

BRENT INTERNATIONAL SCHOOL SUBIC



International Baccalaureate Program

Information Booklet

Class 2028

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 International Schools

Brent Schools, 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 education 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:

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

Critical Thinkers who:

- a. distinguish between facts and opinions;
- b. construct and recognize the structure of arguments;
- c. define, analyze, and solve problems;
- d. organize and analyze materials and data;
- e. integrate information and see relationships;
- f. evaluate information by drawing inferences and arriving at reasonable conclusions;
- g. apply understanding and knowledge to new and different problems;
- h. remain open to a new information, methods, values and belief.

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.

Thinker	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, 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 Brent International School Subic?

All Brent policies are in continual review and are subject to change at the beginning of each school year. The 2025 revised version of the policies will be implemented in SY: 2025-2026. The full versions of the policies are available on the Brent Subic website.

The BRENT INTERNATIONAL SCHOOL Mission Statement

The Mission Statement of all Brent International Schools states that:

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

The IBO’S Mission Statement

“The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Open-minded, Caring, Risk-takers, Balanced, Reflective and Principled. A principled student acts with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, group and communities. They take responsibility for their own actions and the consequences that accompany them.

The BRENT Academic Policy Statement

“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](https://www.turnitin.com), an online program and database, 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 student compliance more closely. 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 student meeting with the school counsellor, and the parents being notified of the infraction. The student will be required to redo the assignment in question.
7. If the incident occurs on an assessment for submission to IBO, the student will be allowed one chance to re-submit the re-done work.

8. If a second offense occurs, the Guidance Counselor will send the first and second offenses to the Principal.
9. The Principal will then meet with the students parents and instill consequences, which include being placed on an academic contract, possible removal from the honor society and other 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 components. 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, then using the translated text in their work without acknowledging its source still constitutes plagiarism.

Other forms of Malpractice in the IB Diploma Programme

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 discussions 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.”

Addendum to the Academic Honesty Policy: Use of Artificial Intelligence (AI)

In recognition of the increasing integration of artificial intelligence tools in academics Brent Schools is currently reviewing its Academic Honesty Policy with a focus on the responsible use of AI. This review is being undertaken in collaboration with the Brent Schools ICT Department, which is leading an initiative to develop comprehensive guidelines for AI use.

Current Policy Practices:

1. All AI-generated or AI -assisted content must be cited and referenced in accordance with the IB guidelines. Students are required to clearly indicate any use of AI in their work, ensuring full transparency and adherence to academic standards.
2. To ensure authenticity and maintain integrity of student work, the procedures has been established:
 - a. Students are required to share their working documents with the teacher for any written work as part of the course requirements.
 - b. Mandatory declaration of originality for all submitted work.
 - c. Verification measures such as viva voce and the use of turnitin are used to ensure that any AI assistance is properly acknowledged and that the final submission represents the student's authentic work.
 - d. Any failure to comply with these procedures will be considered a breach

of the Academic Honesty Policy and those procedures will apply.
3. The Academic Honesty Policy, specifically regarding the use of AI is under active review. The recommendations from the Brent Schools' ICT Departments' initiative will be incorporated into the policy once finalized.

Commitment to Academic Integrity:

Brent International School Subic is committed to upholding the highest standards of academic integrity. As emerging technologies continue to evolve, we strive to provide clear guidance that supports ethical practices in all academic work. This addendum reaffirms our dedication to ensuring that every piece of student work is an authentic reflection of individual effort and learning.



Middle and Upper School Academic Honesty Incident Report

Student: _____ Grade: _____

Reporting Faculty: _____ Subject: _____

Incident Summary (attach if more space is required):

What was the student's reaction? (attach if more space is required):

Attach the student's work in question to this report (and plagiarized/copied documents when applicable) to this form. When complete submit all materials with this form to the guidance office.

For Guidance Only: Students Academic Honesty History

____ First offence ____ Second offence ____ Three or more offences

Comments:



Language Policy

Brent International School Subic

Policy Statement

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 social settings when informal discourse transpires. With mutual respect, we provide avenues for the maintenance and inclusion of the native language and culture in social and academic settings.

Objectives

Thus, Brent International School Subic adheres to the following objectives to achieve success in language development:

- a. To strengthen the use of English as a medium of instruction in an academic setting
- b. To invigorate the use of English and support the use of mother tongue in social settings
- c. To provide language support, in areas such as grammar, syntax, and content vocabulary, to all students, both native and language learner, not only in English classes but also in content areas
- d. To provide language support to students from non-English speaking background in all subject areas
- e. To encourage our faculty to keep an active role of their responsibility as teachers of language regardless of subject matter
- f. To recognise and connect with the students' mother tongues and cultures in lessons and school life
- g. To encourage parents to help in the maintenance of pride and the development of skills in mother tongue

Expectations

Living in an international community only heightens the value and importance of language in achievement of Brent's Expected School Learning Results (ESLRs). At the same time, as an IB World School, our ESLR's align with the IB Learner Profile in many areas, and one of which is language development. We maintain that we produce students who are

A. Intellectual

- more **knowledgeable** and **critical thinkers** of many cultures, speaking several languages, and still articulating thoughts clearly.
- **reflective** in their oral and writing productions, communicating their thoughts and emotions about the trivial yet global issues.

B. Socio-Cultural

- **open-minded** – seeking and evaluating other points of view, – becoming more effective according to the number of languages used, demonstrating an understanding of their audience.
- **communicators** with the ability to express ideas confidently and creatively in more than one language and in a variety of modes of communication, using a variety of communication skills.

C. Emotional

- **risk takers**, confident in opening their minds as they argue their opinions while conceding to the opinions of others in order to shatter biases.
- **caring** as they express their compassion in helping the community solve their issues, may it be personal or social.

D. Ethical

- **inquirers** in more than one language, inquiring more effectively and broadly, taking responsibility for their message and demonstrating the ability to listen actively.

Mother Tongue

BISS strongly adheres to the linguistic theory stating that the development of an additional language depends highly on the foundation of the mother tongue (L1). The competency level in L1 is central to the whole development of all cognitive skills in children; therefore, the academic level necessary in learning an additional language is related to the strength of L1. In general, students with good mother tongue skills develop good general language skills.

Therefore, all students are given the opportunity to practice their mother-tongue in social settings, and even in academic settings where discussion and translation in L1 is allowed.

Therefore, the study of the mother tongue is encouraged; that if the language is available in the school's curriculum, the student is invited to enroll in such courses; that in cases when the language is not part of the curriculum, the student has access to do a self-study with a supervisor, a specialist of the target language, who is provided by the school.

Assessment

Assessment in language like all other subject areas follows the school's assessment policy guidelines. These guidelines follow the general principles of standard-based grading. Therefore, any formative and summative assessment in language is used against criteria.

Assessment criteria used in the school differ per department and grade level. However, all are striving to achieve alignment, working on to meet the expectations of the school's ESLR's and IB Learner Profile on language development.

All assessments in language do not allow any forms of modification. All students, language learners and native speakers, are marked against the same assessment criteria; however, the method of achieving the assessment goal may be differentiated.

Languages Courses Offered by the School

The English course, a compulsory subject, in BISS is suitable for students with a variety of English levels, from native speakers to those with a basic command of English. English Language Learning (ELL) support is offered to students with limited knowledge of English. All students have the opportunity to learn a foreign language at the school. The school currently offers Mandarin and Spanish.

A. Lower School Language Arts

The Language Arts Program develops knowledge and skills of listening, speaking and reading and writing through various rich activities in the classroom. Activities should include contemporary language teaching best practice informed through Professional

Development. Performance, research, guided activities, mini-lessons and word walls, personal dictionaries and reading writing workshops are examples.

The recycling, reviewing and reinforcing of Academic and Social Language throughout the years underpin the program. Instruction for mainstream and ELL should provide resources that scaffold and assist in creating a structure for learning. This focus on individual needs of students, which encourages teachers to choose resources for differentiation. Reading and spelling programs operate from Kindergarten to Grade 5, allowing students to be assessed at a particular level.

Students are exposed to a variety of literature forms, improving comprehension skills and encouraging the application of the techniques of word choice, sentence structure and grammar in context. All students learn to respond and use oral and written language effectively in a range of contexts.

B. Middle School English Course

Middle School views the ongoing language development of the students as the responsibility of teachers in all content areas. Middle school teachers utilise differentiated and inclusive instruction, by integrating listening, speaking, reading, and writing skills in context. The teachers also collaborate in developing consistent academic vocabulary across subject areas to assess students with varying language proficiency. Graphic organisers, inclusive instruction of writing in content areas, and assessment criteria cards provide a common ground for students to show their learning.

Students in Middle School are introduced to basic research procedures, and written and oral research reports as their major assessment in preparation for Upper School and IB courses. In addition, Middle School students have the chance to explore language through a broad range of literature, projects, and social contexts.

C. Upper School Language Policy

English in Upper School is divided in two divisions: a. Brent Curriculum, b. IB Curriculum. English courses in 9th and 10th Grade follow the Brent Curriculum while 11th and 12th Grade lessons are in accordance with the IB Diploma standards.

The freshmen and sophomore are considered to be the preparatory years for the Diploma program, and are reinforced in junior and senior years. The Upper School Faculty, through a range of differentiated exercises, enhance the students' communicative modes with an emphasis on academic proficiency. Teachers provide a variety of works of literature lauded by literary merit, which may be required for homogenous reading or may be open for choices. All courses provide scaffolded materials for guided reading. By dissecting texts in English classes and in other content areas, students are expected to acquire the appropriate levels of interpreting, analyzing, critiquing, and evaluating fiction and nonfiction work.

Academic reporting in oral and written production is the major form of summative assessment in Upper School. Language, being the main component of such productions, is reinforced through mini-lessons in syntax and genre structures across all curriculum. ELL learners receive more detailed guidance in their pull-out class. In IB, English is grouped accordingly:

Language A indicates that the language is taught in a way appropriate for students:

- for whom that language is their mother tongue
- as one of their mother tongues
- who have reached native or near native competence in the language.

Language B indicates that languages such as Mandarin, Spanish, and English are offered as AB Initio, standard or advanced and taught in a way appropriate for students:

- for whom that language is not their mother tongue
- who have not yet reached native or near native competence
- who have developed a higher level of competence in the language than those learning it at standard level.

IB Language Level Information

As students prepare for the IB program, Grade 10 students and their parents are provided with information about the minimum or recommended IB language level. This guidance helps families understand the language proficiency required for different IB courses, allowing them to make informed decisions about their academic future.

D. Modern Language Policy

Program Overview

Students in the secondary level attend Modern Languages classes in either Mandarin or Spanish. In Grade 6, students are required to take both Mandarin and Spanish, each for half a semester, to provide them with foundational exposure to both languages. Beginning in Grade 7, students must choose between the two languages, with the option to continue their chosen language until Grade 12.

To support students and parents in making informed decisions, our school conducts an information session for incoming Grade 6 students and new middle school students. This session provides an overview of the available foreign language options, helping families understand the expectations and benefits of each course. By involving parents early in the decision-making process, we ensure that students select a language class that aligns with their interests and academic goals.

Language Placement and Progression

Students who struggle with their chosen language have the opportunity to switch to a different language in Grade 8. In the Upper School, language leveling is implemented for students in Grades 9 and 10 to ensure a balanced and effective foreign language instruction. However, in Grades 11 and 12, students follow the mandated requirements of the International Baccalaureate Diploma Programme (IBDP), selecting from Ab Initio, Standard Level, or Higher Level courses based on their proficiency and academic plans.

Curriculum Standards and Assessment

The standards, scope, and sequence of Modern Languages instruction are structured according to four proficiency levels:

- Beginner
- Intermediate
- High Intermediate
- Advanced

Assessment evidence is summarized using the GRASPS framework (Goal, Role, Audience, Situation/Scenario, Performance, Standards), ensuring a comprehensive evaluation of student progress. Differentiation strategies are incorporated to meet the diverse needs of learners. Additionally, activities within each unit are designed to create an enriching and enjoyable learning environment, fostering both linguistic competence and cultural appreciation.

English Language Learning (ELL) Policy

English Language Learning is a special program the school offers in aid of the students coming from a non-English speaking background. ELL provides the language learners the skills they need in order to be proficient in all subject areas. Within a framework of mutual respect, the ELL Department is committed to ensuring all students use English

- to communicate in social settings,
- to achieve academically in all content areas,
- to use English in socially and culturally appropriate ways.

The ELL program takes a combination of the immersion and pull-out program in its achievement of success. The ELL students, in primary, secondary, and grades 9 and 10 are pulled out of English and Language Arts to receive an intensive course on the target language. The language learners in Middle and Upper School attend an additional ELL instruction in lieu of Modern Language classes.

The ELL teachers, in language lessons, focus on providing intensive workshops on grammar, sentence structures, genre of writing, oral reporting skills, among others. Following the requirement of teaching the language in context, ELL teachers work in collaboration with the subject area teachers taking into account the topics covered in the content areas. As language learners are expected to be proficient not only in social but mostly in academic setting, the ELL students are immersed in content areas with a Language Support teacher in the classroom (*when staffing and schedule allow such provision*). The core and language support teachers conform to the principles of collaborative teaching keeping in mind the linguistic profiles of all students.

Language Placement system is in place to ensure the proper accommodation needed for language learners.

- ELL 1 beginner
- ELL 2 intermediate
- ELL 3 high-intermediate
- ELL 4 advanced

(This policy is written in conjunction with the ELL Handbook of Procedures)

Language Learning Accommodations

To support students who require additional assistance in language learning, the school ensures that necessary accommodations are communicated clearly. The principal, guidance counselor, or head of the department informs parents about any recommended support, ensuring that students receive the resources they need to succeed. By fostering collaboration between educators and families, we aim to create an inclusive and supportive language learning environment for all students.

Individual Meetings and Academic Guidance

Parents are also engaged through individual meetings, which are scheduled as needed to discuss various academic concerns. These meetings address subject choices, student performance, and potential pathways in the International Baccalaureate (IB) diploma program. By maintaining open communication with families, the school ensures that students receive personalized guidance and support throughout their language learning journey.

Language Policy in Admission

Students applying for Admissions at BISS, whose competence in the English Language is not sufficient for them to participate actively in and benefit from the regular instruction program, will be enrolled in the ELL program. For language instruction purposes students are grouped according to their English Language proficiency, rather than grade level.

Following the school's mission to equip students for entry to colleges and universities throughout the world, only ELL students who commit themselves to obtaining the Brent Diploma will be accepted in the Upper School. The Upper School does not admit applicants who apply solely for the purpose of learning the English language.

Professional Development

To teach English (either in language A or B for IB DP), teachers must be native or near native speakers of the language they teach. They possess knowledge about the fundamentals of grammar and syntax. Nonetheless, teachers are encouraged to be proactive in their professional development. BISS incorporates a strategic plan of staff training and development in language. Further, opportunities are given to teachers and in campus professional development on language teaching and learning.

Practices Relating to Language Teaching and Learning

Brent adheres to the following practices adapted for all content and language instructions, where appropriate. We practice:

- the teaching of both basic interpersonal communicative skills and cognitive academic language proficiency
- the development of macro-skills of listening, speaking, reading, and writing in meaningful context by instilling an understanding of phonology, morphology, syntax, and semantics
- helping students acquire skills in writing and reading varied texts with varied conventions of structure, organization, and appropriate language
- support for differentiated instruction through ELL and in the mainstream by accessing differentiated resources, program development, professional development, planning, expectations, tasks and using ELL teachers as resources.
- sheltered instruction where both the teaching of content and language are the goals of the ELL program
- immersion which allow the students the opportunity to perform with peers
- collaborative instruction in which teaching of ELL students is shared responsibility of all teachers.
- advocating that all subject teachers raise awareness of the language demands of their specific subjects
- developing and interrelating the skills of listening, speaking, reading, writing making connections with the mother tongue.
- promotion of consistency of practice, reiteration and reinforcement of knowledge, skills, academic language in the teaching and learning of all languages.



Brent International School Subic

Assessment Policy

The primary purpose of Brent assessment is to communicate student achievement, with “achievement” being defined as performance measured against published standards and learning outcomes.

June 2019
(updated 2025)

Brent International School's Mission Statement

The Mission Statement of all Brent International Schools states that:

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

The IBO's Mission Statement

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

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

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

Brent International School's Expected Schoolwide Learning Results (ESLRs)

Brent School's philosophy is summarized in the ESLRs, which state that the school, in a Christian environment, prepares its students to be:

Responsible Citizens who:

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

Critical Thinkers who:

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

Technologically Literate Individuals who:

- a. demonstrate basic technology skills;
- 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.

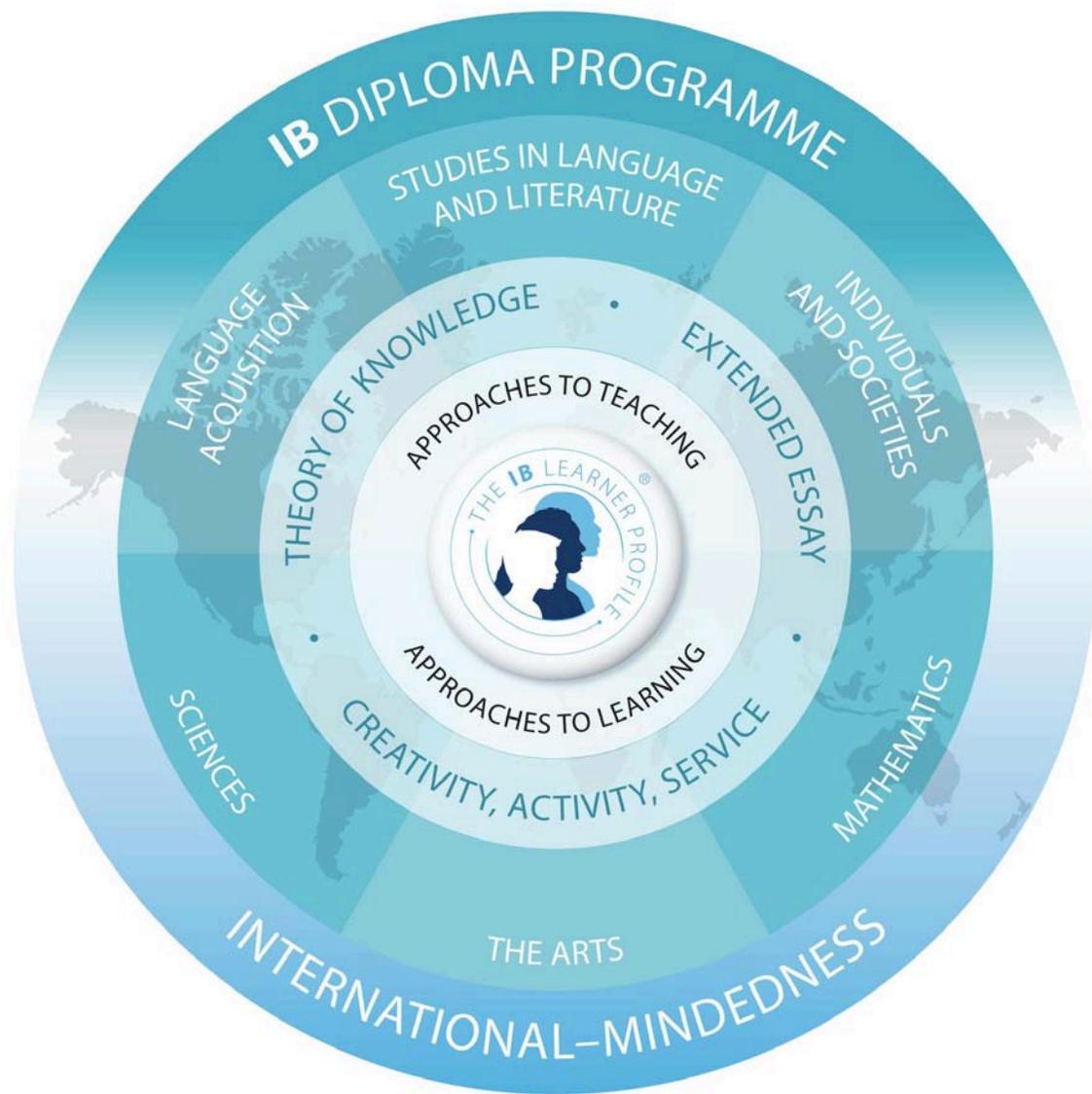
Effective Communicators who:

- 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 Curriculum Model



The IB Learner Profile



IB learner profile

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

As IB learners we strive to be:

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

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

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Source: https://resources.ibo.org/data/g_0_iboxx_amo_1702_2_e.pdf

The 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, interviews, 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 Assessment Philosophy

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 form 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 measurable, 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 follows a set of specific and institutional standards.

Assessment Practices

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 an 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 predefined standards. Student grades, therefore, are evidence 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.

D. Examinations

- Middle/Upper School students are regularly assessed according to department guidelines. Most courses have a semester evaluation and a semester exam.
- Students with identified learning or examination differences may receive shortened exams, more time, alternative exams, or other projects in lieu of semester or final exams.

- Students who are absent without a valid excuse on the day of a final examination receive a failing grade for the examination missed. This grade is included in the computation of the final semester grade.
- Students whose absence is excused will be allowed to take make-up examinations.
- Requests for early examination at the end of the school year may be approved by the Principal for sufficiently compelling reasons. Early examinations in December are considered only for those students leaving Brent School. (MS/US Student-Parent Handbook 2024-2025)

E. Best Practices

1. Late work

Grades will not be reduced in the event of late submission of an assignment. The following steps must be taken by the teacher when work is submitted after the due date.

For Upper School (US) students:

- If work is 1 class late, the teacher will sign the student's conduct card.
- If work is 2 classes late, the teacher will sign the student's conduct card and send an email to the parents/guardians of the student.
- If work is 3 classes late, the teacher will sign the conduct card and the student will be supervised in the library from 3:00pm - 4:30pm, until the work is completed.

For Middle School (MS) students:

- If the work is one class late, the teacher will notify the student and inform the school counselor and principal via the school's online tracking system (Engagement Tracker).
- If the work is two classes late, an email will notify parents/guardians and the headmaster. The tracking system will also be updated.
- If work is three classes late, a second email will update parents/guardians and the headmaster of the assignment's status. The tracking system will be updated, and the student must attend remedial sessions until the work is submitted.

2. Effort/Behavior

Effort and behavior will not be included in the academic grade unless clearly outlined in the standard being assessed. Effort and behaviour will be reflected in the citizenship grade for each course.

3. Failing Grades

When a student gets a failing grade, teachers will consult with the student and if warranted, provide them with an additional opportunity to demonstrate learning.

A zero may be entered on an impermanent basis for motivational purposes. Non-submission is not an option (see "late work").

4. Additional Opportunities

Added opportunities to demonstrate learning are recommended, but should be used sparingly. The following will act as a guide when considering added opportunities.

- Professional judgement should be used to determine if there is a discrepancy between the expected outcome of the student and the actual outcome.
- Students must show evidence of preparing for the added opportunity (*ex. Coming to one or two remedials to study, or showing proof that a tutoring session was attended.*)
- This process must be initiated immediately following the original assessment, not three weeks later or right before report cards.
- Additional opportunities may also be used to adapt assessment type if a student struggles to demonstrate knowledge in a certain way.
- Additional opportunities should only be considered for those students who have achieved a grade of D+ or lower.
- If a retest is completed, the highest scoring grade of the two tests completed will be entered into BASIS. The questions on the retest **MUST** be different or varied from the original test.

5. Extra (Bonus) Credit

Extra Credit will not be given outside of regular assessment based on the predefined course related standard. Students must take their assessments seriously, and engage in a retest should the circumstances warrant it.

6. Grade Weighting

The teacher will set up their grade weighting to reflect by Content/Concept based on grading categories or assessment objective (AO) (as per our assessment policy)

For example: World History 11

- 20% - Knowledge and Understanding (AO1)
- 20% - Application and Analysis (AO2)
- 30% - Synthesis and Evaluation (AO3)
- 20% - Use and Application of Appropriate Skills (AO4)
- 10% - Semester Exam

7. Internal Moderation

- **Internal Moderation of IB Coursework**

Brent International School Subic ensures the consistent application of IB Internal Assessment criteria to students' work. Teachers make certain that assessment criteria are consistently applied and that grading aligns with IB standards. To do this, teachers use the following practices to engage in their moderation work:

- refer to IB grade descriptors and grade boundaries

- review and analyze previously IB moderated samples
- review IA feedback, if any
- review subject reports

Brent International School Subic has IB courses assigned to one teacher only due to a low number of students in each cohort. To ensure that internally marked coursework is at the standard defined by the IB and that students get a true reflection of the marks they will receive, teachers across different Brent campuses engage in an internal moderation with their counterparts in the other Brent campuses (Brent Manila and Brent Baguio) where they grade or mark sample coursework done by IB candidates based on the IB assessment criteria for each respective class. The teachers in each subject group collaborate and discuss how the marks are awarded to develop a shared understanding of the grading process based on the IB assessment criteria. This process is done during the all-Brent collaborative meetings on PD Thursdays (late start) and led by the Heads of Departments from all three campuses.

- **Internal moderation in MS and LS**

Just as with IB, standardized moderation as defined by Brent Standards should be followed. This would ensure that all three Brent campuses follow the same standards-based criteria to avoid subjectivity in grading.

About being data-driven: MAP testing and other standards-based data collection methods are implemented as a way to externally evaluate whether standards are covered and students have acquired the conceptual learning and competencies required at their learning level.

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: measurable and non-measurable.

1. Measurable Variables = Achievement Grade

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

Summative assessments:

Measurable variables consist of summative assessments, which tests mastery and proficiency of knowledge and skills taken from chapters, units, and a semester's learning. These should be recorded in BASIS. Examples of assessment artifacts that can be produced measurable variable are:

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

Formative assessments:

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

2. Non-measurable Variables = Non-achievement Grade

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

Non-achievement grade is recorded through comments written on progress reports and Citizenship. Citizenship is scored based on the standards below:

BRENT CITIZENSHIP RUBRIC

Approaches to Learning	Brent's Expected School-wide Learning Results (ESLRs)	N/A	1 - Not Meeting Expectations	2 - Approaching Expectations	3 - Meeting Expectations	4 - Exceeding Expectations
SELF MANAGEMENT SKILLS SCORE: <input type="text"/>	Exercises leadership					
	Is punctual for classes and in meeting deadlines					
	Is independent in completing assigned tasks					
	Applies technology ethically and productively					
	Completes his/her share of the work conscientiously					
SOCIAL SKILLS SCORE: <input type="text"/>	Avoids or resolves conflicts productively and peacefully					
	Works effectively with others					
	Is actively engaged					
	Demonstrates honesty and integrity					
THINKING SKILLS SCORE: <input type="text"/>	Uses a range of learning strategies to demonstrate learning					
	Is resourceful and resilient in the face of challenges and change					
	Demonstrates intellectual curiosity					
	Reflects on his/her learning in order to integrate and apply feedback for self improvement					

Self-Management Skills:

Exercises Leadership:

- 1) Initiates the learning process/activity
- 2) Actively engages in the learning process
- 3) Facilitates in the learning process

Is punctual for classes and in meeting deadlines

- 1) In the seat and prepared for classes. Be ready to go by the time class begins (not just arriving by start time)
- 2) Assignments are turned in on the due date

Is independent in completing assigned tasks

- 1) Exhibits self initiative
- 2) Stays focus on a task
- 3) Proactive and requires little assistance
- 4) Produces original/authentic work

Applies technology ethically and productively

- 1) Cite sources
- 2) Works on task
- 3) Using technology without malicious intent
- 4) Apply social media use within academic framework

Completes his/her share of the work conscientiously

- 1) Dependable in completing task to the best of their ability
- 2) Quality/production of work is acceptable to the group
- 3) Compete work individually and in a timely manner

Social Skills:

Avoids or resolves conflicts productively and peacefully

- 1) Listens
- 2) Cooperates with all learners
- 3) Respects and tolerates others' ideas/differences
- 4) Seeks compromise and consensus****

Works effectively with others

- 1) Encourages opportunities for everyone to contribute
- 2) Communicates/provides input
- 3) Creates a positive environment
- 4) Participates in achieving intended goal in a timely fashion.

Is actively engaged

- 1) Prepared for class
- 2) Whole body listening
- 3) Willing to contribute answers or discuss
- 4) Diligently works through tasks and avoids distractions
- 5) Self advocacy

Demonstrates honesty and integrity

- 1) Avoids plagiarism/gives credit for others' work
- 2) Provides sources for research
- 3) Submits authentic work
- 4) Actively avoids mistruths when communicating
- 5) Acknowledges own mistakes and accepts consequences

Thinking Skills:

Learning strategies

- 1) Applies and creates various forms of learning strategies* and demonstrates effective study skills and time management to show effective ability to meet class learning goals.

Resourceful and Resilient

- 1) Taking risks and persevering even after mistakes are made
- 2) Seeks answers independently
- 3) Seeks helps when needed
- 4) Maintains a positive approach when challenged or in the face of change

Intellectual curiosity

- 1) Asks questions related to content
- 2) Able to link content knowledge within, across and/or between classes
- 3) Demonstrates enthusiasm in learning the course content

Reflective and Apply

- 1) Reflects on learning and demonstrated by improved performance in meeting course goals and/or vis written or oral reflection
- 2) Articulates (better?) awareness of own strengths and weaknesses as a learner.

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
- Measured against a set of standards and benchmarks
- Summative assessment promotes development of 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.

Evaluation of summative assessments follows the standard-based system, corresponding points are given to exceeding, meeting, or falling below the standard.

Within the structure set out by 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

Teachers formulate a percentage-system to weigh the significance of specific standards, or skill content, represented within summative assessments in the classroom, and all of which result in the computation of the Grade Point Average (GPA). 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 adaptation 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 Grade Mapping

IB	Descriptor	Brent	Percentage	GPA
7	Excellent	A+	97-100	4.0
6		Very Good	A	93-96
	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
	Poor	D	63-66	1.0
2		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.

IB Grade Descriptors

It is important to understand that there is **no direct conversion** between the letter grades used in Brent classes and the IB Organization's 1-7 scale. The chart above provides a **rough equivalent range** to help those unfamiliar with the IB program understand their scale by comparison. It is furthermore important to know that the IBO assigns each IB course a 1-7 grade based on a set of prescribed IB assessments. The Brent letter grade includes a broader range of related assignments over the duration of the course. Therefore, a student's letter grade in a class may not correspond exactly to their IB 1-7 grade (MS/US Student-Parent Handbook 2024-2025).

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:

- Units must be clear about the topic/concept they are teaching and assessing.
- Assessments must not be weighted according to type, but according to the content/concept and skill they are assessing.
- Assessments must be clear about the depth and quantity of content and skill they are assessing, and 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

The primary purpose of Brent assessment is to communicate student achievement, with “achievement” being defined as performance measured against published standards and learning outcomes.

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.

Progress Reports

The evaluation of students from the academic and citizenship perspectives is an on-going process. Academic and citizenship grades are formally assigned and reported to parents at the end of each semester. Midterm progress reports are issued for all students. The grades appearing on these reports do not form part of the student's official or permanent record (MS/US Student-Parent Handbook 2024-2025).

Rights and Responsibilities of the School Community:

A. Administration:

- **Rights:**

- Right to implement and enforce school-wide assessment policies that guide the school's educational framework.
- Right to oversee the assessment practices within the school to ensure compliance with internal policies and external regulations, including IB Standards and Practices
- Right to access and analyze assessment data to evaluate the effectiveness of teaching and learning, ensuring continuous improvement in educational practices.

- **Responsibilities:**

- Responsibility to develop clear and comprehensive assessment policies and clearly communicate them to all stakeholders, including teachers, students, and parents to ensure that all members of the community understand and adhere to the assessment practices as well as to IB standards and practices
- Provide professional development to support subject teachers in assessment practices, as well as IB Approaches to Teaching and Learning and assessment philosophy
- Allocate sufficient time for teachers to collaborate, plan, and teach all aspects of the curriculum while analyzing assessment data to inform instructional strategies
- Monitor the implementation of assessment policies and evaluate their effectiveness, making necessary adjustments based on data and feedback.
- Analyze and discuss student data to set goals for school improvement
- Provide adequate resources to support a diverse range of assessment tasks
- Communicate effectively and lead the reporting process to keep all stakeholders informed, encouraging collaboration and transparency.

B. IB Coordinator:

- **Rights:**

- Right to receive and utilize relevant International Baccalaureate (IB) guidelines, policies, and resources to inform assessment practices and ensure compliance
- Right to implement and oversee assessment policies and practices, ensuring that they are administered consistently and fairly according to IB requirements

- **Responsibilities:**

- Responsibility to provide overall leadership and vision for the IB Diploma Programme, ensuring alignment with IB's mission, values, and educational philosophy
- Keep all teachers informed of the latest updates and developments in IB assessment to foster a well-informed academic environment
- Collaborate with teachers to develop teaching and assessment strategies that meet IB standards and to establish a shared IB deadline calendar
- Communicate the shared deadline calendar to all stakeholders, ensuring that both teachers and students understand and meet established expectations
- Provide support and professional development opportunities to enhance teaching practices
- Analyze data to identify patterns in student progress, using these insights to inform

- the assessment strategies and instructional practices
- Coordinate and oversee mock examinations for both IB DP and Course candidates, ensuring a comprehensive preparation process
 - Promote high standards of academic integrity and investigate any suspected instances of academic misconduct, adhering to the guidelines outlined in the Academic Honesty Policy
 - Coordinate the submission of assessments and the accurate entry of predicted grades for IB DP and Course candidates, ensuring compliance with established standards
 - Coordinate the logistics and administration of IB examinations, ensuring a smooth and efficient examination process

C. Teachers:

● Rights:

- Right to receive clear and comprehensive information regarding assessment policies, procedures, and expectations to effectively carry out their roles
- Right to access professional development related to assessment practices, data analysis, IB workshops and instructional strategies to enhance their effectiveness in the classroom
- Right to utilize their professional judgment in developing and implementing assessment practices that meet the needs of their students while aligning with the overall assessment policy

● Responsibilities:

- Responsibility to implement and adhere to assessment practices that align with the school's assessment policy, IB course standards and ESLRs to maintain high academic quality
- Develop and implement assessments that are fair, objective, and designed to accurately reflect student learning and progress
- Provide timely and constructive feedback to students on their performance, ensuring that grading practices are transparent and based on established criteria and IB standards
- Collaborate with other teachers and faculty members within the school and with counterparts in other Brent schools to align assessment practices and share best practices to foster a cohesive approach to assessment across the curriculum
- Analyze assessment data to inform instruction, identify student needs, and adjust teaching strategies to support all learners
- Promote high standards of academic integrity and ensure that all assessments are conducted ethically and without bias
- Effectively communicate assessment expectations, results, and insights regarding students' progress to students, parents, or IB coordinator to foster understanding and engagement
- Maintain accurate records of student assessments and progress in Basis, ensuring compliance with the school's policies
- Adapt assessment strategies to meet the diverse needs of learners, including those with different learning styles, language proficiencies, and special educational needs

D. Students:

- **Rights:**

- Right to learn in an environment that foster growth and inquiry
- Right to receive clear and comprehensive information regarding assessment policies, procedures, and expectations, as well as the criteria that will be used to evaluate their performance
- Right to receive feedback that highlights both achievements and areas for improvement, fostering a supportive approach to learning. Feedback can be both positive and constructive
- Students should have access to information regarding how their assessments contribute to their overall grades and what the expectations are for each assessment task.
- Students have the right to participate in opportunities for remediation or reassessment in cases where they do not meet the required standards.
- Rights to request accommodations tailored to their learning style as long as supported by data (psychology assessments, etc.)¹

- **Responsibilities:**

- Responsibility to understand the assessment criteria and expectations for each task, as outlined in the school's policies and IB standards
- Responsibility to engage actively in their learning and assessment processes and seek assistance when needed, contributing to their academic success
- Responsible for submitting their assessments on time, adhering to the deadlines set forth by their respective teachers
- Engage in self-assessment practices and reflect on their learning experiences, using feedback to guide their future studies and improvements
- Uphold academic integrity by ensuring that their work is their own, avoiding plagiarism, and following ethical guidelines in their assessments
- Communicate with teachers regarding any concerns or questions they may have about the assessment process or their performance
- Show respect for their peers and educators during assessments, fostering a supportive and collaborative learning environment
- Strive to meet the Expected Schoolwide Learning Results (ESLRs), which may include skills such as critical thinking, effective communication, and responsible citizenship, all of which are important in the context of assessment

E. Parents/Guardians:

- **Rights:**

- Right to receive clear and comprehensive information about the school's assessment policies, procedures, and expectations, including grading criteria and assessment methods to understand how evaluation is being conducted

¹ Secondary School Assessment Policy." International School of Paris, https://www.isparis.edu/uploaded/Documents/M/Secondary_School_Assessment_Policy.pdf [March 13, 2025]

- Right to receive regular updates on student progress and assessment outcomes, facilitating informed discussions about academic growth
- **Responsibilities:**
 - Responsibility to provide a supportive learning environment at home, which may include encouraging good study habits, and fostering a positive attitude toward learning
 - Encourage their children to view assessments as opportunities for growth and improvement, fostering resilience and a growth mindset
 - Instill values of academic integrity in their children, ensuring they understand the importance of honest work and the consequences of academic dishonesty
 - Maintain open lines of communication with teachers and school staff regarding their child's academic progress and assessment expectations
 - Actively participate in parent-teacher conferences (PTCs), IB info sessions, and other events related to assessment and academic planning to stay involved in their child's education
 - Advocate for their child's academic needs and well-being, including seeking additional support when necessary, such as tutoring or special accommodations

Updates as of March 2025

This assessment policy is currently undergoing a comprehensive review to ensure that all three Brent Schools are fully aligned with their respective assessment practices. Our objective is to harmonize the policies across all campuses, fostering consistency and equity in the evaluation process while upholding the highest standards of academic integrity. Updates on the policy will be fully implemented in the school year 2025 - 2026.

Appendices

- A. Sample Progress Report
- B. Sample Report Card
- C. Sample Official Transcript

A. Sample Progress Report



BRENT INTERNATIONAL SCHOOL SUBIC
Subic Bay Freeport Zone, Philippines

These are progress grades. Official grades for the semester will be given at the end of the semester.

PROGRESS REPORT

School Year 2017 - 2018
2nd Semester

STUDENT :
GRADE/SECTION :
CONTACT ADVISOR :

LEGEND:	A+ = 100 - 97	B = 86 - 83	C- = 72 - 70	F = 59 and below	S = Satisfactory
	A = 96 - 93	B- = 82 - 80	D+ = 69 - 67	INC = Incomplete	U = Unsatisfactory
	A- = 92 - 90	C+ = 79 - 77	D = 66 - 63	ND = No Data	ID = Insufficient Data
	B+ = 89 - 87	C = 76 - 73	D- = 62 - 60	P = Passed	

SUBJECT	TEACHER	PROGRESS GRADE
<p>Algebra 1</p> <p>continues to excel in math class. She has mastered our new topics very quickly and is able to apply them to challenging application based problems. She works well with classmates and will help those who struggle with understanding the material. never hesitates to ask a question and participates in class discussions frequently. She puts forth her best effort in class and wants to be challenged. is capable of maintaining this high level of achievement over the rest of the semester.</p>		A+
<p>Science 8</p> <p>has shown a quiet interest in the areas we have covered in science. She generally understands new scientific concepts well and is beginning to be able to use these to explain her assignments or activities. has a sensible, mature approach to working in a group and this makes her a favorable partner among her peers. Her written work in science has got much better over the year and she has learnt to be more careful to organize her answers in a logical way. Her group lost a few points on the site plan drawing that they have been working on for lack of detail. I would like to encourage her to double-check her group's work before submitting it for final review.</p>		B-
<p>Social Studies 8</p> <p>Since January, we have completed our study of the Roman Empire and begun to examine the medieval ages. has shown understanding of the concepts covered and submits assigned work in a timely manner. She typically demonstrates strong citizenship skills in the classroom, works effectively with others, and contributes constructively to classroom discussions.</p>		A-
<p>Mandarin 8</p> <p>is a model students in my Chinese class. She shows a keen enthusiasms for learning Chinese language. She shows great understanding of the class. She attends class activities actively and often play the role of a leader. She is able to answer teacher's questions confidently. She submits neat and conscientious work. She currently has the highest possible grade in my class. I am looking forward seeing her continue to make great progress.</p>		A+
<p>Physical Education 8</p> <p>showed consistent progress this quarter. She showed some amazing plays in soccer, doing nice fakes and getting around defenders. She should be a candidate for soccer varsity and it's just too bad that she didn't join the tryouts. She also showed a lot of dribbling skills in basketball and good shooting. Even in badminton, performance was above average displaying good forehand and backhand strokes. Her smashes are slowly getting more accurate. Great job. Keep up the good work.</p>		A+
<p>Art 8</p> <p>has mastered the fundamental skills of drawing. She can draw realistic human hands and objects. This is evident in her recent artwork on using proper tonal value in a composition. She also puts value in the creative process. is encouraged to continue exploring various art making forms in order for her to eventually discover her own artistic style.</p>		A+
<p>Computer 8</p> <p>is a diligent student. She is always on task. I hope to see more engagement and participation from her as the semester progresses. As a goal for next quarter, continue showing hardwork and cooperation in class.</p>		A-
<p>English 8</p> <p>In English 8, we just finished reading our class novel, The Outsiders by S.E Hinton, and we will be working on character analysis. continues to be an active listener, who consistently submits quality assignments. Her reading quizzes demonstrate proficient comprehension and writing skills. I encourage to review the novel carefully as we move forward with the summative assessment and rely on the text to achieve in-depth character analysis.</p>		A+

B. Sample Report Card



Brent International School Subic Upper School

RUNDATE: April 17, 2018

GRADE REPORT School Year 2017 - 2018

Student :
Grade and Section :
Contact Advisor :

COURSE TITLE	TEACHER	1ST SEMESTER		2ND SEMESTER		FINAL GRADE
		Grade	Citizenship	Grade	Citizenship	
Theory of Knowledge 12	Cosca, Roy Rolando	A	4			
Math Studies SL 12	Griarte, Sheila Marie	A	4			
Biology SL	Senina, Jehnez Lhea	A-	4			
IB World History 12 HL	Keshka, Brandon	A-	4			
Spanish 12 Ab Initio	Perez, Jameela	A+	3			
Business Management HL	Means, Cyril	A	4			
Band 11 and 12	Sedo, Steve	A	3			
English A: Literature HL	Chandler, Jonathan	A+	3			

Grade Point Average **4.11**

ATTENDANCE

	1st Sem	2nd Sem	Total
School Days	83.00	93.00	176.00
Days Present	82.50	52.50	135.00
Tardies	0.00	1.00	1.00
Absences	0.50	5.50	6.00

CITIZENSHIP

- 4 = Outstanding
- 3 = Satisfactory
- 2 = Needs Improvement
- 1 = Unsatisfactory

LETTER GRADE POINTS

- A+ = 100 - 97 C+ = 79 - 77
- A = 96 - 93 C = 76 - 73
- A- = 92 - 90 C- = 72 - 70
- B+ = 89 - 87 D+ = 69 - 67
- B = 86 - 83 D = 66 - 63
- B- = 82 - 80 D- = 62 - 60
- F = 59 and below

NOTE: The GPA is calculated over all subjects and weighted according to time.
IB Higher level courses (for Grades 11 and 12 only) receive an additional weighting of 0.5.

Inc = Incomplete ID = Insufficient Data
ND = No Data NG = No Grade
* = Indicates modified curriculum
Please see attached academic evaluation

PROMOTED TO:

Homeroom Teacher

Principal

C. Sample Official Transcript



BRENT INTERNATIONAL SCHOOL SUBIC
 Bldg. 6601 Binictican Drive, Subic Bay Freeport Zone, Philippines 2222
 (63) 47 252-6871 to 72

OFFICIAL TRANSCRIPT UPPER SCHOOL

Name :		Student No. :	
Nationality :		Sex :	
Address :		Birthdate :	
Parent or Guardian :		Date of Graduation :	

Grade 9 School Year 2013-2014		
SUBJECT	1st	2nd
English	A+	A+
Geometry	A+	A+
Biology 9	A+	A+
Geography 9	A	A
History 9	A+	A
Spanish	A	A+
Physical Education	A	A
Band	A	A
Religious Studies	A	A
Computer 9	A	A
AVERAGES	4.00	4.00

School Days: 179 Absences: 2 ½ Absence: 0
Tardies: 1

GPA AND HONORS

1st Semester GPA = 4.00 Bishop Brent Scholars List
 2nd Semester GPA = 4.00 Bishop Brent Scholars List

Grade 10 School Year 2014-2015		
SUBJECT	1st	2nd
English 10	A	A+
Algebra 2	A	A
Integrated Physical Science	A	A
Human Geography 10	A	A
World History 10	A	A
US Spanish Level 4	A+	A
Physical Education	A	A
Band	A	A+
Religious Studies	A	A+
Computer	A+	A
AVERAGES	4.00	4.00

School Days: 180 Absences: 3 ½ Absence: 0
Tardies: 1

GPA AND HONORS

1st Semester GPA = 4.00 Bishop Brent Scholars List
 2nd Semester GPA = 4.00 Bishop Brent Scholars List

Grade 11 School Year 2015-2016		
SUBJECT	1st	2nd
Theory of Knowledge	A	A+
Mathematics SL	A	A+
Biology HL	A+	A+
Chemistry SL	A	A+
Business Management HL	A+	A
IB Spanish SL 11	A	A
Band 11	A-	A
Junior Seminar 11	A+	A
English A: Literature HL	A-	A
AVERAGES	4.11	4.19

School Days: 180 Absences: 1 ½ Absence: 0
Tardies: 6

GPA AND HONORS

1st Semester GPA = 4.11 Bishop Brent Scholars List
 2nd Semester GPA = 4.19 Bishop Brent Scholars List

Grade 12 School Year 2016-2017		
SUBJECT	1st	2nd
Mathematics SL	A	A+
Biology HL	A	A
Chemistry SL	A	A
Business Management HL	A+	A
Theory of Knowledge	A+	A
English A: Literature HL	A+	A+
IB Spanish 12 SL	A-	A
AVERAGES	4.17	4.25

School Days: 178 Absences: 14 ½ Absence: 1
Tardies: 6

GPA AND HONORS

1st Semester GPA = 4.17 Bishop Brent Scholars List
 2nd Semester GPA = 4.25 Bishop Brent Scholars List

BISS is recognized by the Department of Education (DEPED), Republic of the Philippines by Presidential Decree No. 2022.
BISS is accredited by the Western Association of Schools and Colleges (WASC, USA) and Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU).

BISS is authorized International Baccalaureate (IB) Diploma Program School by International Baccalaureate Office (IBO, Geneva).

LEGEND		HONORS AND AWARDS		GRADING SYSTEM		GRADE POINT AVERAGE					
US	Upper School	Bishop Brent Scholar's List	= 4.00	A+	= 100 - 97	C+	= 79 - 77	A+	= 4.0	C+	= 2.3
SL	Standard Level	Headmaster's List	= 3.99 - 3.50	A	= 96 - 93	C	= 76 - 73	A	= 4.0	C	= 2.0
HL	Higher Level	Honors List	= 3.49 - 3.00	A-	= 92 - 90	C-	= 72 - 70	A-	= 3.7	C-	= 1.7
				B+	= 89 - 87	D+	= 69 - 67	B+	= 3.3	D+	= 1.3
				B	= 86 - 83	D	= 66 - 63	B	= 3.0	D	= 1.0
				B-	= 82 - 80	D-	= 62 - 60	B-	= 2.7	D-	= 0.7
						F	= 59 and below	F	= 0.0		
						Inc	= Incomplete				

NOTE: The GPA is calculated over all subjects and weighted according to time.

CERTIFIED TRUE AND CORRECT:

Registrar

***** NOT VALID WITHOUT SEAL**

DATE PRINTED: 05-30-2017

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“Secondary School Assessment Policy.” International School of Paris,
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Admissions Policies

Brent International School Subic is by definition a private, international, coeducational, college preparatory day school.

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

Brent Subic operates on a rolling admission policy – there is no specific deadline to apply for admission throughout the school year.

Students with exceptionalities will be admitted based upon the school's ability to meet their educational needs. Applicants are admitted and retained on the basis of their ability to meet the academic, moral, and behavioral standards of the school.

ADMISSIONS CRITERIA

Brent Subic charges the Admissions Committee to make decisions in the best interest of the applicant, as well as in the interest of the specific grade level. The Admissions Committee of Brent Subic evaluates and considers the following:

- evaluation of qualifying test results
- review of academic records from the former school
- recommendation from the former school
- English language proficiency for regular students
 - English Language Learning (ELL) is only available in grades 1-8. Applicants requiring ELL support in grades 9-12 will be subject to further evaluation.
- Presence of any learning differences, special needs or giftedness
- Interview with the applicant and his or her family

In accordance with its commitment to being a family school, special consideration is given to qualified siblings of currently enrolled students. Despite this consideration, there is no guarantee of admission.

PLACEMENT POLICY

Brent Subic takes into consideration the birth date of the student and the grade level most recently completed. For the younger students, developmental readiness is also evaluated. Our goal is to place students with age-appropriate peers in the next logical step of their curricular path in order to predict a high level of academic and social success.

Brent Subic uses December 31 as a cut off date for grade placement. Nursery students should turn three years old by December 31 of the year they are enrolled (and be potty-trained). Pre-Kindergarten students should turn four years old by December 31. Kindergarten students should turn five years old, first grade students should turn six, etc.

Due to having a cut-off date later than most schools, the Admissions Committee is often conservative with Nursery, Pre-Kindergarten, and Kindergarten applicants having October, November, and December birthdays. Even if an applicant's birthday is before Brent Subic's cut-off date, the grade level below might be recommended for the sake of developmental readiness. Acceptance decisions are made on a case-by-case basis, keeping in mind both the skills of the applicant and the students already enrolled in Brent Subic.

For applicants that came from different academic calendars, being placed in the same grade level from the previous school can be expected. This situation occurs mostly with applicants from Australia due to our academic calendars being off by half of a year. For those applying in the middle of the school year, even if a high school student applicant is academically capable, complete grade level credits are required in order to be promoted to the next grade level. This time is successful in aiding and allowing students to adjust to teachers, curriculum and gaining friends at Brent Subic.

ENTRANCE TESTS

Entrance tests and interviews are scheduled individually throughout the year by appointment only when the complete application packet has been submitted.

The entrance tests are administered to all applicants of Kindergarten and above, including former students returning after one or more years of absence from Brent Subic.

SCHEDULE:

- o The entrance tests are usually done in the morning, Monday through Friday.
- o Interviews are scheduled on the same day unless Admissions Committee members are not available to interview the applicant.

ADMISSIONS COMMITTEE

The Admissions Committee makes decisions in the best interest of the applicant, as well as in the interest of the specific grade level.

The Committee is comprised of:

- o Admissions Director
- o Principal
- o Headmaster

After Acceptance:

- o ELL Coordinator (for placement purposes if students are coming from a NESB)
- o IB Coordinator (track and course selection purposes)
- o Guidance Counselor (when referred by the principal)

The right is reserved to refuse admission to any applicant who does not meet the admissions requirements. The right is also reserved to determine the placement of an accepted applicant in the grade level or subjects deemed most appropriate for the student's success.

ADMISSIONS STATUS DECISIONS

Accepted

- o An applicant is approved for admissions and the family pays the U.S. \$500 non-refundable Slot Reservation Deposit.
- o The Admissions Agreement form / Letter of Acceptance should be signed within three working days from the family's receipt of the written notice of acceptance.

Wait Pool

- o An applicant meets all admissions requirements and is approved for admission, but space is not available in the grade level or program.
- o The family may choose to pay a refundable U.S. \$600 to be placed in the wait pool.
- o The applicant will be notified as soon as space becomes available.
- o Brent International School Subic offers no guarantee that a space will open.
- o The name of the applicant will remain in the wait pool (only for the academic year accepted for) until a space opens or the application is withdrawn.

Denied

- o An applicant is not approved for admission.
- o The Admissions Committee is not able to predict success for the applicant at Brent International School Subic, either academically or behaviorally.
- o REAPPLYING: A mandatory six-month waiting period is required before a second application.
- o The Admissions Office will keep the original application materials, and there is no need to pay the application fee if admission is sought within one year of the initial application.
- o New academic records, confidential evaluation forms, and entrance tests are usually required for the second application.

Grade 11 and 12 Applicants (IB)

IB is an internationally recognized and externally examined diploma program. It consists of two-year courses spread over grades 11 and 12. As a result, it is rare to accept a new student into grade 12, especially in the middle of the year. If a course schedule can be made guaranteeing the student will meet graduation requirements, then an acceptance can be offered.

Brent Subic has open admissions to the IB Diploma Programme. Currently enrolled 10th graders will have the opportunity to be admitted to the IB DP after a series of information sessions and individual counseling.

Applicants interested in enrolling into Brent Subic's International Baccalaureate Diploma Programme (IB DP), should follow these steps:

Grade 11:

1. Review Brent Subic's IB Information Booklet to have an idea of the courses offered.
2. Complete Brent's online application.
3. Submit High School transcripts for 9, 10, 11 (if started).
4. Provide a detailed list of topics covered in each grade 11 IB DP class or present the syllabus of the courses taken.
5. Explain any progress in EE, TOK and CAS. Present a draft of the essay when applicable. (If the previous school uses Managebac, provide student details).

An incoming 12th grade applicant who is interested in transferring into Brent's International Baccalaureate Diploma Programme (IB DP) should follow these steps:

1. Review Brent Subic's IB Information Booklet to check and ensure that the courses needed to continue the Diploma Programme are offered at Brent.
2. Complete Brent's online application.
3. Submit High School transcripts for 9, 10, 11.
4. Provide a detailed list of topics covered in each grade 11 IB DP class or present the syllabus of the courses taken.
5. Explain any progress in EE, TOK and CAS. Present a draft of the essay when applicable. (If the previous school uses Managebac, provide student details).

ADMISSION NOTIFICATIONS AND SLOT RESERVATION

1. After an applicant is notified of acceptance, Enrollment and Admission Agreements are offered to the family. The contract contains specific information about financial obligations, admissions agreement, and procedures for re-enrollment and withdrawals.
2. An Enrollment Slot Reservation deposit of \$500.00 should be paid within the next 5 working days (7:30 a.m. – 4:30 p.m.). The signed agreements are due with the deposit.
3. This deposit ensures a slot for the applicant; otherwise the slot may be given to another applicant. This deposit is non-refundable but is credited towards the school fees upon enrolment.

ENROLMENT

1. Before coming to the school to enrol, the family must visit or call the Accounting Office first for the exact assessment of school fees, telephone no. is +63 (47) 252 6833.
2. The family may proceed to the bookstore to purchase uniforms and/or get supplies.

*All instructions for transitioning in Brent Subic may be found in the New Family Information Guide given to the applicant upon acceptance.

OPTIONAL:

- o Brent Subic applicants register for bus service at the Accounting Office (optional).

EARLY APPLICATIONS

The Admissions Office may accept applications for the next school year made during the first semester of the current school year. However, written tests and interviews will all be scheduled during the Second Semester.

All students accepted early in the second semester of the current school year will be placed in the wait pool, as slots are initially reserved for returning students. Once the reservation period for returning students ends, slots will be made available to accepted applicants in the wait pool.

GUARDIANSHIP

- o Students are required to live with at least one parent while enrolled at Brent Subic. This policy is enforced beginning on the date an applicant is scheduled for entrance tests and interviews.
- o Students whose parents live abroad may be admitted, provided there is a written affidavit of guardianship signed by the parent(s) and the guardian(s). It is understood that the

designated guardian(s) will be responsible for the child and will act for and on behalf of the parents on matters pertaining to the child's education at Brent Subic.

- o Students who are of legal age (18 years old and/or above) are encouraged guardianship.

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.

For further inquiries, please contact the Director of Admissions at +63 (47) 6871 or +63 (47) 252 6873.

Inclusion Policy

Brent International School Subic



Introduction

“Human strength is of a threefold character-physical, mental, spiritual. Each aspect of strength is more or less dependent upon and sensitive to the condition of the other two. A sound mind asks for a sound body as the normal medium of expression; and mind and body at their best form a feeble alliance unless a noble spirit animates both.”

Bishop Charles Henry Brent

Mission Statement of All Brent School

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

International Baccalaureate’s Mission Statement

“The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools, governments, and international organisations to develop challenging programs of international education 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. “

Inclusion Policy Philosophy

At Brent school, we aspire to educate one another through mutual understanding, respect, and acceptance of the uniqueness and limitations of each learner. All children have the right to obtain a quality inclusive education. The school strives to provide opportunities for students to grow and develop into healthy individuals with a quality education. The school is responsible for providing such an education to its students through a comprehensive policy. Brent Subic will provide the necessary support to ensure that students are successful and progress well as they go through the Brent Subic program and the IB Diploma Programme.

This Inclusion policy aims to increase the chance of students with Special Education Needs to be accepted in this school to succeed in their education while at Brent. All students enrolled at Brent, including those with special needs, must meet and maintain grade level standards and adhere to the Expected Schoolwide Learning Results (ESLRs).

Legal Requirements

This policy aligns with Senate Bill 1414, ratified and implemented by the 17th Philippine Senate in 2017.

- (a) Conduct assessment of Children and Youth with Special Needs (CYSNs) to evaluate developmental domains and specific areas of concern and determine appropriate services and placement options;
- (b) Provide training to regular teachers, administrators, non-teaching personnel and parents on inclusive education;
- (c) Monitor case management of CYSNs within the division;
- (d) Ensure that the CYSNs within the division shall receive the appropriate services needed;
- (e) Implement the program of the Center, such as an individualized education plan, transition program, and other alternative educational programs;
- (f) Provide access to auxiliary aids that are non-educational but which enhance the education process for the CYSNs; these services may include:
 - (1) Language and speech therapy, occupational therapy, physical and physiotherapy, among other modes of treatment, through a multidisciplinary specialist team;
 - (2) Quality reading or other effective methods of delivering accessible reading materials to individuals with visual impairment;
 - (3) Appropriate classroom accommodation;
 - (4) Other similar services and actions or all types of aids and services that facilitate the learning process of CYSNs; and
 - (5) Assistance and monitoring of the transfer or admission of qualified CYSNs to post-secondary or tertiary education institutions.

A. Inclusion 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 unique needs of students accepted are identified, assessed and communicated to the personnel involved.
- To clarify family and school expectations.
- To provide an environment for special-needs students that allows intellectual, emotional and physical growth.
- To provide an environment for special-needs students to develop self-confidence and a positive outlook.
- To allow the Guidance Counselor to access school decisions and plan interventions.
- To ensure that all staff provide support and cooperative planning and 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 (Brent Subic) accepts students based on academic, moral, and behavioural standards. The admissions policy and office outline the criteria for acceptance to the school. We will be unable to accommodate all students with special needs, which may be due to a lack of human 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 student's background will have to be reviewed and assessed to enable the school to determine whether their needs can be accommodated. Parents must disclose relevant information regarding the child's special needs and medical history. Undisclosed special needs or medical history may result in the revision of a student's status of admission.

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 are not limited to the following:

- *preferential seating*
- *use of rubrics*
- *use of graphic organizers*
- *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 is made and the student with special needs is accepted, the student has the right to access all resources and curriculum.

The school then has to provide the opportunity for growth, success and all the necessary support within its limits.

C. The Guidance Team

The school recognizes that education and learning needs may arise at any time during the school year.

Without 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 Guidance Team.

C.1 Composition of the Guidance Team

- a. Guidance Counselor

- b. Admissions Officer
- c. Principals
- d. Homeroom Teacher
- e. A faculty member from the Lower, Middle, and Upper Schools preferably with SEN background
- f. Library staff, as needed
- g. Athletics Director, as needed
- h. IB DP Coordinator, as needed
- i. Nurse, as needed

C.2 Procedures

For students with identified special needs upon admission:

1. Special needs are communicated to the involved staff.
2. IEPs and learning plans, if any, are shared with the guidance team.
3. Team members are trained in the implementation of the IEP where necessary by the principal and/or counsellor
4. Regular monitoring by the Guidance Counselor or a Faculty designate.
5. Teachers engage in both informal and formal collaboration as necessary regarding IEP implementation.
6. Evaluation and assessments after each school year in consultation with the entire school team to determine significant changes, if any.
7. Regular updates of the psycho-educational evaluation (2-year cycle).

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

8. Consistent behaviour is observed that impacts academic performance, behaviour and socio-emotional functioning.
9. Teachers may collaborate with each other to verify the presence of this behaviour in different subject areas and learning environments.
10. Faculty, administrators, and staff members in direct regular contact with students (ie. coaches, nursing staff) who observe an unusual consistent behaviour will communicate their observations to the Guidance Counselor or the Special Needs Team.
11. Guidance Counselor gathers more information and may at this point call the student or parents to try to resolve the issues.
12. Guidance Counselor communicates to the homeroom teacher and relevant classroom teacher(s), both the homeroom and classroom teachers and the Guidance Counselor monitor student's progress.
13. If the behaviour persists and/or the issue is unresolved, the Guidance Counselor arranges a meeting with the Guidance Team.
14. The 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.
15. As soon as evidence and more data is collected, the Guidance Counselor will draft a learning plan which outlines accommodations and interventions that the student requires to achieve success.
16. This learning 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.

17. In cases where student needs cannot be accommodated by the school due to limitations in human and physical resources or any other limiting factor, the student may be recommended to move to an educational institution where their needs could be better accommodated.

D. Special Needs and IB

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

In the event that a student is accepted in the Brent Subic 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 learning plan.

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

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 IB.

E. Implementation and Revision

This Inclusion Policy has been written as a result of the IB 5-year self-study, and has been written in accordance with what was already practiced by the Headmaster; Upper, Middle, and Lower School Principals; Admissions Director; Guidance Counselor; IB DP Coordinator; and staff of Brent International School Subic.

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.

Contents of this policy should be reviewed by all faculty and administrators annually as part of school orientation.

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

Brent Subic IB Programme Information Booklet, 2014

Brent Subic Middle/Upper School Student-Parent Handbook, 2014-2015

Handbook of Procedures, 2014

Towards a continuum of international education, IB, 2008

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



Computer, Network, and Internet Responsible Use Agreement

(Revised 2022)

Brent International School Subic recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and global citizenship. We are committed to helping students develop 21st-century technology and communication skills.

This Responsible Use Agreement outlines the guidelines and behaviors that users must follow when using school technologies or personally-owned devices on campus. All students are welcome to use our technology and facilities provided they and their parents or guardians understand and comply with this agreement.

- The Brent International School Subic network is intended for educational purposes.
- All activity over the network or using school technologies may be monitored and retained. All users must follow the same rules for good behavior and respectful conduct online and offline. The user is responsible for all his/her actions and activities involving the network and equipment
- Misuse of school resources can result in disciplinary action.
- Brent International School Subic makes a reasonable effort to ensure students' safety and security online but will not be held accountable for any harm or damages that result from the use of school technologies.
- Users of the school network or other technologies are expected to alert any Brent faculty or staff immediately of any concerns for safety or security.

Technologies Covered

Brent International School Subic may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more.

As new technologies emerge, Brent International School Subic will attempt to provide access to them. The policies outlined in this document cover all available technologies, not just those specifically listed.

Usage Policies

All technologies provided by Brent are intended for educational purposes. All users are expected to use good judgment and to follow the specifics of this document as well as its spirit: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense, and ask if you don't know.

Using the school system's internet and devices is a privilege, not a right. Inappropriate use may result in disciplinary action including the suspension of those privileges. The principals shall make all decisions regarding whether or not a user has violated these policies and procedures and may deny, revoke, or suspend access at any time.

Web Access

Brent International School Subic provides its users with access to the Internet, including websites, resources, content, and online tools. That access will be restricted in compliance with school policies. Web browsing may be monitored, and web activity records may be retained indefinitely.

Users are expected to respect that the web filter is a safety precaution and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should follow school protocol to alert any Brent faculty/staff

Email

Brent International School Subic may provide users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies.

Email accounts provided by the school should be used with care. Users should not attempt to open files or follow links from an unknown or untrusted origin; should use appropriate language and only communicate with others as allowed by the school policy or the teacher.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

Users are not to originate or forward any chain letter or pyramid activity. transmit, distribute or deliver any unsolicited bulk e-mail.

Social/Web 2.0/Collaborative Content

Recognizing the benefits collaboration brings to education, Brent International School Subic may provide users with access to websites or tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should not share personally-identifying information online.

Personally-Owned Devices Policy

It is school policy that students will keep personally-owned devices (including laptops, tablets, smartphones, and cell phones) turned off and put away during school hours unless in the event of an emergency or as instructed by a teacher or staff for educational purposes.

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.

If you believe a school computer or mobile device you are using might be infected with a virus, please alert supervising adult. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Downloads

Users should not download or attempt to download or run .dmg programs over the school network or onto school resources without express permission from the supervising adult

You may be able to download other file types, such as images or videos. For the security of our network, download such files from reputable sites and only for educational purposes.

Netiquette

Users should always use the Internet, network resources, and online sites courteously and respectfully.

Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.

Users should also remember not to post anything online they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there and can sometimes be shared and spread in ways you never intended.

To respect the privacy of others and will not attempt to access, collect, store, or publish private or personal information such as passwords, account information, or files of anyone.

Plagiarism

Users should not plagiarize (or use as their own, without citing the original creator) content, including words, ideas, or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something

found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

Personal Safety

Users should never share personal information, including phone number, address, government-issued ID number, birthday, or financial information, over the Internet without adult permission.

Users should recognize that communicating over the Internet brings anonymity and associated risks and should carefully safeguard their personal information. Users should never agree to meet someone they meet online in real life without parental permission.

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

Student safety and security is a high priority. If the student identifies or perceives a problem or breach of these responsibilities, the user must immediately notify the appropriate staff/faculty.

Works Cited

“Acceptable Use Policy.” *Kentcityschools.org*, 2022,

www.kentcityschools.org/highschool/tablet-information/acceptable-use-policy/. Accessed 3 Mar. 2022.

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www.familylives.org.uk/advice/bullying/cyberbullying/what-is-cyberbullying.

“Student Internet Use Agreement.” *Schoolloop.com*, 2018,

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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.



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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 Applications and Interpretations SL, Math Analysis and Approaches HL, Math Analysis and Approaches SL.

Group 6 is “The Arts,” and our students choose Visual Arts, a demanding course focusing on both theory and practice; but it may be possible at Brent Subic to meet the Group requirement with a second science or a second Group 3 subject.

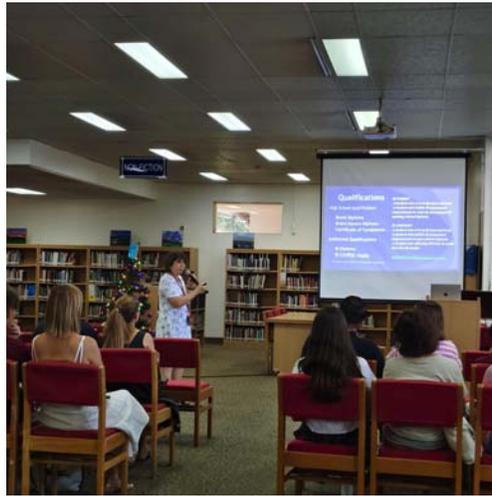
Diploma Requirements

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. Students will take IB courses he/she intends to have a certificate on. There are no minimum or maximum requirements for the number of courses the student can take.

Beginning 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 subject

CORE

The Extended Essay (EE)

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, providing 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. The completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor.



The Extended Essay at a glance

- **Compulsory** for IBDP candidates
- Externally assessed and in combination with the grade for Theory of Knowledge, can contribute **up to three (3)** additional points for the IB Diploma
- **Independent** research, presented in a formal piece of writing containing no more than **4000 words**
- The result of around **40 hours** of work
- Students are given time to write during **Block H and lock-in sessions**
- Skills required and developed include research, analysis, writing, and reflection
- Has proved to be a **valuable stimulus** for discussion in interviews for college application

Theory of Knowledge (TOK)

*What shapes my perspective?
Where do our values come from?
How can we navigate the world?
How can we tell when we are being manipulated?*

These are the type of questions the students will face in a Theory of Knowledge class.

The Theory of Knowledge course is a core component of the IB that holds everything together. It brings in a student's work in other courses and encourages students to question what and how they are learning - and especially to participate by speaking and communicating, 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 and thinking in those other classes, just as material from those other courses will enrich the TOK discussions.

TOK has a new curriculum. It has this new structure: Core Theme, Optional Themes, and five compulsory Areas of Knowledge.

These are the Areas of Knowledge to be discussed throughout the course: History, Human Sciences, Natural Sciences, Mathematics, and The Arts.

The new core theme is "knowledge and the knower." With this, the students are given the opportunity to reflect on themselves as knowers and thinkers. This also provides strong links to the IB Learner Profile. It is also hoped that having a more approachable structure, it will make the students more engaged in the topics of the course and find them relevant.

With the optional themes, the students are given a space for a more in-depth discussion that is not rooted in AOKs. The optional themes are given and the teacher with the class can choose two of the following:

- Knowledge and technology
- Knowledge and language
- Knowledge and indigenous societies
- Knowledge and politics
- Knowledge and religion

To help teachers and students explore the three parts of the TOK curriculum (Core Theme, Optional Themes, Areas of Knowledge), guidance and suggested knowledge questions are provided. These suggested knowledge questions (KQs) are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics. This “knowledge framework” (KF) encourages a deep exploration of each theme and AOK. Having these common elements run throughout the different parts of the curriculum also helps to unify the course and helps students to make effective connections and comparisons across the different themes and areas of knowledge. (Theory of knowledge guide, First assessment 2022)

The Six Big Questions will also be explored in the context of the AOKs and/or a Theme. (*theoryofknowledge.net*)

- **BQ1** (Foundations) *What is theory of knowledge, and why do we study it?*
- **BQ2** (Values) *How does our knowledge about the world inform the way we construct our values?*
- **BQ3** (Spin) *How is our understanding of the world influenced by the way knowledge is communicated?*
- **BQ4** (Perspectives) *How do our perspectives and biases shape our knowledge of the world?*
- **BQ5** (Creativity) *How is new knowledge about the world created?*
- **BQ6** (Experts) *How do we become discerning knowers?*

The two major assessments for the course are:

1. **The TOK Exhibition (Internal Assessment, $\frac{1}{3}$ of the TOK grade):** For this task, the students will create an exhibition of 3 objects that show how TOK manifests in the world by answering a prompt question.

Here are examples of such questions:

Are some types of knowledge more useful than others?

What counts as good evidence for a claim?

Are some types of knowledge less open to interpretation than others?

The students will showcase their work to an audience. It can be to parents and other members of the school community. The students may also have a “virtual exhibition” of their work.

2. **The TOK Essay (External Assessment, $\frac{2}{3}$ of the TOK grade):** The titles are knowledge questions from which students are asked to choose one. They will address the question in their essay. The student will be assessed on how they are able to “provide a clear, critical and coherent exploration of the essay title.”

Here are examples of the essay titles:

Can there be knowledge that is independent of culture? Discuss with reference to mathematics and one other area of knowledge.

To what extent do you agree with the claim that “there’s a world of difference between truth and facts” (Maya Angelou)? Answer with reference to two areas of knowledge.

(Titles #1 and 2, May 2022 Session)

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. 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

The IBO has produced Subject Briefs that provide a concise overview of specific IB courses and levels. You may access them using this QR code:



Courses Offered

Group 1: Studies in Language and Literature

The Group 1 courses each have their own identity and are designed to support future academic study or career-related paths by developing social, aesthetic and cultural literacy, as well as improving language competence and communication skills. For each course, the syllabus and assessment requirements are identical for all languages offered. The teaching and assessment of any particular studies in language and literature courses will be conducted in that language. All courses explore elements of language, literature and performance and focus on the following:

- the relationships between readers, writers and texts
- the range and functions of texts across geographical space and historical time
- aspects of intertextuality.

All courses in studies in language and literature are designed for students from a wide variety of linguistic and cultural backgrounds who have experience of using the language of the course in an educational context. To fulfill the requirements of the IB Diploma Programme (DP), students must study one of the three courses in the studies in language and literature group. To be awarded a bilingual diploma, two studies in language and literature courses can be taken, each in a different language.

English A: Language and Literature

Course Description

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

“Text” in this subject, and in the published guide, is defined as anything from which information can be extracted, and includes the widest range of oral, written and visual materials present in society. This range will include single and multiple images with or without text, literary and nonliterary written texts and extracts, media texts (for example, films), radio and television programmes and their scripts, and electronic texts that share aspects of a number of these areas (for example, video-sharing websites, web pages, social media messages, blogs, wikis and tweets). Oral texts will include readings, speeches, broadcasts and transcriptions of recorded conversation.

Aims

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

Syllabus Components

Readers, writers and texts

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

Time and space

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

Intertextuality: connecting texts

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

Korean A: Literature

Nature of the subject

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

Bilingual diploma

It is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature. (한국문학 과목을 이수하면 IB에서 공인한 이중 언어 디플로마가 추가로 수여됩니다.)



Syllabus component

Title, Author, Genre	Assessment:
Domain 1: Readers, Writers, Texts	<u>HL</u>
26년 26 years by Kang Pool_20C Graphic novel 동물농장 Animal Farm by George Orwell_20C Prose Fiction 난장이가 쓰아올린 작은 공 The dwarf's ball by Jo Se Hee_20C Prose Fiction 장영희 수필 Jang Young Hee's Essay _20C prose non-fiction	35%-Paper 1: Literary Analysis 25%-Paper 2 Comparative Essay
Domain 2: Time and Space	20%-Higher Level Essay
윤동주 Yoon Dong Ju's Poem _ 20C Poetry 마우스 MAUS by Art Spiegelman_ 20C Graphic Novel 인형의 집 Doll's house by Henrik Ibsen_ 19 C Drama 키친 Kitchen by yoshimoto banana_20C Prose Fiction	20%-Individual Oral 0%-Learner Portfolio
Domain 3: Intertextuality	<u>SL</u>
아몬드 Almond by Son Won pyeong_21C Prose Fiction 수궁가 The here's liver by anonymous_18C Prose Fiction 현진건 단편 Hyon Jin gun's short story _19C Prose Fiction 변신 The Metamorphosis by Kafka_20C Prose Fiction	35%-Paper 1: Literary Analysis 35%-Paper 2 Comparative Essay
Domain 4: Options	30%-Individual Oral
신영복 수필 Shin young bok's Essay _ 20C prose non-fiction	0%-Learner Portfolio
HL Students will complete an Independent Study on a text of their choice (with teacher approval) each semester HL Students will complete 13 texts SL Students will complete 9 texts	

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.

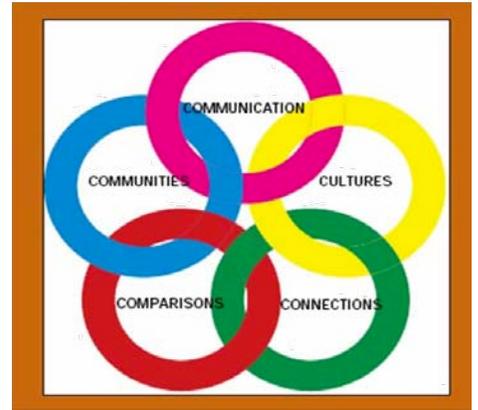
CHINESE B SL & HL/Mandarin Ab Initio

CHINESE B SL & HL

I. Course Description:

The Chinese B course is a language acquisition course of two years designed for students with some previous experience of the target language. It focused on developing students' language proficiency and cultural awareness.

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 situations 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 exam in May of the second year.



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?

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

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">● 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 costumes 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">● Neighborhood● 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 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?

Spanish B SL / Spanish Ab Initio

Nature of the subject

Spanish Ab initio and B (Standard and High Level) are two-year language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully. Students will be able to comprehend straightforward, written and spoken language (*receptive skills-reading and listening*); to write and speak the target language effectively (*productive skills- writing and speaking*); and to understand and respond effectively to written and spoken language (*interactive skills-writing and speaking*).

This language course promotes the appreciation and awareness of the target culture throughout the study and association of the context themes to other cultures. The five prescribed themes are common to the syllabuses of language B and language ab initio; they provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

Distinction between Ab Initio and Language B

Language ab initio	Language B	
	Standard Level (SL)	High Level (HL)
For students with no prior experience of the target language , or for those students with very limited previous exposure.	For students with some previous experience of the target language. The difference between SL and HL is the study of two literary works originally written in the target language, which is only required at HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop. HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot and characters. In language acquisition courses, specifically language B HL, literature is intended as a stimulus for ideas to be explored, principally through oral assessment.	

Syllabus Content and themes

Language ab initio	Language B	
	Standard Level (SL)	High Level (HL)
<p><u>Identities</u></p> <ul style="list-style-type: none"> ● Personal attributes ● Personal relationships ● Eating and drinking ● Physical wellbeing <p><u>Experiences</u></p> <ul style="list-style-type: none"> ● Daily routine ● Leisure ● Holidays ● Festivals and celebrations <p><u>Human ingenuity</u></p> <ul style="list-style-type: none"> ● Transport ● Entertainment ● Media ● Technology <p><u>Social Organization</u></p> <ul style="list-style-type: none"> ● Neighbourhood ● Education ● The workplace ● Social issues <p><u>Sharing the Planet</u></p> <ul style="list-style-type: none"> ● Climate ● Physical geography ● The environment ● Global issues 	<p><u>Identities</u></p> <ul style="list-style-type: none"> ● Lifestyles ● Health and wellbeing ● Beliefs and values ● Subcultures ● Language and identity <p><u>Experiences</u></p> <ul style="list-style-type: none"> ● Leisure activities ● Holidays and travel ● Life stories ● Rites of passage ● Customs and traditions ● Migration <p><u>Human ingenuity</u></p> <ul style="list-style-type: none"> ● Entertainment ● Artistic expressions ● Communication and media ● Technology ● Scientific innovation <p><u>Social Organization</u></p> <ul style="list-style-type: none"> ● Social relationships ● Community ● Social engagement ● Education ● The working world ● Law and order <p><u>Sharing the Planet</u></p> <ul style="list-style-type: none"> ● The environment ● Human rights ● Peace and conflict ● Equality ● Globalization ● Ethics ● Urban and rural environment 	

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

Figure 2
Overview of the curriculum model



The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as **change agents** for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts—**creativity, change, ethics** and **sustainability**—this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

The business management course encourages the application of local, national and global examples to content and concepts; the **internal assessment (IA)** for **both SL and HL** is an individual business research project that allows greater analysis and evaluation of content, concepts and context. Students can develop a deeper understanding of an organization by studying its processes through the lenses of creativity, change, ethics and sustainability.

Business management aims:

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

1. develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
2. foster an informed understanding of ethical and sustainable business practices
3. explore the connections between individuals, businesses and society
4. engage with decision-making as a process and a skill.

Syllabus Component	
<p>Unit 1: Introduction to business management</p> <p>1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies (MNCs)</p>	<p>Unit 4: Marketing</p> <p>4.1 Introduction to marketing 4.2 Marketing planning 4.3 Sales forecasting (HL only) 4.4 Market research 4.5 The seven Ps of the marketing mix 4.6 International marketing (HL only)</p>
<p>Unit 2: Human resource management</p> <p>2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation 2.5 Organizational (corporate) culture (HL only) 2.6 Communication 2.7 Industrial/employee relations (HL only)</p>	<p>Unit 5: Operations management</p> <p>5.1 Introduction to operations management 5.2 Operations methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Break-even analysis 5.6 Production planning (HL only) 5.7 Crisis management and contingency planning (HL only) 5.8 Research and development (HL only) 5.9 Management information systems (HL only)</p>
<p>Unit 3: Finance and accounts</p> <p>3.1 Introduction to finance 3.2 Sources of finance 3.3 Costs and revenues 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Debt/equity ratio analysis (HL only) 3.7 Cash flow 3.8 Investment appraisal 3.9 Budgets (HL only)</p>	

Economics



Introduction

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and **interdependence** of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of **scarcity**. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, **choices** have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative **well-being** of individuals and societies. As a social science, economics examines these choices through the use of models and theories. The Diploma Programme (DP) economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of the following six real-world issues which are posed as economic questions:

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives—and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economy and how effective are their policies?
- Who are the winners and losers of the integration of the world's economies?
- Why is economic development uneven?

Economic Aims:

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

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

Distinction between SL and HL:

The HL course in economics differs from the SL course in economics in terms of the:

- recommended hours devoted to teaching (240 hours for HL compared to 150 hours for SL)
- extra depth and breadth required (extension material for HL only)
- nature of the examination questions. Both SL and HL students develop quantitative skills, but HL students will need to further develop these as appropriate, in analysing and evaluating economic relationships in order to provide informed policy advice. These skills are specifically assessed in HL paper 3.

*Excerpts from Economics Guide
First Assessment 2022*

Syllabus Outline

Unit 1: Introduction to Economics
1.1 What is economics?
1.2 How do economists approach the world?
Unit 2: Microeconomics
2.1 Demand (includes HL only sub-topics)
2.2 Supply (includes HL only sub-topics)
2.3 Competitive market equilibrium
2.4 Critique of the maximizing behaviour of consumers and producers
2.5 Elasticity of demand (includes HL only sub-topics)
2.6 Elasticity of supply (includes HL only sub-topics)
2.7 Role of government in microeconomics (includes HL only calculation)

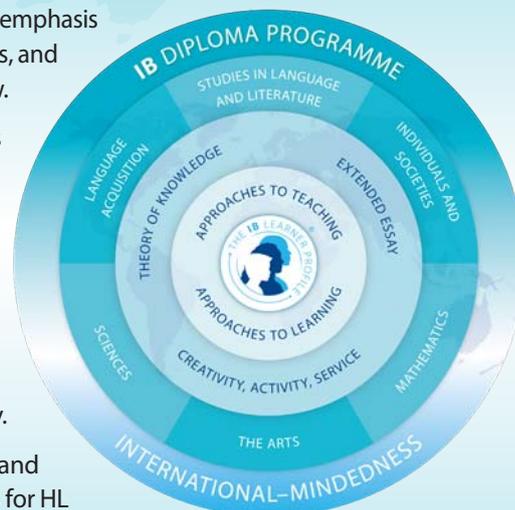
2.8 Market failure—externalities and common pool or common access resources (includes HL only calculation)
2.9 Market failure—public goods
2.10 Market failure—asymmetric information (HL only)
2.11 Market failure—market power (HL only)
2.12 The market’s inability to achieve equity (HL only)
Internal Assessment (IA): Microeconomics (max. 800 words)
Unit 3: Macroeconomics
3.1 Measuring economic activity and illustrating its variations
3.2 Variations in economic activity—aggregate demand and aggregate supply
3.3 Macroeconomic objectives (includes HL only calculation)
3.4 Economics of inequality and poverty (includes HL only calculation)
3.5 Demand management (demand side policies)—monetary policy (includes HL only sub-topics)
3.6 Demand management—fiscal policy (includes HL only sub-topics)
3.7 Supply-side policies
Internal Assessment (IA): Macroeconomics (max. 800 words)
Unit 4: The Global Economy
4.1 Benefits of international trade (includes HL only subtopics and calculation)
4.2 Types of trade protection (includes HL only calculations)
4.3 Arguments for and against trade control/protection
4.4 Economic integration
4.5 Exchange rates (includes HL only sub-topic)
4.6 Balance of payments (includes HL only sub-topics)
4.7 Sustainable development (includes HL only sub-topic)
4.8 Measuring development
4.9 Barriers to economic growth and/or economic development
4.10 Economic growth and/or economic development strategies
Internal Assessment (IA): The Global Economy (max. 800 words)

First assessment 2028

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.



I. Course description and aims

DP history is a dynamic, evidence-based, interpretative discipline that engages with the past.

The overarching emphasis of the DP history course is on teaching students to think historically. This means engaging students in different forms of historical inquiry. The course allows students to explore the past through a variety of contexts, concepts, content and skills. In this interpretative discipline, students will engage with diverse perspectives and evidence to reach their own judgements.

The DP history course is a world history course, grounded in a variety of global, regional and national themes, and allowing for a mixture of comparative, thematic and in-depth studies. It provides a balance of structure and flexibility, enabling the course to be implemented in a wide range of contexts.

History is both an academic discipline and a part of the everyday, lived experience of all students. History informs identity, culture, society, politics, and the relationships between individuals and communities. Through the course, students will develop an understanding and appreciation of history in all these dimensions.

All individuals and societies subjects help young people develop a connection to our shared planet, exploring how to live sustainably and promoting the well-being of all people in our pursuit of a more peaceful world.

The aims of all the individuals and societies subjects are to equip students to:

- explore and critically engage with multiple perspectives and ways of thinking
- investigate and evaluate the interactions between individuals and societies
- think and act as informed and principled individuals in societies
- understand and value the variety and diversity of the human experience across time and place.

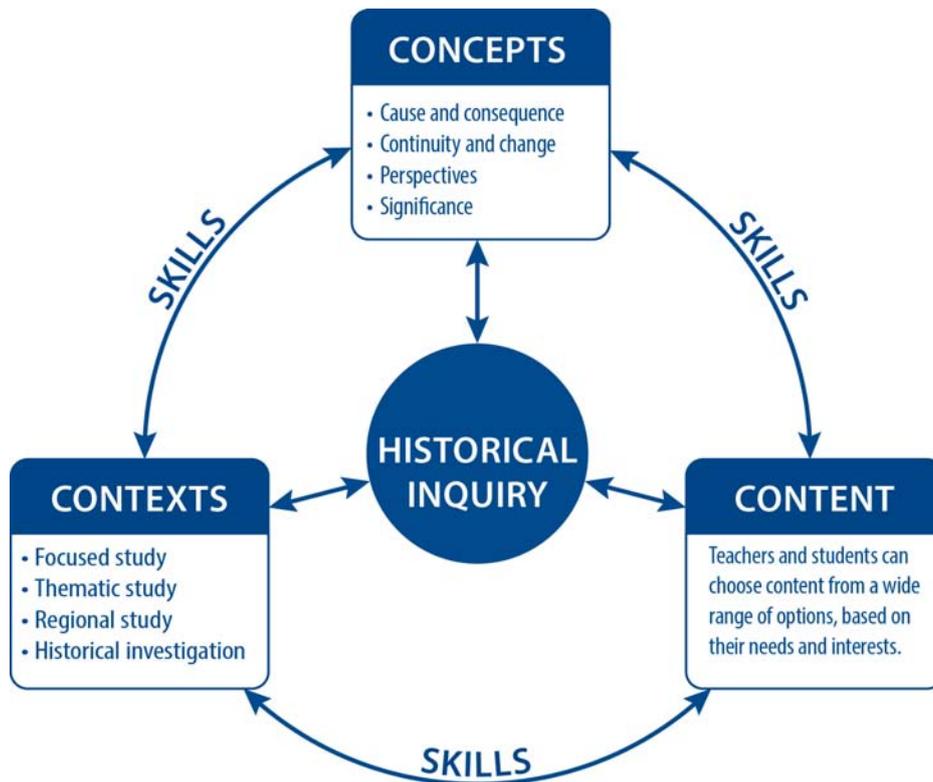
In the DP history course, students will:

- inquire into the past through historical contexts, concepts, content and skills
- investigate historical events, issues and topics
- explore and evaluate diverse historical perspectives and arguments
- examine diverse historical identities and experiences.

II. Curriculum model overview

The curriculum model integrates contexts, concepts, content and skills through historical inquiry (figure 1).

Figure 1: Curriculum model



At the centre of the curriculum model is historical inquiry. Historical inquiry should be understood as an active, student-centred process of constructing meaning about the past. Students are invited not simply to “study history”, but to “do history”.

All the parts of the curriculum model are interconnected, both with each other and with historical inquiry. These parts are as follows.

- **Contexts** situate content in different ways. The history course uses four inquiry contexts to scaffold the course content, enabling the study of diverse topics in different ways. These include the focused study, thematic study, regional study and historical investigation.
- **Concepts** focus historical inquiry with powerful, pervasive and debatable ideas. The history course has four specified historical concepts: cause and consequence, continuity and change, perspectives, and significance.
- **Content** informs historical inquiry with detail and examples. Teachers and students can choose content from a wide range of options, based on their needs and interests.
- **Skills** support historical inquiry with practical processes. The history course highlights a variety of historical skills.

Syllabus component	Teaching hours	
	SL	HL
Focused study Select one of the five following options. Each option contains two focused studies, both of which must be studied. <ul style="list-style-type: none"> • Independence and identity • Political and economic transitions • Conflict and displacement • Climate and innovation • Protest and change 	50	50
Thematic study Select one of the four following options. <ul style="list-style-type: none"> • Conflict (from 750 CE) • Innovation and transformation (from 750 CE) • Authoritarian rule (from 1750 CE) • Popular movements (from 1750 CE) 	80	80
Regional study (HL only) Select one region, and then two studies from the chosen region. <ul style="list-style-type: none"> • Africa and the Middle East • The Americas • Asia and Oceania • Europe 	-	90
Historical investigation Internal assessment	20	20
Total teaching hours	150	240

III. Assessment model

The course assesses students' **knowledge and understanding, application and analysis, and evaluation and synthesis** of six different elements of the course. These elements are:

- historical inquiry contexts
- historical concepts
- historical sources
- historical content
- historical arguments
- historical inquiry questions.

The following table shows how the different elements of the course are assessed in different ways. It also shows, in parentheses, the assessment component (paper 1, paper 2, paper 3 or the internal assessment [IA]) that is associated with each assessment objective.

Element	Knowledge and understanding	Application and analysis	Evaluation and synthesis
Historical inquiry contexts	Know and understand historical inquiry contexts (paper 1, paper 2, paper 3, IA)	Apply historical inquiry contexts (paper 1, paper 2, paper 3, IA)	
Historical concepts	Know and understand historical concepts (paper 1, paper 2, paper 3, IA)	Apply historical concepts (paper 1, paper 2, paper 3, IA) and analyse concepts (paper 2)	
Historical sources	Understand content from historical sources (paper 1, IA)	Analyse context of historical sources (paper 1, IA)	Evaluate and synthesize perspectives of historical sources (paper 1, IA)
Historical content	Know and understand historical content (paper 2, paper 3, IA)	Apply and analyse historical content (paper 2, paper 3, IA)	Synthesize historical content (paper 2)
Historical arguments	Understand historical arguments (paper 1, paper 2, paper 3, IA)	Analyse historical arguments (paper 2, paper 3, IA)	Evaluate and synthesize historical arguments (paper 3)
Historical inquiry questions	Understand historical inquiry questions (paper 1, paper 2, paper 3, IA)	Analyse historical inquiry questions (paper 1, paper 2, paper 3, IA)	Formulate an appropriate historical inquiry question (IA)

In some ways, the table demonstrates how the objectives of the course are progressive and build upon each other. For example, it would be difficult to evaluate a source if you did not first understand the source. However, it does not necessarily follow that the last column is inherently more complex or challenging than earlier columns. To “understand” a concept is a demanding cognitive challenge, and to apply it even more so. It is better to see these ways of thinking about various parts of the course as interconnected and interdependent.

Paper 1

In paper 1, students are assessed on their **understanding** of the content of two historical sources in relation to an inquiry question (question 1), their **analysis** of how the context of a source shapes how it can be used (question 2), and their **synthesis** of the perspectives from diverse historical sources (question 3). In all their responses, students will need to **apply** knowledge and understanding from the relevant focused study.

Paper 2

In paper 2, section A, students are assessed on their **analysis** of historical concepts, illustrated with an **understanding** of a relevant historical example from their thematic study. In section B, part 1, they are assessed on their **understanding** of a historical example from their thematic study. In section B, part 2, they are assessed on their **synthesis** of diverse historical examples from their thematic study to formulate an **analytical** argument. In all their responses, students will need to **apply** knowledge and understanding from their thematic study.

Paper 3 (HL only)

In paper 3, students will need to show an in-depth **understanding** of the argument in the question. They will be assessed on their **evaluation** of historical perspectives to formulate an evaluative argument. Students will need to **apply** knowledge and understanding from the regional study.

Internal assessment

In section 1 of the IA, students are assessed on their **formulation** of an appropriate question to guide their historical investigation. In section 2, they are assessed on their **analysis** of the sources they have chosen. In section 3, students must **synthesize** evidence from the sources to produce a response. Students will need to **apply** knowledge and understanding from their chosen topic.

Assessment at a glance

Assessment outline—SL

Assessment component	Weighting
External assessment (3 hours)	70%
Paper 1 (1 hour 15 minutes) Source-based assessment on the five focused studies, linked by an overarching inquiry question. Students respond to three static questions. Students answer all the questions for one of the focused studies. (24 marks)	30%
Paper 2 (1 hour 45 minutes) Section A: two questions on the specified concepts. Students choose one question to answer. Section B: two questions on each of the four thematic studies. Each question consists of two parts—a short response and an essay response. Students choose one of the two questions for their thematic study and answer both parts of that question. (25 marks)	40%
Internal assessment (20 hours)	30%
Historical investigation This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students investigate a historical topic of their choice. They formulate an inquiry question, identify and choose sources, synthesize information and evaluate sources to produce a response. (24 marks)	30%

Assessment outline—HL

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (1 hour 15 minutes) Source-based assessment on the five focused studies, linked by an overarching inquiry question. Students respond to three static questions. Students answer all the questions for one of the focused studies. (24 marks)	20%
Paper 2 (1 hour 45 minutes) Section A: two questions on the specified concepts. Students choose one question to answer. Section B: two questions on each of the four thematic studies. Each question consists of two parts—a short response and an essay response. Students choose one of the two questions for their thematic study and answer both parts of that question. (25 marks)	25%
Paper 3 (2 hours) Separate papers for each of the four regions. Two essay questions on each of the 12 regional studies within the selected region. Students choose to answer two questions, each from a different regional study. (30 marks)	35%
Internal assessment (20 hours)	20%
Historical investigation This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students investigate a historical topic of their choice. They formulate an inquiry question, identify and choose sources, synthesize information and evaluate sources to produce a response. (24 marks)	20%

IV. Sample questions

Paper 1

Using the three provided sources on post-Second World War displacement in Europe and considering the overarching inquiry question of “To what extent was persecution the main reason for post-war mass displacement in Europe?”, respond to the following three questions.

1. Explain how the content of both source A and source B can be used to answer the inquiry question.
2. Analyse how the context of source C influences how it can be used to answer the inquiry question.
3. Examine how the perspectives in all the sources can be used to answer the inquiry question.

Paper 2

Section A

- Analyse how historical events can have multiple causes. Use one example from your thematic study to support your response.
- Analyse how historical events can be seen from different perspectives. Use one example from your thematic study to support your response.

Section B

- Part A: Explain how conflict can affect the experience of a marginalized group. Use one example from your thematic study in your response.
- Part B: To what extent has the mobilization of resources been the most important factor in determining the outcome of conflict? Use examples from at least two different conflicts in at least two regions to support your response.

Paper 3 (HL only)

- To what extent do you agree with the claim that papal patronage was the most significant factor in the development of the Italian Renaissance?
- “The Mexican Revolution significantly changed the role of women.” To what extent do you agree with this statement?
- To what extent do you agree with the perspective that the African National Congress (ANC) adopted armed struggle because of the Sharpeville Massacre?
- “The main reason for the outbreak of war in Korea in 1950 was contrasting views on free elections.” To what extent do you agree with this claim?

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: <https://ibo.org/en/dp>.

Complete subject guides can be accessed through the Programme Resource Centre or purchased through the IB store: <https://www.ibo.org/new-store>.

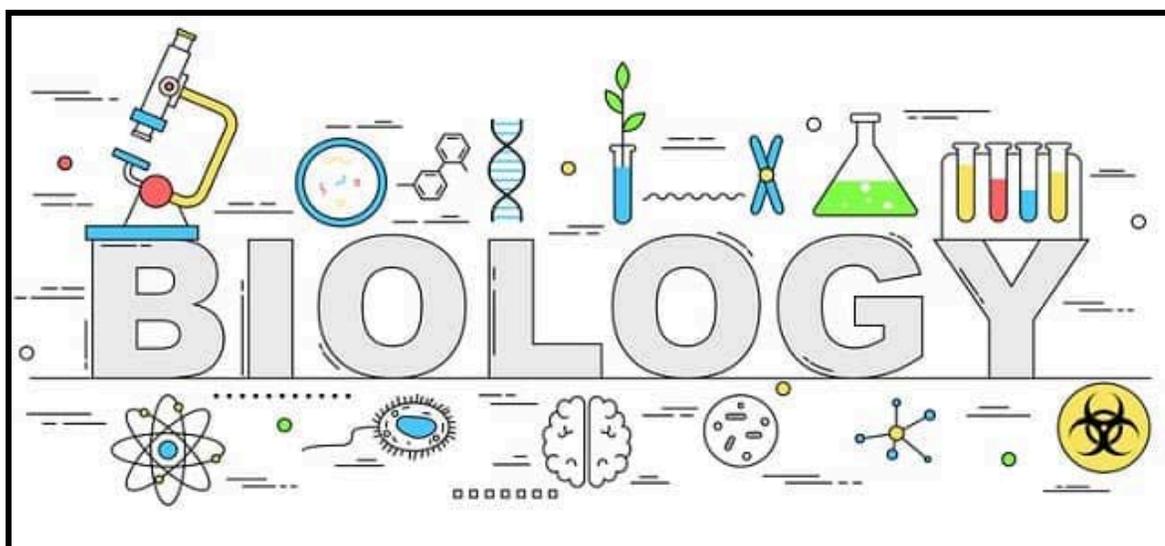
For more on how the DP prepares students for success at university, visit: <https://ibo.org/en/university-admission>.

Group 4: Sciences

The Group 4 courses, or the Sciences, are grounded in the concept of the Nature of Science (NOS), which frames how scientific knowledge is understood and developed. The International Baccalaureate Organization defines the Nature of Science (NOS) as "an overarching theme in biology, chemistry, and physics courses that seeks to explore conceptual understandings related to the purpose, features and impact of scientific knowledge." (International Baccalaureate Organization, 2014).

Biology

Biology is the study of life. The vast diversity of species makes biology an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels, from the micro to the macro, using many different approaches and techniques. Biology is still young and is undergoing significant progress in the 21st century. This progress is essential during growing pressure on the human population and the environment. By studying biology in the DP, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis on a practical approach through experimental work characterizes the sciences. Teachers allow students to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers, and evaluate and communicate their findings.



Group 4 (Sciences): AIMS

The following aims are drawn from the IB Diploma Programme science guides. Through the overarching theme of the Nature of Science (NOS), the group 4 courses aim to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science

(Adapted from the International Baccalaureate Organization, Diploma Programme Science Guides, last updated 14 March 2024)

Biology Syllabus Roadmap

Theme	Level of Organization			
	1. Molecules	2. Cells	3. Organisms	4. Ecosystems
A. Unity and diversity	A1.1 Water A1.2 Nucleic acids	A2.1 Origins of cells [HL only] A2.2 Cell structure A2.3 Viruses [HL only]	A3.1 Diversity of organisms A3.2 Classification and cladistics [HL only]	A4.1 Evolution and speciation A4.2 Conservation of biodiversity
B. Form and function	B1.1 Carbohydrates and lipids B1.2 Proteins	B2.1 Membranes and membrane transport B2.2 Organelles and compartmentalization B2.3 Cell specialization	B3.1 Gas exchange B3.2 Transport B3.3 Muscle and motility [HL only]	B4.1 Adaptation to environment B4.2 Ecological niches
C. Interaction and interdependence	C1.1 Enzymes and metabolism C1.2 Cell respiration C1.3 Photosynthesis	C2.1 Chemical signalling [HL only] C2.2 Neural signalling	C3.1 Integration of body systems C3.2 Defence against disease	C4.1 Populations and communities C4.2 Transfers of energy and matter
D. Continuity and change	D1.1 DNA replication D1.2 Protein synthesis D1.3 Mutations and gene editing	D2.1 Cell and nuclear division D2.2 Gene expression [HL only] D2.3 Water potential	D3.1 Reproduction D3.2 Inheritance D3.3 Homeostasis	D4.1 Natural selection D4.2 Stability and change D4.3 Climate change

Chemistry

Introduction

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.



Group 4 (Sciences): AIMS

The following aims are drawn from the IB Diploma Programme science guides. Through the overarching theme of the Nature of Science (NOS), the group 4 courses aim to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science

(Adapted from the International Baccalaureate Organization, Diploma Programme Science Guides, last updated 14 March 2024)

Chemistry Syllabus Roadmap

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

Physics

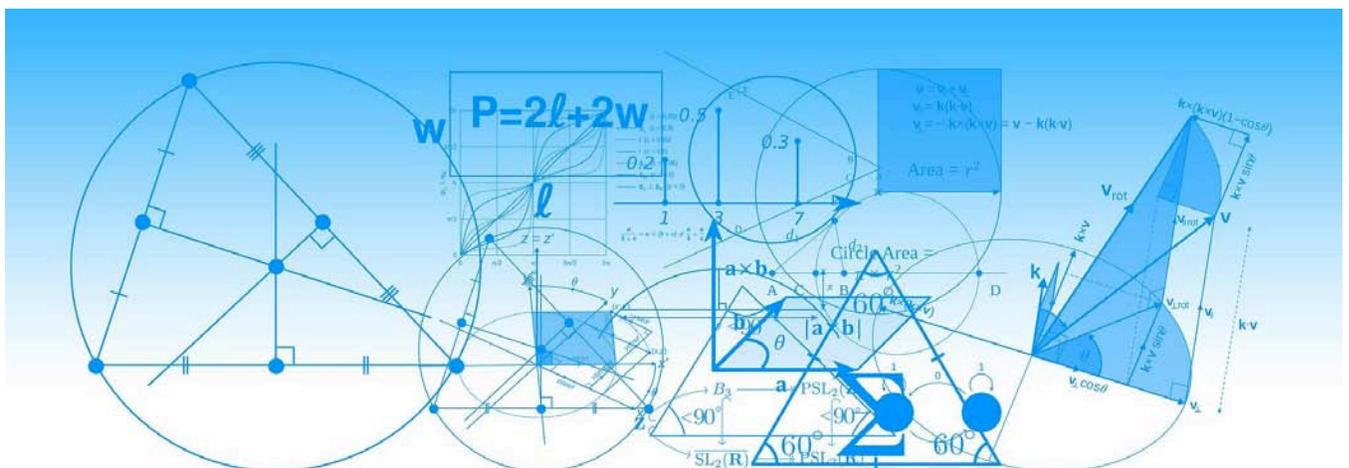
Physics is a natural science based on experiments, measurements, and mathematical analysis to find quantitative physical laws for everything from the nanoworld of the microcosmos to the planets, solar systems, and galaxies that occupy the macro cosmos.

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; 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 introduced within the core or the additional higher level (AHL) material if desired, or the option material can be taught as a separate unit.



Group 4 (Sciences): AIMS

The following aims are drawn from the IB Diploma Programme science guides. Through the overarching theme of the Nature of Science (NOS), the group 4 courses aim to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science

(Adapted from the International Baccalaureate Organization, Diploma Programme Science Guides, last updated 14 March 2024)

IB Physics SL

A. Space, time, and motion	B. The particulate nature of matter	C. Wave behavior	D. Fields	E. Nuclear and quantum physics
A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power	B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws B.4 Current and circuits	C.1 Simple harmonic motion C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance C.5 Doppler effect	D.1 Gravitational fields D.2 Electric and magnetic fields D.3 Motion in electromagnetic fields	E.1 Structure of the atom E.2 Radioactive decay E.3 Fission E.4 Fusion and stars

IB Physics HL

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

Group 5: Mathematics



The new courses in IB Mathematics prepare students to acquire and be equipped with the necessary Mathematical knowledge and understanding as well as the use of technology to solve different problem-solving applications. The topics covered are both traditionally part of pre-university mathematics courses. Since students differ individually in terms of strengths and weaknesses as well as interests and passions, the new courses in IB Mathematics are so designed to cater to the students' pre-university needs and are classified into two: **Applications and Interpretations (AI)** and **Analysis and Approaches (AA)**.

Applications and Interpretations make extensive use of technology to allow students to construct mathematical models, develop mathematical thinking in the context of practical problem solving. The course is recommended to those students who will pursue University courses that will not require mathematical knowledge that will significantly necessitate in-depth analyses and complex processes to solve math problems. This may include but not limited to University courses in fashion design, communications, law, the liberal arts courses and the like.

Analysis and Approaches has a strong emphasis on developing analytical expertise, the ability to construct, communicate and justify correct mathematical arguments. It is more appropriate for students who are very comfortable in manipulating algebraic expressions and have very keen eyes in recognising and using mathematical patterns in different contexts, situations and applications. The students who would take this course would be more likely to pursue highly technical courses such as Pure and Applied Mathematics, Engineering, Architecture and other professions that will require precise analytical skills and a good understanding of simple proofs in University.

Both courses offer **Standard Level** and **Higher Level** classes. The common core topics are covered by both levels with some topics having a more in-depth discussion for the Higher Level courses. Due to small class sizes, Standard and Higher Level classes are combined, prompting once a week extension classes after school to cover for the additional topics not found in the common core and to comply with the required number of hours for HL classes.

SYLLABUS OUTLINE:

- Topic 1 - Number and Algebra
- Topic 2 - Functions
- Topic 3 - Geometry and Trigonometry
- Topic 4 - Statistics and Probability
- Topic 5 - Calculus

SL/HL

Topic 1 - Number and Algebra

	Analysis and Approaches	Applications and Interpretations
1.1	Operations with numbers in the form $a \times 10^k$ where $1 < a < 10$ and k is an integer	
1.2	Arithmetic Sequences and Series	
1.3	Geometric Sequences and Series	
1.4	Financial Applications of Geometric Sequences and Series	
1.5	Laws of Exponents with Integer Exponents	
1.6	Simple Deductive proof; numerical and algebraic	Approximation: decimal places, significant figures
1.7	Laws of Exponents with Rational Exponents	Amortization and annuities using technology
1.8	Sum of Infinite Convergent Sequences	Solving systems of linear equations and polynomial equations using technology
1.9	The Binomial Theorem	-
	Additional HL Topics	
1.9	-	Laws of Logarithms
1.10	Counting Principles, including permutations and Combinations	Simplifying expressions involving rational exponents
1.11	Partial Fractions	The sum of infinite geometric sequences

1.12	Complex Numbers	
1.13	Modulus - argument (Polar form) of complex Numbers	
1.14	Complex Conjugates Roots of Quadratic and Polynomial Equations with Real Coefficients	Matrices
1.15	Proof by Mathematical Induction	Eigenvalues and eigenvectors
1.16	Solutions of Systems of Linear Equations (3 equations - 3 unknowns)	

Topic 2 - Functions

	Analysis and Approaches	Applications and Interpretations
2.1	<i>Linear Functions</i>	
2.2	<i>Function Notations, domain and Range</i>	
2.3	<i>Graphs of Functions</i>	
2.4	<i>Key Features of Graphs</i>	
2.5	Composite Functions	Modelling with Functions
2.6	The Quadratic Functions	Modelling Skills
2.7	Solutions of Quadratic Equations and Inequalities	-
2.8	The Reciprocal Functions	-
2.9	Exponential Functions and Their Graphs	-
2.10	Solving equations graphically and analytically	-
2.11	Graph Transformations	
	Additional Topics for HL	
2.7	-	Composite Functions
2.8	-	Transformations of graphs
2.9	-	Exponential models to calculate half-life (sinusoidal, logistic, piecewise models)
2.10		Logarithm

2.12	Polynomial Functions and their Graphs	-
2.13	Rational Functions	-
2.14	Odd and Even Functions	-
2.15	Solutions to Inequalities both graphically and analytically	-
2.16	Transformations of Absolute Value Functions	-

Topic 3 - Geometry and Trigonometry

	Analysis and Approaches	Applications and Interpretations
3.1	Distance, Volume and Surface Area	
3.2	Right Triangle Trigonometry	
3.3	Applications and Right and Non-right Angled Triangle	
3.4	The Circle	
3.5	The Unit Circle: sine and cosine	Equations of perpendicular bisectors
3.6	Trigonometric Identities	Voronoi Diagrams
3.7	The Circular Functions	-
3.8	Solving Trigonometric Equations both Graphically and Analytically	-
	Additional HL Topics	
3.7	-	Radians and conversion between degrees and radians
3.8	-	The Unit Circle: sine and cosine
3.9	Reciprocal Trigonometric Ratios	Geometric transformations of points in 2D using matrices
3.10	Compound Angle Identities	Concept of Vector and Scalar
3.11	Relationships between the Trigonometric Functions of Complementary Angles	Vector equation of a line in two and three dimensions
3.12	Vectors	Vector applications to kinematics
3.13	Scalar Products of Two Vectors	Definition and calculation of the scalar product of two vectors

3.14	Vector Equation of a Line	Graph Theory
3.15	Intersection of Vectors	Adjacency matrices
3.16	Vector Products	Algorithm
3.17	Vector Equations of a Plane	-
3.18	Intersections and Angles between lines and planes	-

Topic 4 - Statistics and Probability

	Analysis and Approaches	Applications and Interpretations
4.1	Discrete and Continuous Data	
4.2	Presentations of Data; Cumulative Frequencies	
4.3	Measures of Central Tendencies and Dispersions	
4.4	Linear Correlation of Bivariate Data	
4.5	Sample Space	
4.6	Independent Events	
4.7	Probability Distribution	
4.8	Binomial Distribution	
4.9	Normal Distribution	
4.10	Line of x on y; Linear Regression	Spearman's rank correlation coefficient, r
4.11	Conditional Probability	Chi-squared test
4.12	Standard Normal Distribution	Reliability and Validity
	Additional HL Topics	
4.13	Baye's Theorem	Non-linear regression
4.14	Variance of a Discrete Random Variable	Linear transformation of a single random variable
4.15	-	Linear combination of n independent normal random variables
4.16	-	Confidence intervals for the mean of a normal population

4.17	-	Poisson distribution
4.18	-	Critical values and critical regions
4.19	-	Transition matrices

Topic 5 - Calculus

	Analyses and Approaches	Applications and Interpretations
5.1	Limit	
5.2	Increasing and Decreasing Function	
5.3	Derivative of Functions with Integer Exponents	
5.4	Normals and Tangents	
5.5	Anti-Differentiation	
5.6	The Chain Rule	Local maximum and minimum points
5.7	The Second Derivative	Optimisation
5.8	Local Maximum and Minimum	Trapezoidal rule
5.9	Kinematics Applications of Derivative	-
5.10	Indefinite Integral	-
5.11	Definite Integrals: Areas between curves	-
	Additional HL Topics	
5.9	-	The Chain Rule
5.10	-	The Second Derivative
5.11	-	Integration
5.12	Continuity	Volume of revolution
5.13	Indeterminate Form of Limits	Kinematics involving displacement, velocity and acceleration
5.14	Implicit Differentiation	Setting up a differential equation/model
5.15	Derivatives of Trigonometric Functions	Slope fields
5.16	Integration by Substitution and by Parts	Euler's method
5.17	Volumes of Revolution	Qualitative analysis of eigenvalues

5.18	First Order Differential Equations	Second Derivative by Euler's method
5.19	Maclaurin Series	-

The arts: Visual arts

First assessment 2027

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.



I. Course description and aims

Visual arts are an integral part of our daily lives. They have social, political, ritual, spiritual, decorative and functional values. The theories and practices of visual arts are dynamic and ever-changing, connecting different areas of knowledge and human experience. Visual arts enable us to make sense of the world, to explore our place within it, and to transform our individual and collective ways of being in and with the world.

In this visual arts course students learn how to **create**, **communicate** and **connect** as artists.

Students engage in creative practices and processes working with a variety of art-making forms and creative strategies, and learn art-making as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they are invited to transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry guided by artistic intentions.

The course encourages students to engage with the world through individual and shared experiences, imagination and action, and it fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. The syllabus supports learning through authentic art-making experiences and student choice, encouraging teachers to support their students in becoming progressively more independent art practitioners.

Teaching and learning of conceptual and material skills and methods allow students to think and work like artists. During the course they develop a personal visual language and learn to communicate artistic intentions to different audiences, connecting with the work of other artists and considering the significance of context(s). Students learn that by making art they are empowered to engage, transform and emerge, both as individuals and as members of a community. These positive and creative approaches will stay with students after they complete the course, enriching any of their future pursuits.

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

1. explore the diversity of the arts across time, cultures and contexts
2. develop as imaginative and skilled creators and collaborators
3. express ideas creatively and with competence
4. critically reflect on the process of creating and experiencing the arts
5. develop as informed, perceptive and analytical practitioners
6. enjoy lifelong engagement with the arts.

The visual arts course aims to enable students to:

7. appreciate that art-making enhances knowledge, develops understanding and transforms ways of being
8. employ curiosity, creativity and dialogue to more openly engage with self, the world and others
9. draw on artmaking and artworks for their own, and their communities', well-being and flourishing.

II. Curriculum model overview

The visual arts course is a creative, practice-based course.

Students work in the classroom as they would in an art studio. Art-making as inquiry is at the centre of the syllabus and students learn through three core areas—create, connect and communicate. These are introduced as discrete elements of the course; however, in practice, this division will only occasionally predominate.

Learning art-making as inquiry will mostly integrate create, connect and communicate. This is to allow students to embrace the holistic nature of visual arts practice. However, teachers will at times need to make explicit the division of content and focus on just one of the core areas, to ensure that students have sufficient understanding, skills and methods to develop their artistic intentions and their artwork.

Students gain a deeper understanding of the visual arts through working with a variety of art-making forms and creative strategies, and develop a personal visual language as well as critical and curatorial skills and methods.

During the two years of the course, students are supported and guided by their teachers to become increasingly more independent visual artists. Seven assessment objectives, clearly defined and embedded in the creative process, guide teachers and students from the beginning to the end of the course.

Students learn to nurture their artistic practice and to develop their ideas, work and reflections through observation, experimentation and investigation. The course is designed to deepen students' understanding of the interactive and generative nature of the work of visual artists, and to promote flexible and iterative creative processes.

Visual arts journals—which might take a variety of formats—are used by students to generate, progress and develop their art-making as inquiry and their learning across the three core areas. Students realize and resolve artworks to communicate with audiences through synthesis of concept and form. Understanding of context(s) and cultural significance are also part of the curriculum, and students learn to consider the complex and dynamic relationships between artist, artwork, audience and context. Not only do students

connect with the work of other artists, but they also learn to situate the artworks they study as well as their own.

As part of the visual arts course students learn to employ curiosity, creativity and dialogue to openly engage with the self, the world and others. They develop the skills to work independently, persist and repurpose, reflect critically and communicate effectively and with coherence as visual artists.

Syllabus area	Teaching hours	
	SL	HL
<p>Create</p> <p>Teachers introduce a variety of art-making forms and creative strategies. Students learn how to generate ideas from investigation and observation, and engage with experimentation or in resolving artworks. They learn how to follow lines of inquiry from conception to realization and to develop a visual language.</p>	20	30
<p>Connect</p> <p>Teachers introduce ways to investigate artworks from different times and contexts. Students consider the relationships between artwork, artist and audience. They learn how to situate their art-making in relation to context and to consider cultural significance.</p>	20	30
<p>Communicate</p> <p>Teachers introduce methods of visual and written presentation, and create opportunities for dialogue and critique. Students learn how to curate, share and situate their artwork. Teachers introduce methods to digitally document and curate artwork.</p>	20	30
<p>Integration of create, connect, communicate</p> <p>The majority of teaching hours in visual arts are devoted to making art as inquiry.</p> <p>Students integrate the core areas of create, connect and communicate, through the pursuit of personal lines of inquiry and while developing a coherent body of resolved artworks. They learn to:</p> <ul style="list-style-type: none"> • develop their artistic intentions and creative processes • connect their art-making with the work of others • create their artworks in context • communicate with audiences. <p>Teachers plan time and set reasonable deadlines for students to prepare the three summative assessment tasks.</p>	90	150
Total teaching hours	150	240

III. Assessment model

At the end of the course, students select and organize visual and written materials to submit to the IB for online assessment—both SL and HL students curate and digitally submit three assessment tasks to evidence their learning.

All assessment tasks are non-examination based. Two tasks are externally assessed, and one is internally assessed by the teacher and externally moderated by the IB. The assessment model clearly differentiates the requirements between SL and HL, reflecting the teaching hours allocated at each level and the greater depth and breadth of work required in the HL course.

Task 1 is common to SL and HL. All students complete the **art-making inquiries portfolio**.

Task 2 is designed differently for SL and HL, to fully reflect the different allocation of teaching time at each level. SL students complete the **connections study** and HL students complete the **artist project**.

Task 3 is the internal assessment (IA), differentiated between SL and HL. The IA is focused on the student's ability to create a **coherent body of work**. Both SL and HL students submit **five resolved artworks**, but some of the requirements of the task are different for each level.

Student work is assessed through assessment criteria and marks are allocated by applying level descriptors.

For their summative end-of-course assessment, students are expected to provide evidence of how they learned to create, connect and communicate as visual arts practitioners. There are seven assessment objectives common to SL and HL that provide measurable indicators of success and help to shape learning and teaching. The visual arts objectives are embedded in the creative process to support authentic learning and the design of valid, reliable and manageable assessment tasks.

Visual arts students are expected to evidence how, as part of their art-making, they:

- **curate** visual and written materials, including both developing and resolved artworks, to communicate artistic intentions and inquiry
- **investigate** art forms and creative strategies, as well as meaning and cultural significance of artworks within and across contexts
- **generate** intentions and artworks through inquiry and the application of creative strategies
- **refine** artistic intentions and their own art-making through investigation, dialogue and critical reflection as part of inquiry
- **resolve** artworks to fulfil intentions and convey meaning
- **situate** their own artworks and art-making, as well as those of other artists, in relation to context(s), audience(s) and communities of artistic practice
- **synthesize** concept and form through creative and curatorial practices to create artworks, communicate artistic intentions and connect with audience(s).

Assessment at a glance

Assessment outline—SL	Weighting
External assessment	60%
<p>Art-making inquiries portfolio (32 marks)</p> <p>This is an SL and HL task focused on the student’s art-making as inquiry.</p> <p>The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies.</p> <p>The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with.</p> <p>SL students submit two mandatory files.</p> <ul style="list-style-type: none"> • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources. 	40%
<p>Connections study (24 marks)</p> <p>This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA.</p> <p>The study presents curated visual and written evidence to demonstrate the connections between the student’s chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists.</p> <p>SL students submit two mandatory files.</p> <ul style="list-style-type: none"> • One PDF file of up to 10 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words. • One separate text file listing the sources. 	20%
Internal assessment	40%
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Resolved artworks (32 marks)</p> <p>This is an SL-only task focused on the student’s ability to create a coherent body of work. Each student submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.</p> <p>The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate their artistic intentions and the choices that informed the making of their coherent body of artworks.</p> <p>SL students submit six mandatory files.</p> <ul style="list-style-type: none"> • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to two screens for the rationale (which must not exceed 700 words). 	40%

Assessment outline—HL	Weighting
External assessment	60%
<p>Art-making inquiries portfolio (32 marks)</p> <p>This is an SL and HL task focused on the student’s art-making as inquiry.</p> <p>The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies.</p> <p>The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with.</p> <p>HL students submit two mandatory files.</p> <ul style="list-style-type: none"> • One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. • One separate text file listing the sources. 	30%
<p>Artist project (40 marks)</p> <p>This is a stand-alone, HL-only task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice.</p> <p>The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with at least two artworks by different artists, and by dialogues. A short video curated by the student shows where and how the project artwork was realized to communicate with the audience in the chosen context.</p> <p>HL students submit three mandatory files.</p> <ul style="list-style-type: none"> • One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words and the student must comply with the exact word counts set for each section. • One video file up to three minutes long presenting the project artwork realized in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions (100 words maximum). • One separate text file listing the sources. 	30%

Internal assessment	40%
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Selected resolved artworks (40 marks)</p> <p>This is an HL-only task focused on the student’s ability to create a coherent body of work selected from their wider production. Each student submits five selected resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.</p> <p>The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate how they realized their artistic intentions through a selection process for the five resolved artworks, from at least eight of their works. Five artwork texts situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student’s practice.</p> <p>HL students submit six mandatory files.</p> <ul style="list-style-type: none"> • Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. • One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with a total word count not exceeding 1,000 words). 	40%

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: <https://ibo.org/en/dp>.

Complete subject guides can be accessed through the Programme Resource Centre or purchased through the IB store: <https://www.ibo.org/new-store>.

For more on how the DP prepares students for success at university, visit: <https://ibo.org/en/university-admission>.

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 a 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:



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.

English A: Language and Literature

HL Assessment Component	Weighting
<p>External assessment (4 hours)</p> <p>Paper 1: Guided textual analysis (2 hours 15 minutes)</p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</p>	<p>80%</p> <p>35%</p>
<p>Paper 2: Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)</p>	<p>25%</p>
<p>HL essay</p> <p>Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks)</p> <p>The essay must be 1,200-1,500 words in length.</p>	<p>20%</p>

Internal assessment: Individual oral (15 minutes)

20%

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

Individual oral (15 minutes)

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

Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)

English A: Language and Literature

SL Assessment Component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1: Guided textual analysis (1 hour 15 minutes) The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p>	<p>70%</p> <p>35%</p>
<p>Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)</p>	<p>35%</p>
<p>Internal assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p>30%</p>

Korean A: Literature

Assessment Component

HL

Assessment Component	Weighting
External Assessment (4 hours)	80%
Paper 1: Guided Literary Analysis (2 hours 15 minutes) The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	35%
Paper 2: Comparative Essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	25%
Higher Level (HL) Essay Students submit an essay on one work studied during the course. (20 marks) The essay must be 1,200 – 1,500 words in length.	20%
Internal Assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual Oral (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	20%

SL

Assessment Component	Weighting
External Assessment (3 hours)	70%
Paper 1: Guided Literary Analysis (1 hour 15 minutes) The paper consists of two passages, from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%
Paper 2: Comparative Essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	35%
Internal Assessment This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual Oral (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	30%

Language B (Spanish)

Assessment outline

Weighting	Assessment component
Paper 1 25%	External assessment Productive skills—writing Two writing tasks from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. <i>Initio: two texts of 70-150 words</i> <i>SL: 250 - 400 words</i> <i>HL: 450 - 600 words</i>
Paper 2 50%	External assessment Receptive skills—separate sections for listening and reading Comprehension exercises on three audio passages and three written texts, drawn from all five themes.
IOA 25%	Internal Assessment Interactive skills— Individual oral assessment This component is an individual oral assessment internally assessed by the teacher and externally moderated by the IB at the end of the course. <i>Part 1: Presentation</i> <i>Part 2: Follow-up discussion</i> <i>Part 3: General discussion</i> <i>Initio: 7- 10 minutes</i> <i>SL & HL: 12-15 minutes</i>

Language B SL (Mandarin)

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

Language B HL (Mandarin)

Assessment Component	Weighting
<p>External Assessment (3 hours 30 minutes)</p> <p>Paper 1: (1 hour 30 minutes) Productive skills- writing (30 marks)</p> <p>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.</p> <p>Paper 2 (2 hours) Receptive skills- separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour)(40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal Assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual Oral Assessment</p> <p>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)</p>	<p>25%</p>

Language Ab initio

Assessment Component	Weighting
<p>External Assessment (2 hours 45 minutes)</p> <p>Paper 1: (1 hour) Productive skills- writing (30 marks)</p> <p>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.</p> <p>Paper 2 (1 hour 45 minutes) Receptive skills- separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour)(40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal Assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual Oral Assessment</p> <p>A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<p>25%</p>

Business and Management SL

Assessment outline—SL

First assessment 2024	
Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1: (1 hour and 30 minutes)</p> <p>Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study</p> <p>Assessment objectives: AO1, AO2, AO3, AO4 (30 marks)</p> <p><i>Section A</i></p> <p>Syllabus content: Units 1–5 excluding HL extension topics</p> <p>Students answer all structured questions in this section based on the case study (20 marks)</p> <p><i>Section B</i></p> <p>Syllabus content: Units 1–5 excluding HL extension topics</p> <p>Students answer one out of two extended response questions based on the case study (10 marks)</p>	<p>70%</p> <p>35%</p>
<p>Paper 2: (1 hour and 30 minutes)</p> <p>Based on unseen stimulus material with a quantitative focus</p> <p>Assessment objectives: AO1, AO2, AO3, AO4 (40 marks)</p> <p><i>Section A</i></p> <p>Syllabus content: Units 1–5 excluding HL extension topics</p> <p>Students answer all structured questions in this section based on the unseen stimulus material (20 marks)</p> <p><i>Section B</i></p> <p>Syllabus content: Units 1–5 excluding HL extension topics</p> <p>Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks)</p>	<p>35%</p>
<p>Internal assessment (20 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>Business research project</p> <p>Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks)</p>	<p>30%</p>

Business and Management - HL

First assessment 2024

Assessment component	Weighting
<p>External assessment (4 hours and 30 minutes)</p> <p>Paper 1 (1 hour and 30 minutes)</p> <p>Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study</p> <p>Assessment objectives: AO1, AO2, AO3, AO4 (30 marks)</p> <p><i>Section A</i></p> <p>Syllabus content: Units 1–5 excluding HL extension topics</p> <p>Students answer all structured questions in this section based on the case study (20 marks)</p> <p><i>Section B</i></p> <p>Syllabus content: Units 1–5 excluding HL extension topics</p> <p>Students answer one out of two extended response questions based on the case study (10 marks)</p>	<p>80%</p> <p>25%</p>
<p>Paper 2 (1 hour and 45 minutes)</p> <p>Based on the unseen stimulus material with a quantitative focus</p> <p>Assessment objectives: AO1, AO2, AO3, AO4 (50 marks)</p> <p><i>Section A</i></p> <p>Syllabus content: Units 1–5 including HL extension topics</p> <p>Students answer all structured questions in this section based on the unseen stimulus material (30 marks)</p> <p><i>Section B</i></p> <p>Syllabus content: Units 1–5 including HL extension topics</p> <p>Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks)</p>	<p>30%</p>
<p>Paper 3 (1 hour and 15 minutes)</p> <p>Based on unseen stimulus material about a social enterprise</p> <p>Syllabus content: Unit 1–5 including HL extension topics</p> <p>Assessment objectives: AO1, AO2, AO3, AO4 (25 marks)</p> <p>Students answer one compulsory question based on the unseen stimulus material (25 marks)</p>	<p>25%</p>
<p>Internal assessment (20 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>Business research project</p>	<p>20%</p>

Economics SL

Assessment Component	Weighting
External Assessment (3 hours)	70%
Paper 1 (1 hour and 15 minutes) An extended response paper (25 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content (excluding HL extension material) Students answer one question from a choice of three. (25 marks)	30%
Paper 2 (1 hour and 45 minutes) A data response paper (40 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content (excluding HL extension material). Includes some quantitative questions. Students answer one question from a choice of two. (40 marks)	40%
Internal Assessment (20 teaching hours) 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 units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)	30%
<i>First Assessment 2022</i>	

Economics HL

Assessment Component	Weighting
External Assessment (4 hours and 45 minutes)	80%
<p>Paper 1 (1 hour and 15 minutes) An extended response paper (25 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material Students answer one question from a choice of three. (25 marks)</p>	20%
<p>Paper 2 (1 hour and 45 minutes) A data response paper (40 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Includes some quantitative questions. Students answer one question from a choice of two. (40 marks)</p>	30%
<p>Paper 3 (1 hour and 45 minutes) A policy paper (60 marks) Assessment objectives: AO1, AO2, AO3, AO4 Syllabus content including HL extension material. Includes both quantitative and qualitative questions. Students answer two compulsory questions. (30 marks per question)</p>	30%
<p>Internal Assessment (20 teaching hours) 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 units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)</p>	20%
First Assessment 2022	

History SL

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

History HL

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

Biology/Chemistry/Physics SL/HL

SL	
Assessment component	Weighting
External assessment (3 hours)	80%
• <i>Paper 1 (1 hour and 30 minutes)</i>	36%
• <i>Paper 2 (1 hour and 30 minutes)</i>	44%
Internal assessment (10 hours)	20%

HL	
Assessment component	Weighting
External assessment (4 hours and 30 minutes)	80%
• <i>Paper 1 (2 hours)</i>	36%
• <i>Paper 2 (2 hours and 30 minutes)</i>	44%
Internal assessment (10 hours)	20%

Math Analysis and Approaches (AA) and Math Applications and Interpretations (AI) Assessment

Analysis and Approaches SL		Applications and Interpretations SL	
External assessment (5 hours)	80%	External assessment (5 hours)	80%
<p>Paper 1 (90 minutes) (80 marks - with access to GDC) Questions involve analytical approaches to solution which may include some arithmetical manipulations essential to the development of the question. Section A - short response questions Section B - extended response questions</p>	40%	<p>Paper 1 (90 minutes) Technology required (110 marks) Compulsory short-response questions based on the syllabus</p>	40%
<p>Paper 2 (90 minutes) (80 marks - no access to GDC) Questions will involve a small number of steps needed to solve the problem. Each question starts relatively easy and develops into relatively difficult tasks towards the end of the question. Section A - short response questions Section B - extended response questions</p>	40%	<p>Paper 2 (90 minutes) Technology required (110 marks) Compulsory short-response questions based on the syllabus</p>	40%
<p>Internal assessment 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 is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	20%	<p>Internal assessment 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 is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	20%

Analysis and Approaches HL	
External assessment (5 hours)	80%
<p>Paper 1 (90 minutes) (110 marks - with access to GDC)</p> <p>Questions involve analytical approaches to solution which may include some arithmetical manipulations essential to the development of the question.</p> <p>Section A - small number of steps are needed to solve the problem Section B - extended response questions</p>	30%
<p>Paper 2 (90 minutes) (110 marks - no access to GDC)</p> <p>Questions will involve a small number of steps needed to solve the problem. Each question starts relatively easy and develops into relatively difficult tasks towards the end of the question.</p> <p>Section A - short response questions Section B - extended response questions</p>	30%
<p>Paper 3 (60 minutes) (55 marks - with access to GDC)</p> <p>Questions require extended responses involving sustained reasoning. The questions develop from a relatively easy task developing into a more difficult task at the end of the question.</p>	20%
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	
<p>Mathematical exploration</p> <p>Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	20%

Visual Arts SL

Assessment Component	Weighting
External assessment	
<p>Part 1: Comparative Study</p> <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). SL students submit a list of sources used.</p>	20%
<p>Part 2: Process Portfolio</p> <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>	40%
<p>Internal Assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	40%
<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. 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>	

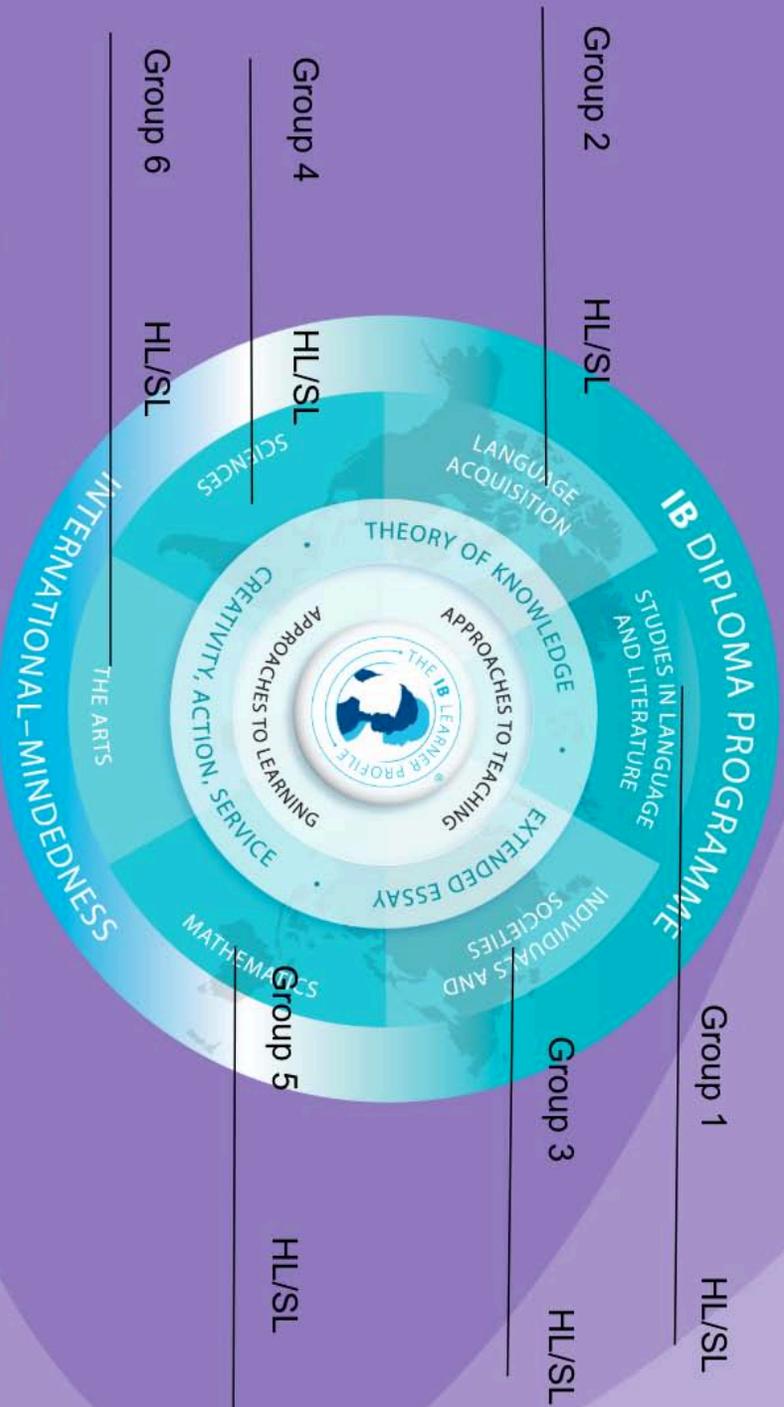
Visual Arts HL

Assessment Component	Weighting
External assessment	
<p>Part 1: Comparative Study</p> <p>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.</p> <p>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).</p> <p>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.</p>	20%
<p>Part 2: Process Portfolio</p> <p>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.</p> <p>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.</p>	40%
<p>Internal Assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	40%
<p>Part 3: Exhibition</p> <p>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.</p> <p>HL students submit 8–11 artworks.</p> <p>HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.</p> <p>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.</p>	

TOK

Assessment Component	Weighting
<p>Part 1: TOK Exhibition</p> <p>For this component, students are required to create an exhibition with a 950-word written commentary that explores how TOK manifests in the world around us.</p> <p>Students are required to create an exhibition of three objects that connect to one of the 35 “IA prompts” provided in the “IA prompts”. Students must select just one IA prompt on which to base their exhibition, and all three objects must be linked to the same IA prompt. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>	<p>(10 marks) 33%</p>
<p>Part 2: Process Portfolio</p> <p>For this component, students are required to write a 1,600- word essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.</p>	<p>(10 marks) 67%</p>

APPENDICES



Using the IB Diploma Programme circular model as your guide, build your IB Diploma Programme package of studies by selecting the subjects you wish to take from Grade 11 through Grade 12. Thank you.

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