

BRENT INTERNATIONAL SCHOOL SUBIC



International Baccalaureate Program

Information Booklet

Class 2020

Developing global citizens and leaders of the community



About the IBO

The International Baccalaureate Diploma Program was developed about 40 years ago in Geneva, Switzerland and in Cardiff, Wales, where the IBO maintains its central offices today. It offers a rigorous two-year college preparation which can be accessed by many families that move around internationally, ensuring for them an education which is strong from both an academic and an ethical point of view.

Brent School has already had a long association with the IBO, Brent Baguio having been authorized some twenty-six years ago , Brent Manila soon after in 1986 and Brent Subic in 2009.

The IBO provides a continuing training for teachers to ensure that the aims and objectives of the program are properly supported and executed and that all subjects maintain an international alignment of curricula. Spot checks and program review are routine to schools who were granted full authorisation to uphold the program to the highest standard in terms of day to day delivery and to safeguard the validity of the examination results based on strict adherence to the guidelines provided for.

Mission Statements

Brent School

Brent School, in a Christian ecumenical environment in the Philippines, is committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, equipped for entry to colleges and universities throughout the world.

IBO

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

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international educations and rigorous assessment. These programs encourage students across the world to be active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Our Conclusion

The Trustees, the administration, and the faculty of Brent International School Subic see the opportunities embodied in the IB Diploma Program as completely compatible with the long-standing goals and principles of our school. The mission statements of our school and of IB are very similar, underscoring the idea that we are not witnesses to a revolution, just an improvement. As a Christian school, we know that Christianity, when practiced on a daily basis, will lead students to become “caring young people” who will want to help “create a better and more peaceful world.” Bishop Brent’s concern, quite against the beliefs of many of his colleagues in 1909, that the school be “ecumenical,” found its way into the mission statement so that Brent students would be respectful of other views, both local and global. All three Brent schools of the Philippines have been known for rigor and for international-mindedness even as their student populations have shifted dramatically from an American majority to a Filipino majority, to a Taiwanese majority, to a Korean majority. We know that people do not become “responsible global citizens” just by being in a school where many nations are represented. The IB student who has become “inquiring and knowledgeable” has the best chance to go on to become a “caring” and “compassionate” adult with the academic and personal skills to lead in his community, and at a global level when the opportunity arises.



The ESLRs

Brent School's philosophy is summarized in the **Expected School-wide Learning Results** which state that the school, in a Christian environment, prepares our students to be:

Responsible Citizens who:

- exercise leadership
- work effectively with others in diverse settings
- resolve conflicts productively and peacefully
- demonstrate a sense of civic awareness
- contribute responsibly to the community

Critical Thinkers who:

- distinguish between facts and opinions
- construct and recognize the structure of arguments
- define, analyze, and solve problems
- organize and analyze materials and data
- integrate information and see relationships
- evaluate information by drawing inferences and arriving at reasonable conclusions
- apply understanding and knowledge to new and different problems
- remain open to a new information, methods, values and beliefs

Technologically Literate Individuals who:

- a. demonstrate basic technology skill
- b. apply technology ethically and productively
- c. communicate using technology
- d. conduct research using technology
- e. use technology to enhance critical thinking

Healthy Individuals who:

- a. understand and demonstrate physical, mental, and spiritual health
- b. develop life-long health and fitness goals
- c. understand substance abuse, its effects and consequences

Tolerant Individuals who:

- a. respect themselves and others
- b. understand and appreciate the diversity and interdependence of all people
- c. deal effectively with conflict caused by diversity of opinions and beliefs
- d. respect the role of gender, religion, culture and ethnicity in the world

Effective Communicators who:

- a. articulate thoughts clearly
- b. demonstrate an understanding of their audience
- c. take responsibility for their message
- d. demonstrate the ability to listen actively
- e. use a variety of communication skills



Life-long Learners who:

- a. demonstrate intellectual curiosity
- b. are self-directed
- c. integrate and apply what they learn to improve their own lives
- d. understand the value of continuous learning
- e. reflect on and evaluate their learning for the purpose of self improvement
- f. use a range of learning strategies and time management skills to enhance learning



The IB Learner Profile

What Parents and Students Can Expect

It is useful to look at the *IB Learner Profile* and see the traits that all of us would like to see in our students and in our children.

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

IB Learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-Minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of views, and are willing to grow from the experience.
Caring	They show sympathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and in the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The “definitions” above have been adapted from the IB Learner Profile Booklet.

The Policies

What are the guidelines we follow at BISS?

All Brent policies are in continual review and are subject to change at the beginning of each school year.

The Academic Honesty Policy

“Brent International School Subic is founded on the core values of our Christian heritage: love, honesty, excellence, integrity and respect for every member of the community. Membership in the student body carries with it a responsibility for the strict observance of moral and ethical behavior befitting an honorable person. Every member of the Brent community is therefore expected to show respect for themselves and others by guarding and abiding by these fundamental principles in all aspects of school life. Above all, the spirit of humility must underlie these ethical and moral standards and provide the foundation for proper conduct and accountability.”

In accordance with the principles we share, we will not condone cheating, lying or plagiarism.

- Cheating is defined as giving or receiving any unauthorized assistance on any assignment, quiz or test, regardless of intent. Allowing a fellow student to copy work is a form of cheating.
- Lying is any misrepresentation of the truth or failure to state the truth, with the intent to deceive.
- Plagiarism is any presentation of the ideas, thoughts, or words of another as one’s own, regardless of intent.

To indicate agreement to and acceptance of the principles of Academic Honesty in our school, every Upper School student, as well as their parent or guardian, is requested to sign the Academic Honesty Form. Students and parents also need to be aware that teachers will be submitting electronic copies of their papers to turnitin.com, an online program and data base, which will search and compare their essays to billions of other published papers. Academic honesty violations will result in the following two very important consequences:

- Teachers who discover student behavior in violation of the above stated principles will share that information with their colleagues, the counselor and school administrator in an effort to monitor more closely student compliance. Parents or guardians will also be informed.

- Students who have committed violations of this Statement may incur any of the following consequences: detention, suspension, removal or restriction from activities or dismissal from Brent International School Subic, pending authorization by the Headmaster.

Academic Honesty Violations Monitoring and Procedure

Teachers have the primary role of providing guidance for academic honesty. With clear instructions, students are to learn the importance of honesty in all forms of academic work. The guidance counselor, school level principal, and teachers concerned are to reflect, assess, and monitor student work regularly.

All student work submitted to a teacher is to be original, follow Brent guidelines for citing sources, etc., and is therefore subject to scrutiny, relative to cheating and plagiarism. It is important for the Guidance Counselor to know about violations of our Academic Honesty Policy and to keep a confidential file of those events. It is also important that the Counselor contact parents and make them aware of the situation and consequences, thereby circumventing an “I didn’t know” response, should there be a second occurrence, with more severe consequences.

While the initial teacher-student discussion remains the most important resolution and teaching opportunity, the following procedure has been developed to keep records as well as investigate more difficult and/or repeated offenses. The following procedures will be followed as quickly as possible.

1. Confidentiality and protecting the name and reputation of the student must be maintained throughout.
 2. The teacher is **required** to fill out an Academic Honesty Incident Report (copy attached) and submit it to the Guidance Office (you may submit Incident Report electronically if you wish).
 3. The original copy of the submitted work in question (test, quiz or other work) must also be submitted.
 4. The Guidance Counselor will call the parent and explain the offense and let the parent know of the consequence of first and later occurrences.
 5. The Guidance Counselor will keep a record of all reports, in the event that a second occurrence happens, not only in that class, or that year, but also in the student’s **entire** high school career at Brent.
 6. The consequence for the first offense is a **zero** on the assignment in question.
 7. If the incident occurs on an assessment for submission to IBO, the student will be allowed on chance to re-submit the re-done work; however the **zero** will stand as the Brent assignment grade.
 8. If a second offense occurs, the Guidance Counselor will send the first and second offenses to the Principal.
 9. The Principal will then instill consequences, which include removal from honor society, leadership roles, and possible forfeiture of IB Diploma.
- *In the absence of a guidance counselor, the school level principal can execute the above guidelines.*

- *Any exceptions to this policy will be decided upon by the Principal, Teachers and Guidance Counselor*

More Penalties for malpractice

Non-compliance with school regulations (as aforementioned) includes but are not limited to the following:

- Detention
- Suspension
- Removal or restriction from activities
- Dismissal from Brent International School Subic
- Forfeiture or withdrawal of the IB diploma or certificate.
- Feedback in College applications

Academic Honesty in the IB DP

1. The Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:

Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own

Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another

Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements

Behaviour that gains an **unfair advantage** for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

2. Candidates must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed.

3. Candidates must understand that "passing off" the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was unintentional.

4. For most assessment components candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or

even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration.

5. Many candidates for the Diploma Programme are fluent in two or more languages and are therefore able to conduct their research in more than one language, perhaps with the aid of the Internet. Such candidates must be aware that copying a passage of text, translating this passage into another language, and then using the translated text in their work without acknowledging its source still constitutes plagiarism.

Other forms of Malpractice in the IB DP.

The following are other forms of malpractice:

- *Duplication of work to meet the requirement of more than one assessment component*
- *Fabrication of data for an assignment*
- *Taking unauthorized material into the examination room*
- *Disrupting an examination by an act of misconduct, such as distracting another candidate*
- *Exchanging, supporting, or attempting to support the passing on of information that is or could be related to the examination*
- *Stealing examination papers*
- *Disclosing and discussing the content of an examination paper with a person outside the immediate school community within 24 hours after examination*
- *Using unauthorized version of a calculator during an examination*

Student Responsibility

The International Baccalaureate Organization (2009) states that:

The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.

Candidates and teachers must be aware that the requirement to acknowledge sources extends beyond text taken from the Internet, CD-Roms, books, magazines and journals. The concepts of intellectual property and academic honesty include, for example, the use of footnotes or endnotes to acknowledge the source of an idea if that idea emerged as a result of discussion with, or listening to, a fellow student, a teacher or any other person.

FAILURE TO COMPLY WITH THE REQUIREMENT ON BIBLIOGRAPHIES, REFERENCES, AND CITATIONS WILL BE VIEWED AS PLAGIARISM AND WILL, THEREFORE, BE TREATED AS A CASE OF MALPRACTICE.

Implementation and Revision

This policy is made available to the school community, included in the admissions packet, and published in the school's website and handbook. Revision of this policy is practiced every three years.

As a school, we hope to be able guide students to practice academic honesty and commitment.

Language Policy

Brent International School Subic upholds the principles of bilingualism and multilingualism in reverence for individual esteem, social accessibility, and cognitive ability. We recognize the continuing development of the mother tongue in social and academic settings. While ensuring the growth of the first language, the school is committed to using English, the language of instruction, in achieving academic success in all content areas. At the same time, English is encouraged to be used in the social settings when informal discourse transpires. With mutual respect, we provide avenues for the maintenance and inclusion of the native language and culture in the scholastic institution and in the community.

Procedure

Thus, Brent International School Subic's strategy for success of language development is:

- a. To provide language support to students from non-English speaking background
- b. To provide continuing support for former ESL students in the mainstream
- c. To continue the awareness for all teachers, regardless of subject matter, of their responsibility as teachers of language
- d. To encourage parents to help in the maintenance of pride and the development of skills in mother tongue.

ESLRs

Living in an international community only heightens the value and importance of language in the achievement of Brent's Expected School Learning Results (ESLRs). We maintain that we produce students who

- a. articulate thoughts clearly
- b. demonstrate understanding of their audience
- c. take responsibility for their message
- d. demonstrate the ability to listen actively
- e. Use a variety of communication skills.

IB Learner Profile

Further, the IB Learner Profile emphasizes the development of language among students who are

- a. Inquirers – knowing more than one language, a student can inquire more effectively and broadly
- b. Knowledgeable – certainly, one become more knowledgeable of cultures speaking several languages
- c. Open-minded – seeking and evaluating other points of view becomes more effective according to the number of languages used
- d. Communicators – able to express ideas confidently and creatively in more than one language and in a variety of modes of communication.

Practices to Relating to Language Teaching and Learning

Brent adheres to the following practices, which were developed primarily for the ESL program, but are adapted for all language instructions where appropriate. We practice:

- a. the teaching of both basic interpersonal communicative skills and cognitive academic language proficiency
- b. the development of macro-skills of listening, speaking, reading, and writing in meaningful context
- c. instilling an understanding of phonology, morphology, syntax, and semantics
- d. helping students acquire skills in writing and reading varied texts with varied conventions of structure, organization, and appropriate language
- e. concurrent and content-based instructions consistent with the core curriculum of the school
- f. sheltered instruction where both the teaching of content and language are the goals of the program
- g. immersion and gradual mainstreaming which allow the students the opportunity to perform with peers
- h. advocating that all subject teachers raise awareness of the language demands of their specific subjects
- i. collaborative instruction in which teaching of ESL students is a shared responsibility of all teachers.

Assessment Policy

Brent International School Subic highly supports formative and summative assessments in educating and promoting improvement in performance in all subject areas.

At Brent, assessment is integrated into daily classroom teaching. It is an ongoing process, based on multiple sources of evidence including tests, observations, portfolios, interview, performances and projects designed to inform the learning of both student and teacher: Regular assessment in which students are active participants allows students to take responsibility for their work and to support their growth as life-long, reflective learners (Brent Subic Handbook 2014).

Assessment is a process that involves the establishment and validation of goals, content, and skills. It functions as:

1. attainment of educational goals and objectives
2. platform for feedback
3. opportunity for data gathering for recording and reporting to students, parents, and stakeholders.

The Brent International School Subic Assessment Policy adheres to the following tenets and philosophy:

1. Assessments, although used to record student achievement, emphasize the development of student learning.
2. Assessments, as part of instructions, are labeled formative assessments, which are used to impart content and skills and to check understanding in the course of study.
3. Assessments, as part of measure, are labeled summative assessments, which are used to test the aptitude of knowledge and skills of the students. Summative assessments may be in the forms of unit tests, written production, oral production, performances and projects.
4. Assessments is a combined duty of teachers and students as, in the process, a set of standards are developed both in the area of instruction and performance.
5. Assessments provide the students the opportunity to receive immediate feedback.
6. Assessments are reasonable and measureable, within the boundaries of the established goals; therefore, assessments verify the validity of student learning.
7. Assessments employ the use of rubrics in productions, performances, and projects. Generic and departmental rubrics are employed in the evaluations of assessment artifacts.
8. Assessments are used for data recording and reporting, which follow a set of specific and institutional standards.

The Assessment Practices

The Brent International School Subic upholds academic standards that set student achievements as the goals of learning and teaching practices, and the benchmarks allow for achievement to be measured and reported. Brent considers academic achievement to include subject-specific content, thinking and reasoning skills, and general communication skills (Marzano, 2000). Student achievement, therefore, is the amount of subject-specific content students learn, the extent to which students demonstrate thinking and reasoning skills at an appropriate level, and student ability to communicate effectively the content and reasons they have engaged.

A. Assessment and Learning

Assessment and learning are symbiotic elements of an educative environment. Assessment measures the scope of knowledge and skills learned through the guidance of teachers and teaching resources. Grant Wiggins (1994) states the notion that a test measures knowledge or ability, with the assumption that the product of learning will contain in itself all of the information that the evaluator needs to know about the students and the quality of their thinking processes.

Brent, therefore, ascertains the promulgation of assessments that provide the opportunity to perform knowledge in context learned, and transform mastery of knowledge and skills to new contexts.

B. Elements of Educative Assessment

Brent International School Subic uses the format Understanding by Design (Wiggins and McTighe, 2005), which suggests that “educative assessment” requires a known set of measurable goals, standards and criteria that make the goals real and specific, descriptive feedback against those standards, honest yet tactful evaluation, and useful guidance. Elaborations for these elements are

1. Standards-Based

- Specifications (e.g. 80 wpm w/ 0 mistakes)
- Models (exemplars of each point on the scale – e.g., anchor papers)
- Criteria: conditions to be met to achieve goals – e.g., "persuasive and clear" writing

2. Feedback

- Facts: what events/behavior happened, related to goal
- Impact: a description of the effects of the facts (results and/or reactions)
- Commentary: the facts and impact explained in the context of the goal; an explanation of all confirmation and disconfirmation concerning the results

3. Elements of Evaluation

- Evaluation: value judgments made about the facts and their impact
- Praise / Blame: appraisal of individual's performance in light of expectations for that performer

4. Elements of Guidance

- Advice about what to do in light of the feedback
- Re-direction of current practice in light of results

C. Standard-Based Assessment

Brent International School Subic has chosen to adopt a standards-based model for its academic program. Thus, Brent is committed to the following curriculum, instruction, and assessment practices:

- Appropriating academic standards which conform to the development of knowledge and skills;
- Developing and delivering curriculum from the standards and benchmarks;
- Implementing assessments that explicitly and tangibly measure student progress against the standards and benchmarks;
- Reporting student achievement through the standards and benchmarks to provide meaning.

Brent implements the standard-based assessment model and continuously develops and improves the system. This model ensures that the measure of learning outlines different levels of achievement as expressed in the benchmarks of every standard. IB DP, a programme Brent employs for Juniors and Seniors, promotes the use of assessment criteria, grade boundaries, and descriptors in evaluating students' tests and performances. Likewise, Brent, following the standard-based assessment model, awards grades that reflect student achievement based on the pre-defined standards. Student grades, therefore, are evidences of the following practices:

- Students attain the established academic standards and benchmarks, avoiding comparison and competition.
- Students are fully aware of the criteria and expectations by which they and their products will be measured.
- Students achieve proficiency through the pre-defined standards and benchmarks, which are the basis of assessments design.
- Students deviate from the norm of guessing, rather focus on mastery and proficiency.
- Performance assessments do not assume a single correct answer.

Achievement Variables

Achievement is the result of students' work, and is the focus of assessment and reporting. In Brent International School Subic, achievement comes in two forms: measureable and non-measureable.

A. Measureable Variables = Achievement Grade

Measureable variables reveal student's mastery of content, thinking and reasoning, skills, and communication. These variables can be part of student's grades if measured by the standard-based system through the use of rubrics, reflecting the standards and benchmarks of the established goals.

Measureable variables consist of summative assessments, which tests mastery and proficiency of knowledge and skills taken from chapters, units, and semester's learning. Examples of assessment artifacts that can produced measureable variable are:

- Projects
- Performance tasks
- Visual interpretations
- Written productions
- Oral productions
- Summative quizzes/tests

Contrary to the traditional point system, formative assessments are not conclusive as measurable variables. Formative does not demonstrate evidence of mastery due to, as the word connotes, the fact that it only provides the foundation for learning; thus, it is considered non-measurable. Formative may come in the form of:

- Activities in teaching a topic to students
- Worksheet for practice
- Questions and Answers for discussion
- Class discussions

A. Non-measurable Variables = Non-achievement Grade

Non-measurable variables include effort, behavior, attitude, attendance, and participation. Participation grade, may be part of measureable grade if graded against a set of assessment criteria. However, participation is not considered measureable if it is based on subjective perception and/or experience. Participation may come in formative assessments

QTAQB RBNQD	QDRONMREAKD BHSHDM	SNKDQ@MS HMCHUHCT@K	GD@KSGY HMCHUHCT@K
<p>4 EXCELLENT</p> <p>Behavior indicates consistent compliance with the vast majority of descriptors</p>	<p>*Exhibits leadership, even when not required</p> <p>*Cooperates with others</p> <p>*Deals positively and effectively with conflict</p> <p>*Demonstrates a sense of civic awareness</p> <p>*Contributes responsibly to the community</p> <p>*Renders assistance above self regularly</p> <p>*Always completes his/her share of the work conscientiously</p> <p>*Exhibits responsible behavior without supervision</p> <p>*Punctual for school, classes, and related assignments and responsibilities</p> <p>*Shows increased independence in completion of assigned tasks</p>	<p>*Respects and advocates for the rights of others</p> <p>*Appropriates respect during school religious activities and shows proper behavior at group assemblies and in the classroom.</p> <p>*Shows awareness of the value of criticism</p> <p>*Behavior indicative of good sportsmanship.</p>	<p>*Honest in all dealings</p> <p>*demonstrates integrity when working with others</p> <p>*no evasive behavior</p> <p>*volunteers helpful information on others' dishonesty</p> <p>*makes ethical decisions based on a sound integrated value system.</p>

<p>3 SATISFACTORY</p> <p>This is the expected minimal norm and indicates usual compliance with the majority of descriptors.</p>	<ul style="list-style-type: none"> *Exhibits some leadership *Cooperates with others *Deals positively and effectively with conflict *Demonstrates a sense of civic awareness *May have rendered assistance above self *Usually completes his/her share of the work conscientiously *Exhibits responsible behavior without supervision *Usually punctual for school, classes, and related assignments and responsibilities. *Usually punctual for school, classes and related assignments and responsibilities. 	<ul style="list-style-type: none"> *Respects others *Usually respectful during school religious activities and proper behavior at group assemblies and in the classroom *Shows some awareness of the value of criticism *Behavior indicative of good sportsmanship 	<ul style="list-style-type: none"> *is honest in all dealings *demonstrates integrity when working with others *has no evasive behavior.
<p>2 EMERGING/ NEEDS IMPROVEMENT</p>	<p><i>The student frequently fails to meet the descriptors above and should be undergoing some self-examination as to citizenship deficiencies. This has been pointed out to the students and the student has not shown significant improvement. Minor academic dishonesty or bullying and/or fighting automatically qualifies for a 2, even if other descriptors are met. May have multiple minor infractions.</i></p>		
<p>1 POOR/ FREQUENT NON- COMPLIANCE</p>	<p><i>The student with this grade has been told that he/she is consistently failing to meet standards and is demonstrating little or no effort to improve. Major academic dishonesty or a combination of multiple minor infractions resulting in suspension or contact automatically qualify for a 1.</i></p>		

Validity of Assessment

Assessment standards and benchmarks are central and are considered instrumental in the achievement of intellectual competence (Gordon Commission 2012). Assessment in education should inform and improve learning processes and outcomes. Therefore, assessment must embed content and skills to be considered valid.

Both achievement and non-achievement assessments must be valid in order to produce scores with meaning. Validity depends on:

- Standards and benchmarks meeting the ESLR's of Brent International School
- Measures the quantity of topics discussed and learned
- Adheres to the quality of education that Brent promotes
- Demonstrates the established goals in the curriculum
- Includes content, skills, and enduring learning

Generating Grade Data and Tracking Achievement

Brent International School Subic is committed to generating grade data and tracking student achievement against the established academic standards and benchmarks.

Grade is the result of the average weight of the summative assessments and performances in all subjects.

Although evaluation of summative assessments follows the standard-based system, corresponding points are given to exceeding, meeting, or falling below the standard. The reason of which is apparent in the typical American Grading System.

Kdssdq F q` cd	Oclqbdns` f d	Bnl l nm L d` nhf	F O@
A+	97-100	Excellent	4.0
A	93-96		4.0
A-	90-92		3.7
B+	87-89	Good	3.3
B	83-86		3.0
B-	80-82		2.7
C+	77-79	Average	2.3
C	73-76		2.0
C-	70-72		1.7
D+	67-70	Difficulties	1.3
D	63-66		1.0
D-	60-62		0.7
F	59 and below	Failing	0.0

Each department, i.e.

- a. English Department
- b. Science Department
- c. Math Department
- d. Social Studies Department
- e. Modern Language Department
- f. English as a Second Language Department
- g. Physical Education and Health Department
- h. Religious Studies Department
- i. Arts Department

formulates a percentage-system to weigh the significance of the summative assessments in the classroom, and all of which result to the computation of the Grade Point Average. Brent Subic reporting uses an A to F scale in which a GPA is determined. With IB courses, we also grade using the 1 to 7 scale, but only with the emphasis on summative assessments that cover a semester's or a year's lesson. Brent Subic's scale adaption is based on descriptors that represent standards of attained knowledge and skills. Hence, IB Brent teachers are provided with an approximate comparative scale that connects the IB 1 to 7 scale to the Brent A to F scale. This is applied to IB assessments only, and is given as a predicted score in nature.

IB	Description	Grade	Score Range	GPA
7	Excellent	A+	97-100	4.0
6		A	93-96	4.0
	Very Good	A-	90-92	3.7
		B+	87-89	3.3
5	Good	B	83-86	3.0
		B-	80-82	2.7
4	Satisfactory	C+	77-79	2.3
		C	73-76	2.0
3	Mediocre	C-	70-72	1.7
		D+	67-70	1.3
2	Poor	D	63-66	1.0
		D-	60-62	0.7
1	Very Poor	F	59 and below	0.0

A percentage of students at Brent Schools take IB Diploma or certificate exams. The IB assessment policy and procedures indicate that IB uses a 1 to 7 grading scale. Students in grades 11-12 who are diploma or certificate students, therefore, are provided with predicted grades and regular feedback using the 1 to 7 IB grade scale.

The IB grades are the basis for providing advanced placement or credits. The vast majority of our student body should be able to present strong credentials, reflective of the wholeness of their education and recommendations from teachers and guidance counselors who vouch for their active role in the education process, thus providing US colleges and universities with grades based on A-F and impressive GPA. To serve the vast majority of our student population, we uphold the use of grade reporting using A-F. IBO recognizes and respects the uniqueness of each country and university's admissions policy. Educators at Brent Schools are then able to use grades A-F while simultaneously using the IB scale of 1-7 in preparation for the various internal and external assessment requirements that take place at intervals throughout the two-year program.

Brent Grade and Reporting

In the Brent curriculum, a grading period can be defined primarily as the length of a unit. Grade reporting occurs on a semester and annual basis. Semester and annual grades can be derived from the accumulation of unit grades.

It is important to note that the following guidelines must be practiced if using the point method:

- Units must be clear in terms of the topic/concept being taught and assessed
- Assessments must not be weighted according to type, but according to the content/concept and skill they are assessing.
- Assessments must be clear in terms of depth and quantity of content and skill and must be weighted accordingly.
- Units must be weighted in significance, based on the topic, in order to derive a semester or annual grade.
- Raw data can be produced from teacher defined possible scores as well as rubrics.
- Letter grades can be assigned, based on Rubrics, rather than raw numerical scores.
- Grade reporting includes content specific feedback, as well as an overall grade.
- Non-achievement data is reported separately from achievement data.
- Grades are ultimately reported as an A to F letter grade (also +/-) where each number represents a category of achievement, A+ being the highest.

Purpose of Grading

Peter Airasian (1994) identified five purposes for grading. They include, in order of importance:

1. Feedback about student achievement
2. Guidance
3. Instructional Planning
4. Motivation for students
5. Administration

Consistent with Airasian's purposes for grading, the primary goal of Brent assessment is to provide students with feedback about their achievement. Even the Measures of Academic Progress (MAP) tests, which are given in part for guidance in course selection and instructional planning, are primarily to inform students about their overall progress. This goal requires assessment to be connected to the measure of achievement (standard and benchmarks), to target the concepts (big ideas and understandings), to provide students the opportunity for transfer, and to utilize content and skills that support the above elements.

Special Education Needs Policy

Special Needs Policy Philosophy

At Brent school, we aspire to educate one another by mutual understanding and respect, acceptance of uniqueness and limitations of each learner. We believe that all children have the right to obtain a quality education. With a quality education, the school strives to provide opportunities for students to grow and develop into healthy individuals. Brent Subic will provide necessary support to ensure that students are successful and progress well as they go through the Brent Subic program and the IB Diploma Programme.

It is the purpose of this SEN policy to increase the chance of students with Special Education Needs accepted in this school to succeed in their education while at Brent. All students enrolled at Brent, including those who have special needs, must meet and maintain grade level standards and adhere to the the Expected School Wide Learning Results (ESLRs).

A. Special Needs Policy Goals

Within the framework of mutual understanding and respect, the main goals of this policy are:

- To ensure that accepted students with special needs have access to the Brent curriculum according to their potential.
- To ensure that the special needs of students accepted are identified, assessed and communicated to the personnel involved.
- To clarify family and school expectations.
- To provide an environment for students with special needs that allows intellectual, emotional and physical growth.
- To provide an environment for students with special needs to develop self-confidence and positive outlook.
- To allow the Guidance Counselor to access school decisions and plan interventions.
- To ensure that all staff provide support, cooperative planning and ensure that they take responsibility for the learning of all students in the class.
- To provide access to and develop partnerships with outside providers to identify, assess, and support students with special needs.

B. Admissions

Brent International School Subic accepts students on the basis of their ability to meet the academic, moral and behavioural standards set forth by the school. The admissions policy and the admissions office outlines the criteria for acceptance to the school. The school also follows a policy where we only accept students for whom we can provide services. Thus, we will not be able to accommodate all students with special needs. This may be due to lack of human and physical resources.

The Admissions office will confer with the Lower, Middle and Upper School principals before a student with special needs is accepted to the school. The students' background will have to be reviewed and assessed to enable the school to determine whether the needs can be accommodated. Parents must disclose relevant information regarding the child's special needs and medical history.

In the IB DP, the Admissions office will consult the Guidance Counselor and the IB DP Coordinator to ensure that teaching and assessment can be made to accommodate the needs of the student. Parents will be made aware of the accommodations and/or modifications that will be made available to the student.

Accommodations and Modifications may include but not limited to the following:

- *preferential seating*
- *use of rubrics*
- *use of graphic organisers*
- *use of note taker*
- *use of online platforms or a computer-mediated format*
- *use of note cards on tests and quizzes*
- *extended time on assignments*
- *extended time on assessments*
- *assessments in a pullout setting*

After the decision has been made and the student with special needs is accepted, the student has the right to access all resources and curriculum.

It is then the school's duty to provide the opportunity for growth, success and all the necessary support within the school's limits.

C. The Guidance Team

The school recognises the fact that educational and learning needs may arise at any time during the school year.

In the absence of a Special Needs Department, the Guidance Team has been created to help monitor, assess, refer and plan interventions for students who may require special needs support. In the absence of a Guidance Counselor, the principal shall assume the responsibilities of the Special Needs Support Team.

C.1 Composition of the Guidance Team

- a. Guidance Counselor
- b. Admissions Officer
- c. Principals
- d. Homeroom Teacher
- e. Faculty member from the Lower, Middle, and Upper Schools preferably with SEN background
- f. Athletics Director, as needed
- g. IB DP Coordinator, as needed
- h. Nurse, as needed

C.2 Procedures

For students with identified special needs upon admissions:

1. Special needs are communicated to the involved staff.
2. IEP's and 504 plans, if any, are communicated to teachers.
3. Regular monitoring by the Guidance Counselor or a Faculty designate.
4. Evaluation and assessments after each school year.
5. Regular updates of the psycho-educational evaluation (2-year cycle).

For students with special, learning or educational needs arising within the school year.

1. A consistent behaviour is observed that impacts academic performance, behaviour and socio-emotional functioning.
6. Teachers/Staff or any personnel who observes an unusual consistent behaviour fills out the teacher recommendation form and submits or communicates to the Guidance Counselor or the Special Needs Team.
7. Guidance Counselor gathers more information and may at this point call the student or parents to try to resolve the issues.
8. Guidance Counselor communicates to the homeroom teacher, both the homeroom and the Guidance Counselor monitor student's progress.
9. If the behaviour persists and/or the issue is unresolved, the Guidance Counselor arranges a meeting with the Guidance Team.
10. Guidance Team evaluates and assesses the issue and makes recommendations. Recommendations include but are not limited to referral for formal assessments by an educational psychologist, properly coordinated through the Guidance Office.
11. As soon as evidence and more data is collected, the Guidance Counselor will draft a 504 plan which outlines accommodations and interventions that the student requires to achieve success.
12. This 504 plan is shared to teachers and is included in the student's file. This plan will possibly include the student's learning goals and how they will be achieved, as well as the time frame and the staff, and personnel who will be responsible for ensuring that the goals are achieved.
13. In cases where situations and special needs cannot be accommodated by the school due to human and physical resources, the student may be recommended to move to an educational institution where their needs could be accommodated better. This may be the most appropriate course of action to take.

D. Special Needs and IB

Brent International School Subic's SEN policy supports our belief on "mutual understanding and belief."

In the event that a student is accepted in the BISS Diploma Programme, careful consideration has to be done in choosing the right courses to ensure that the student with special needs will succeed in the program. The teacher, whenever possible should employ differentiation strategies according to the child's IEP or 504 plan.

For internal and external assessments, the IBO authorises the school, in certain conditions, to make provisions for a "Special Arrangement" provided all documents have been submitted and approved by the IBO. No "Special Arrangement" is given without prior approval from the IBO.

Special Arrangements may include:

- additional time
- rest periods
- use of computer
- reader
- modification of the exam papers
- extension to deadlines
- assistance with practical work

Applications for special arrangements are made through the IB DP Coordinator following the processes outlined by the IBO.

E. Implementation and Revision

This SEN Policy has been written as a result of the IB 5-year self -study. This policy has been written in accordance with what has already been practiced by the IB DP Coordinator in cooperation with the Guidance Counselor, the Admissions Director and the Middle School Principal.

This policy should be made available to the stakeholders of the school community, included in the admissions packet and published in the school's handbook.

This policy should be reviewed every three years to update the student's and school 's needs as well as the school's resources.

RESOURCES

BISS IB Programme Information Booklet, 2014

BISS Middle/Upper School Student-Parent Handbook, 2014-2015

Handbook of Procedures, 2014

Towards a continuum of international education, IBO, 2008

The Diploma Programme: from principles into practice, IBO, 2009

The Program

The Diploma Programme Model

The Diploma Programme Model below is perhaps the clearest representation of the IB program. Students are asked to choose one course from each of six groups (which are similar to traditional departments), surrounding the vital core requirements, which are appropriately lodged immediately adjacent to the students pictured at the center of everything.



Group 1 subjects are intended for native or near-native speakers prepared to pursue a rigorous course in literature.

Group 2 language classes are for students who have (usually) studied at least two years of the target language.

Group 3 "Individual and Societies" offers a choice between World History, Economics and Business Management.

Group 4 is the Sciences - we offer: Biology, Chemistry and Physics

Group 5 offers a choice of three courses in Mathematics: Math SL/HL for those who excel or have a great interest in Mathematics and Math Studies SL for those whose primary interests lie elsewhere.

Group 6 is "The Arts," and our students will choose between a rigorous course in Theatre Arts, including History, Performance and Production and Visual Arts, an equally demanding course focusing on both theory and practice; but may be possible at BISS to meet the Group requirement with a second science or a second Group 3 subject.

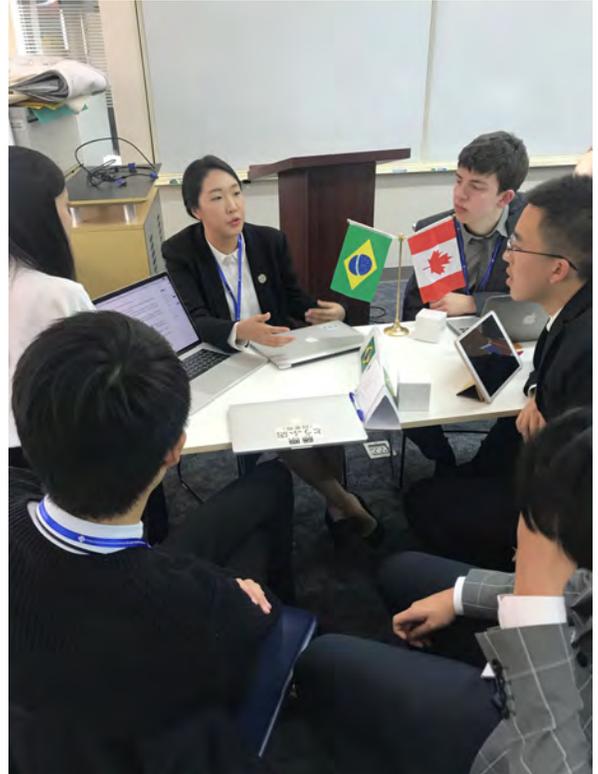
Diploma Requirements

The student must choose three of the six subjects at the higher level (HL), which requires at least 240 class hours over the two-year program, and three at the standard level (SL), which requires only 150 hours in two years. The aim is clearly to offer interested students the opportunity to explore their more burning interests in greater depth, and yet to ensure the breadth of exposure that an excellent secondary education implies. These six classes, plus satisfactory completion of the *Extended Essay*, the *Theory of Knowledge class* and the *Creativity, Activity and Service program* provide the basis for the assessment that leads to the awarding of the IB Diploma.

3 HL + 3 SL + Extended Essay + TOK + CAS = IB Diploma

Students who do not meet the full diploma requirements may still earn a traditional Brent diploma, with or without certificates from IB courses completed successfully.





IB Course Student

In instances where a student decides not to pursue the full IB Diploma Program but would like to get an IB certificate on certain courses, there is an option to be an IB Course student. Student will take IB courses he/she intends to have a certificate on. There is no minimum or maximum requirements for the number of courses the student can take.

In May 2014, IB Course Students now have a privilege to get a certificate on the Core subjects: *Theory of Knowledge (TOK)*, *Extended Essay (EE)*, *Creativity, Activity and Service (CAS)*. This means then, that even if a student chooses not to take the full IB Diploma, he/she will be able to get a certificate on any one of the CORE subjects.

The Vital Core

The Extended Essay (EE)



Brent
International School
Subic



The extended essay has often proved to be a valuable stimulus for discussion in interviews for college application.

Extended Essay

EE is:

- compulsory for all Diploma Programme students
- externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma
- a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- chosen from the list of approved Diploma Programme subjects, published in the Handbook of procedures for the Diploma Programme
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student
- concluded with a short interview, or viva voce, with the supervising teacher (recommended).

Nature of the Extended Essay

The extended essay is an in-depth study of a **focused topic** chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB diploma.

It is intended to promote **high-level research and writing skills, intellectual discovery and creativity.**

It provides students with an opportunity to engage in **personal research in a topic of their own choice**, under the guidance of a supervisor (a teacher in the school).

This leads to a major piece of **formally presented, structured writing**, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

It is recommended that completion of the written essay is followed by a short, **concluding interview, or viva voce, with the supervisor.**

The extended essay is **assessed against common criteria**, interpreted in ways appropriate to each subject.

The Extended Essay Process

Here's a recommended list of tasks you will need to fulfill in order to complete your extended essay. Remember, you have approximately one year and a half to complete all these tasks. Plan your time carefully; you don't want to be cramming all that work into two months (along with all the works you have to do in school).

A. Year 1 in IB

Subject	<ul style="list-style-type: none"> • Select a subject and a supervisor. • Read the specific requirements for your chosen subject.
Topic Proposal	<ul style="list-style-type: none"> • This is the broad, general area under which your subject will fall. • Have this approved by your supervisor.
Preliminary Sources	<ul style="list-style-type: none"> • Conduct a preliminary research regarding your topic. • Ask yourself: Are there enough quality sources? • What are some possible sources you can investigate on? • You will need to submit these sources to your supervisor for approval.
Research Question	<ul style="list-style-type: none"> • This should be a focused question that can be answered in approximately 4,000 words. • Ask your advisor if your question is focused enough or if it is too focused. • Look up the IB Assessment criteria for research questions. • Use the checklist to evaluate your RQ. • Have this approved by your supervisor and the EE Coordinator.
Research	<ul style="list-style-type: none"> • Begin looking for Review of Related Literature specific to your research question. Minimum = 8 secondary; 1 primary • Have the librarian and/or your supervisor validate the authenticity and reliability of the sources. • Take note of important information you will include in your essay as you annotate the sources. • Keep a record of the sources as you find

	<p>more.</p> <ul style="list-style-type: none"> • Research will refine your research question and identify issues you will need in your essay. Hence, it is alright to make modifications in your research question until you submit your First Draft.
Outline	<ul style="list-style-type: none"> • Organize your ideas into an outline. • This is a very important tool before proceeding to writing. • This will give you a picture of the direction that your essay should take. • Have this checked and approved by your supervisor.
First EE Reflection	<ul style="list-style-type: none"> • Present updates to your supervisor, normally in Powerpoint, Keynote, or Google Slide format. • Be ready to answer questions from your supervisor about the research and outline. • Receive questions from the supervisor for the EE Reflection. • Write the EE Reflection of 100-200 words in Managebac. • Have it read, approved, and locked by your supervisor on Managebac.
Rough Draft 2000 words	<ul style="list-style-type: none"> • Before summer break, normally around April, submit a 2000-word body of the essay. • This excludes the abstract, table of contents, introduction, conclusion, and bibliography. • Upload the document on Managebac. • Get feedback from the supervisor before the school breaks for summer.

B. Year 2 in IB

First Draft	<ul style="list-style-type: none"> • From your 2000-word draft, add the introduction and conclusion, and revise the body of the essay. • Do not worry so much on the mechanics of your essay; worry more about the critical thinking section of your essay. • Consult with your advisor from time to time. • Upload the first draft on Managebac, normally in September.
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<p>Interim EE Reflection</p>	<ul style="list-style-type: none"> • Get feedback from your supervisor. • Present updates to your supervisor, normally in Powerpoint, Keynote, or Google Slide format. • Be ready to answer questions from your supervisor about the first draft. • Receive questions from the supervisor for the EE Reflection. • Write the EE Reflection of 100-200 words in Managebac. • Have it read, approved, and locked by your supervisor on Managebac.
<p>Second Draft (revision)</p>	<ul style="list-style-type: none"> • Revise your First Draft based on the comments given by your supervisor. • Identify areas that need to be strengthened or that require more research. • Consult with your advisor from time to time. • Upload the first draft on Managebac, normally in October.
<p>EE Tuning Protocol</p>	<ul style="list-style-type: none"> • Meet with your supervisor and the EE Coordinator. • You plus the two teachers will follow the EE Tuning Protocol. • Listen to the feedback the two teachers give about your paper.
<p>Final Revision</p>	<ul style="list-style-type: none"> • Revise your paper based on the comments received from your supervisor and the EE Coordinator. • Check the mechanics of your essay. • Make sure your citations are correct. • Check the referencing format. •
<p>Finishing Touches Proofreading</p>	<ul style="list-style-type: none"> • Write an abstract. • Write the table of contents. • Complete and organize your bibliography and appendix. • Check the pages of the paper. <ul style="list-style-type: none"> ○ Title page, abstract, table of contents, introduction, body, conclusion, bibliography, appendix • Check title page: no school name, candidate name and number, and supervisor's name.

Theory of Knowledge (TOK)

This course binds everything together. It includes student's work in other courses and encourages students to question what and how they are learning - and especially to participate by speaking up, something all students must learn to do. The course is taught concurrently with the other subjects, and it is expected that it will influence the quality and quantity of student participation in those other classes, just as material from those other courses will enrich the TOK discussions. A section from the Course of Study of our sister school, Brent International School Manila, lists some of the philosophical questions with which our students will be faced:

What is a life well-lived? How are we to judge? How do we really know something? When is belief justified? How is truth manipulated? What makes a truly successful human being? Are there moral obligations that come with knowledge? Is there an underlying order to the universe? How is knowledge best pursued in life and what really makes it worthwhile?

These questions are the root curriculum of the Theory of Knowledge class. TOK is the culmination of the International Baccalaureate curriculum and is at the center of the program. As such it is where students can take the time to ask the more probing questions about knowledge and about learning. In TOK, students are asked to examine truthfully what kinds of thinkers they are becoming, and where they might go from here. ²

¹*IBO Online Curriculum Centre*

²*Upper School Course Offerings 2008 - 2009, Brent International School Manila*

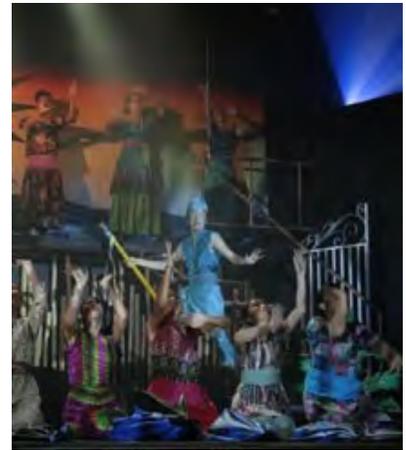


Creativity Activity Service

CAS stands for Creativity, Activity and Service. It is designed as an avenue for student's growth in the areas of personal and interpersonal learning. It is said to be the heart of the IB Programme because it creates opportunities for students to demonstrate the attributes of the learner profile in real and practical ways. In as much as the IB programme is recognised for producing academically proficient students, its essence espouses a more holistic development for each individual that CAS provides. Self-determination, collaboration, accomplishment and enjoyment are some qualities that the student will experience and develop through the CAS programme.

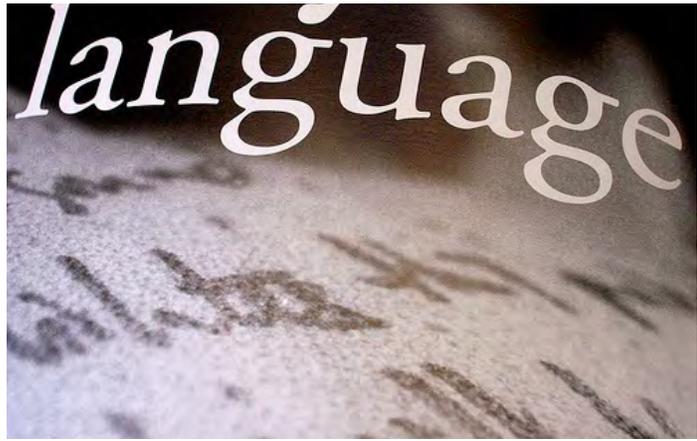
Brent schools have a good history of helping those in need, and the IB Diploma programme solidifies this concept through CAS. Individual and collaborative service projects allow our students to engage themselves in the real world and take part in purposeful activities with significant outcomes. Collaborating with non-profit organisations such as orphanages and rescue centres, helping out in medical and dental missions, participating in local and international initiatives about global issues, and volunteering for various endeavours that help rehabilitate structures and facilities for communities in need are just a few of the opportunities the students can choose to get involved in.

CAS is about taking risks, exploring, and challenging oneself. It is a framework for experiential learning. It is designed to involve students in new roles to learn new skills. It is based on the philosophy of the IB program – learning beyond the classroom. It is learning by doing real tasks with real consequences. CAS work is a reflective process, evaluating experiences and learning over time. CAS makes any activity a true vehicle for growth.



Requirements

- 4-6 CAS Experiences (depending on Track)
- CAS Project
- CAS Portfolio



Courses Offered

Group 1: First Language

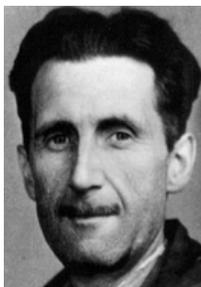
Group 1 courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. It aims to introduce students to a range of texts from different periods, styles and genres and develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.

¹*Language and Literature Guide*

English A: Literature

Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art that requires the clear expression of ideas both orally and in writing.

It is an examination of what literary tools an author uses, what choices an author makes and a Critical Analysis of how these tools and choices affect the meaning of a literary work. The course



The course components include:

- Critical Oral Multi-Media Presentations
- Exam-condition Recorded Oral Commentary and Discussion with teacher on two from Autobiography, Shakespeare and Poetry
- In-depth Research Written Assignment on Global Works in Translation
- Two Final Written Exams: Paper One: analyzing an Unseen Work
- Paper 2: writing a comparative essay on two from four great novelists studied.

Course Outline

Part 4: Options (1st Semester)

HL: Three works. SL: Three works.

- *Heat and Dust by Ruth Praver Jhabvala*
- *Hedda Gabler by Henrik Ibsen*
- *Amadeus by Peter Shaffer*

- Reading for real insight, personal response, etc.
- Organizing thesis driven responses
- Proper annotation of text and reliance on meaningful examples
- Familiarity with IB Rubrics

Formative assessments to be decided by individual teachers. Emphasis is on prep for IOP, so there needs to be oral practice and at least one essay within the 3 works

IOP Individual Oral Presentation

Assessment: **Internal (15% of IB Diploma)**

Part 1: Works in Translation (2nd Semester)

HL: Three works SL: Two works

- *Chronicle of a Death Foretold by Gabriel Garcia Marquez*
- *Persepolis by Marjane Satrapi*
- *The Stranger (The Outsider) by Albert Camus*

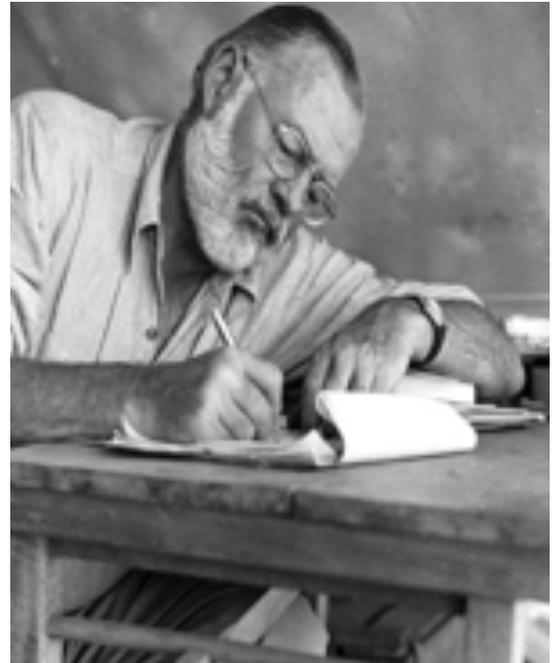
- *Looking at literature in translation*
- *Selection of aspect – meaningful connections*
- *Cultural and historical contexts*
- *Writing as a process of thinking*



Part 2: Detailed study (3rd Semester)

HL: Three works SL: Two works

- *Hamlet by William Shakespeare*
 - *Poems by Seamus Heaney*
 - *"I Know Why the Caged Bird Sings" by Maya Angelou*
-
- *Oral Communication and Presentation*
 - *Reading for minute details*
 - *Reimagining structure for commentary*
 - *Meaningful personal insights into text*



Part 3: Literary genres (4th Semester)

HL: Four works SL: Three works

- *1984 by George Orwell*
- *Things Fall Apart by Chinua Achebe*
- *The Great Gatsby by F. Scott Fitzgerald*
- *The Awakening by Kate Chopin*

Skills: The Novel as a Genre

- Responding to essay questions
- Looking at the implications within prompts
- Narrative techniques/POV/dialogue/ etc.
- Plot/conflict/tension/climax/etc.
- Characterization techniques
- Motifs/Symbols/Themes/etc.





Korean A: Literature

Just as in our English literature class, Korean literature will be concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen here too as a study of “all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living.” The clash of Chinese-dominated literature, filled with traditional folk beliefs, with modern westernization after 1850, provides the same kind of drama - reflected in the literature - as the artistic revolt against Classicism in Western Europe. Anxieties and fears, intermingled with the inevitable moments of joy, dominate the post-1919 literature in Korea when the heavy toll of the loss of freedom during the Japanese colonial period begins to test the writers’ patience. As in the English A1 course, the readings give insight to creativity and ingenuity, and encourage independent and original thought. Since the IB curriculum seeks to apply the same goals to all the A1 literature classes, one finds the same “healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.”

The IB approach to literature encourages students to see literary works as products of art and the authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the program.

Part 4: Options (1st Semester)

HL: Three works. SL: Three works.

Part 4	TITLE	AUTHOR	ASSESSMENT
HL/SL	Animal Farm (동물농장)	George Orwell (조지오웰)	IOP
HL/SL	Yang Ban Jeon (양반전)	Yang Ban Jeon (박지원)	
HL/SL	Tolstoi's Short Stories (톨스토이 단편선)	Tolstoi	

- acquire knowledge and understanding of the works studied
- present an individual, independent response to works studied
- acquire powers of expression through oral presentation
- learn how to interest and hold the attention of an audience.

Part 1: Works in Translation (2nd Semester)

HL: Three works SL: Two works

Part 1	TITLE	AUTHOR	ASSESSMENT
HL/SL	The Kite Runner (연을 쫓는 아이)	Khaled Hosseini (할레이드 호세이니)	Written Assignment
HL/SL	MAUS (쥐)	Art Spiegelman (아트 슈피겔만)	
HL PLT	A Doll's House (인형의 집)	Ibsen,H	

- understand the content of the work and the qualities of the work as literature
- respond independently to the work by connecting the individual and cultural experience of the reader with the text
- recognize the role played by cultural and contextual elements in literary works.

Part 2: Detailed study (3rd Semester)

HL: Three works SL: Two works

Part 2	TITLE	AUTHOR	ASSESSMENT
HL/SL	Please look after mom (엄마를 부탁해)	Shin, KyungSook (신경숙)	IOC
HL	Non -Possession (무소유)	Beob jeong (법정)	
HL /SL poetry	Seo See (서시)	Yoon, Dong Ju (윤동주)	

- acquire detailed knowledge and understanding of the works studied
- demonstrate appropriate analytical responses to specific genres
- show how particular effects are achieved through language use, and analyze elements such as character, theme and setting
- engage with the details of works in order to develop a considered and informed response.

Part 3: Literary genres (4th Semester)

HL: Four works SL: Three works

Part 3	TITLE	AUTHOR	ASSESSMENT
HL/SL	Gamja (감자)	Kim, DongIn (김동인)	Paper1 (Guided literary analysis) paper2 (Essay)
HL/SL	Unsojoen Nal (운수 좋은 날)	Hyun, JinGeon (현진건)	
HL/SL	A Dwarf launches a Little Ball (난장이가 쏘아올린 작은 공)	Jo, Sehee (조세희)	
HL	Dong-Bak Flower (동백꽃)	Kim YooJeong (김유정)	

- acquire knowledge and understanding of the works studied.
- acquire a clear sense of the literary conventions of the selected genre.
- understand the ways in which content is delivered through the literary conventions of the selected genre.
- compare the similarities and differences between the chosen works.



Group 2: Second Language

The underlying principle of requiring the study of a second language is to promote cultural understanding through language and an understanding of other cultures through the study of other languages. This group consists of two modern language courses – language ab initio and language B. These courses are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

English B

English B explores the Anglophone culture connected to the target language; thus making English highly global in focus. This course emphasizes intercultural understanding and language proficiency. It provides students the possibility of reaching a high degree of competence in English language while exploring the Anglophone culture and social components. It aims to develop the students' linguistic competence and intercultural understanding.

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, **plus two literary works at HL**, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

English B is a two-year course available at Standard Level and Higher Level. There is a common syllabus at SL and HL (with literature as an additional constituent of the HL course). The differences between the levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details and criteria, literature coverage and suggested teaching hours.

II. Curriculum Overview

Theme	Guiding principle	Optional recommended topics	Possible questions
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement • Education • The working world • Law and order 	<ul style="list-style-type: none"> • What is the individual's role in the community? • What role do rules and regulations play in the formation of a society? • What role does language play in a society? • What opportunities and challenges does the 21st-century workplace bring?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> • The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environment 	<ul style="list-style-type: none"> • What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What ethical issues arise from living in the modern world, and how do we resolve them? • What challenges and benefits does globalization bring? • What challenges and benefits result from changes in urban and rural environments?

English B Syllabus

Theme	Guiding principle	Optional recommended topics	Possible questions
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> • Lifestyles • Health and well-being • Beliefs and values • Subcultures • Language and identity 	<ul style="list-style-type: none"> • What constitutes an identity? • How do we express our identity? • What ideas and images do we associate with a healthy lifestyle? • How do language and culture contribute to form our identity?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration 	<ul style="list-style-type: none"> • How does travel broaden our horizons? • How does our past shape our present and our future? • How and why do different cultures mark important moments in life? • How would living in another culture affect our worldview?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation 	<ul style="list-style-type: none"> • How do developments in science and technology influence our lives? • How do the arts help us understand the world? • What can we learn about a culture through its artistic expression? • How do the media change the way we relate to each other?

Mandarin B SL

I. Course Description:

The Mandarin B Standard Level course is a language acquisition course designed for students with some previous experience of the target language. It is a two year, 150 hour course focused on developing students' language proficiency and cultural awareness. In the language B course, students further develop their ability to communicate in Mandarin through the study of language, themes and texts. Students will improve listening, speaking, reading and writing skills in Mandarin while discussing authentic literature and film, as well as current events . Cultural perspectives on topics will also be addressed, offering students the opportunity to cultivate a deeper understanding and compassion for people of all ethnicities. Correct use of grammar and syntax will be acquired contextually in situation that range from useful everyday language to that which is analytical and abstract. Students taking this course are required to take the IB Mandarin B standard Level exam in May of the second year.

II CURRICULUM MODEL OVERVIEW for TWO years

Identities Explore 1. Lifestyles 2. Health and wellbeing 3. Language and identity	身份认同 1. 生活方式 2. 健康和幸福 3. 语言与身份认同
Experiences 1. Leisure activities 2. Holidays and travel 3. Customs and traditions	体验 1. 休闲活动 2. 假日和旅行 3. 风俗与传统
Human ingenuity 1. Entertainment 2. Communication and media 3. Technology	人类发明创造 1. 娱乐 2. 交流与媒体 3. 技术
Social organization 1. Social relationships 2. Education 3. The working world	社会组织 1. 社会关系 2. 教育 3. 职场
Sharing the planet 1. The environment 2. Globalization	共享地球 1. 环境 2. 全球化

Mandarin B Ab Initio

I. Course Description:

Mandarin ab initio is a language acquisition course for students having little or no experience with Chinese languages. Learning a language is more than simply acquiring vocabulary and understanding some grammatical rules. This course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to expand their awareness of the world and foster respect for cultural diversity.

II CURRICULUM MODEL OVERVIEW for TWO years

Identities Explore 1. Lifestyles 2. Health and wellbeing 3. Language and identity	身份认同 1. 生活方式 2. 健康和幸福 3. 语言与身份认同
Experiences 1. Leisure activities 2. Holidays and travel 3. Customs and traditions	体验 1. 休闲活动 2. 假日和旅行 3. 风俗与传统
Human ingenuity 1. Entertainment 2. Communication and media 3. Technology	人类发明创造 1. 娱乐 2. 交流与媒体 3. 技术
Social organization 1. Social relationships 2. Education 3. The working world	社会组织 1. 社会关系 2. 教育 3. 职场
Sharing the planet 1. The environment 2. Globalization 3. Equality	共享地球 1. 环境 2. 全球化 3. 平等

SPANISH AB INITIO

I. Course Description:

The Spanish Ab Initio course gives students the opportunity to develop a variety of linguistic skills through specific language learning tasks, and also through topics on relevant cultures around the world. The main focus is on acquiring competency in the language for purposes and situations used in everyday social interaction. This means that grammar and vocabulary are practised while learning about a previously unknown culture. The students will learn to communicate information and basic ideas clearly and effectively in a limited range of situations, to express ideas with appropriate language and register, to understand and use accurately the essential spoken and written forms of the language in a limited range of situations to show an awareness of some elements of the cultures in the language-speaking countries.

II. CURRICULUM MODEL OVERVIEW

Área temática	Principio rector	Temas prescritos	Posibles preguntas
Identities	Explorar la naturaleza del ser y nuestras maneras de expresar quiénes somos	<ul style="list-style-type: none"> • Atributos personales • Relaciones personales • Comida y bebida • Bienestar físico 	<ul style="list-style-type: none"> • ¿Cómo me presento ante otros? • ¿Cómo expreso mi identidad? • ¿Cómo puedo lograr un estilo de vida equilibrado y saludable?
Experiences	Explorar y contar la historia de los acontecimientos, experiencias y viajes que determinan nuestra vida	<ul style="list-style-type: none"> • Rutina diaria • Ocio • Vacaciones • Festivos y celebraciones 	<ul style="list-style-type: none"> • ¿De qué manera nos ayudan los viajes a ampliar nuestros horizontes? • ¿En qué aspectos sería diferente mi vida si viviera en otra cultura? • ¿Cuáles son los desafíos de ser adolescente? • ¿Qué parecidos y diferencias hay en las costumbres y tradiciones de distintas culturas?
Human ingenuity	Explorar cómo afectan a nuestro mundo la creatividad humana y la innovación	<ul style="list-style-type: none"> • Transporte • Entretenimiento • Medios de comunicación • Tecnología 	<ul style="list-style-type: none"> • ¿Cómo afectan a mi vida la ciencia y la tecnología? • ¿Cómo utilizo los medios de comunicación en mi vida cotidiana? • ¿Qué puedo aprender sobre una cultura mediante el entretenimiento?
Social organization	Explorar cómo se autoorganizan o son organizados los grupos de personas mediante sistemas o intereses comunes	<ul style="list-style-type: none"> • Mi barrio • Educación • Lugar de trabajo • Cuestiones sociales 	<ul style="list-style-type: none"> • ¿Qué propósito tienen las normas y reglamentaciones en la sociedad? • ¿Qué papel desempeño en la sociedad? • ¿Qué opciones tengo en el mundo laboral?
How we share the planet	Explorar las dificultades y las oportunidades a las que se enfrentan los individuos y las comunidades en el mundo moderno	<ul style="list-style-type: none"> • Clima • Geografía física • Medio ambiente • Cuestiones globales 	<ul style="list-style-type: none"> • ¿Qué puedo hacer para ayudar al medio ambiente? • ¿Cómo afecta mi entorno a la forma en que vivo? • ¿Qué puedo hacer para que el mundo sea un lugar mejor?

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

IB Spanish B

SL-HL

I. COURSE DESCRIPTION

The Spanish Language B is primarily a course aimed at the continued acquisition of Spanish, through listening, speaking, reading and writing activities for students with 4-5 years' experience at Higher level and 2-5 years at the Standard Level. The course will focus on material which stimulates knowledge through enjoyment and creativity. The purpose of the study of the Spanish language B course is to help students with some previous experience to develop their oral and written skills up to a fairly sophisticated degree. By the end of the course, students should be able to understand and use Spanish in a range of contexts and for a range of purposes. The language B course will give students the opportunity to reach a high degree of ability to handle the language topics including: Identities • Experiences • Human ingenuity • Social organization • Sharing the planet.

II. CURRICULUM MODEL OVERVIEW

Theme	Guiding principle	Optional recommended topics	Possible questions
Identities	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> • Lifestyles • Health and well-being • Beliefs and values • Subcultures • Language and identity 	<ul style="list-style-type: none"> • What constitutes an identity? • How do we express our identity? • What ideas and images do we associate with a healthy lifestyle? • How do language and culture contribute to form our identity?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration 	<ul style="list-style-type: none"> • How does travel broaden our horizons? • How does our past shape our present and our future? • How and why do different cultures mark important moments in life? • How would living in another culture affect our worldview?

Theme	Guiding principle	Optional recommended topics	Possible questions
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation 	<ul style="list-style-type: none"> • How do developments in science and technology influence our lives? • How do the arts help us understand the world? • What can we learn about a culture through its artistic expression? • How do the media change the way we relate to each other?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement • Education • The working world • Law and order 	<ul style="list-style-type: none"> • What is the individual's role in the community? • What role do rules and regulations play in the formation of a society? • What role does language play in a society? • What opportunities and challenges does the 21st-century workplace bring?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	<ul style="list-style-type: none"> • The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environment 	<ul style="list-style-type: none"> • What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What ethical issues arise from living in the modern world, and how do we resolve them? • What challenges and benefits does globalization bring? • What challenges and benefits result from changes in urban and rural environments?



Group 3: Individual and Societies

The subjects offered in this group provide for the development of a critical appreciation of human experience and behavior, the varieties of physical, economic and social environments that people inhabit, and the history of social and cultural institutions. The subjects offered in this course aim to promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies. Not only that, the subjects also develop awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity.

Business Management

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

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

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

Syllabus outline

Unit 1: Business organization and environment

- 1.1 Introduction to business management
- 1.2 Types of organizations
- 1.3 Organizational objectives
- 1.4 Stakeholders
- 1.5 External environment
- 1.6 Growth and evolution
- 1.7 Organizational planning tools (HL only)

Unit 2: Human resource management

- 2.1 Functions and evolution of human resource management
- 2.2 Organizational structure
- 2.3 Leadership and management
- 2.4 Motivation
- 2.5 Organizational (corporate) culture (HL only)
- 2.6 Industrial/employee relations (HL only)

Unit 3: Finance and accounts

- 3.1 Sources of finance
- 3.2 Costs and revenues
- 3.3 Break-even analysis
- 3.4 Final accounts (some HL only)
- 3.5 Profitability and liquidity ratio analysis
- 3.6 Efficiency ratio analysis (HL only)
- 3.7 Cash flow
- 3.8 Investment appraisal (some HL only)
- 3.9 Budgets (HL only)

Unit 4: Marketing

- 4.1 The role of marketing
- 4.2 Marketing planning
(including introduction to the four Ps)
- 4.3 Sales forecasting
- 4.4 Market research
- 4.5 The four Ps (product, price, promotion, place)
- 4.6 The extended marketing mix of seven Ps (HL only)
- 4.7 International marketing (HL only)
- 4.8 E-commerce

Unit 5: Operations management

- 5.1 The role of operations management
- 5.2 Production methods
- 5.3 Lean production and quality management (HL only)
- 5.4 Location
- 5.5 Production planning (HL only)
- 5.6 Research and development (HL only)
- 5.7 Crisis management and contingency planning (HL only)

History (Focus on Europe for both HL and SL)

The Brent International School Subic IBDP History course consists of an in-depth study of a prescribed subject, The Move to Global War (Prescribed subject 3). Additionally, all students will undertake the study of two World History Topics: Topic 11 – Causes and Effects of 20th Century Wars and Topic 12 – The Cold War: Superpower Tensions and Rivalries (20th Century).

The study of modern history will provide students with an understanding of the main developments of 20th century history, a respect for differing points of view that have expression in current intractable world conflicts, and a strong basis for international understanding and global citizenship. By engaging with primary source material, reading, differing historical interpretations, and pursuing their own historical investigations, students will develop the skills of historians: gathering and sorting evidence and evaluating and interpreting evidence critically. Students who enjoy debating and wrestling with controversial topics will enjoy this class.

Students enrolled in the IB History program can expect to develop advanced research and writing skills. This is important as many universities and professors have noted that one of the greatest challenges for incoming college freshmen is their ability to communicate and write at the college level, a prerequisite to success in any course of study in the university.

Course Outline:

The IB History programme is composed of 1 prescribed subject, 2 world history topics, 1 regional history, and 1 historical research paper (IA). All students enrolled in this course will follow curricular path is outlined below.

BISS IB History			
Paper 1: Prescribed Subject	Paper 2: World History Topics	Paper 3: History of Europe	Internal Assessment
3. The Move to Global War	10. Authoritarian States	13. Europe and the First World War	Free Choice- but strongly encourage to stay within the IB syllabus (especially IB students)
	12. Causes and Effects of 20th Century Wars	14. European States in the Interwar Yers	
		15. Diplomacy in Europe: Versailles to Berlin	
1st Year		2nd Year	
WWI		IA	
The Emergence of Soviet Russia		Franco The Spanish Civil	
Weimar Republic and Post War Germany		WW2	
Franco The Spanish Civil War Mussolini's Italy		Mao's Civil War	
Nazi Germany		The Cold War	
Practice IA		WW2	

Economics

The new Brent Subic IB Diploma Programme Economics course aims to encourage students to think critically about economics by providing students with a core knowledge of economics. The new Group 3 course also aims to promote an awareness and understanding of internationalism in economics that seeks to enhance the students' development as independent learners.

The IBDP Economics course follows the prescribed two-year IBDP syllabus and concludes with an external examination worth 80% and with an internal assessment (Economics Portfolio) worth 20%. This course emphasizes the theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories would be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

It is expected that students of this course are to read and listen extensively to current media sources, as this will definitely enhance their ability to comprehend and appropriately apply economics theories to the real world.

Source: IBDP Economics Guide First Examination 2013



IB Economics

Course Syllabus

Grade 11 Coverage:

Section 1: Microeconomics
1.1 Competitive markets: demand and supply (some topics HL only)
1.2 Elasticity
1.3 Government intervention (some topics HL extension, plus one topic HL only)
1.4 Market failure (some topics HL only)
1.5 Theory of the firm and market structures (HL only)
Internal Assessment (IA): Microeconomics (max. 750 words)
Section 2: Macroeconomics
2.1 The level of overall economic activity (one topic HL extension)
2.2 Aggregate demand and aggregate supply (one topic HL only)

Grade 12 Coverage:

Section 2: Macroeconomics
2.3 Macroeconomic objectives (some topics HL extension, plus one topic HL only)
2.4 Fiscal policy
2.5 Monetary policy
2.6 Supply-side policies

Internal Assessment (IA): Macroeconomics (max. 750 words)

Section 3: International Economics

3.1 International trade (one topic HL extension, plus one topic HL only)

3.2 Exchange rates (some topics HL extension)

3.3 The balance of payments (one topic HL extension, plus some topics HL only)

3.4 Economic integration (one topic HL extension)

3.5 Terms of trade (HL only)

Internal Assessment (IA): International Economics (max. 750 words)

Section 4: Development Economics

4.1 Economic development

4.2 Measuring development

4.3 The role of domestic factors

4.4 The role of international trade (one topic HL extension)

4.5 The role of foreign direct investment (FDI)

4.6 The roles of foreign aid and multilateral development assistance

4.7 The role of international debt



Group 4: Sciences

The experimental sciences offered in this group provide opportunities for scientific exploration and creativity within global contexts. Each subject contains a body of knowledge, methods and techniques which students are required to learn and apply. In their application of scientific method, students develop an ability to analyze, evaluate and synthesize scientific information. A compulsory group 4 project encourages students to appreciate environmental, social and ethical implications of science. This is a collaborative experience emphasizing on the processes involved in scientific investigations rather than the products of investigation.

Biology

IB Biology is an experimental science course that will enable students to explore interrelationships between core concepts in biology using a variety of methods. These methods include a heavy emphasis on student investigation and inquiry, research, analysis, and application. Students are encouraged to develop a strong foundational understanding of the nature of science and describe how newly acquired knowledge leads to new and different questions. The principal aim of the course is to instill a sense of curiosity and discovery in looking at the living world.

The course will be precise and rigorous college-level introduction to the content of the biological sciences. The students will be exposed to new developments in biology, especially ones that impact areas of human endeavor such as genetic engineering, human physiology, and climate changes. The curriculum will include biological skills, scientific method, experimental activities, bio-technology, and practical investigations. Additionally, students will evaluate international perspectives of various environmental, social, and ethical issues in the area of biology. The IB Biology candidate should have at least an elementary background in biology, chemistry, and physics as preparation for this course.

COURSE OUTLINE

GRADE 11

Semester 1

Unit 1- Chemistry of Life

- 2.1 Molecules to metabolism
- 2.2 Water
 - 8.1 Metabolism
- 2.3 Carbohydrates and lipids
- 2.4 Proteins
- 2.5 Enzymes

Unit 2 – The Cell

- 1.5 The origin of cells
- 1.1 Introduction to cells
- 1.2 Ultrastructure of cells
- 1.3 Membrane structure
- 1.4 Membrane transport

Unit 3 – Cell Respiration and Photosynthesis

- 2.8 Cell respiration
 - 8.2 Cell respiration
- 2.9 Photosynthesis
 - 8.3 Photosynthesis

Semester 2 Unit 4 – Molecular Biology

- 2.6 Structure of DNA and RNA
 - 7.1 DNA structure and replication
- 2.7 DNA replication, transcription and translation
- 1.6 Cell division
 - 7.2 Transcription and gene expression
 - 7.3 Translation

Unit 5 – Genetics part 1

- 3.1 Genes
- 3.2 Chromosomes
- 3.3 Meiosis
 - 10.1 Meiosis

Unit 6 – Genetics part 2

- 3.4 Inheritance
 - 10.2 Inheritance
- 3.5 Genetic modification and biotechnology

Unit 7 – Evolution

- 5.1 Evidence for evolution
- 5.2 Natural selection
 - 10.3 Gene pools and speciation
- 5.3 Classification of biodiversity
- 5.4 Cladistics

Unit 8 – HL Individual study Topic 9 Plant Biology (summer break)

GRADE 12

Semester 1

Unit 1 – Evolution and Biodiversity

- 5.1 Evidence for Evolution
- 5.2 Natural Selection
- 5.3 Classifications and Biodiversity
- 5.4 Cladistics
 - 10.3 Gene Pools and Speciation

Unit 2 - Ecology

- a. Species, Communities, and Ecosystems
- b. Energy flow
- c. Carbon Cycling
- d. Climate Change
 - Topic 9 Plant Biology

Unit 3 – Human Physiology Part 1

- 2.5 Enzymes
- 6.1 Digestion and absorption
 - 8.1 Metabolism
- 6.2 The blood system
- 6.3 Defense against Infections

Disease

- 11.1 Antibody Production and vaccination

Semester 2

Unit 4 – Human Physiology part 2

- 6.4 Gas Exchange
- 6.5 Neurons and Synapses
- 6.6 Hormones, Homeostasis and

Reproduction

- 11.3 The Kidney and Osmoregulation
- 11.4 Sexual Reproduction
- 11.2 Movement

Unit 5 – Option A Neurobiology and Behavior

- A1 Neural development
- A2 The Human Brain
- A3 Perception of Stimuli
 - A4 Innate and learned behavior
 - A5 Neuropharmacology
 - A6 Ethology

Unit 6 – Review sessions

- Mock exam

Chemistry

Chemistry is an exciting branch of science which is often called “the central science” because of its ability to link the physical sciences and life sciences together. It finds applications in a broad range of areas such as medicine, astronomy, engineering, and earth sciences, to name a few. Chemistry is not as mathematically rigorous as physics but still explores the foundations of natural phenomena and their more visible applications in life sciences. It is recommended for students who would like to pursue careers in the medical sciences, engineering, or the earth sciences.

IB Chemistry is a course that combines academic study with the acquisition of practical and investigational skills. The course aims to deepen the students’ understanding of fundamental concepts in Chemistry, thereby providing them with a solid foundation with which they can pursue higher level Chemistry courses in college.

The course reviews and tackles topics covered in tenth grade (such as atomic structure, chemical bonding and stoichiometry) with greater depth and also covers more advanced topics such as thermochemistry, chemical kinetics, chemical equilibria, electrochemistry and organic chemistry. The students will also cover two optional topics which may include medicines and drugs, human biochemistry and environmental chemistry. These topics cater to the course requirements of many university courses such as medicine and the environmental sciences.



COURSE OUTLINE

Grade 11

HL units

Semester 1

Unit 1 – Topic 1 Quantitative Chemistry

- 1.1 Introduction to the particulate nature of matter and chemical change
- 1.2 The mole concept
- 1.3 Reacting masses and volumes

Unit 2 – Measurement and data processing

- 11.1 Uncertainties and errors in measurement and results
- 11.2 Graphical techniques
- 11.3 Spectroscopic identification of organic compounds

Unit 3 – Atomic Structure

- 2.1 The nuclear atom
- 2.2 Electron configuration
- 12.1 Electrons in atoms

Unit 4 – Periodicity

- 3.1 Periodic table
- 3.2 Periodic trends
- 13.1 First-row d-block elements
- 13.2 Coloured complexes

Semester 2

Unit 5 – Chemical Bonding and structure

- 4.1 Ionic bonding and structure
- 4.2 Covalent bonding
- 4.3 Covalent structures
- 4.4 Intermolecular forces
- 4.5 Metallic bonding
- 14.1 Covalent bonding and electron domain and molecular geometries
- 14.2 Hybridization

Unit 6 – Energetics/Thermochemistry

- 5.2 Hess's Law
- 5.3 Bond enthalpies
- 15.1 Energy cycles
- 15.2 Entropy and spontaneity

Unit 7 – Chemical kinetics

- 6.1 Collision theory and rates of reaction
- 16.1 Rate expression and reaction mechanism
- 16.2 Activation energy

Unit 7 – Equilibrium

- 7.1 Equilibrium
- 17.1 The equilibrium

Grade 12

HL Units

Semester 1

Unit 1 – Acids and Bases

- 8.1 Theories of Acids and Bases
- AHL 18.1 Lewis acids and bases
- 8.2 Properties of Acids and Bases
- 8.3 The pH scale
- AHL 18.2 Calculations involving acids and bases
- AHL 18.3 pH scales
- 8.4 Strong and weak acids and bases
- 8.5 Acid Deposition

Unit 2 – Redox processes

- 9.1 Oxidation and Reduction
- 9.2 Electrochemical cells
- AHL 19.1 Electrochemical cells

Unit 3 – Organic Chemistry

- 10.1 Fundamentals of Organic Chemistry
- 10.2 Functional group Chemistry
- AHL
- 20.1 Types of organic reactions
- 20.2. Synthetic routes
- 20.3 Stereoisomerism

Semester 2

Unit 4 – Option D Medicinal Chemistry

D.1 Pharmaceutical products and drug action

D.2 Aspirin and penicillin

D.3 Opiates

D.4 pH regulation of the stomach

D.5 Anti-viral medications

D.6 Environmental impact of some medications

Unit 6- Review Sessions

IB Mock Exams

IA – Individual investigation to be conducted and completed during the second semester

Physics

Physics is a natural science based on experiments, measurements and mathematical analysis with the purpose of finding quantitative physical laws for everything from the nanoworld of the microcosmos to the planets, solar systems and galaxies that occupy the macrocosmos.

Physics helps us to **understand how the world around us works**, from can openers, light bulbs and cell phones to muscles, lungs and brains; from paints, piccolos and pirouettes to cameras, cars and cathedrals; from earthquakes, tsunamis and hurricanes to quarks, DNA and black holes. From the prosaic... to the profound... to the poetic...

Majoring in physics provides **excellent preparation for graduate study** not just in physics, but in all engineering and information/computer science disciplines; in the life sciences including molecular biology, genetics and neurobiology; in earth, atmospheric and ocean science; in finance and economics; and in public policy and journalism.

More options, in fact, than almost any other college subject. Conversely, **not taking physics closes the door to more career options**. You can't become an engineer or a doctor without physics; you're far less likely to get a job in teaching; your video games will be boring and your animated movies won't look realistic; and your policy judgments on global warming will be less compelling.

There are a variety of approaches to the teaching of physics. By its very nature, physics lends itself to an experimental approach, and it is expected that this will be reflected throughout the course. The order in which the syllabus is arranged is not the order in which it should be taught, and it is up to individual teachers to decide on an arrangement that suits their circumstances. Sections of the option material may be taught within the core or the additional higher level (AHL) material if desired, or the option material can be taught as a separate unit



Physics Syllabus

Content	Prescribed practices	
	Year 1	
Topic 1: Measurements and uncertainties*	<ul style="list-style-type: none"> ✚ Measurements in Physics(SL) ✚ Uncertainties and errors(SL) ✚ Vectors and scalars(SL) 	✚
Topic 2: Mechanics	<ul style="list-style-type: none"> ✚ Motion(SL) ✚ Forces(SL) ✚ Work, Energy and Power(SL) ✚ Momentum(SL) 	<ul style="list-style-type: none"> ✚ Determining the acceleration of free-fall
Topic 3: Thermal physics	<ul style="list-style-type: none"> ✚ Temperature and energy changes(SL) ✚ Modeling gas(SL) 	<ul style="list-style-type: none"> ✚ Applying the calorimetric techniques of specific heat capacity or specific latent heat ✚ Investigating at least one gas law
Topic 4: Oscillations and Waves	<ul style="list-style-type: none"> ✚ Oscillation(SL) ✚ Traveling waves(SL) ✚ Waves characteristics(SL) ✚ Wave behavior(SL) ✚ Standing waves(SL) 	<ul style="list-style-type: none"> ✚ Investigating the speed of sound ✚ Determining refractive index

Topic 5:Electricity and magnetism	<ul style="list-style-type: none"> ✚ Electric fields(SL) ✚ Heating effect of an electric current(SL) ✚ Electric cells(SL) ✚ Magnetic effect of electric current(SL) 	<ul style="list-style-type: none"> ✚ Investigating one or more of the factors that affect resistance ✚ Determining internal resistance
Topic 6: Circular motion	<ul style="list-style-type: none"> ✚ Circular motion(SL) ✚ Newton's law of gravitation(SL) 	✚
Group 4 project		
Year 2		
Topic 7: Atomic, nuclear and particle physics	<ul style="list-style-type: none"> ✚ Discrete energy and radioactivity(SL) ✚ Nuclear reactions(SL) ✚ Structure of matter(SL) 	<ul style="list-style-type: none"> ✚ Investigating half-life ✚
Topic 8: Energy production	<ul style="list-style-type: none"> ✚ Energy Sources(SL) ✚ Thermal Energy transfer(SL) 	✚
Topic 9: Wave Phenomena	✚	✚ Investigating Young's double-slit
Topic 10: Fields	✚	✚
Topic 11: Electromagnetic induction	✚	✚ Investigating a diode bridge rectification
Topic 12: Quantum and nuclear physics	✚	✚
Internal assessment/Individual investigations		
Option B: Engineering Physics	<ul style="list-style-type: none"> ✚ Rigid Bodies and rotational dynamics ✚ Thermodynamics ✚ Fluids and Fluid dynamics(HL) ✚ Forced vibration and resonance(HL) 	

Group 5: Mathematics

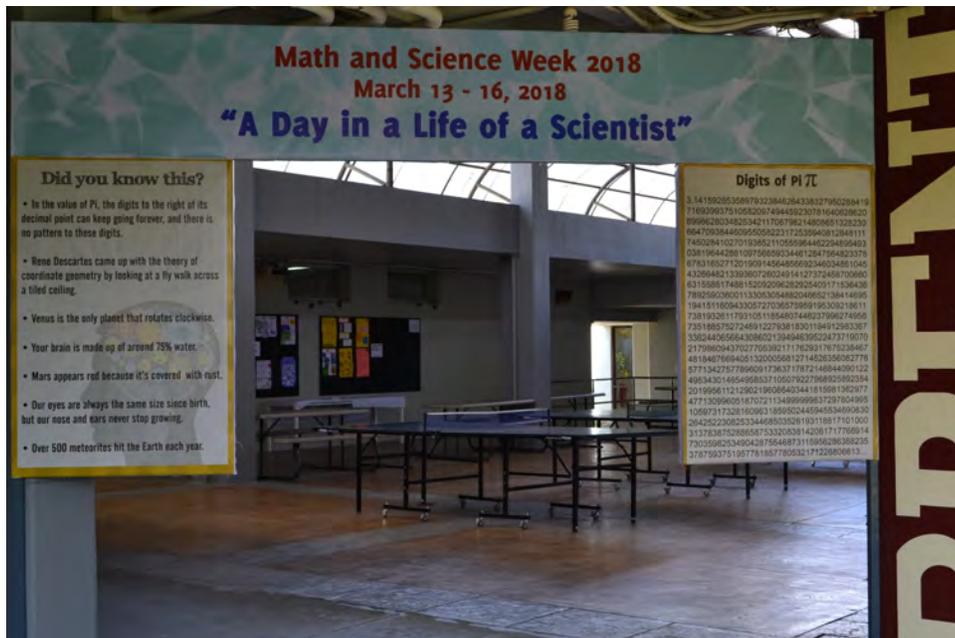
The mathematics subjects aim to enable candidates develop mathematical knowledge, concepts and principles, to develop logical, critical and creative thinking, and to employ and refine their powers of abstraction and generalization. Students are encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. Students are also encouraged to engage in mathematical pursuits, and to develop an appreciation of the beauty, power and practicality of the discipline.

Math HL

IB Math HL is designed for students who intend to pursue a degree in Pure and Applied Mathematics. This will be most useful to students who will be interested in taking university studies in which math will be a major component, including but not limited to, Engineering and Technology, Physics and other related fields of study. In this course, it is expected that the students have a very strong background in algebra, geometry, and trigonometry, as well as an introductory knowledge of calculus. They should also have the proper discipline and acuity to relate math to every aspect of life, an affinity to hard work and the motivation to challenge themselves constantly.

HL HOURS

Due to the intensive nature of this course, students are required to attend after school extension classes to fully cover the materials and more importantly, to cover the content requirement for paper 3 (Calculus). The time and day are determined and agreed upon by both the teacher and the students to make sure that both will be available on the set schedule.



COURSE OUTLINE

YEAR 1

- *Functions*
 - Notation
 - Graphing
 - Domain and Range
 - Composition of Function
 - Inverse Function
 - Transforming Functions
- *Quadratic Functions and Equations*
 - Solving Quadratic Equations
 - The Quadratic Formula
 - Roots of Quadratic Equations
 - Graphs of Quadratic Functions
 - Applications of Quadratics
- *Complex Numbers*
- *Exponential and Logarithmic Functions*
 - Recursive Functions
 - Properties of Exponents and Logarithms
 - Euler's Number and Exponential Functions
 - Logarithms and Bases
 - Logarithmic Functions and Their Behaviour
 - Applications of Exponential and Logarithmic Equations
- *Exploring Randomness*
 - Classification and Representation of Statistical Data
 - Measures of Central Tendencies
 - Measures of Dispersion
 - Venn Diagrams
 - Theoretical Probability
 - Probability Properties
 - Experimental Probability
 - Conditional Probability
 - Independent Events
 - Probability Tree Diagrams
 - Baye's Theorem

- *Modelling Randomness*
 - Discrete Random Variables and Distributions
 - Binomial Distribution
 - Poisson Distribution
 - Modelling and Problem Solving
- *Patterns, Sequences and Series*
 - Sequences, Series and Sigma Notation
 - Arithmetic Sequences and Series
 - Geometric Sequences and Series
 - Conjectures and Proofs
 - Mathematical Induction
 - Counting Methods
 - The Binomial Theorem

YEAR 2

- *Trigonometry*
 - Right-angled Triangle Trigonometry
 - The unit Circle and Trigonometric Ratios
 - Compound Angle Identities
 - Double Angle Identities
 - Graphs of Trigonometric Functions
 - The Inverse Trigonometric Functions
 - Solving Trigonometric Equations
 - The Sine Rule
 - The Cosine Rule
 - Area of Triangle
- *Limits and Derivatives*
 - Limits and Convergence
 - The Tangent Line and Power Derivative
 - More Rules for Derivative
 - The Chain Rule and Higher Order Derivative
 - Rates of Chains and Motion in a Line
 - The Derivative and Graphing
 - More on Extrema and Optimisation

- Differentiation of Implicit Functions
- Related Rates

- *Integration*

- Antiderivatives and Indefinite Integral
- More on Indefinite Integral
- Area and Definite Integral
- Fundamental Theorem of Calculus
- Area Between Two Curves
- Volume of Revolution
- Definite Integrals with Linear Motion and other Problems
- Derivatives/Integrals of Trigonometric Functions
- Integration by Substitution
- Integration by Parts
- Special Substitutions

- *Vectors*

- Geometric Vectors and Basic Operations
- Introduction to Vector Algebra
- Vectors, Points and Equations of Lines
- Scalar Product
- Vector (cross) Product and Properties
- Vectors and Equations of Planes
- Angles, Distances and Intersections
- Modelling and Problem Solving
- Complex Numbers as Vectors
- Complex Plane and Polar Forms
- Operations with Complex Numbers in Modulus-Argument Form
- Powers and Roots of Complex Numbers

Math SL

IB Math SL is intended for students who have a very strong knowledge of basic math concepts in algebra and geometry. It is a demanding two-year course which focuses on math concepts through the development of correct mathematical techniques and skills. Its goal is to provide a solid preparation for students whose future studies require high-level skills in applying the basic fundamental operations and concepts in solving math problems. It also trains the students to be articulate in explaining the processes involved in a given solution. IB Math SL provides the students with a sound mathematical background that will help them carry on as they embark on the pursuit of math-laden disciplines such as Chemistry, Economics, Business and other related fields.

COURSE OUTLINE

- *YEAR 1*

- *Functions*

- Notation
- Graphing
- Domain and Range
- Composition of Function
- Inverse Function
- Transforming Functions

- *Quadratic Functions and Equations*

- Solving Quadratic Equations
- The Quadratic Formula
- Roots of Quadratic Equations
- Graphs of Quadratic Functions
- Applications of Quadratics

- *Exponential and Logarithmic Functions*

- Exponents
- Solving Exponential Equations
- Exponential Functions
- Properties of Logarithm
- Logarithmic Functions
- Laws of Logarithm
- Exponential and Logarithmic Equations
- Applications of Exponential and Logarithmic Equations

- ***Rational Functions***
 - Reciprocals
 - The Reciprocal Function
 - Rational Functions
- ***Probability***
 - Definitions
 - Venn Diagrams
 - Sample Space Diagrams and the Product Rule
 - Conditional Probability
 - Probability Tree Diagram
- ***Descriptive Statistics***
 - Univariate Analysis
 - Presenting Data
 - Measures of Central Tendencies
 - Measures of Dispersion
 - Cumulative Frequency
 - Variance and Standard Deviation
- ***Probability Distribution***
 - Random Variables
 - The Binomial Distribution
 - The Normal Distribution
- ***Bivariate Analysis***
 - Scatter Diagrams
 - The Line of Best Fit
 - Least Squares Regression
 - Measuring Correlation
- ***Patterns, Sequences and Series***
 - Patterns and Sequences
 - Arithmetic Sequences
 - Geometric Sequences
 - Sigma Notation and Series
 - Arithmetic Series
 - Geometric Series

- Convergent Series and Sums to Infinity
- Applications of Geometric And Arithmetic Patterns
- Pascal Triangle and the Binomial Expansion

- **YEAR 2**

- ***Trigonometry***

- Right-angles Triangle Trigonometry
- Application of Right-angles Triangle Trigonometry
- Using the Coordinate Axes in Trigonometry
- The Sine Rule
- The Cosine Rule
- Area of Triangle
- Radians, Arcs and Sectors

- ***Circular Functions***

- Using the Unit Circle
- Solving Equations Using the Unit Circle
- Trigonometric Identities
- Graphing Circular Functions
- Translations and Sketches of Trigonometric Functions
- Combined Transformations with Sine and Cosine Functions
- Modelling with Sine and Cosine Functions

- ***Limits and Derivatives***

- Limits and Convergence
- The Tangent Line and Power Derivative
- More Rules for Derivative
- The Chain Rule and Higher Order Derivative
- Rates of Chains and Motion in a Line
- The Derivative and Graphing
- More on Extrema and Optimisation

- *Integration*

- Antiderivatives and Indefinite Integral
- More on Indefinite Integral
- Area and Definite Integral
- Fundamental Theorem of Calculus
- Area Between Two Curves
- Volume of Revolution
- Definite Integrals with Linear Motion and other Problems

- *Calculus with Trigonometry*

- Derivatives of Trigonometric Functions
- More Practice with Derivatives
- Integral of Sine and Cosine
- Revisiting Linear Motion

- *Vector*

- Basic Concepts
- Addition and Subtraction
- Scalar Product
- Vector Equation of A Line
- Application

Mathematical Studies SL (Standard Level)

Description:

This course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

(Mathematical Studies Guide p. 4)

COURSE OUTLINE YEAR 1 (11th GRADE)

CHAPTER 1

- NUMBER AND ALGEBRA 1
 - The number sets
 - Approximations and error
 - Standard Form
 - SI Units of measurement

CHAPTER 2

- DESCRIPTIVE STATISTICS
 - Classification of data
 - Simple Discrete data
 - Grouped discrete or continuous data
 - Measures of central tendency
 - Cumulative frequency curves
 - Box and whisker graphs
 - Measures of dispersion

CHAPTER 3

- GEOMETRY AND TRIGONOMETRY 1
 - Gradient of a line
 - Equations of lines
 - The sine, cosine and tangent ratios
 - The sine and cosine rules

CHAPTER 4

- MATHEMATICAL MODELS
 - Functions
 - Linear Models
 - Quadratic Models
 - Graphs of functions
 - Using GDC to solve equations
 - Graphs of real-life situations

CHAPTER 5

- STATISTICAL APPLICATIONS
 - The normal distribution
 - Correlation
 - The regression line
 - The chi-squared test

CHAPTER 6

- INTRODUCING DIFFERENTIAL CALCULUS
 - Introduction to differentiation
 - The gradient function
 - Calculating the gradient of a curve at a given point
 - The tangent and the normal curve
 - Rates of change
 - Local maximum and minimum points (turning points)
 - Using differentiation in modeling: optimization

YEAR 2 (12th Grade)

CHAPTER 7

- NUMBER AND ALGEBRA 2
 - Arithmetic Sequences
 - Geometric Sequences
 - Currency Conversions
 - Compound Interest

CHAPTER 8

- SETS AND PROBABILITY

- o Basic set theory
- o Venn diagrams
- o Extending to three sets
- o Problem-solving using Venn diagrams
- o Basic probability theory
- o Conditional probability
- o Two special cases: mutually exclusive and independent events
- o Sample space diagrams
- o Tree diagrams

CHAPTER 9

- LOGIC

- o Introduction to logic
- o Compound statements and symbols
- o Truth tables: negation, conjunction, resolving ambiguity
- o Logical Equivalence, tautologies and contradictions
- o Compound statements made up from three simple statements
- o Arguments

CHAPTER 10

- GEOMETRY AND TRIGONOMETRY 2

- o Geometry of three-dimensional solids
- o Distance between points in a solid
- o Angles between two lines, or between a line and a plane
- o Surface areas of three-dimensional solids
- o Volumes of three-dimensional solids

Group 6: The Arts

The subjects in group 6 are interpretative in approach and allow for significant choice of content. This feature allows a high degree of adaptability to different cultural contexts, and to the strengths and interests of teachers and their students. The emphasis in all the subjects is on creativity: the making of art, the making of music and the making of theatre in the context of disciplined, practical research into the relevant genres.

THEATRE ARTS

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



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

IB Theatre Diploma Guide p. 6

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



Course Syllabus:

Year II

Theatre Practice	Theatre Context	Theatre Processes	Presenting Theatre
1st Semester Origins of Theatre Greek and Roman Theatre (4 Weeks)	Socio/Political/Historical and Cultural Context Origins, Traditions, Religious Aspect, Theatre Festivals, Tragedy and Comedy, Playwrights, Thespis <i>(Essential Theatre p. 63-98, Theatre Art in Action p.66-73)</i>	Ensemble Work/ Workshop Mask Making Greek Chorus *Role: Mask Designer *stimulus of design <i>(Video: Ensemble Building)</i>	Scene from Antigone (Chorus and Antigone Monologue) *Role: Actor/Chorus *stimulus of performance *Designer
Commedia dell' Arte (4 Weeks)	Socio/Political/Historical and Cultural Context Practices, Stock Characters, Slapstick *Research on this/ report on it. Role: Researcher <i>(sections from Commedia dell' Arte: An Actors Handbook John Rudlin, Essential Theatre p. 116-123, History of the Theatre Oscar Brockett p. 172-178)</i>	Workshop of Stock Characters, creating a character of your choice *using stimulus <i>(videos: Commedia del Arte Masks, Commedia by Fava)</i>	Scenarios *Role: Creator/ Performer/Director
"Isms"/ Theatre Companies (2 Weeks)	Introduce the different "isms" of Theatre and some Theatre Companies Videos <i>(Creating Physical Theatre, Method Acting, Training at Grotowski's "Laboratorium", Theater Meyerholds Biomechanics)</i> * Student researches on a Theatre Company Discuss their Theory/Practice Present in class *Role: Researcher	Each student will choose an "ism" to present and discuss	Use a convention of theatre practice being studied to show a "Moment of Theatre"
Realism	Uncle Vanya Hand out on "The Method" exercises ISM's hand out http://novaonline.nvcc.edu/eli/spd130et/acting.htm	Workshop Discussion	Role: Actor Write and perform a monologue
2nd Semester Technical Theatre (5 weeks)	Introduction to stage/s, spaces, set design, costume design <i>(Essential Theatre 297-312, 375-437, Theatre Art in Action p.83, p. 202-239 p. 464-491)</i> <i>(Videos: Introduction to Stage</i>	Creating a. Shoe box set-design <i>(Theatre Art in Action p.115-117)</i> b. costume	Design projects *Role: Designers

	<i>Lighting: Concept, Planning, and Equipment, Stage and Scene Design)</i>	design/ Make-up (<i>Theatre Art in Action</i> 123-125) c. Light and or Sound Scape design (<i>Theatre Art in Action: 107-109, 240-243</i>) - students will choose their field of "expertise" - stimulus to be given - play to be decided on.	
The Director and the Director's Notebook (6 Weeks)	The Role of the Director, Production Concept and Directorial Intentions (<i>Essential Theatre</i> p.334-355, <i>Theatre Art in Action</i> p.51-52,55 162-184) (<i>Video: Basics of Directing for the Stage</i>)	- class works on a director's notebook - blocking a scene - play and stimulus is to be assigned (<i>Theatre Art in Action</i> 188-191)	Presentation of Work (Mock Director's Notebook) (<i>Theatre Art in Action</i> p. 257-260)
Mock Collaborative Work (5 Weeks)	Research on play and theories or theatre styles to be applied to play. *Role: Researcher	Play and Stimulus to be assigned (<i>Plays in One act edited by Daniel Halpern</i>)	Performance of Work - oral presentation of work *Role: Creator, Designer, Director, Actor
Summer Class Work	(For HL Students) Planning and working on Solo Theatre Piece - students will need to do a short presentation of piece on the first week of classes of Year 12.		

Year 12

Theatre Practice	Theatre Context	Theatre Processes	Presenting Theatre
1st Semester Research Presentation (6 Weeks)	- researching, planning, creating the moment of Theatre	- exploring the conventions the chosen Theatrical Tradition	- presenting through rehearsal and actual presentation of assessment. - videotaping - inviting an audience.
Butoh (4 weeks)	- Socio/Political/Historical and Cultural Context - research on different Butoh conventions - Video	- workshop on movement conventions - creating Butoh	- short performance on "My Butoh" * Role: Actor, Director, Choreographer
The Director and the Director's Notebook (6 Weeks)	The Role of the Director, Production Concept and Directorial Intentions (<i>Essential Theatre</i> p.334-355, <i>Theatre Art in Action</i> p.51-52,55 162-184) (<i>Video: Basics of Directing for the Stage</i>)	- class works on a director's notebook -blocking a scene - play and stimulus is to be assigned (<i>Theatre Art in Action</i> 188-191)	Presentation of Work (Mock Director's Notebook) (<i>Theatre Art in Action</i> p. 257-260)
Collaborative Work (5 Weeks)	Research on play and theories or theatre styles to be applied to play. *Role: Researcher	Play and Stimulus to be assigned (<i>Plays in One act</i> edited by Daniel Halpern)	Performance of Work - oral presentation of work *Role: Creator, Designer, Director, Actor
2nd Semester Solo Piece Project	Research on a Theory and Theorist Exploration and Application of Theory in an original moment of theatre. *Role: Researcher and Creator/ Performer	- research - exploration - performance	- performance of "moment of theatre"
Completion of other Assessments			

Visual Arts



The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

The visual arts core areas consists of three equal interrelated areas—communicating visual arts, visual arts in context and visual arts methods. Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts.

Course Outline

Year 1

- I. Introduction to the course
- II. The Visual Arts Journal
 - a. The creative process
 - b. The critique
 1. Form
 2. Theme
 3. Content
- III. Identifying and Developing a Theme
 - a. Self Identity
 - b. Culture
 - c. Art Movements
 - d. Social Political Issues

Year 2

I. Comparative Study 20% (External Assessment)

a. HL (Higher Level)

- Students at this level compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 screens (pages).
- Students will also submit a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined. This will be an additional 3-5 screens (pages).

b. SL (Standard Level)

- Students at this level will compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 screens (pages).

II. Process Portfolio 40% (External Assessment)

a. HL (Higher Level)

- Students at this level will submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.
- Students will submit 13-25 screens (pages). The submitted work should be in at least three different art making forms, selected from a minimum of two columns of the table below:

b. SL (Standard Level)

- Students at this level will submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.
- Students will submit 9-18 screens (pages). The submitted work should be in at least two different art making making forms, each selected from separate columns of the table below:

Two-dimensional forms	Three-dimensional forms	Lens-based, electronic and screen-based forms
<ul style="list-style-type: none"> • Drawing: such as charcoal, pencil, ink • Painting: such as acrylic, oil, watercolour • Printmaking: such as relief, intaglio, planographic, chine collé • Graphics: such as illustration and design 	<ul style="list-style-type: none"> • Sculpture: such as ceramics, found objects, wood, assemblage • Designed objects: such as fashion, architectural, vessels • Site specific/ephemeral: such as land art, installation, mural • Textiles: such as fibre, weaving, printed fabric 	<ul style="list-style-type: none"> • Time-based and sequential art: such as animation, graphic novel, storyboard • Lens media: such as still, moving, montage • Digital/screen based: such as vector graphics, software generated

III. Exhibition 40% (Internal Assessment)

a. HL (Higher Level)

- Students at this level will submit for assessment a selection of resolved artworks from their exhibition.
- The selected pieces should show evidence of their technical accomplishment during the visual arts course and understanding of the use of materials, ideas and practices appropriate to visual communication.
- Students will submit 8-11 pieces with exhibition text for each, along with a curatorial rationale (700 words maximum).

b. SL (Standard Level)

- Students at this level will submit for assessment a selection of resolved artworks from their exhibition.
- The selected pieces should show evidence of their technical accomplishment during the visual arts course and understanding of the use of materials, ideas and practices appropriate to visual communication.
- Students will submit 4-7 pieces with exhibition text for each, along with a curatorial rationale (400 words maximum).

(Source: IB DP Visual Arts Guide First Examinations 2016)



A Word About College

Do universities recognize the IB Diploma?

YES! The IB Diploma is widely recognized by top universities all over the world and stands as a high standard of educational credentials. Universities in Canada, The United States of America, Australia, Germany, Japan, Netherlands, The United Kingdom, Korea and 42 other countries world-wide have accepted IB Diploma graduates. In Germany, an IB Diploma is recognized as the highest category of foreign diplomas. Many colleges like the University of British Columbia, MIT, and Yale offer credit and/or advanced placement for strong IB grades. This means that in some institutions, graduates with an IB diploma may be able to start university as second year students, skipping their freshman year. It is important to note that while the IB Diploma usually weighs positively on student's chance for acceptance, it does not guarantee entry. Further information as to the entrance requirements of specific schools/countries can be found at the IBO website:

<http://www.ibo.org/diploma/recognition/recognitionpolicy/index.cfm>

Assessment Guides

How is Assessment like in the IB DP?

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.

- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement. The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of the course of study. (IB Assessment Guide)

The succeeding pages show the assessment guides of the different courses offered at Brent International School Subic.

Language A: Literature SL (English and Korean)

Assessment Component	Weighting
External assessment (3 hours)	70%
Paper 1: Guided literary analysis (1 hour 30 minutes)	20%
The paper consists of two passages: one prose and one poetry.	
Students choose one and write a guided literary analysis in response to two questions. (20 marks)	
Paper 2: Essay (1 hour 30 minutes)	25%
The paper consists of three questions for each literary genre.	
In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	
Written assignment	25%
Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks)	
The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	
Internal assessment	30%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual oral commentary (10 minutes)	15%
Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. (30 marks)	
Individual oral presentation (10–15 minutes)	15%
The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)	

Language A: Literature HL (English and Korean)

Assessment Component	Weighting
External assessment (4 hours) Paper 1: Literary commentary (2 hours)	70%
The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)	20%
Paper 2: Essay (2 hours)	
The paper consists of three questions for each literary genre.	
In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	25%
Written assignment	
Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks)	
The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	25%
Internal assessment	30%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual oral commentary and discussion (20 minutes)	15%
Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)	
Individual oral presentation (10–15 minutes)	15%
The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)	

Language B HL/SL (English B, Mandarin, Spanish)

English B Assessment HL

Assessment component	Weighting
External assessment (3 hours 30 minutes) Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	75% 25%
Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%

Language B HL/SL (English B, Mandarin, Spanish)

English B Assessment SL

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	

Language B HL/SL (English B, Mandarin, Spanish)

Mandarin B SL

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	

Language B HL/SL (English B, Mandarin, Spanish)

Mandarin Ab initio

Assessment component	Weighting
External assessment (2 hours 45 minutes)	75%
Paper 1 (1 hour) Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25%
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	

Language B HL/SL (English B, Mandarin, Spanish)

Spanish Ab Initio

Assessment component	Weighting
External assessment (2 hours 45 minutes)	75%
Paper 1 (1 hour) Productive skills—writing (30 marks) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25%
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	

The students are assessed both internally and externally. The external component represents 75% and is by means of three papers at the end of the course (Listening, Reading and Writing) The internal assessment represents the further 25% and is in the form of an individual oral. To prepare for the external and internal assessments, students are given mock orals, exams and assessments during class time.

External assessment: Written component (75%)

- Paper 1: Receptive skills (25%) - text-handling exercises
- Paper 2: Productive skills (50%) - two compulsory writing exercises

Internal assessment: Oral component (25%)

Individual Oral (25%) The oral comprises three different parts: Supervised preparation time: The student receives two previously unseen stimuli and selects one for presentation. Working notes can be made at this stage.

Language B HL/SL (English B, Mandarin, Spanish)

External assessment:

Written component (70%)

Paper 1: text handling (25%) Questions based on one of four written texts (five for HL) from the core curriculum, testing receptive skills.

Paper 2: written production (25%)

SL: Testing productive skills in five different text types, based on one of the five curriculum options;

HL: Two exercises, one testing productive skills based on the five options, the other responding to a stimulus text.

Writing assignment: receptive and written skills (20%)

SL: Inter-textual reading activity, followed by a writing task and a rationale: in order to test your understanding of the relevant culture through the language, you will choose three text sources linked by a common theme, based on which you will produce a 300-400-word text linked to one of the three core topics. This is followed by a 150-200 word reflection on your intentions and motivations in producing the specific text type.

HL: Creative writing of 500 to 600 words, with a 150-250 word rationale, based on one or both of the literary texts studied.

Internal assessment: Oral component (30%) Two oral activities will be internally assessed by the teacher and externally moderated by the IB:

Individual Oral: (20%) Based on a photograph stimulus of one of the two options studied and chosen by the teacher, you will prepare a presentation of 10 minutes maximum to relate the stimulus to the option and the culture in question. The individual orals are recorded and sent to the IB for moderation.

Interactive Oral Activity: (10%) Three interactive classroom oral activities (one of which must be a listening activity) linked to the core and carried out during the course in class.

Business and Management SL

Assessment Component	Weighting
External assessment (3 hours)	75%
Paper 1 (1 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material included in section B. Assessment objectives 1, 2, 3, 4 (50 marks) <i>Section A</i> Syllabus content: Units 1–5 Students answer three of four structured questions. (10 marks per question) <i>Section B</i> Syllabus content: Units 1–5 Students answer one compulsory structured question. (20 marks)	35%
Paper 2 (1 hour and 45 minutes)	40%
Assessment objectives 1, 2, 3, 4 (60 marks) <i>Section A</i> Syllabus content: Units 1–5 Students answer one of two structured questions based on stimulus material with a quantitative focus. (20 marks) <i>Section B</i> Syllabus content: Units 1–5 Students answer one of three structured questions based on stimulus material. (20 marks) <i>Section C</i> Syllabus content: Units 1–5 Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks)	
Internal assessment	25%
Internal assessment (15 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Written commentary Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words. (25 marks)	

Business and Management HL

Assessment Component	Weighting
External assessment (4 hours and 30 minutes)	75%
Paper 1 (2 hour and 15 minutes)	
Based on a case study issued in advance, with additional unseen material included in sections B and C.	35%
Assessment objectives 1, 2, 3, 4 (70 marks)	
<i>Section A</i>	
Syllabus content: Units 1–5 including HL extension topics	
Students answer three of four structured questions. (10 marks per question)	
<i>Section B</i>	
Syllabus content: Units 1–5 including HL extension topics	
Students answer one compulsory structured question. (20 marks)	
<i>Section C</i>	
Syllabus content: Units 1–5 including HL extension topics	
Students answer one compulsory extended response question primarily based on HL extension topics. (20 marks)	40%
Paper 2 (2 hour and 15 minutes)	
Assessment objectives 1, 2, 3, 4 (80 marks)	
<i>Section A</i>	
Syllabus content: Units 1–5 including HL extension topics	
Students answer one of two structured question based on stimulus material with a quantitative focus. (20 marks)	
<i>Section B</i>	
Syllabus content: Units 1–5 including HL extension topics	
Students answer two of three structured questions based on stimulus material. (20 marks per question)	
<i>Section C</i>	
Syllabus content: Units 1–5 including HL extension topics	
Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks)	
Internal assessment (30 teaching hours)	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	

Economics SL

Assessment Component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour and 30 minutes)	40%
An extended response paper (50 marks) Assessment objectives 1, 2, 3, 4	
Section A Syllabus content: section 1—microeconomics Students answer one question from a choice of two. (25 marks)	
Section B Syllabus content: section 2—macroeconomics Students answer one question from a choice of two. (25 marks)	40%
Paper 2 (1 hour and 30 minutes)	
A data response paper (40 marks) Assessment objectives 1, 2, 3, 4	
Section A Syllabus content: section 3—international economics Students answer one question from a choice of two. (20 marks)	
Syllabus content: section 4—development economics Students answer one question from a choice of two. (20 marks)	
Internal assessment (20 teaching hours)	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.	
Maximum 750 words x 3 (45 marks)	

Economics HL

Assessment Component	Weighting
External assessment (4 hours)	80%
Paper 1 (1 hour and 30 minutes)	30%
An extended response paper (50 marks) Assessment objectives 1, 2, 3, 4	
Section A	
Syllabus content: section 1—microeconomics Students answer one question from a choice of two. (25 marks)	
Section B	
Syllabus content: section 2—macroeconomics Students answer one question from a choice of two. (25 marks)	
Paper 2 (1 hour and 30 minutes)	30%
A data response paper (40 marks) Assessment objectives 1, 2, 3, 4	
Section A	
Syllabus content: section 3—international economics Students answer one question from a choice of two. (20 marks)	
Section B	
Syllabus content: section 4—development economics Students answer one question from a choice of two. (20 marks)	

Economics HL

Assessment Component	Weighting
<p>Paper 3 (1 hour)</p> <p>HL extension paper (50 marks)</p> <p>Assessment objectives 1, 2 and 4</p> <p>Syllabus content, including HL extension material: sections 1 to 4 - microeconomics, macroeconomics, international economics, development economics</p> <p>Students answer two questions from a choice of three. (25 marks per question)</p>	20%
<p>Internal assessment (20 teaching hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.</p> <p>Maximum 750 words x 3 (45 marks)</p>	20%

History SL

Assessment Component	Weighting
External assessment (2 hours 30 minutes)	75%
Paper 1 (1 hour)	30%
Route 1: Two prescribed subjects, Route 2: Three prescribed subjects Four short-answer/structured questions Assessment objectives: 1–3 (25 marks)	
Paper 2 (1 hour 30 minutes)	45%
Routes 1 and 2: Five topics Two extended-response questions Assessment objectives 1–4 (40 marks)	
Internal assessment	25%
Historical investigation on any area of the syllabus Approximately 20 hours Assessment objectives 1–4 (25 marks)	

History HL

Assessment Component	Weighting
External assessment (5 hours)	80%
Paper 1 (1 hour)	20%
Route 1: Two prescribed subjects, Route 2: Three prescribed subjects Four short-answer/structured questions Assessment objectives: 1–3 (25 marks)	
Paper 2 (1 hour 30 minutes)	25%
Routes 1 and 2: Five topics Two extended-response questions Assessment objectives 1–4 (40 marks)	
Paper 3 (2 hours 30 minutes)	35%
Three extended-response questions Assessment objectives 1–4 (60 marks)	
Internal assessment	20%
Historical investigation on any area of the syllabus Approximately 20 hours Assessment objectives 1–4 (25 marks)	

Biology, Chemistry, Physics SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)	
		1+2	3
Paper 1	20	10	10
Paper 2	40	20	20
Paper 3	20	10	10
Internal assessment	20	Covers objectives 1, 2, 3 and 4	

Biology, Chemistry, Physics HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)	
		1+2	3
Paper 1	20	10	10
Paper 2	36	18	18
Paper 3	24	12	12
Internal assessment	20	Covers objectives 1, 2, 3 and 4	

Mathematics SL

Assessment Component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour 30 minutes)	40%
No calculator allowed. (90 marks)	
Section A	
Compulsory short-response questions based on the whole syllabus.	
Section B	
Compulsory extended-response questions based on the whole syllabus.	
	40%
Paper 2 (1 hour 30 minutes)	
Graphic display calculator required. (90 marks)	
Section A	
Compulsory short-response questions based on the whole syllabus.	
Section B	
Compulsory extended-response questions based on the whole syllabus.	
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Mathematical exploration	
Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	

Mathematics HL

Assessment Component	Weighting
External assessment (5 hours)	80%
Paper 1 (2 hours) No calculator allowed. (120 marks)	30%
Section A Compulsory short-response questions based on the core syllabus.	
Section B Compulsory extended-response questions based on the core syllabus.	30%
Paper 2 (2 hours) Graphic display calculator required. (120 marks)	
Section A Compulsory short-response questions based on the core syllabus.	
Section B Compulsory extended-response questions based on the core syllabus.	20%
Paper 3 (1 hour) Graphic display calculator required. (60 marks) Compulsory extended-response questions based mainly on the syllabus options.	
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Mathematical exploration Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	

Math Studies SL

Assessment Component	Weighting
External assessment (3 hours)	80%
	40%
Paper 1 (1 hour 30 minutes) 15 compulsory short-response questions based on the whole syllabus. (90 marks)	
Paper 2 (1 hour 30 minutes) 6 compulsory extended-response questions based on the whole syllabus. (90 marks)	40%
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Project	
The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. (20 marks)	

Theater Arts SL and HL

Assessment Component	Weighting
External assessment	SL/HL
Task 1: Solo theatre piece (HL only) Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.	NA/35%
Task 2: Director’s notebook (SL and HL) Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.	35%/20%
Task 3: Research presentation (SL and HL) Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.	30%/20%
Internal assessment	35%/25%
Task 4: Collaborative project (SL and HL) Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	

Visual Arts SL

Assessment Component	Weighting
External assessment	
Part 1: Comparative study	20%
<p>Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <p>SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</p> <p>SL students submit a list of sources used.</p>	
Part 2: Process portfolio	40%
<p>Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <p>SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.</p>	
Internal assessment	40%
<p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition</p> <p>Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <p>SL students submit a curatorial rationale that does not exceed 400 words.</p> <p>SL students submit 4–7 artworks.</p> <p>SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.</p> <p>SL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	

Visual Arts HL

Assessment Component	Weighting
External assessment	
Part 1: Comparative study	20%
Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.	
HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).	
HL students submit 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.	
HL students submit a list of sources used.	40%
Part 2: Process portfolio	
Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.	
HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.	
Internal assessment	40%
This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Part 3: Exhibition	
Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.	
HL students submit a curatorial rationale that does not exceed 700 words.	
HL students submit 8–11 artworks.	
HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.	
HL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.	

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Assessment Component	Marks
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Part 1 Essay on a prescribed title

10 pts.

One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The prescribed titles will be issued on the OCC in the September prior to submission for May session schools, and in the March prior to submission for November session schools.

The maximum length for the essay is 1,600 words.

All essays are externally assessed by the IB.

Part 2 The presentation

10 pts.

One presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation.

One written presentation planning document (TK/PPD) for each student. The teacher must use the assessment descriptors published in this guide to arrive at a mark for the presentation based on the student's presentation plan (on the TK/PPD) and his/her observation of the presentation itself. The teacher must record his/her observations of the presentation on the TK/PPD. A sample of TK/PPDs is selected and moderated by the IB.

Appendices

Filling up the Pre-Registration Form

In filling up the Pre-Registration form, remember to do the following:

- Choose which track you want to do: **Brent Diploma**, **IB Course**, **IB Diploma**.
- Choose 1 subject from each group in the hexagon. You should have **3 HL** courses and **3 SL** courses.
- In lieu of a Group 6 subject, you may take a **2nd Science** or a **2nd Social Science** course.
- You can also choose a 2nd Group 1 (Language) course in lieu of a Group 2 course.
- Write a 1st, 2nd and/or 3rd priority course for each group. These choices will come in handy when your courses have scheduling issues.
- Get teacher's signatures for **all courses** chosen regardless of the priority.
- *For non-IB diploma students:* Choose the CORE subject you intend to get a certificate in.
- Remember, in choosing subjects from Groups 1 - 6, check the handbook for Brent Graduation requirements.
- See sample course combinations on the next pages.

For more information, please contact:

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