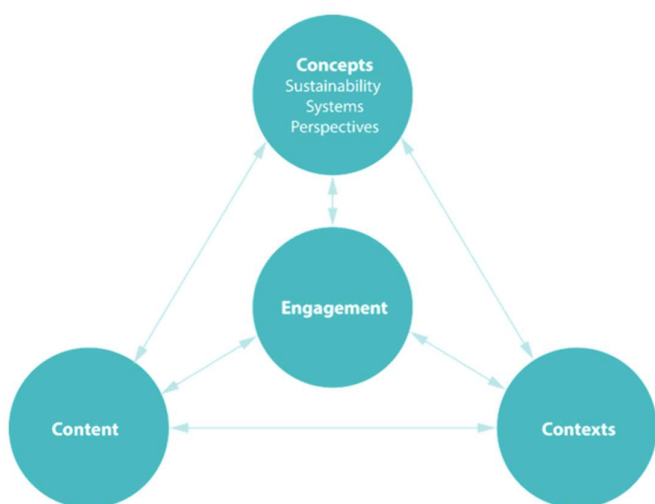
### Entry requirements

Students need at least a C grade or higher in English First Language, or a B or higher in English Second Language. It is highly recommended that students have at least a grade B in Science (Coordinated, Combined or Biology) and/or Geography.

### Course description

IB Environmental Systems and Societies (ESS) is firmly grounded in both scientific and geographical understandings of current environmental issues around the world. Students will develop a holistic approach to complex environmental issues and interactions between environmental systems and societies. Students consider the costs and the benefits of human activities, to the environment and to societies helping them to develop informed personal viewpoints and address sustainability issues.

### Structure of the Course and Course Content



Syllabus Content	
Foundations: • perspectives • systems • sustainability	Ecology
Biodiversity and conservation	Water
Land	Atmosphere and climate change
Natural resources	Human populations and urban systems

The interdisciplinary nature of the course develops a broad skill set, including research and investigations, participation in philosophical discussion and problem-solving. Due to its interdisciplinary nature, students can study ESS in either group 3 or group 4. This leaves the opportunity to study an additional group 3 or group 4 subject. For further details please speak to Ms Archer.

### Assessment:

<b>Internal Assessment</b>	All students must produce one individual investigation based on primary or secondary data. Giving students the opportunity to design investigations and collect data in a variety of different environments to complete the Internal Assessment. The Internal Assessment is a report of up to 3,000 words and is worth 25% (SL) or 20% (HL) of the overall grade.			
<b>External Assessment</b>	<b>Paper</b> Paper 1	<b>Format</b> Structured question on an unseen case study.	<b>SL</b> 1 hour - 25%	<b>HL</b> 2 hours - 30%
	Paper 2	Short and data-based questions and structured essay questions	2 hours – 50%	2.5 hours – 50%

# Physics

## Course Description

In the words of Neill de Grasse Tyson, a pop-culture astrophysicist, Physics is “The greatest story ever told”. He is right, in the case of Physics, reality is stranger than fiction. To unravel the mysteries of the universe one needs imagination, creativity and determination. The goal of Physics is to explain the natural world and all its complexity as accurately as possible. From the motion of the planets to tiny sub-atomic particles, Physics aspires to find the fundamental truth about that which governs everything.

## Aims

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- Acquire a body of knowledge, methods and techniques that characterize science and technology.
- Apply and use a body of knowledge, methods and techniques that characterize science and technology.
- Become critically aware, as global citizens, of the ethical implications of using science and technology.
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

## Overview

Syllabus component	Syllabus content
<b>A Space, time and motion</b>	A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power A.4 Rigid body mechanics (HL) A.5 Galilean and special relativity (HL)
<b>B. The particulate nature of matter</b>	B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws B.4 Thermodynamics (HL) B.5 Current and circuits
<b>C. Wave behaviour</b>	C.1 Simple harmonic motion C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance C.5 Doppler effect
<b>D. Fields</b>	D.1 Gravitational fields D.2 Electric and magnetic fields D.3 Motion in electromagnetic fields D.4 Induction (HL)
<b>E. Nuclear and quantum physics</b>	E.1 Structure of the atom E.2 Quantum physics (HL) E.3 Radioactive decay E.4 Fission E.5 Fusion and stars

## Assessment

<b>Internal Assessment</b>	Internal assessment is a full practical investigation assessed by teacher and moderated externally. Students design a question upon which to base an investigation. Weighting is 20% of SL and HL over a pre allocated 10 hour slot.	
<b>External Assessment</b>	<b>SL</b> Paper 1 - 1 hour 30 minutes - 36% Multiple-choice questions. Structured questions based on syllabus-related data and concepts.  Paper 2 - 1 hour 30 minutes - 44% Short-answer and extended-response questions.	<b>HL</b> Paper 1 – 2 hours - 36% Multiple-choice questions. Structured questions based on syllabus-related data and concepts.  Paper 2 - 2 hours 30 minutes - 44% Short-answer and extended-response questions.



# Sports, Exercise and Health Science (SEHS)

## Course Description

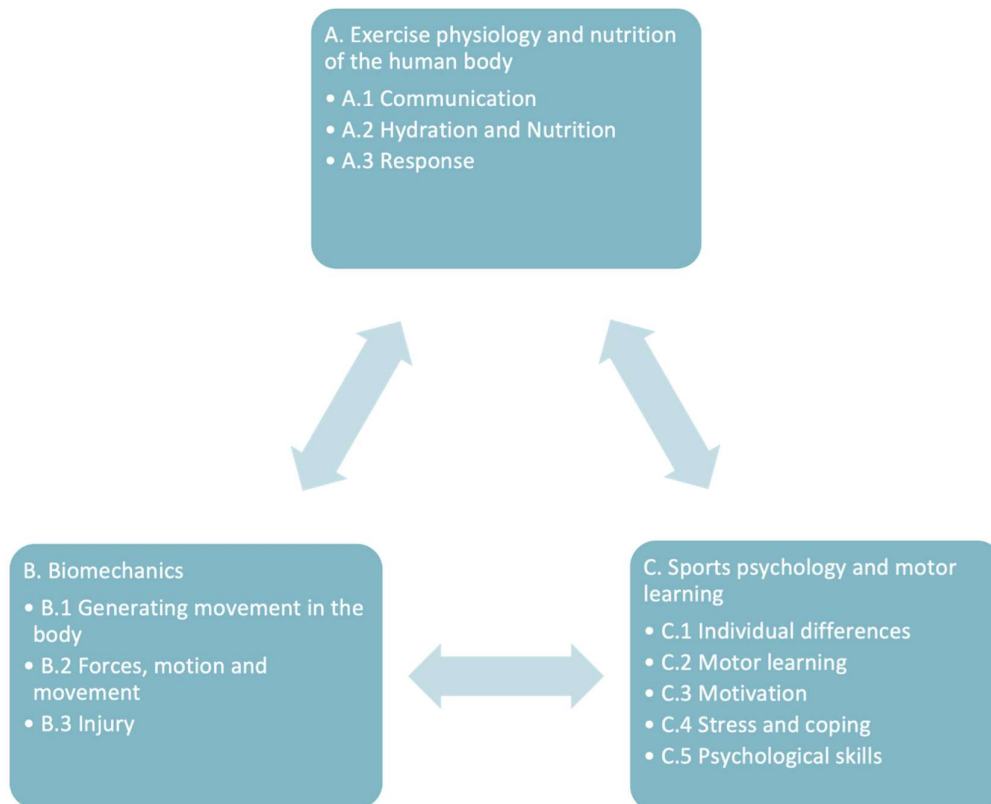
As one of the sciences subjects in the IB Diploma Programme, sports, exercise and health science (SEHS) is primarily concerned with the scientific study of human physiology, biomechanics and psychology. Scientists working in these fields attempt to make sense of human physical and mental health and performance through a variety of approaches and techniques, controlled experimentation, and collaboration with other researchers.

A relevant and effective science education needs to focus on skills and the interconnectedness of concepts, contexts and content, and to facilitate deep learning and student understanding. The SEHS curriculum explores three themes:

- exercise physiology and nutrition of the human body
- biomechanics
- sports psychology and motor learning.

SEHS students will develop long-enduring knowledge and understanding of the interconnections between these themes with opportunities to explore different perspectives and conceptual frameworks through scientific inquiry.

## Course Overview



Conceptual understanding will enable students to be aware and critical of their own **knowledge, and to transfer and apply skills and understandings to new or different contexts in creative, generative, autonomous and dynamic ways.**



Syllabus component	Content
<b>Experimental and Mathematical skills</b>	<p>With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.</p> <p>Students will be expected to use statistical analysis and mathematical skills to analyse, evaluate and synthesise primary and secondary data to describe and explain trends, patterns and make predictions</p>
<b>Higher Level</b>	Each of the above themes have additional HL content that extends students by going into greater depth and challenging students to think about how the themes interconnect through Health or performance

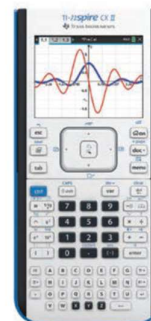
### Assessment

<b>Internal Assessment</b>	All students must produce one individual investigation based on primary data. Giving students the opportunity to design investigations, collect and analyse data in an area of interest to complete the Internal Assessment. The Internal Assessment is a report of up to 3,200 words and is worth 24% of the overall grade.			
<b>External Assessment</b>	<b>Paper</b> Paper 1	<b>Format</b> Paper 1A: Multiple-choice questions  Paper 1B: Data-based questions and questions on experimental work	<b>SL</b> 1.5 hours - 36%	<b>HL</b> 1.75 hours - 36%
	Paper 2	Short answer and extended response questions	1.5 hours - 40%	2.5 hours - 40%



## Group 5: Mathematics

**For all mathematical Courses, students will be required to purchase a graphical calculator.**  
**The model of calculator required is TI NSpire CX II (not CAS).**  
**The mathematics department will inform you of the approved suppliers.**  
**You unable to sit an exam with an alternative calculator**



## Mathematics: Analysis and Approaches

### Course description

Mathematics: Analysis and Approaches at SL and HL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalisation. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physics, and potentially subjects like chemistry and economics, for example. In order to embark on SL or HL Analysis and Approaches course, it is important you are confident with non-calculator and algebra skills.

### Aims

1. Develop a curiosity and enjoyment of Mathematics, and appreciate its elegance and power.
2. Develop an understanding of the concepts, principles and nature of Mathematics.
3. Communicate Mathematics clearly, concisely and confidently in a variety of contexts.
4. Develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using Mathematics.
5. Employ and refine their powers of abstraction and generalization.
6. Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities.
7. Appreciate how developments in Technology and Mathematics influence each other.
8. Appreciate the moral, social and ethical questions arising from the work of mathematicians and its applications.
9. Appreciate the universality of Mathematics and its multicultural, international and historical perspectives.
10. Appreciate the contribution of Mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

### Course Overview

Mathematics: Analysis and approaches		
	SL Teaching Hours	HL Teaching Hours
<b>Number and Algebra</b>	18	34
<b>Functions</b>	21	31
<b>Trigonometry and Geometry</b>	26	54
<b>Statistics and Probability</b>	27	36
<b>Calculus</b>	28	55
<b>“Toolkit” and IA</b>	30	30
<b>Total</b>	150	240

The **Number and Algebra SL** looks at: scientific notation, arithmetic and geometric sequences and series and their applications including financial applications, laws of logarithms and exponentials, solving exponential equations, simple proof, approximations and errors, and the binomial theorem. The **Number and Algebra HL** looks at: permutations and combinations, partial fractions, complex numbers, proof by induction, contradiction and counter- example, and solution of systems of linear equations.

The **Functions SL** looks at: equations of straight lines, concepts and properties of functions and their graphs, including composite, inverse, the identity, rational, exponential, logarithmic and quadratic functions. Solving equations both analytically and graphically, and transformation of graphs. The **Functions HL** looks at: the factor and remainder theorems, sums and products of roots of polynomials, rational functions, odd and even functions, self-inverse functions, solving function inequalities and the modulus function.

The **Geometry and Trigonometry SL** looks at: volume and surface area of 3d solids, right-angled and non-right- angled trigonometry including bearings and angles of elevation and depression, radian measure, the unit circle and Pythagorean identity, double angle identities for sine and cosine, composite trigonometric functions, solving trigonometric equations. The **Geometry and Trigonometry HL** looks at: reciprocal trigonometric ratios, inverse trigonometric functions, compound angle identities, double angle identity for tangent, symmetry properties of trigonometric graphs, vector theory, applications with lines and planes, and vector algebra.

The **Statistics and Probability SL** looks at: collecting data and using sampling techniques, presenting data in graphical form, measures of central tendency and spread, correlation, regression, calculating probabilities, probability diagrams, the normal distribution with standardization of variables, and the binomial distribution. The **Statistics and Probability HL** looks at: Bayes theorem, probability distributions, probability density functions, expectation algebra.

The **Calculus SL** looks at: informal ideas of limits and convergence, differentiation including analysing graphical behaviour of functions, finding equations of normals and tangents, optimisation, kinematics involving displacement, velocity, acceleration and total distance travelled, the chain, product and quotient rules, definite and indefinite integration. The **Calculus HL** looks at: introduction to continuity and differentiability, convergence and divergence, differentiation from first principles, limits and L'Hopital's rule, implicit differentiation, derivatives of inverse and reciprocal trigonometric functions, integration by substitution and parts, volumes of revolution, solution of first order differential equations using Euler's method, by separating variables and using the integrating factor, Maclaurin series.

### Assessment

Exam Component		SL % weighting		HL % weighting	
Paper 1	Non calculator	1.5 hrs	40	2 hrs	30
Paper 2	With calculator	1.5 hrs	40	2 hrs	30
Paper 3	With calculator	n/a	n/a	1 hr	20
Internal assessment: Investigative, problem solving and modelling skills development leading to one written exploration		30 hrs	20	30 hrs	20
Total		100		100	

HL Analysis and Approaches requires an excellent achievement at IGCSE and a teacher recommendation.

# Mathematics: Applications and Interpretation

## Course Description

Applications and interpretation SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy Mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as Social Sciences, Natural Sciences, Statistics, Business, some Economics, Psychology, and Design, for example. If your further studies programme requires a significant amount of mathematics, for example studying Statistics, Business, Biology, etc, then Applications and Interpretation at HL would be the appropriate choice. If you hope to follow a further studies programme which has little mathematical content, then Applications and Interpretation would be the appropriate choice.

## Aims

1. Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power.
2. Develop an understanding of the concepts, principles and nature of mathematics.
3. Communicate mathematics clearly, concisely and confidently in a variety of contexts.
4. Develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics.
5. Employ and refine their powers of abstraction and generalization.
6. Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities.
7. Appreciate how developments in technology and mathematics influence each other.
8. Appreciate the moral, social and ethical questions arising from the work of mathematicians and its applications.
9. Appreciate the universality of mathematics and its multicultural, international and historical perspectives.
10. Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.
11. Develop the ability to reflect critically upon their own work and the work of others.

## Course Overview

Mathematics: Analysis and approaches		
	SL Teaching Hours	HL Teaching Hours
Number and Algebra	18	34
Functions	21	31
Trigonometry and Geometry	26	54
Statistics and Probability	27	36
Calculus	28	55
“Toolkit” and IA	30	30
Total	150	240

The **Number and Algebra SL** looks at: scientific notation, arithmetic and geometric sequences and series and their applications in finance including loan repayments, simple treatment of logarithms and exponentials, simple proof, approximations and errors. The **Number and Algebra HL** looks at: laws of logarithms, complex numbers and their practical applications, matrices and their applications for solving systems of equations, for geometric transformations, and their applications to probability.

The **Functions SL** looks at: creating, fitting and using models with linear, exponential, natural logarithm, cubic and simple trigonometric functions. The **Functions HL** looks at: use of log-log graphs, graph transformations, creating, fitting and using models with further trigonometric, logarithmic, rational, logistic and piecewise functions.



The **Geometry and Trigonometry SL** looks at: volume and surface area of 3d solids, right-angled and non-right-angled trigonometry including bearings, surface area and volume of composite 3d solids, establishing optimum positions and paths using Voronoi diagrams. The **Geometry and Trigonometry HL** looks at: vector concepts and their applications in kinematics, applications of adjacency matrices, and tree and cycle algorithms.

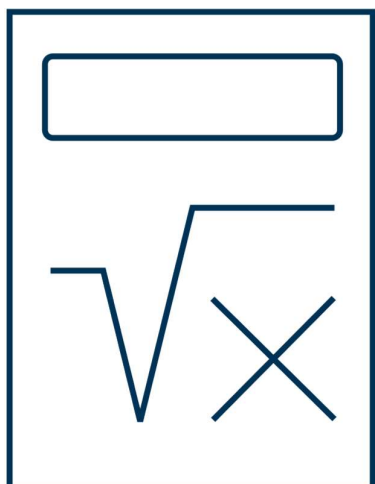
The **Statistics and Probability SL** looks at: collecting data and using sampling techniques, presenting data in graphical form, measures of central tendency and spread, correlation using Pearson's product-moment and Spearman's rank correlation coefficients, regression, calculating probabilities, probability diagrams, the normal distribution, Chi-squared test for independence and goodness of fit. The **Statistics and Probability HL** looks at: the binomial and Poisson distributions, designing data collection methods, tests for reliability and validity, hypothesis testing and confidence intervals.

The **Calculus SL** looks at: differentiation including analysing graphical behavior of functions and optimisation, using simple integration and the trapezium/trapezoidal rule to calculate areas of irregular shapes. The **Calculus HL** looks at: kinematics and practical problems involving rates of change, volumes of revolution, setting up and solving models involving differential equations using numerical and analytic methods, slope fields, coupled and second-order differential equations in context.

### Assessment

Exam Component		SL % weighting		HL % weighting	
Paper 1	With calculator	1.5 hrs	40	2 hrs	30
Paper 2	With calculator	1.5 hrs	40	2 hrs	30
Paper 3	With calculator	n/a	n/a	1 hr	20
Internal assessment: Investigative, problem solving and modelling skills development leading to one written exploration		30 hrs	20	30 hrs	20
Total		100		100	

HL Application and Interpretation requires a high achievement at IGCSE and a teacher recommendation.



$$(A+X) + 2$$

## Group 6: The Arts

### Dance SL

#### Course Description

The IB dance course takes a holistic approach to dance and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers, or those, more broadly, who seek life enrichment through dance.

Students who have studied BISC Dance at BIS Hanoi will be perfect candidates for this course, however, any student with experience or an active interest in any form of dance would be welcome. You will be expected to perform in school and at local events as part of the course.

#### Aims

- Enjoy lifelong engagement with the arts as you become an informed, reflective and critical practitioner
- Understand the dynamic and changing nature of the arts as you explore dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge
- Express ideas with confidence and competence as you experience dance as an individual and collective exploration of the expressive possibilities of bodily movement
- Explore and value the diversity of the arts across time, place and cultures and understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar
- Recognise and use dance to create dialogue among the various traditions and cultures in our school environment, your society, and the world at large
- Develop perceptual and analytical skills.

#### Course Overview and Assessment

	Syllabus Content	Weighting
External Assessment	<b>Composition and analysis</b> Two dance works composed by the student; total presentation of 6–10 minutes An analytical statement of no more than 800 words, documenting and reflecting upon the processes of composition and analysis of one of the dances	40%
	<b>Dance investigation</b> A formal written report, no more than 1,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/or traditions, one of which is familiar to the student and one unfamiliar	20%
Internal Assessment	<b>Performance</b> One or two dances (solo/duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 3–6 minutes Short programme notes	40%

# Music

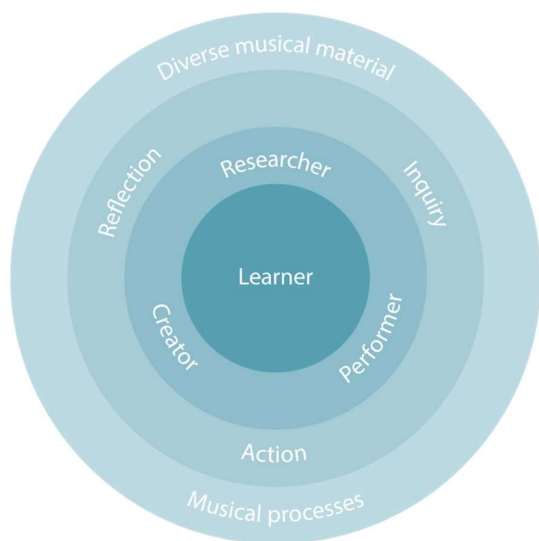
## Course Description

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance across all course components. The Areas of Inquiry guide students as they choose the music they study throughout the course, balancing Sociocultural, Absolute, Dramatic and Technological music.

## Aims

- Explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- Acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- Evaluate and develop critical perspectives on their own music and the work of others.
- Develop music technology skills through practical experience in live sound recording and studio techniques, alongside digital editing, mixing and mastering.

## Course Overview



Syllabus Content	HL only
<p><b>Exploring music in context</b></p> <ul style="list-style-type: none"> <li>• Engaging with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making.</li> <li>• Demonstrating diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts.</li> </ul>	<p><b>The contemporary music maker</b></p> <ul style="list-style-type: none"> <li>• Building on musical competencies</li> <li>• Engaging with musical processes in settings of contemporary music-making</li> <li>• Planning and collaboratively creating a project using all areas, musician roles and skills developed throughout the course</li> <li>• Using real-life practices to inspire music-making</li> </ul>
<p><b>Experimenting with music</b></p> <ul style="list-style-type: none"> <li>• Connecting theoretical studies to practical work to gain a deeper understanding of the music they engage with.</li> <li>• Learning to experiment with a range of musical material and stimuli from the areas of inquiry across local and global contexts.</li> </ul>	
<p><b>Presenting music</b></p> <ul style="list-style-type: none"> <li>• Practising and preparing finished pieces that will be performed or presented to an audience.</li> <li>• Expanding musical identity, demonstrating level of musicianship, and learning to share and communicate music as researchers, creators and performers.</li> </ul>	

## Assessment

	Details	SL	HL
<b>Internal Assessment</b>	<p><b>Experimenting with music</b></p> <ul style="list-style-type: none"> <li>- Written experimentation report</li> <li>- Practical musical evidence of experimentation process</li> </ul>	30%	20%
	<p><b>The contemporary music-maker (HL only)</b></p> <p>15 minutes multimedia presentation of student's real-life project evidencing: project proposal; process and evaluation; realised project or curated selection of it</p>		30%

<b>External Assessment</b>	<b>Exploring music in context</b> Students select samples of their work for a portfolio submission: Written work demonstrating engagement and understanding of diverse musical material. Practical exercises in creating and performing	30%	20%
	<b>Presenting Music</b> Students submit a collection of works demonstrating engagement with diverse music material from four areas of inquiry. Including: Programme notes; Presenting as a creator: composition and/or improvisation; Presenting as a performer: solo and/or ensemble	40%	30%





## Theatre

### **Description of Course**

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

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

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



## ***Aims of Course***

The aims of the arts subjects are to enable students to:

- enjoy lifelong engagement with the arts.
- become informed, reflective and critical practitioners in the arts.
- understand the dynamic and changing nature of the arts.
- explore and value the diversity of the arts across time, place and cultures.
- express ideas with confidence and competence.
- develop perceptual and analytical skills.

For HL only:

- understand and appreciate the relationship between theory and practice (Theatre in context, Theatre processes, presenting Theatre).

## ***Yearly Overview***

Terms	Year 1	Year 2
Core	Students will explore a range of styles of theatre and play texts and practice all aspects of the assessed units to prepare them for year 2.	Complete assessed units. A performance evening in term 2 will present the final pieces to a public audience.

## ***Assessment***

<b>Internal Assessment</b>	Collaborative project - create and present an original piece of theatre Students submit for assessment a 15 page process portfolio to accompany the performance
<b>External Assessment</b>	Solo Theatre piece - HL only: Solo performance piece informed by the theory of one theatre practitioner and accompanied by a 3000 word essay Directors Notebook - both SL & HL: 20 page document that explores the possibilities for the production of a play text of the students own choosing. Research presentation about topic from prescribed list SL & HL: 15 minute presentation about a world theatre tradition, including the historical and social context, theatre theory and practical demonstration.





## Visual Arts

### **Course Description**

The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

### **Aims**

- Enjoy lifelong engagement with the arts.
- Become informed, reflective and critical practitioners in the arts.
- Understand the dynamic and changing nature of the arts.
- Explore and value the diversity of the arts across time, place, and cultures.
- Make artwork that is influenced by personal and cultural contexts.
- Become informed and critical observers and makers of visual culture and media.



## Yearly Overview

Terms	Year 1	Year 2
Core 1.	<b>Unit 1</b> <b>Themed work</b> - students select a personal theme. <b>Visual Arts in Context</b> Examine and compare the work of artists techniques and materials Making art through a process of investigation, thinking critically and experimenting with techniques <b>Visual Arts methods</b> Look at different techniques for making art Experiment with diverse media and explore techniques for making art	Consider the nature of 'exhibition' and think about the process of selection and different audiences Select and present resolved works for exhibition. Writing the curational rationale for exhibition (journal) IA - student exhibition.  <b>SL 4 to 7 completed works.</b> <b>HL 8-11 completed works</b>  Gallery visit Term 1
	<b>Unit 2</b> <b>Visual Arts in Context</b> Examine and compare the work of artists from different cultural contexts Making art through a process of investigation, thinking critically and experimenting with techniques <b>Visual Arts Methods</b> Look at different techniques for making art Experiment with diverse media and explore techniques for making art	<b>Communicating Visual Arts</b> Exhibition visit to study presentation and curation – use this visit to reflect on different approaches to curation (journal ) Writing final curatorial rationale for own exhibition – <b>SL - 400 words rationale and 500 characters per artwork</b> <b>HL - 700 words rationale and 500 characters per artwork</b> Putting together exhibition for E submission.  Process portfolio - Formatting screens ready for submission. <b>External assessment</b>
	<b>Unit 3</b> <b>Visual Arts in Context</b> Develop an informed response to work and exhibitions students have seen and experienced. Apply identified techniques to own developing work.  <b>Completing Comparative Study</b> SL- 10- 15 screens HL- 15- 20 screens  <b>Visual Arts Methods</b> Investigate and compare how and why different techniques have evolved and the process involved. Evaluate how ongoing work communicates meaning and purpose. <b>Completing the Process Portfolio</b> SL - 9-18 SCREENS HL 13-25 SCREENS	

## Assessment

<b>Internal Assessment</b>	<b>Final exhibition</b> in year 2 is internally assessed - moderated externally. 40%	
<b>External Assessment</b>	<b>SL Comparative study</b> 10-15 screens 20% <b>Process portfolio</b> 9-18 screens 40%	<b>HL Comparative study</b> 15-20 screens 20% <b>Process portfolio</b> 13-25 screens 40%



## Co-Curricular Activities (CCAs)

### Philosophy

The Co-curricular programme is designed to enhance and complement our curriculum. We are aiming to stream our CCA programme within 3 streams to ensure that students can participate in more varied activities throughout the year. Our 3 streams we are focusing on are Creative, Active and Service Activities. Students will have more opportunities to experience different activities throughout the year. The quality of activities will be higher and more consistent.

### Aims

The programme aims to add challenge for students to own their achievements. The programme will also assist in developing stronger partner links within the Hanoi Activities Conference, Nord Anglia group and FOBISIA schools.

### Why is engaging in CCAs important?

CCAs are important to fuel student learning and to build important skills, such as social and leadership skills to enrich and balance a student's academic experience. Students who engage in different CCAs practice and develop their self-management skills. Students develop a positive outlook towards school and future study through an increase in a sense of community at school.

By selecting varied activities, students improve their confidence and self-esteem through developing proficiency in different areas. Through leadership and independence, CCAs can help prepare students for their future as they discover more about themselves and their path in life. CCAs benefit our students in the following ways:



### Opportunities for leadership

IB students have the opportunity to push themselves out of their comfort zone and learn more about their leadership style, either by acting as mentors in existing CCAs, or creating a new and innovative CCA with the support of a member of staff. Our younger students love to learn from their older peers.

In the words of a Year 12 student: "Hosting CCAs encourages people to become better versions of themselves as it builds some of the most important qualities and skills of a person: leadership, reflection, teaching, cooperation, humility and effective communication. Any student who aspires to become a teacher, instructor, business executive, world leader, social media "influencer" or artist should lead their own CCA. There is no better method to retain knowledge and skill than teaching it to someone else." This year we are launching a number of new student-led CCAs including: Korean and Vietnamese History, Science and Debate Clubs, a Flute Choir and the BIS Business Network. The School Magazine is also expertly run by a team of dedicated students.

There are no better advocates for the CCA program than the students themselves, so let's hear about the impact they felt CCAs had on them:

“*Personally, I've been part of many CCAs and the ones that stood out to me were Gardening, Community Arts, and Debate Club. I have found many different hobbies and even now I want to go back to the gardening club because it was so fun to see what I planted, grow! Then I got to taste the vegetables that I planted myself!*  
*When I was having many struggles with friendships and fitting in to a new school environment, CCAs*

helped me to gain my passion for art again. When I was in my old school people didn't really acknowledge my art as much and I thought I was a bad artist, but at BIS the art teacher gave me a chance in the Community Arts CCA to paint the walls in the library since she liked my designs (even though it was just a drawing of a cat and the hat). After that, I found my favorite subject and a lot more friends by hanging around the art room and spending break times painting the walls. ”

Daniel Mubin Jung 12H

“ I love that CCAs are filled with many people who have different backgrounds, so I can understand a wider perspective. They have built camaraderie, confidence and humbled me. Furthermore, they have also allowed me to become more skillful because when I first joined BIS I was a shy, awkward little kid with few skills, and that kid turned out to become someone who participated in sports competitions internationally (and won some sweet gold medals), performed in 3 different productions (2 of them as major characters) and entered many local volleyball and swimming competitions. These experiences showed me the importance of respect, courage, perseverance, and sportsmanship. These traits still carry on, and will strengthen, as the years go by. You would never know who you truly are if you had not tried to face your deepest fears or overcome the greatest of challenges. I think in life, we are all on a journey of discovering and learning but the most important step is always the first one out of your comfort zone. ”

Bac Dung Mai Y12

“ My highlight from MUN has to be the conferences that I have attended. They allow you to really showcase the skills that you have honed while participating in the CCA, and you get the opportunity to meet a lot of new people. I have definitely become a more confident person and better speaker through MUN and it also allows me to learn more about different global issues. This year, I look forward to helping lead the CCA and attending more conferences. ”

Min Seo (Heidy) Cho Y13





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