

#### **IB and High School Diploma: Handbook of Studies**

This booklet provides an outline and explanation of the SSIS IB and HSD diploma requirements. It also provides specific information about the courses we offer, how grades are calculated as well as required prerequisites to successfully obtain a diploma to graduate from SSIS. Programs in Grade 11 and 12 are offered with our mission, vision and promise as a guide to providing an excellent education and experience for our students.

#### **MISSION**

To provide an excellent international education to the children of expatriate families.

#### **VISION**

Encourage and enable students to be self-motivated, lifelong learners, who value other cultures and are responsible, meaningful participants in the international community.

#### **PROMISE**

To create students who thrive with high expectations for continual growth, the capacity to excel in a 21st Century global community, accepting themselves, showing compassion for others and welcoming all of the opportunities presented by a diverse world.

#### IB Mission Statement

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

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

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

#### IB Learner Profile

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

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

### Grade 10 to Grade 11 Transition

There are two academic programs in Grade 11 and 12 at SSIS. These are the International Baccalaureate Diploma Programme (IBDP) and the SSIS High School Diploma Programme (HSD). A detailed description of these programs can be found in this document.

The process of placing students in the most suitable program begins in Grade 9 and continues in Grade 10. Students and parents receive information from the Secondary School College Counsellors and the Diploma Coordinator, to assist them in choosing the academic program that is best suited for their aspirations following graduation from the Secondary School.

During Grades 9 and 10, Counsellors explain the different programs to each student individually and begin to identify which academic program best meets the needs for each student. In Grade 10 the students, with the support of their parents, will make their program and course choices, which often includes attending the Grade 10 Options Evening to speak further with Grade 11 and 12 teachers about the various courses on offer.

During the last two weeks of Semester 2, Grade 10 students receive a Bridging Week experience, which allows Grade 10 students the opportunity to spend four to five days gaining further information about their chosen courses, their structure and assessment plus advance access to supporting resources. This week may also provide an opportunity for students to make any course and program changes if necessary, subject to space in classes being available.

Any course or program changes must be approved by parents, the teachers of the courses involved, and the Diploma Coordinator.

Course and program changes may be allowed during the Grade 10 Bridging Week and the first two weeks of Grade 11.

\*Please note that course changes will only be considered if there is enough space in the course into which the student is proposing to move. SSIS takes seriously its maximum class size numbers and should a student request a course that is already full, then access to that course will be denied. It is, therefore, of high importance that students and parents take the initial subject selection process seriously.

#### **Academic Programs and Courses for Grade 11 and 12 students**

##### **Choosing the most suitable academic program**

The first step that students need to consider when making their course selections for Grades 11 and 12 is which of the two academic program they wish to study.

SSIS offers two academic programs for Grade 11 and Grade 12 students:

- The International Baccalaureate Diploma Programme (IBDP)
- The High School Diploma Program (HSD)

Both programs, providing successful completion, are excellent pathways for students who wish to attend university / college.

While the IB Diploma is the more demanding programs for students, it does not necessarily mean that by studying the program your child will go to a better university / college than a student studying the High School Diploma. Students may choose to study the High School Diploma and attend very good universities and colleges provided an appropriate balance of courses is selected that challenge the student.

A student who over-extends themselves in terms of academic program and course selection will fall short of their goals, as opposed to a student who is able to grasp their strengths and limitations in order to select the program that is most appropriately challenging. The goal of attending university / college may be the same but each individual should choose the best pathway available that enables them to fulfil their potential.

##### **Choosing the most suitable courses for each academic program**

Once students have decided upon their academic program, they may now begin to consider the courses that they wish to study.

Again, students are encouraged to choose courses that are commensurate with their strengths and abilities. Of course, other factors will also play a role such as the career path that a student may be looking at and the courses that they wish to study at university / college.

When choosing courses, please note the following:

- All SSIS IBDP and HSD courses are dependent upon staff availability and student interest. This means the courses we offer may vary from year to year. Also, if there are not sufficient numbers of students selecting a course, then it may not run and students may have to choose an alternative course.
- For IB Diploma courses, the prerequisites listed in this document are intended to help give an indication of the degree of difficulty of these courses and assist students and parents when choosing a suitable academic programme and corresponding courses.

### Advice for Students

#### Do your Homework

1. Research yourself - What am I good at? What do I like? What don't I like?
2. Research the subjects – use the IB and High School Diploma Handbook of Studies, talk to people involved in the course (Teachers and Subject Heads of Department) but be sure that you are getting impartial advice. Ask about the nature of the course – How it is taught / delivered, how it is assessed, what is expected of students, especially how the course progresses from one year to the next

#### Reasons for choosing subjects that should be avoided

- My **friends** are all doing it
- It will be **easy**
- My **favorite teacher** teaches the subject

#### Reasons why you might choose a subject

- **Good** at the subject / achieved **good grade** in it
- **Interested** in the subject
- Possess the **aptitude/ability** for the subject
- Can help you aim for the **job / career** and / or **university college course** you want
- The type of **assessment** best suits you
- It **complements** my other subjects

#### Level of importance given to various reasons for choosing school subjects

Reason	% of times rated 'very important'
I thought it would be an interesting subject	80.3
I thought the subject would be useful for my future career	79.2
I thought that I would enjoy the subject	78.0
I thought that I would do well in the subject	68.8
The subject is a requirement for the university / college course that I wish to study	54.8
I like the teacher / the teacher is good	34.2
I thought it would be an easy subject	17.7
My friends were taking the subject	7.4

#### Thinking of choosing a subject that you have not studied before?

- Research the subject very carefully. It is often nice to take up something new but it may not be what you think it is.
- Specifically, ask the teachers that teach that subject what it entails.

#### Advice for Parents

##### Choices, choices, choices

If your child is in Grade 10 at school, they will be facing one of their first big decisions in life – what subjects to study in Grades 11 and 12.

Having to make this choice can be really difficult because it can affect the path your child takes when they are older. Perhaps your child has already decided that they want they wish to study at university. Whatever they want for the future, it is important that they make the right subject choices now so that they have the best possible opportunities later in life.

Your child's subject choices are probably the first 'big' decision they get to make in life

##### Where to start?

Nobody expects your child to know exactly what subjects to choose straight away. They will want to think about their decision over a period of time. If they are feeling confused, they might want to talk through the different options with you.

- They will need to choose a range of subjects
- They should think about whether they get better results from subjects with more coursework or those that have exams
- They should ask what their choices will lead to in the future – further study, training or work

The choices that your child makes now will determine what opportunities are open to them later in life – whether they want to carry on studying after school or not. It is important that they take time to consider the different options carefully so that they make choices that are right for them. You can play an important part in supporting them as they come to a decision. Most young people will want to keep their options open. But some will need to choose specific subjects depending on the pathway they wish to follow after school. There are some subjects everybody has to take. Others are optional.

The International Baccalaureate Diploma Programme (IBDP) and the High School Diploma are different and offer different options for your child. Take the time to look at both and see what is available to your child. Take time to talk to your son / daughter about their decisions, so that you can help them if they are struggling. If you are still not clear about certain points, ask for help using the contact details on the final page of the booklet.

##### Keeping their options open

Most universities and employers expect young people to possess good language communication skills but they will also look favorably on students who have:

- studied a broad range of subjects
- earned good grades
- been enthusiastic about what they have studied

There are exceptions. If your child is thinking about a scientific or medical profession, for example, they might have to take certain subjects to gain access to a particular university degree. Information about pre-requisites and assumed knowledge for university courses is best discussed with your child's College Counsellor.

In the majority of cases, it is a good idea for young people to keep their options open and study as broad a range of subjects as possible – subjects they enjoy. This way, they will have more choice when it comes to deciding on courses and jobs in the future. Remember, not all subjects have to be directly related to a university course. Pure enjoyment and interest is a good enough reason for choosing to study something.

#### Helping Your Child Decide

If you want to give your child a helping hand, there are practical ways of supporting them as they make up their mind about the subjects they will study.

Encourage them to start thinking about the kind of person they are. What interests them? What do they want to do in the future?

For example, are they creative, technically minded or a good support for other people? Talk about how this might affect their choice of subjects and, later on, university / college course and work.

Help them make a list of the subjects they enjoy and those they think would take them in the right direction for the work they want to do.

There are many places young people can go to for information and advice. Point your child in the direction of Assistant Principal (Academic), Diploma Coordinator, College Counsellor or their subject Head of Department. Encourage them to consult the IB and High School Diploma Handbook of Studies.

Of course, there might be instances when you disagree about what subjects your child should take. Try to listen to the reason they give for choosing a subject, and support their long-term goals. If you are keen for your child to go into a specific career path, ask yourself if it is really right for them.

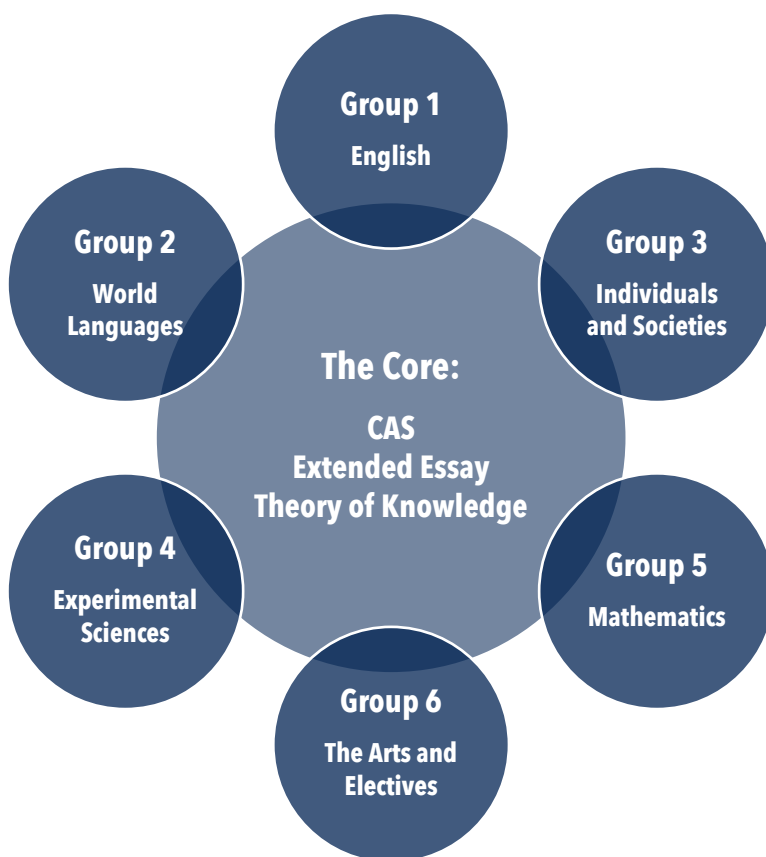
#### International Baccalaureate Diploma Programme (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is an internationally recognised academic program designed to meet the needs of highly motivated high school students. It is a comprehensive two-year program which enables students to fulfil the requirements of various national education systems. The IBDP's curriculum model incorporates the best elements of several national assessment systems.

Students select six courses which they study for two years and complete a compulsory core (see the diagram below). Each course lasts two years from Grade 11 through Grade 12, concluding in May of the Grade 12 year when the students sit for the IBDP Examinations.

#### Requirements

- Students must select one subject from each of the six subject groups
- Students participate and successfully complete the Core requirements
- Students must choose a Language A course



In the IBDP all subject group courses are graded on a 1 to 7 scale, with 7 being the highest awarded. The Core is graded on an A-E scale for the Extended Essay and Theory of Knowledge and a Pass/Fail for Creativity-Activity-Service (CAS).



#### IB Diploma Subjects offered at SSIS in 2018-19\*

##### Group 1 - English

Note: A student choosing English B from this Group must choose a Language A from the World Language Group

English A Literature Studies (SL or HL)  
English A Language and Literature (SL or HL)  
English B (SL or HL)

##### Group 2 - World Language

Note: A student choosing Chinese or Spanish B, or Chinese ab initio from this Group must choose a Language A from the English Group

Chinese A and German A Language and Literature (SL or HL)  
Chinese B (SL or HL)  
Chinese ab initio (SL only)  
Japanese A and Korean A Literature Studies (SL or HL)  
Spanish B (SL only)  
French B (SL only)  
French ab initio (SL only, *online*)

##### Group 3 - Individuals and Societies

Business Management (SL or HL)  
Economics (SL or HL)  
History (SL or HL)  
Psychology (SL or HL)

##### Group 4 - Experimental Sciences

Biology (SL or HL)  
Chemistry (SL or HL)  
Environmental Systems and Societies (SL only)  
Physics (SL or HL)  
Sports, Exercise and Health Science (SL or HL)  
Design Technology (SL only)

##### Group 5 - Mathematics

Mathematics (SL or HL)  
Mathematical Studies (SL)

##### Group 6 - Arts and Electives

Biology (SL or HL)  
Business Management (SL or HL)  
Economics (SL or HL)  
Chemistry (SL or HL)  
Music (SL or HL)  
Visual Arts (SL or HL)  
Chinese ab initio (SL only)  
French ab initio (SL only, *online*)  
Spanish B (SL only, *online*)

\*Subject to demand and resources

### Award of the IB Diploma

To be eligible for the award of the IB Diploma, you have to:

1. Study **six subjects**, one from each of the groups available
2. Complete three of the six subjects at **Higher Level (HL)**, and the remaining three at **Standard Level (SL)**
3. Satisfactorily complete the following requirements:
  - Theory of Knowledge (ToK)
  - Extended Essay
  - Creativity Activity and Service (CAS)

### Calculating the Overall Points Score

Students completing the IB Diploma will receive a total IB score out of 45, which is calculated as follows:

Requirement	Maximum Points Available
3 Standard Level subject courses (each scored out of 7)	21
3 x Higher Level subject courses (each scored out of 7)	21
Theory of Knowledge and Extended Essay courses (see matrix below)	3
Creativity, Activity and Service	0
<b>Total = 45 points</b>	

### Theory of Knowledge and Extended Essay Points Matrix

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

To be awarded the full IB Diploma, students must achieve a minimum total score of 24 points and meet certain criteria. A student will not be awarded the IB Diploma if any of the following listed below occur:

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An "N" has been given for theory of knowledge, extended essay or for a contributing subject.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (SL or HL).
- Grade 3 or below has been awarded four or more times (SL or HL).
- Student has gained fewer than 12 points on HL subjects
- Student has gained fewer than 9 points on SL subjects

#### **The award of an IB Bilingual Diploma**

To receive a Bilingual IB Diploma students must either:

- Complete two Language A courses with a minimum grade of 3 in both courses
- Complete one Language A (Language and Literature or Literature Studies) in a language other than English. The student must attain a grade of 3 or higher in both their nominated Language A subject and either a Group 3 or Group 4 subject.

#### **Language Requirements for the IB Diploma**

In accordance with the SSIS Admissions and Language policies, students who have not progressed to MYP English Phase 4 by the end of Semester 1 of Grade 10 may be ineligible to study the full IB Diploma. Students may, however, in discussion with the Diploma Coordinator, study some IB courses as part of their High School Diploma.

Students and parents must also note that with regard to choice of language courses:

- Students should choose the same native speaker Language A that they took in G10.
- Students should take the most appropriate Second Language with respect to their G10 Second Language grade.

The pre-requisites chart below for SSIS criteria should be used regarding language course choices

Language Course	Recommended Language Experience Required (See IB Subject Guides for additional specifications)	Pre-requisites <sup>1</sup>
<b>Language ab initio<sup>2</sup></b>	<ul style="list-style-type: none"> <li>- 2 years or less of formal study</li> <li>- Little to no experience in the language</li> <li>- Beginner in the language</li> </ul>	<ul style="list-style-type: none"> <li>- Did not study the language in Grade 10</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>- Studied MYP Language B Phase 2 or below in Grade 10</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>- Studied MYP Language B Phase 3 or above in Grade 10 and received a failing grade<sup>3</sup></li> </ul>
<b>Language B SL</b>	<ul style="list-style-type: none"> <li>- 2-5 years experience learning the language in a formal (classroom) setting</li> <li>- Intermediate language student (understands straightforward texts on common topics; can communicate in a coherent manner and with some detail; can use register and style appropriate to audience and purpose)</li> </ul>	<ul style="list-style-type: none"> <li>- Studied MYP Language B Phases 3/4 in Grade 10</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>- Studied MYP Language B Phase 5 in Grade 10 and received grade of 4 or below</li> </ul>
<b>Language B HL</b>	<ul style="list-style-type: none"> <li>- 4-5 years learning the language in a formal (classroom) setting</li> <li>- Intermediate language user with strong communication skills (understands complex texts related to topics studied; can communicate accurately, clearly and with appropriate detail; can use rhetorical devices and structural elements appropriate to audience and purpose)</li> </ul>	<ul style="list-style-type: none"> <li>- Studied MYP Language B Phase 3/4 and received a grade of 6 or 7 (with teacher recommendation)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>- Studied MYP Language B Phase 5 and received a grade of 5 or above</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>- Studied MYP Language A and received a grade of 4 or below</li> </ul>
<b>Language A: Language and Literature SL</b>	<ul style="list-style-type: none"> <li>- Native or near-native speaker</li> <li>- Has experience writing critical essays about texts, though not required; has experience with a range of genres</li> </ul>	<ul style="list-style-type: none"> <li>- Studied MYP Language A and received a grade of 5 or below</li> <li>- Students unable to study a Language A in their mother tongue will be allowed to study English A at Standard Level Lang and Lit only</li> </ul>
<b>Language A: Language and Literature HL</b>	<ul style="list-style-type: none"> <li>- Native or near-native speaker</li> <li>- Has experience writing critical essays about texts as well as experience with a range of genres; is familiar with comparative analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Studied MYP Language A in Grade 10 and received a grade of 6 or higher</li> </ul>
<b>Language A: Literature SL</b>	<ul style="list-style-type: none"> <li>- Native language speaker</li> <li>- Has experience writing critical essays about texts as well as experience with a range of genres; is familiar with comparative analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Studied MYP Language A in Grade 10 and received a minimum grade of 6</li> <li>- Korean / Japanese students who studied MYP Korean / Japanese Language A in Grade 10</li> </ul>
<b>Language A: Literature HL</b>	<ul style="list-style-type: none"> <li>- Native language speaker</li> <li>- Has experience writing critical essays about texts as well as experience with a range of genres; is familiar with comparative analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Studied MYP Language A in Grade 10 and received a minimum grade of 6</li> </ul>

<sup>1</sup> Deviation from these prescribed prerequisites and courses must be approved by the appropriate Head of Department and IBDP Coordinator.

<sup>2</sup> Students who have completed their second year of language study in G10 may, upon teacher recommendation, select either *ab initio* or Language B.

<sup>3</sup> Applies only to Chinese or World Language students.

#### Group 1 - English Courses

\* Prerequisites: See prerequisite chart on page 12

##### English A Literature Studies HL

English A Literature Studies develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The HL course will be based on a literary study of three works in translation; close study and analysis of three works, each of a different genre and one of which is poetry; literary study of four works of the same literary genre; three works chosen by the teacher. Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and interview and an individual oral presentation. Students interested in studying languages or human sciences at university should take Language A Literature.

##### English A Literature Studies SL

English A Literature Studies develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The SL course will be based on a literary study of two works in translation; close study and analysis of two works, each of a different genre; literary study of three works of the same literary genre; three works chosen by the teacher. Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and an individual oral presentation. Students interested in studying languages or human sciences at university should take Language A Literature.

##### English A Language and Literature HL

English A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The HL course will be based on texts chosen from a variety of sources, genres and media; three literary works, one of which is a work in translation; three literary works chosen from a prescribed book list.

Students will need to complete two 800 – 1000 word coursework written tasks for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

##### English A Language and Literature SL

English A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The SL course will be based on texts chosen from a variety of sources, genres and media; two literary works, one of which is a work in translation; two literary works chosen from a prescribed book list.

Students will need to complete one 800 – 1000 word coursework written task for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

#### **English B HL**

English Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options. The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology.

Students in the HL course will need to complete a 400 – 700 word creative response to literature for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

#### **English B SL**

English Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options. The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology.

Students in the SL course will need to complete a 300 – 400 word creative writing task for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

#### **Group 2 - World Language Courses**

\* Prerequisites: See prerequisite chart on page 12

#### **Chinese A Language and Literature HL**

Chinese A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The HL course will be based on texts chosen from a variety of sources, genres and media; three literary works, one of which is a work in translation; three literary works chosen from a prescribed book list.

Students will need to complete two 960 – 1200 Chinese characters and 240-360 Chinese characters coursework written tasks for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

#### **Chinese A Language and Literature SL**

Chinese A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The SL course will be based on texts chosen from a variety of sources, genres and media; two literary works, one of which is a work in translation; two literary works chosen from a prescribed book list.

Students will need to complete one 960 – 1200 Chinese characters and rational 240-360 Chinese characters coursework written task for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

#### **German A Language and Literature HL**

German A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The HL course will be based on texts chosen from a variety of sources, genres and media; three literary works, one of which is a work in translation; three literary works chosen from a prescribed book list.

Students will need to complete two 800 – 1000 word coursework written tasks for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

#### **German A Language and Literature SL**

German A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students.

The SL course will be based on texts chosen from a variety of sources, genres and media; two literary works, one of which is a work in translation; two literary works chosen from a prescribed book list.

Students will need to complete one 800 – 1000 word coursework written task for external assessment. For internal assessment students will need to complete one oral commentary and one interactive oral presentation.

#### **Japanese A Literature Studies HL**

Japanese A Literature Studies develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The HL course will be based on a literary study of three works in translation; close study and analysis of three works, each of a different genre and one of which is poetry; literary study of four works of the same literary genre; three works chosen by the teacher. Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and interview and an individual oral presentation.

#### **Japanese A Literature Studies SL**

Japanese A Literature Studies develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The SL course will be based on a literary study of two works in translation; close study and analysis of two works, each of a different genre; literary study of three works of the same literary genre; three works chosen by the teacher. Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and an individual oral presentation.

#### **Korean A Literature Studies HL**

Korean A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The HL course will be based on a literary study of three works in translation; close study and analysis of three works, each of a different genre and one of which is poetry; literary study of four works of the same literary genre; three works chosen by the teacher. Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and interview and an individual oral presentation.

#### **Korean A Literature Studies SL**

Korean A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

The SL course will be based on a literary study of two works in translation; close study and analysis of two works, each of a different genre; literary study of three works of the same literary genre; three works chosen by the teacher. Students will need to complete a 1200-1500 word written assignment for external assessment. For internal assessment students will need to complete an oral literary commentary and an individual oral presentation.

#### **Chinese ab initio (Mandarin) SL**

Chinese ab initio (Mandarin) is a language acquisition course for students with little or no experience of the language. It is organized around three themes; individual and society, leisure and work, urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural competence. Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations. Students must complete a 240-360 Chinese characters written assignment for the external assessment and an individual interview for the internal assessment.

#### **Chinese - Mandarin B HL**

Mandarin Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options. The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology. Students in the HL course will complete a 600 – 720 Chinese characters assessment consists of an oral commentary and three interactive oral tasks

#### **Chinese - Mandarin B SL**

Mandarin Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options. The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology. Students in the SL course will need to complete a 360– 480



Chinese characters creative writing task for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

#### **Spanish B SL**

Spanish Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options. The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology. Students in the SL course will need to complete a 300 – 400 word creative writing task for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

#### **French B SL**

French Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B core consists of three topics and is a required area of study. In addition to the core, students must study two options. The core is based on social relationships, communication and media, global issues. The two options are chosen from the following five options; health, customs and traditions, leisure, cultural diversity, science and technology. Students in the SL course will need to complete a 300 – 400 word creative writing task for the external assessment. The internal assessment consists of an oral commentary and three interactive oral tasks.

#### **French ab initio SL**

French ab initio is a language acquisition course for students with little or no experience of the language. It is organized around three themes; individual and society, leisure and work, urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural competence. Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations. Students must complete a written assignment for the external assessment and an individual interview for the internal assessment.

### **Group 3: Individuals and Societies Courses**

#### **Business & Management HL**

Recommended:

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 4 grade 7 (or a recognized equivalent)*

Students gain international perspective on business and promote their appreciation of cultural diversity through the study of a number of topics, which are spread across six modules. They study four modules: Business Organization and Environment, Accounting and Finance, Marketing, and Business Strategy. They learn about the structure of organizations and the environments in which they operate, how organizations formulate strategies and tactics to achieve their objectives and how they manage financial resources. They are assessed through a combination of case studies, research and presentation tasks, essay questions group work and end of semester examinations.

#### **Business Management SL**

Recommended:

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 4 grade 7 (or a recognized equivalent)*

Students gain international perspective on business and promote their appreciation of cultural diversity through the study of a number of topics, which are spread across six modules. They study four modules: Business Organization and Environment, Accounting and Finance and Marketing. They learn about the structure of organizations and the environments in which they operate, how organizations formulate strategies and tactics to achieve their objectives and how they manage financial resources. They are assessed through a combination of case studies, research and presentation tasks, essay questions group work and end of semester examinations.

#### **Economics HL**

Recommended:

*Minimum MYP English Language A grade 6 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP Mathematics grade 6 (or a recognized equivalent)*

In this course, students study four areas: microeconomics, macroeconomics, international trade, and development economics. Microeconomics relates to the markets for individual products, and how consumers and producers make economic decisions. Macroeconomics concerns national economies and the effects of government policies. International trade looks at the global economy, including topics like free trade, protectionism, and currency exchange rates. Developmental economics is the study of how poor nations can improve their economies, and analyzes case studies. In this course, many connections are made to history, politics, psychology, and mathematics. Special emphasis is placed on the study of current news sources, a skill that is essential for the IB Economics Exam. Higher Level Economics expands several of these topics beyond what is covered in the standard level course. It looks at examples of consumer and producer behavior in more unusual situations, and considers a greater variety of government policies and their effects.

#### **Economics SL**

Recommended:

*Minimum MYP English Language A grade 6 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP Mathematics grade 6 (or a recognized equivalent)*

In this course, students study four areas: microeconomics, macroeconomics, international trade, and development economics. Microeconomics relates to the markets for individual products, and how consumers and producers make economic decisions. Macroeconomics concerns national economies and the effects of government policies. International trade looks at the global economy, including topics like free trade, protectionism, and currency exchange rates. Developmental economics is the study of how poor nations can improve their economies, and analyzes case studies. In this course, many connections are made to history, politics, psychology, and mathematics. Special emphasis is placed on the study of current news sources, a skill that is essential for the IB Economics Exam.

#### **History HL**

Recommended:

*Minimum MYP Humanities grade 5 (or a recognized equivalent)*

*English Language A grade 5 (or a recognized equivalent)*

*English B Advanced Phase 5 grade 7 (or a recognized equivalent)*

The aims of the course are to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. Students are encouraged to critically reflect upon the past and develop an understanding of the impact of historical developments at national, regional and international levels. They are assessed through 4 objectives; knowledge and understanding,

application and interpretation, synthesis and evaluation and use of historical skills. There is particular emphasis on essay writing and source analysis with regular timed assessments. Self and peer assessment is encouraged and students are expected to do presentations, individual case studies and group work. Informal assessments are ongoing and will consist of quizzes, participation and preparedness for class. The content for this course is 20<sup>th</sup> century world history.

#### **History SL**

Recommended:

*Minimum MYP Humanities grade 5 (or a recognized equivalent)*

*English Language A grade 5 (or a recognized equivalent)*

*English B Advanced Phase 5 grade 7 (or a recognized equivalent)*

The aims of the course are to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. Students are encouraged to critically reflect upon the past and develop an understanding of the impact of historical developments at national, regional and international levels. They are assessed through 4 objectives; knowledge and understanding, application and interpretation, synthesis and evaluation and use of historical skills. There is particular emphasis on essay writing and source analysis with regular timed assessments. Self and peer assessment is encouraged and students are expected to do presentations, individual case studies and group work. Informal assessments are ongoing and will consist of quizzes, participation and preparedness for class. The content for this course is 20<sup>th</sup> century world history.

#### **Psychology HL**

Recommended:

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 4 grade 7 (or a recognized equivalent)*

Psychology is the systematic study of behavior and mental processes. It examines the interaction of biological, cognitive and socio-cultural influences on human behavior. Students develop an eclectic viewpoint of the human mind. Higher Level Psychology involves experimental design and implementation as well as a more rigorous and accelerated course of study than Standard Level. In particular, Higher Level students design their own experiment as opposed to replicating one. A strong emphasis is placed on rigidly adhering to research ethics. Finally, cultural diversity is emphasized and students are encouraged to develop empathy for the feelings, needs, and lives of others.

#### **Psychology SL**

Recommended:

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 4 grade 7 (or a recognized equivalent)*

Psychology is the systematic study of behavior and mental processes. It examines the interaction of biological, cognitive and socio-cultural influences on human behavior. Students develop an eclectic viewpoint of the human mind. Standard Level Psychology involves experimental design and research methodology. The students carry out a replication of a simple Psychological experiment. A strong emphasis is placed on rigidly adhering to research ethics. Finally, cultural diversity is emphasized and students are encouraged to develop empathy for the feelings, needs, and lives of others.

#### Group 4: Experimental Sciences Courses

##### **Biology HL**

*Recommended:*

*MYP Science overall grade 6 with a Criterion A grade of 5 (or recognized equivalent)*

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 4 grade 7 (or a recognized equivalent)*

Students study the topics Statistical Analysis, Cells, The Chemistry of Life, Genetics, Ecology and Evolution, and Human Health and Physiology. Students develop the skills to analyze and communicate scientific information. This course covers the same topics as the HSD and SL courses but it covers much more content and the work is studied to a much greater depth. Students develop laboratory skills by designing and carrying out experiments. The grade for this course is based on examinations and the assessment of the planning, conduct and writing up of a number of laboratory investigations.

##### **Biology SL**

*Recommended:*

*MYP Science overall grade 5 or above with a Criterion A grade of 4 (or recognized equivalent)*

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 4 grade 7 (or a recognized equivalent)*

Students study the topics Statistical Analysis, Cells, The Chemistry of Life, Genetics, Ecology and Evolution, and Human Health and Physiology. Students develop the skills to analyze and communicate scientific information. Students develop laboratory skills by designing and carrying out experiments. The grade for this course is based on examinations and the assessment of the planning, conduct and writing up of a number of laboratory investigations.

##### **Chemistry HL**

*Recommended:*

*MYP Science overall grade 6 with a Criterion A grade of 5 (or recognized equivalent)*

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 6 (or a recognized equivalent)*

Students start the course by learning quantitative chemistry in measuring and calculating amounts and yields. Students take an in depth look at Atomic Structure, patterning within the Periodic Table, and Chemical Bonding. Students explore the properties of chemical reactions within the next three units; the first being the heat changes that occur during the formation and breaking of bonds within new substances, the kinetics or factors affecting the speed of the reaction, and lastly, the dynamics within the equilibrium or factors that provide a balance to the reaction.

##### **Chemistry SL**

*Recommended:*

*MYP Science overall grade 5 or above with a Criterion A grade of 4 (or recognized equivalent)*

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 6 (or a recognized equivalent)*

Students start the course by learning quantitative chemistry in measuring and calculating amounts and yields. Students take an in depth look at Atomic Structure, patterning within the Periodic Table, and Chemical Bonding. These three units explain why atoms behave the way they do in chemical reactions. Students explore the properties of chemical reactions within the next three units; the first being the heat changes that occur during the formation and breaking of bonds within new substances, the kinetics or factors affecting the speed of the reaction, and lastly, the dynamics within the equilibrium or factors that provide a balance to the reaction. Throughout the course, students perform several investigations and learn how to perform proper measurement and data processing skills.

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

*Recommended:*

*MYP Science or Humanities overall grade 5 or above with a Criterion A grade of 4 (or recognized equivalent)*

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 4 grade 7 (or a recognized equivalent)*

The main purpose of this course is to give students a coherent perspective on the interrelationships between environmental systems and human societies. Students will learn and understand the cause and effect of environmental problems, and how we can manage them. To do this, students will need to look at the issues from many angles: scientific, ethical, historical, economic, cultural and socio-political. This holistic approach can lead to the misconception that this is an undemanding subject so students should realize that many of the issues are highly complex. Ecosystems function as a whole and the systems approach within this course will show this. A similar systems approach is used in many humanities subjects too, like economics and geography.

#### **Sports, Exercise and Health Science SL or HL**

*Recommended:*

*MYP Science or Humanities overall grade 5 or above with a Criterion A grade of 4 (or recognized equivalent)*

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 4 grade 7 (or a recognized equivalent)*

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

#### **Physics HL**

*Recommended:*

*MYP Science overall grade 6 with a Criterion A grade of 5 (or recognized equivalent)*

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 6 (or a recognized equivalent)*

*Minimum MYP Mathematics Standard grade 6 (or a recognized equivalent)*

Students study Mechanics and Thermal Physics, Oscillations and Waves and Electric Currents. Students develop the skills to analyze and communicate scientific information. They develop laboratory skills by designing and carrying out experiments. The grade for this course is based on examinations and the assessment of the planning, conduct and writing up of a number of laboratory investigations.

#### **Physics SL**

Recommended:

*MYP Science overall grade 6 with a Criterion A grade of 5 (or recognized equivalent)*

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 6 (or a recognized equivalent)*

*Minimum MYP Mathematics Standard grade 6 (or a recognized equivalent)*

Students study Mechanics and Thermal Physics, Oscillations and Waves and Electric Currents. Students develop the skills to analyze and communicate scientific information. Students develop laboratory skills by designing and carrying out experiments. The grade for this course is based on examinations and the assessment of the planning, conduct and writing up of a number of laboratory investigations.

#### **Design Technology SL**

Recommended:

*MYP Science overall grade 5 or above with a Criterion A grade of 4 (or recognized equivalent)*

*Minimum MYP English Language A grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 5 grade 5 (or a recognized equivalent)*

*Minimum MYP B Advanced Phase 4 grade 7 (or a recognized equivalent)*

Students study topics of human factors and ergonomics, resource management and sustainable production, modelling, raw material to final product, innovation and design, and classic design. The aim of the DP design technology course is to foster the skill development in students required to use new and existing technologies to create new products, services and systems. The grade for this course is based on examinations and the assessment of a design project.

### **Group 5: Mathematics Courses**

#### **Mathematics Higher HL**

Recommended:

*Minimum overall MYP Mathematics Extended grade 6 and minimum Criterion A level 7/8 (or recognized equivalent)*

Students focus on basic algebraic concepts as sequences and series, logarithms, complex numbers, mathematical induction and matrices. They explore different functions and apply functional methods to a variety of mathematical situations. Students examine the circular functions and are introduced to some important trigonometric identities. They get familiar with the manipulation and presentation of statistical data and the laws of probability. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. They develop insight into mathematical form and structure and develop the skills needed to continue their mathematical growth in other learning environments. Assessments comprise periodic class tests. Final assessment involves two internal assessments (20%), two written exam papers one with and one without the use of a GDC (2x40%).

#### **Mathematics Standard SL**

Recommended:

*Minimum overall MYP Mathematics Extended grade 4 and minimum Criterion level 4 (or recognized equivalent)*

*Minimum overall MYP Mathematics Standard grade 5 and minimum MYP Criterion A level 5 (or recognized equivalent)*

Students study Algebra, functions and equations, circular functions/Trigonometry and matrices and develop the ability to read, interpret and solve a given problem using appropriate mathematical terms, organize and present information and data in tabular, graphical and/or diagrammatic forms, know and use appropriate notation and terminology, formulate a mathematical argument and communicate it clearly,

select and use appropriate mathematical strategies and techniques, demonstrate an understanding of both the significance and the reasonableness of results, recognize patterns and structures in a variety of situations, and make generalizations, recognize and demonstrate an understanding of the practical applications of mathematics, use appropriate technological devices as mathematical tools, and appropriately use mathematical modeling. They are assessed using previous IB exam questions along with the internally assessed component, the portfolio, which offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling.

#### **Mathematics Studies SL**

Recommended:

*Minimum MYP Mathematics Extended grade 3 (or recognized equivalent)*

*Minimum MYP Mathematics Standard grade 4 (or recognized equivalent)*

In this course, students focus on a wide variety of mathematical concepts and their applications. Over the course of the year, students will examine number sets, measurement, statistics, linear and quadratic algebra, geometry, and trigonometry. The skills that are further developed in this course include: mathematical knowledge, problem solving, and the ability to communicate effectively. Students will be periodically assessed through test and projects. Final assessment involves two final exam papers worth 40% each, and an independent project worth 20% each.

#### **Group 6: Arts and Elective Courses**

**Biology HL or SL** – See Page 20

**Business and Management SL or HL** – See Page 17

**Chemistry SL or HL** – See Page 20

**Economics SL or HL** – See Page 18

**Chinese ab initio SL only** – See Page 16

**Spanish B SL only** – See Page 17

**French ab initio SL only** – See Page 17

#### **Music HL**

Recommended:

*Audition with teacher*

High Level students are required to present both creating and solo performing. By pursuing both creating and performing, this enables HL students to bring to their musical studies a wider perspective. It also allows them to pursue some work in more depth. The study of three components in an integrated way allows HL students to make not only more connections but, potentially, these connections may carry more importance and have more influence during their musical studies. This path of study allows HL students the opportunity to engage in music in a more complete way. The syllabus includes musical perception and analysis, the study of a prescribed work given by the IBO, and the study of musical genres, form, structure and styles from around the world. Students will also learn different ways to carry out a musical investigation to



prepare them to achieve their own independent research. During the course, time will be dedicated to developing performance and composition skills.

#### **Music SL**

Recommended:

*Audition with teacher*

Standard Level is designed for the music student with a background in musical performance and/or composition. The syllabus includes musical perception and analysis, the study of a prescribed work given by the IBO, and the study of musical genres, form, structure and styles from around the world. Students will also learn different ways to carry out a musical investigation to prepare them to achieve their own independent research. During the course, time will be dedicated to developing performance and composition skills.

#### **Visual Arts HL**

Recommended:

*Minimum MYP Visual Art grade of 5.*

*New students to SSIS should have taken Visual Arts in their previous school and have an acceptable portfolio with at least five artworks.*

Students concentrate on studio work supported by the investigation workbook. The time allocation for Standard Level is 240 hours over the two-year course. Because of the nature of the subject, quality work can be produced at standard level. The assessment criteria are differentiated according to option and level although the aims and objectives are the same. Students engage in practical exploration and artistic production and in independent contextual, visual and critical investigations that often connects to Theory of Knowledge and other subject areas. It promotes respect for cultural and aesthetic differences, creative thinking and problem solving.

#### **Visual Arts SL**

Recommended:

*Minimum MYP Visual Art grade of 4.*

*New students to SSIS should have taken Visual Arts in their previous school and have an acceptable portfolio with at least five artworks.*

Students concentrate on studio work supported by the investigation workbook. The time allocation for Standard Level is 150 hours over the two-year course. Because of the nature of the subject, quality work can be produced at standard level. The assessment criteria are differentiated according to option and level although the aims and objectives are the same. Students engage in practical exploration and artistic production and in independent contextual, visual and critical investigations that often connects to Theory of Knowledge and other subject areas. It promotes respect for cultural and aesthetic differences, creative thinking and problem solving.



#### **The IBDP Core**

\*\*Note: All IBDP students must complete the three parts of the IBDP Core to achieve the Diploma.

#### **Creativity - Activity - Service (CAS)**

The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies. Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. Activity can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people. Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the programme.

Each school appoints a CAS supervisor who is responsible for providing a varied choice of activities for students. A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired.

#### **Extended Essay (EE)**

The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides practical preparation for the kinds of undergraduate research required at tertiary level and an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject. Emphasis is placed on the research process in order to formulate an appropriate research question, engage in a personal exploration of the topic, communicate ideas and developed an argument. Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge. Students are supported throughout the process with advice and guidance from a supervisor (usually a teacher at the school).

#### **Theory of Knowledge (TOK)**

The Theory of Knowledge (TOK) requirement is central to the educational philosophy of the Diploma Programme. It offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge and to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. In addition, TOK prompts students to be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge and to recognize the need to act responsibly in an increasingly interconnected but uncertain world. It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected.

TOK also has an important role to play in providing coherence for the student as it transcends and links academic subject areas, thus demonstrating the ways in which they can apply their knowledge with greater awareness and credibility.

### High School Diploma Programme (HSD)

The High School Diploma Programme (HSD) at SSIS is accredited by the *New England Association of Schools and Colleges*, and offers a broad range of one and two-year courses.

By crediting the final two years of MYP (or an equivalent), the High School Diploma recognises student achievement from Grade 9 through to Grade 12. The final two years of the HSD encompasses a broad range of courses and activities allowing students to enjoy a well-rounded education.

#### Course selection

HSD students have the opportunity to take a combination of High School Diploma courses and IB Diploma courses in most subject areas. The combination of courses that a student chooses to undertake should provide just the right amount of challenge necessary for a student to not only be successful but provide themselves with the best options for university entrance.

Subsequently, there are 4 types of course in the High School Diploma and are described in order of difficulty:

- **IB Diploma courses** – these mirror exactly the course and assessment that IB Diploma students undertake for a particular subject course. Students register with the International Baccalaureate to take the external examination (there is an examination fee) and the student receives certified IB course certificates in addition to the SSIS High School Diploma that they receive upon graduating.
- **High School Diploma (Honors) courses** – these courses cover the same content as IB Diploma courses and are taught in the same class as IB Diploma students. The assessment for the HSD Honours course is slightly different to that of IB Diploma courses but very challenging nonetheless.
- **HSD courses in IB classes** – these courses are taught within IB Diploma classes and cover some of the same content but, overall, less content with some modifications. Assessment for this course is specifically for the High School Diploma and is different to that found in IB Diploma and HSD Honours courses.
- **HSD courses in standalone classes** – these courses are for High School Diploma students only who can take advantage of courses that are designed differently to IB Diploma courses with a greater variety of assessment than IB Diploma courses provide. These courses are still rigorous to prepare students more than adequately for university entrance.

The table on the following page gives a more detailed overview of the difference in courses available to High School Diploma students.

#### Understanding Course and Assessment Differences in the HSD

	Grade 11 - Semester 1	Grade 11 - Semester 2
<b>IB Diploma (Course)</b>	Teacher Assessed based on IB model of assessment with Semester Exam	Teacher Assessed based on IB model of assessment with Semester Exam
<b>HSD (Honours)</b>	Same as IB Diploma	Same as IB Diploma
<b>HSD in IB class</b>	Follows most, or all, of the IB course content with some differences, if needed. Assessment is modified based on HSD course guidelines	Follows most, or all, of the IB course content with some differences, if needed. Assessment is modified based on HSD course guidelines
<b>HSD course</b>	Separate course with specific assessment for that course. *There is no similar IB course	Separate course with specific assessment for that course
	Grade 12 - Semester 1	Grade 12 - Semester 2
<b>IB Diploma (Course)</b>	Teacher Assessed based on IB model of assessment. No semester exam.	Teacher Assessed based on IB model of assessment, including Mock Examination.
<b>HSD (Honours)</b>	Teacher Assessed based on IB Model but primarily on Grade 12 course content only. No semester exam.	Teacher assessment uses IB Internal Assessment and non-examined IB External Assessment Component. An alternative, different assessment should be given instead of the Mock Exam. Students will sit a final school-based exam based primarily on Grade 12 course content only.
<b>HSD in IB class</b>	Follows most, or all, of the IB course content with some differences, if needed. Assessment is modified based on HSD course guidelines	Follows most, or all, of the IB course content with some differences, if needed. Assessment is modified based on HSD course guidelines
<b>HSD course</b>	Separate course with specific assessment for that course. *There is no similar IB course	Separate course with specific assessment for that course

### HSD Diploma Subjects offered at SSIS in 2018-19\*

#### English Courses

(Ideally student should have a Language A from either Group 1 or Group 2)

##### IB Diploma Courses

English A Language and Literature SL or HL  
English B SL or HL

##### HSD Honours Courses

English A Language and Literature SL (Hons)  
English B SL or HL (Hons)

##### HSD Courses in IB class

English A Language and Literature

##### HSD Only Courses

There are no HSD standalone courses for English

#### Language Courses

(Ideally a student should have a Language A from either Group 1 or Group 2)

##### IB Diploma Courses

Chinese A and German A Language and Literature SL or HL  
Japanese A and Korean A Literature Studies SL or HL  
Chinese ab initio SL only  
Chinese B SL only  
Spanish B SL only  
French B SL only  
French ab initio SL only (online)

##### HSD Honours Courses

Chinese A and German A Language and Literature (Hons)  
Japanese A and Korean A Literature Studies SL (Hons)  
Chinese ab initio SL (Hons)  
Chinese B SL (Hons)  
Spanish B SL (Hons)  
French B SL (Hons)

##### HSD Courses in IB class

Chinese A and German A Language and Literature  
Japanese A and Korean A Literature Studies  
Chinese ab initio  
Chinese B  
Spanish B  
French B

##### HSD Only Courses

There are no HSD standalone courses for World Language

#### Group 3 - Individual and Societies Courses

##### IB Diploma Courses

Business and Management SL only  
Economics SL only  
History SL only  
Psychology SL only

##### HSD Honours Courses

There are no Honours Individuals and Societies courses

##### HSD Courses in IB class

Business and Management  
Economics  
History  
Psychology

##### HSD Only Courses

World Studies / Business and Entrepreneurship

#### Group 4 - Experimental Sciences

##### IB Diploma Courses

Biology SL only  
Chemistry SL only  
Environmental Systems and Societies SL only  
Physics SL only  
Sports, Exercise and Health Science SL only  
Design Technology SL only

##### HSD Honours Courses

There are no Honours Experimental Science courses

##### HSD Courses in IB class

Biology  
Environmental Systems and Societies  
Sports, Exercise and Health Science  
Design Technology

##### HSD Only Courses

Scientific Studies

#### Group 5 - Mathematics

##### IB Diploma Courses

Mathematics SL  
Mathematical Studies SL only

##### HSD Honours Courses

Mathematics SL  
Mathematical Studies SL (Hons)

##### HSD Courses in IB class

There are no HSD Courses in IB classes for Mathematics

##### HSD Only Courses

Mathematical Applications

#### Group 6 - Electives

##### IB Diploma Courses

Biology SL only  
 Business and Management SL only  
 Chemistry SL only  
 Economics SL only  
 Music SL only  
 Visual Art SL only  
 Chinese ab initio SL only  
 Spanish B SL only (online)  
 French ab initio SL only (online)

##### HSD Honours Courses

There are no HSD Honours Elective Courses

##### HSD Courses in IB class

Biology  
 Business and Management  
 Economics  
 Music  
 Visual Art  
 Chinese ab initio

##### HSD Only Courses

Food Technology

### The Award of the High School Diploma

Students must achieve a minimum of 24 credits from subject courses undertaken in Grades 9 to 12.

Credit is awarded to a subject achieving a subject score of 3 or above (out of 7) for 2 semesters of a subject in a given year e.g. a student achieving a score of 4 in English for Semester 1 and Semester 2 for Grade 10 English will achieve a credit. Alternatively, credit may be given if a student achieves a score of 3 or above for any two semesters of a particular subject course e.g. a student who achieved a score of 2 in Grade 11, Semester 1 for Mathematics but subsequently achieves a score of 3 for Grade 11, Semester 2 and a score of 5 for Grade 12, Semester 1, will be awarded credit.

Students must have a minimum of 80% attendance in order to receive an SSIS High School Diploma, unless special circumstance prevent this from being achieved, under which the student would then apply for special consideration e.g. for documented medical cases.

There are three distinct pathways to earning the HSD diploma. The first pathway is for students attending SSIS in Grades 9-12, the second for students entering SSIS in Grade 10 or 11 and the third for students with documented Special Educational Needs (SEN)

#### Students Attending SSIS in Grades 9 to 12

Students attending SSIS in Grades 9-12 must meet the course requirements outlined below to earn a HSD Diploma.

- First Language                      4 credits
- Second Language                 3 credits
- Humanities                         3 credits
- Science                               3 credits
- Math                                  3 credits
- Research Project                 1 credit
- Electives                             7 credits

\*Electives include Art, Design, 3<sup>rd</sup> Language, a second subject from Experimental Sciences or Individuals and Societies

*Note: Students at SSIS may achieve more than the minimum 24 credits needed for the Diploma and study in Grades 9 to 12 allows for 26 credits to be available to students, which they are encouraged to achieve for a stronger transcript.*

#### Students Entering SSIS in Grade 10 or 11

The second pathway is intended for students entering SSIS in Grade 10 or 11. Students are required to complete a minimum of 24 credits, which includes credits students bring with them from their previous school(s). The main difference concerns the second language requirement. Students entering SSIS in Grade 10 or 11 are required to complete one language credit, which can be earned at either SSIS or a previous school.

- First Language                      4 credits
- Second Language                 1 credit required (2 encouraged for college/university)
- Humanities                         3 credits
- Science                               3 credits
- Math                                  3 credits
- Research Project                 1 credit
- Electives                             9 credits

\*Electives include Art, Design, 3<sup>rd</sup> Language, a second subject from Experimental Sciences or Individuals and Societies

*Note: Students SSIS may achieve more than the minimum 24 credits needed for the Diploma study, which is dependent of what a student may have studied previously.*

#### **Students with Identified and Documented Special Educational Needs (SEN)**

Students with identified and documented learning or social disadvantages need to attain 22 credits from G9 – G12 to earn the High School Diploma, but have greater flexibility in earning their credits. Students with an identified SEN are not required to fulfil the Second Language credit, although they are encouraged to consider studying a second language. In lieu of the second language requirement students may receive additional support in achieving their High School Diploma.

First Language	4 credits
Second Language	Encouraged but not required
Research Project	1 credit
Humanities	3 credits
Science	3 credits
Math	3 credits
Electives	8 credits

\*Electives include Art, Design, 3<sup>rd</sup> Language, a second subject from Experimental Sciences or Individuals and Societies

#### **Group 1: English**

*Note: Students wishing to study IB Diploma or HSD (Hons) courses as part of their High School Diploma should consult pages 14 to 24 of this handbook and pay particular attention to any pre-requisites or recommendations. Note: HSD (hons) students cover the same course content as IB Diploma courses with slightly different assessment requirements.*

#### **HSD English A Language and Literature**

English A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students. All coursework is internally assessed and includes written tasks, oral presentations and commentaries and an examination.

\*All English B students at SSIS are all capable of studying the IB Diploma English B course or the HSD (Hons) course and should view the course description in the IB section for more information.

#### **Group 2: World Languages**

*Note: Students wishing to study IB Diploma or HSD (Hons) courses as part of their High School Diploma should consult pages 14 to 24 of this handbook and pay particular attention to any pre-requisites or recommendations. Note: HSD (hons) students cover the same course content as IB Diploma courses with slightly different assessment requirements.*

#### **HSD Chinese A Language and Literature**

Chinese A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined. Teachers will construct the course to reflect the interests and concerns relevant to their students. All work is internally assessed and includes written tasks, oral presentations and commentaries and an examination.

#### **HSD Chinese (Mandarin) B**

Chinese (Mandarin) Language B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it. The language B focuses on language acquisition in some of the following areas: social relationships, communication and media, global issues, health, customs and traditions, leisure, cultural diversity, science and technology.

All work is internally assessed and includes written tasks, individual and / or group oral presentations and an examination.

#### **HSD Chinese (Mandarin) ab initio**

Chinese (Mandarin) ab initio is a language acquisition course for students with little or no experience of the language. It is organized around three themes; individual and society, leisure and work, urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural competence. Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations.

All work is internally assessed and includes written tasks, individual and / or group oral presentations and an examination.



#### **HSD German A Language and Literature**

German A Language and Literature develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined.

Teachers will construct the course to reflect the interests and concerns relevant to their students.

All work is internally assessed and includes written tasks, oral presentations and commentaries and an examination.

#### **HSD Korean A Literature**

Korean A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

All work is internally assessed and includes written tasks, oral presentations and commentaries and an examination.

#### **HSD Japanese A Literature**

Japanese A Literature develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. It is a flexible course that allows teachers to choose literary works from prescribed book lists and to construct a course that suits the particular needs and interests of their students.

All work is internally assessed and includes written tasks, oral presentations and commentaries and an examination.

#### **HSD Spanish B**

Spanish B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B focuses on language acquisition in some of the following areas: social relationships, communication and media, global issues, health, customs and traditions, leisure, cultural diversity, science and technology.

All work is internally assessed and includes written tasks, individual and / or group oral presentations and an examination.

#### **HSD French B**

French B is a language acquisition course for students with some background in the target language. While learning this additional language, students also explore the culture(s) connected to it.

The language B focuses on language acquisition in some of the following areas: social relationships, communication and media, global issues, health, customs and traditions, leisure, cultural diversity, science and technology.

All work is internally assessed and includes written tasks, individual and / or group oral presentations and an examination.

### **Group 3: Humanities**

*Note: Students wishing to study IB Diploma or HSD (Hons) courses as part of their High School Diploma should consult pages 14 to 24 of this handbook and pay particular attention to any pre-requisites or recommendations. Note: HSD (hons) students cover the same course content as IB Diploma courses with slightly different assessment requirements.*

#### **HSD World Studies / Business and Entrepreneurship**

The World Studies course is studied in conjunction with the Business and Entrepreneurship course.

In Grade 11 students study the World Studies course. This entails studying a range of economic, social, political and environmental issues from around the world. Students look specifically at topics such as population growth and resources, development and inequality, peace and conflict and sustainable economic development.

In Grade 12 students study the Business and Entrepreneurship course. The course focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, enterprise, and technology. They take a holistic approach to business, enterprise, and technology and their impacts locally, nationally, and globally. Students also develop an understanding of how the use of technology has created new and rapidly changing opportunities in many aspects of work and social living. They are able to appreciate how businesses influence local, regional, national, and global systems and institutions in the construction and operation of economic, social, technological, and environmental frameworks.

All work is internally assessed and includes written tasks and projects, individual and / or group oral presentations and an examination.

#### **Group 4: Science**

*Note: Students wishing to study IB Diploma or HSD (Hons) courses as part of their High School Diploma should consult pages 14 to 24 of this handbook and pay particular attention to any pre-requisites or recommendations. Note: HSD (hons) students cover the same course content as IB Diploma courses with slightly different assessment requirements.*

##### **HSD Scientific Studies**

Through Scientific Studies, students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities, and challenges, and the capacity to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions from the investigation of science-related issues. In this way students improve their own scientific literacy to support future career pathways, including those that are science-related, and develop the ability to live and work as informed and reflective citizens in a world shaped increasingly by science and technology. All work is internally assessed and includes practical investigations, scientific issues analyses, skills and applications tasks and a written examination.

#### **Group 5: Mathematics**

##### **HSD Mathematical Applications**

Mathematical Applications enables students to appreciate, experience, and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling, and solving problems drawn from real or realistic contexts.

All work is internally assessed and includes skills and applications tasks, investigative projects and a written examination.

#### **Group 6: Options**

##### **HSD Food Technology**

Students study how to blend natural ingredients and healthy eating into everyday life. They learn to research appropriate information, design recipes and dietary plans and use them to assist those with food related health problems. Also, they learn practical skills such as grilling, baking, poaching, purchasing, food preservation and storage. At the completion of each unit, students are assessed. Students take one written examination at the end of the first semester and work on projects throughout the year.

*Note: Students may combine this course by studying another Elective subject in Grade 11 and then study Food Technology in Grade 12.*

#### The HSD Core

All HSD students must successfully complete CAS and the Research Project in order to graduate with a High School Diploma.

#### Creativity - Activity - Service (CAS)

The CAS requirement is a fundamental part of the program and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies. Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. Activity can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. Service encompasses a host of community and social service activities.

Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people. Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the program. A CAS Coordinator is responsible for providing a varied choice of activities for students. A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired.

#### Research Project

Students are required to commit to the IB philosophy of life-long learning. The focus of the Research Project is to promote student research and high order thinking skills through examining a debatable question that is linked with an issue affecting society globally. In a similar way to undertaking an IB World Studies Extended Essay, the Research Project will develop a student's global sensitivity, global understanding and sense of global self. Students are given the opportunity to investigate a contemporary global or local issue connected with any one of the themes below:

- Science, technology and society
- Culture, language and identity
- Conflict, peace and security
- Equality and inequality
- Health and development
- Environmental and/or economic sustainability

Through a systematic process of research, appropriate to their chosen topic, students will develop, research skills, develop creative and critical thinking skills whilst learning how to most effectively communicate their research findings.

#### Contact Information

If there are any questions regarding the academic programs at SSIS please contact the IBDP/HSD Coordinator. If there are any questions regarding university or college matters, please contact one of the Secondary School College Guidance Counsellors.

Mrs. Elicia Mendonça  
IBDP-HSD Coordinator  
[eliciamendonca@mail.ssis-suzhou.net](mailto:eliciamendonca@mail.ssis-suzhou.net)

Mr. Hyuk Sang Son  
College Counsellor  
[hyuksangson@mail.ssis-suzhou.net](mailto:hyuksangson@mail.ssis-suzhou.net)

Ms. Sophia Skyte  
College Counsellor  
[sophiaskyte@mail.ssis-suzhou.net](mailto:sophiaskyte@mail.ssis-suzhou.net)

Ms. Ashley Johnson  
College Counsellor  
[ashleyjohnson@mail.ssis-suzhou.net](mailto:ashleyjohnson@mail.ssis-suzhou.net)