

Shanghai Rego International School



International Baccalaureate
Diploma Programme
2011 - 2012

Welcome to Shanghai Rego International School

The academic year 2009-2010 is an exciting time for this school since we have now received official authorisation to teach the International Baccalaureate Diploma Programme. All staff will have attended workshops around the Asia-Pacific region and are currently using their expertise to complete schemes of work and teaching resources in time for teaching in August 2009.

While the focus of the International Baccalaureate Diploma Programme has a different philosophy to the A-level programme, which this school has successfully offered for the last few years, there are very few subject differences between A-levels and IB DP. All staff who have taught A-level are more than qualified to teach the IB DP and we expect that our students at Shanghai Rego School will have every chance to succeed in an international environment. We will continue to have close links with universities around the world and to support students in the daunting change from school to college.

This booklet is designed to explain the main features of the International Baccalaureate Diploma Programme here in SRIS, to suggest a suitable range of course options that student may follow and to give a taste for life here in the sixth form at Shanghai Rego International School.

The aims of the IB DP include the promotion of an international outlook, i.e. students of English must study literature in translation, as well as works originally written in English; historians focus on world, rather than national topics. The IB DP offers students a balanced programme of study which offers both breadth and depth at pre-university level. It is a coherent package in which "the whole is greater than the sum of its parts". The IB DP does not include any modular examinations and all assessment is either achieved through course-work or/and end of course examinations in May of Year 13. Re-sits are rare.

The IB DP has a very international ethos and a rigorous assessment criterion. There has been no grade inflation in the IB since its inception. An IB grade 7 is more difficult to obtain than an A grade at A-level in most subjects. Therefore the IB DP has always distinguished between the very good and the excellent student. Universities value IB DP graduates highly, as shown by the following quotations:

"I endorse the IB, and think it is a splendid route into university. I think the rigour and breadth are important factors which work in a student's favour." "The IB is highly regarded by admissions tutors at universities, including Oxbridge, for entry to all subjects." "Skills in project work, language and essay writing skills are a real bonus. I would lean over backwards to admit IB students."

Manchester University Physics Department

The IB DP is a full programme of study. Students have to be well-organised in their efforts to balance their commitments. Questions in examinations tend to be more open-ended and do not permit spoon-feeding: IB DP students have to develop the ability to think flexibly. An IB graduate will be broadly skilled. For example, numerate historians who can tackle economic topics confidently and literate medics, are at a premium. Despite the almost worldwide primacy of English, linguistic competence opens doors both academically and professionally. Mathematical ability is important in most types of employment. The IB DP includes compulsory oral assessments in Science, English and Theory of Knowledge, which help to promote skills of interview and presentation and an active approach to learning. The Extended Essay enables candidates to investigate an academic topic in depth, giving them special insight, often into the subject chosen for university study. The Theory of Knowledge course demands an unusual level of critical thinking, quite unlike anything demanded by A-level.

While the IB is demanding, the Diploma Programme is accessible to the vast majority of students. Organisation and ambition are key requirements. The whole programme is bound together by a set of ten attributes which we refer to as the IB Learner Profile. Please browse this booklet for more details and if you do want more information please do not hesitate to contact me at school.

Mr Ian Lindley

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The IB learner profile

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

IB learners strive to be:

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

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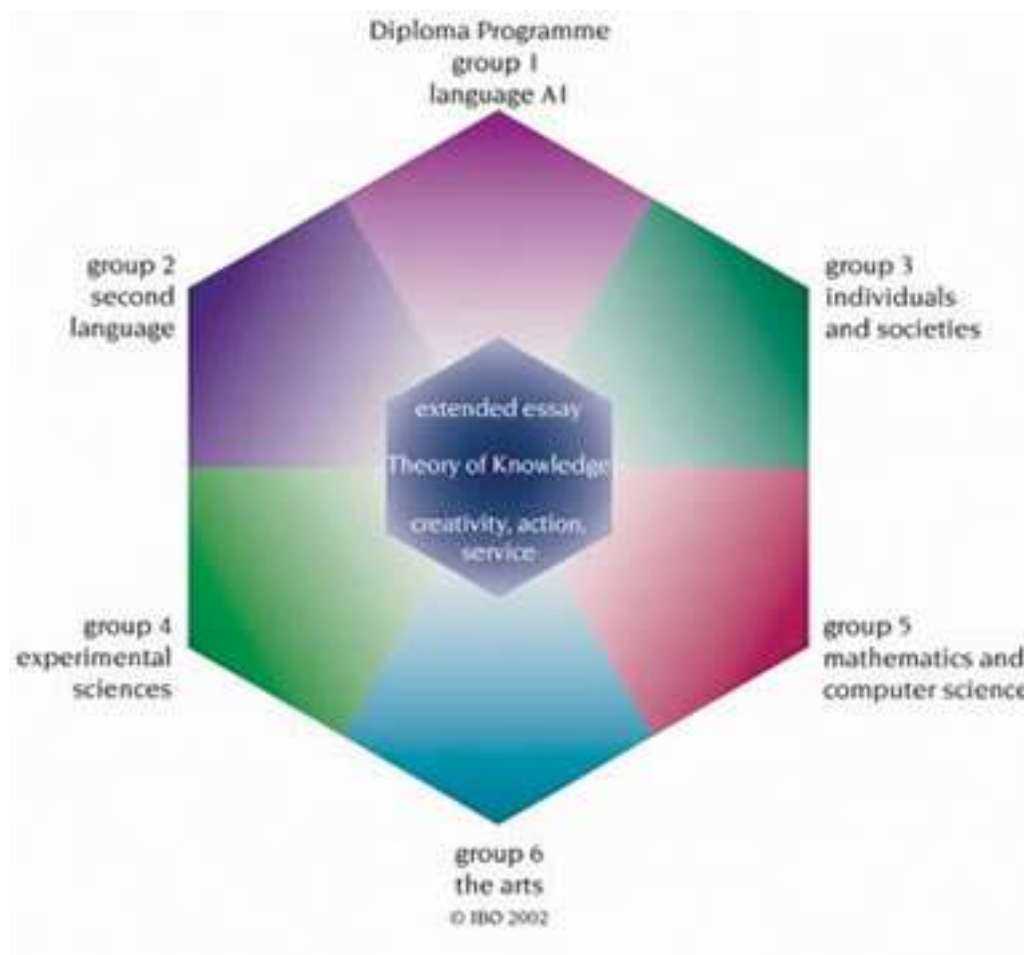
**The Sixth
Form at
Shanghai
Rego
International
School**

What is the Sixth Form?

The Sixth Form is made up of years 12 and 13. Students in these year groups are normally between 16 and 18 years old. During these two years students will study the IB Diploma Programme.

At Shanghai Rego International School IB Diploma Programme students must:

- study six academic subjects
 - their native or best language (there are 80 A1 languages on offer in the IB)
 - a second modern or classical language
 - a humanity
 - mathematics
 - a science
 - an arts subject (but this may be replaced by an elective (a subject from one of the other groups))
- write an extended essay (EE)
- complete the theory of knowledge (TOK) course
- complete creativity, action & service (CAS).



It is a two-year programme with coursework (varying from 20-100% depending on subject) and terminal exams in May of the second year of study. The IB is not modular. Resits may only be taken 6 months or a year after the final exams. Students at Shanghai Rego International School will select three subjects at higher level (HL) and three subjects at standard level (SL). This allows flexibility to specialise. Some possible Diploma Programme subject combinations are given below. Of course, which subjects are offered depends on staffing and pupils numbers. No school can offer every IB Diploma Programme subject but we aim to tailor our programme to satisfy the majority of students based on your option choices.

Possible combinations could include:

The medic	The linguist	The entrepreneur
Chemistry HL	French HL	English HL
Biology HL	Spanish HL	Mandarin HL
Maths HL	English HL	Business and Management HL
French SL	Geography SL	History SL
Psychology SL	Biology SL	Physics SL
English SL	Maths SL	Maths SL
Extended essay	Extended essay	Extended essay
CAS / TOK	CAS / TOK	CAS / TOK

The artist	The economist	The literary scholar
Art HL	Economics HL	English HL
English HL	Maths HL	French HL
Spanish HL	Geography HL	History HL
Psychology SL	English SL	Geography SL
Biology SL	Spanish SL	Biology SL
Maths SL	Physics SL	Maths SL
Extended essay	Extended essay	Extended essay
CAS / TOK	CAS / TOK	CAS / TOK

The difference between HL and SL courses is normally one of breadth rather than depth, in all subjects, except group 2 (second language), the depth of the course material is the same at HL and SL. In HL, there is more breadth i.e. more topics studied. In group 2, the different courses are hierarchical.

All subjects, both HL and SL are graded on a scale of 1–7 where 7 is the top grade. The TOK essay and extended essay are graded A–E. Assessment is criterion-based, not norm referenced and all subjects have written grade descriptors.

The award of an IB Diploma will be based on a final grade out of 45 marks. To gain a diploma, students must have 24 or more points and no "failing conditions". There are 19 reasons why a student would not be awarded a diploma such as there are 2 or more grade 2s at HL or a grade E has been awarded for both the extended essay (EE) and theory of knowledge (TOK).

For a full list of failing conditions section 3 "**Some common questions.**"

The Groups at SRIS

The following subjects *may* be offered at Shanghai Rego International School (depending upon timetable possibilities)

Group 1 – "Mother Tongue" course (Higher or Standard level)

English AA2 Language and Literature

AA1 Literature (School supported self study)

Mandarin A1

Group 2 – foreign language or additional "Mother Tongue"

Language AA2 - bilingual literature and language course (HL or SL)

Language B (HL or SL) (equivalent to A-level language)

Language Ab Initio (SL)(for beginners)

Mandarin AA2

Mandarin B

German Ab Initio

French AA2

French B

German AA2

German B

Spanish AA2

Spanish B

Dutch AA2

English B (only in special circumstances)

Group 3 – individuals and societies (HL or SL)

History

Geography

Psychology

Business and management

Economics

Information technology in a global society

Group 4: experimental sciences (HL or SL)

Biology

Chemistry

Physics

Design Technology

Group 5: mathematics

Maths HL

Maths SL

Maths Studies SL

Group 6: the arts and electives - any possible subject from groups 2- 4 (HL or SL)

Visual Arts

Music

Another language from Group 2

A second choice from Group 3 (e.g. Economics)

A second choice from Group 4 (e.g. Chemistry)

2.

Subject Information

GROUP 1 - LITERATURE AA1 and LANGUAGE AND LITERATURE AA2

What are your thoughts on literature?

How do you think books have influenced and shaped our lives throughout the centuries?

Do they reflect the human condition?

More importantly, are you ready to embrace new ideas and philosophies?

"Literature always anticipates life. It does not copy it, but moulds it to its purpose."

- Oscar Wilde



"What is wonderful about great literature is that it transforms the man who reads it towards the condition of the man who wrote."

- E.M. Forster

Introducing Literature AA1

The AA1 programme is aimed at students who want to pursue literature, or related studies at university, as well as students whose formal study of literature will not continue beyond this level.

Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily pursuit of living. It provides immense opportunities for encouraging independent, original, critical and clear thinking.

The study of world literature is important to IB students because of its global perspective. It can play a strong role in promoting a 'world spirit' through the unique opportunities it offers for the appreciation of the various ways in which cultures shape and influence the experiences of life common to all humanity. This course will enrich the international awareness of the students and develop in them attitudes of tolerance, empathy and respect for perspectives different from their own.

IB LANGUAGE AA1 LITERATURE HIGHER AND STANDARD LEVEL

ENGLISH (SCHOOL SELF SUPPORTED STUDY)

The Nature of the course

All IB Diploma candidates must take a Mother Tongue Language AA1 or Language and Literature AA2 at either Higher or Standard Level. The course is for native speakers or students with near-native-speaker competence. Students are expected to have a special interest in literature and to have highly developed skills in literary appreciation and analysis.

Non-native speakers of the language who wish to take Language A1 must have a command of the language approximating to that of a native speaker and normally require **at least** 5 or 6 years of education in that language.

Please note that from 2011, English A Literature will be available in self-taught mode. This means the student would not attend timetabled English lessons for the subject, but would be expected to complete the work in their own time. Whilst a member of the English department would be assigned to guide and mentor the student, students pursuing this mode of study must be highly organised, motivated, and able to work very well independently. To choose English A Literature in self-taught mode, students must achieve an A in the IGCSE Literature examination in the summer.

Course Outline

The course is primarily literary and requires the study of major works of literature - at Higher Level at least 15 works and at Standard Level 11 works. Students must therefore be willing and able to undertake a great deal of reading at a demanding level. The course includes, at both levels, the study of World Literature (Literature in translation), which is a central and integral part of the programme and aims to give the student a broadened and international perspective of literature and human thought.

The literary topics prescribed for the written examination are:

Drama	Prose (Novel and short story)	Prose (Non-fiction, essay, autobiography)
Poetry		

Higher Level

At Higher Level, the course is wide-ranging and sophisticated. Emphasis is placed upon the students' capacity for making cross-reference and connections between texts, thematically and generically. An ability to read sensitively and closely is required, as is the ability to articulate an informed personal response. The Higher Level programme is designed to meet the needs of native or very fluent speakers, especially students of Arts and Humanities who intend to pursue literary studies at college/university level.

Standard Level

At Standard Level there is a similarly wide range of reading, again including World Literature. The written examination is shorter (three hours rather than four) but still with an emphasis upon appreciation of style and technique. But even at Standard Level, students need to read both wisely and alertly, and need to be able to construct properly substantiated responses to what they have read.

IB Assessment

Higher & Standard Level

- 2 written papers (25% each) (50%)
 - commentary on an unseen prose or poetry text. Students must choose **one** of two texts
 - essay – an essay on one of the literary topic options. Students write one essay from a choice of two option based questions or four general literary questions.
- World Literature Assignments (20%)

Two assignments – each 1500 words

The students submit two written assignments based on the study of the five World Literature texts, three books selected from the prescribed IB World Literature List and two works selected by the teacher. In both cases students are expected to select the topic of the assignments themselves and to work independently. These assignments are externally assessed.

3. Oral internal assessment (30%)
Individual oral commentary & individual oral presentation

Oral assessment is based on these two compulsory oral activities. The formal oral commentary requires students to analyse a passage from one of the four texts for detailed study from the IB Prescribed list. The oral presentation requires students to choose their own topic, in consultation with the teacher, and will be based on four works selected by the school.

Group 1 or Group 2: ENGLISH & MODERN FOREIGN LANGUAGES

Modern Foreign Languages: Dutch, French, German, Mandarin and Spanish. From September 2011. English AA2 Language and Literature will be offered in Group 1

The range of courses and levels is designed to cater for differing levels of linguistic proficiency.

Irrespective of the language studied, Group 2 subjects share common global aims. However, objectives are differentiated according to the expected outcomes for each candidate at the end of the course.

Broadly, the aims of Group 2 are:

- To enable students to understand and control the language they have studied with a range of purposes, audiences and formats
- To enable students to use verbal and non-verbal language appropriately
- To encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- To develop students' awareness of the role of language in relation to other areas of knowledge
- To provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
- To provide students with a basis for further study, work and leisure through language
- To develop students' awareness of the relationship between the languages and cultures with which they are familiar

English, Dutch:

- AA2 level (Higher and Standard, run concurrently)

French, German, Mandarin, Spanish:

Those four languages will be offered at 3 different levels:

- AA2 level (Higher and Standard, run concurrently)
- B level (Higher and Standard, run concurrently)
- *Ab initio* (only Standard level available)

Which level should I choose ?

Language AA2 SL/HL	is for fluent language users who intend to study the language to reinforce and refine their language skills and who: <ul style="list-style-type: none">• Have 7 years or more experience of the target language• Are native or near native speakers
Language B SL/HL	is for language learners who intend to study the language to develop their language skills to a fairly sophisticated degree, possibly for a future career and who: <ul style="list-style-type: none">• Have 2 to 5 years experience of the target language• Have achieved at least a B grade at(I) GCSE level in the target language
<i>Ab Initio</i>	is for beginners who intend to acquire the language required for everyday social interaction and who: <ul style="list-style-type: none">• Have no previous experience of the language

Syllabus detail:

AA2: Dutch, English, French, German, Mandarin, Spanish

Prerequisite : AA2 language assumes candidates will have a command of the language comparable to that displayed by native speakers.

Students will be required to:

1. study, deconstruct and analyse literary works from different centuries, both orally and in writing.
2. create written pieces in different genres and styles
3. speak confidently, alone and in groups, about both literary texts and topic options

The course is designed for native or near-native speakers of the language. Much of the work, oral and written, is modelled on the A1 course, and the demands on the students are similar: this is especially vital with regards to the ability to recognise literary forms, structures and devices, and to analyse texts in detail.

Assessment

Students will be expected to **do the same oral task** as the A1 students: this involves a formal, critical commentary on an unprepared passage from a text studied during the course. Students also have to write a **critical comparison of two unseen texts under examination conditions**. Both these tasks require the same literary and analytical skills as required by the A1 course.

Further, candidates must write one **literature based analytical essay under examination conditions –this is** similar to that expected of A1 candidates, and takes the form of a response to the options and texts studied during throughout the course.

Finally, two exam papers comprise 50% of the final marks.

How do AA1 and AA2 differ?

Essentially, the courses differ in terms of the nature of the options studied and in the written coursework. Whereas A1 is based purely on literature, A2 combines the study of literature options and cultural options. A2 may, however, consist of up to 75% literature, depending on the choices made by the teacher and the class.

At **HL**, the student must study **4 options**, and at **SL**, **3 options**, at least one of which must be a **Literary Option** and at least one a **Cultural Option**, either Language and Culture or Media and Culture. Each literary option involves the study of 3 texts. The content of subsequent options is at the discretion of the teacher but may also involve the study of literary texts amongst other types. In the literary options, a HL student may have to study up to 9 literary texts and a SL student up to 6 literary texts.

The **written tasks** for the coursework folder (worth 20% of the overall marks) are based on the options studied and are responses to the texts in various forms and registers.

Amongst other things, students may be expected, for example, to know how to:

1. write a speech, incorporating all the rhetorical, phonological and structural devices necessary
2. create a diary or autobiographical entry for a character from a novel
3. produce an authentic newspaper editorial, adopting the appropriate register and lexis.

There is great scope for variety, individuality and creativity in producing the final A2 coursework folder. The folder must include two pieces of written work -each a different text type -based on a different option and totalling 1500 words. There are approximately thirty different types of texts to be studied and mastered, including such diverse types as parody, formal letters and the political manifesto.

English AA2 Language and Literature (replacing English A2, but with the same value in the Diploma as English AA1)

English AA2 Language and Literature is a dynamic new course that combines the best of both worlds: the study of literature from the Canon of great works, and the study of English as a vibrant and evolutionary language with a high capacity to influence both its users and its recipients.

Language and Literature is organised around 4 key fields of study:

Part 1: Language in Cultural Context

Part 2: Language in Mass Communication

Part 3: Literature-texts and contexts (3 literary works)

Part 4: Literature-critical study (3 literary works)

Part 1: Language in Cultural Context and Part 2: Language in Mass Communication

In this part of the course, students investigate the nature of language, and the manner in which it is used to challenge or reinforce, dominate or submit: it allows students to deconstruct various aspects of language and understand which aspects are used to create an active or passive response to text.

Sample topics studied may include:

- language and gender
- language and power
- linguistic imperialism
- propaganda

In Parts 1 and 2, students study a range of texts that reflect the changing nature of language in use.

“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 non-literary 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, SMS messages, blogs, wikis and tweets). Oral texts will include readings, speeches, broadcasts and transcriptions of recorded conversation.

(Source: IBO)

Thus, students may study some or all of the following:

Further guidance: Parts 1 and 2

A wide range of text types should be included to help students with analysis and production. The list of suggestions below is not exhaustive.

Advertisement	Encyclopedia entry	Parody
Appeal	Essay	Pastiche
Biography	Film/television	Photographs
Blog	Guide book	Radio broadcast
Brochure/leaflet	Interview	Report
Cartoon	Letter (formal)	Screenplay
Chart	Letter (informal)	Set of instructions
Database	Magazine article	Song lyric
Diagram	Manifesto	Speech
Diary	Memoir	Textbook
Editorial	News report	Travel writing
Electronic texts	Opinion column	

In addition to the text types mentioned above, literary genres may be used to complement the study of a topic in parts 1 and 2 but should not form the basis of the study. Short texts or extracts from a literary work will usually be more suitable than complete works.

(Source: IBO)

Part 3: Literature-texts and contexts (3 literary works)

Part 4: Literature-critical study (3 literary works)

In Parts 3 and 4, students at both HL and SL undertake detailed studies of classic literature and traditional literary genres such as poetry, prose and drama. In Part 3, students study texts from the same genre, in preparation for an examination taken in May of year 13. In Part 4, students study texts in depth in preparation for an Individual Oral Commentary – the IOC – taken early in year 13.

Both parts 3 and 4 require the student to engage with at least two different genres, from at least two different places and written in or reflecting at least two different time periods.

English A Language and Literature is an excellent course for those students who wish to enjoy reading great literature, but who also wish to explore English in a more scientific way by looking at the cause and effect of certain language choices.

Assessment:

Part 1 – Written task 10 % HL 20% SL

- Further oral activity 15%

Part 2 - Written task 10-20%

- Further oral activity 15%

Part 3 - Paper 2 examination 25%

Part 4 - IOC 15%

Part 1-4 Written Task 2: an additional written task at HL comprising 10%

Paper 1 Unseen textual analysis 25% HL comparative SL a single text

Group 2: Language B: French, German, Mandarin, Spanish

The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in French. You will also learn much more about a wide range of aspects of the society or societies in which French is spoken.

Reading

You will be able to read, understand and extract information from written passages in French taken from authentic sources, such as magazines and newspapers, reports or books.

Listening

You will be able to listen to, and understand contemporary spoken language and answer questions on what you have heard. The passages that you will learn to listen to will be taken from a range of sources such as news reports on the radio or TV, weather forecasts, announcements, interviews and discussions.

Speaking and Writing

You will learn how to write essays or longer pieces and to hold conversations and discussions in French. You will learn all the appropriate grammar, words and phrases that will help you to present information in French, to organise your arguments, to provide opinions and to analyse your ideas.

A variety of texts, literary and non-literary, will be studied both for their language content and for the manner in which they reflect the culture(s) associated with the language. Students will develop text-handling skills of interpretation, commentary and criticism and will write in various modes (reports, imaginative extension, interpretation, analysis and literary criticism). Emphasis will be placed on improving oral communication skills, both individual and in groups, and on achieving a better understanding and awareness of the culture(s) associated with the language.

The possible areas of study chosen to stimulate understanding of the significant aspects of the culture might include:

- ❖ Social groupings (such as the family or minorities).
- ❖ Political institutions, philosophies and programs.
- ❖ International issues (such as globalisation) and their relationship to the culture studied.
- ❖ Perspectives provided by the media.
- ❖ Traditions and conventions in the arts.
- ❖ Typical or distinctive leisure activities.

Ab initio: French, German, Mandarin, Spanish

The *ab initio* programme is communicative in that it focuses principally on interaction between speakers and writers of the target language. The main aim of the programme is to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes.

The skills of listening, speaking, reading and writing are taught and developed through the study of a wide range of oral and written texts of different styles and registers. Authentic material is used wherever possible.

The course is based upon the four linguistic skills, namely: Listening, Speaking, Reading and Writing. The core syllabus must be the foundation for any language *ab initio* course. It is divided into seven topics with which the students should become familiar in order to develop a vocabulary range that covers the most common situations in everyday life.

These topics are:

The individual	Food and drink	The environment
Education and work	Leisure and travel	Health and emergencies
		Town and service

As the course runs for two years only, the amount of work is quite demanding and the students are expected to revise and study grammar and vocabulary regularly.

Assessment:

	Language and Literature AA2	Language B	<i>Ab initio</i>
Paper 1	Comparative commentary 2 pairs of unseen texts. Candidates choose one pair	Text handling • Reading: questions based on a number of written texts. • Written response: short writing exercise	Text handling • Exercises based on 4 written texts • Sort writing exercise in response to the 4 th text
	25%	40%	40%
Paper 2	Essay Candidates answer one essay question from a list of 10: • 4 for the Language and Culture, and Media and Culture options • 3 for the other 3 cultural options • 3 for the literary options	Written production One writing task from a choice of 6 (HL) or 4 (SL)	Written production • Short writing task: 1 from a choice of 2 • Extended writing task: 1 from a choice of 3
	25%	30%	30%
Written task	Text handling: candidates complete 2 written tasks, one based on a literary option, the other on a cultural option. Word limit: 1500 words		
	20%		
Oral component (internally assessed)	• Individual oral: based on a text taken from a cultural or literary option chosen • Interactive oral: based on either a cultural or literary option chosen	• Individual oral: based on a stimulus chosen by the candidate • Interactive oral: based on one interactive oral activity	• Individual oral: short interview with the teacher • Interactive oral: one interactive oral activity
	30%	30%	30%

GROUP 3 - INDIVIDUALS AND SOCIETIES

BUSINESS & MANAGEMENT

Why choose Business and Management?

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organisation and of the transformation of resources. The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organisations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

Curriculum content

HL and SL core

Topic 1: Business organization and environment

Nature of business activity / Types of organisation / Organisational objectives

Stakeholders / External environment / Organizational planning tools

Growth and evolution / Globalization

HL only: Change and the management of change

Topic 2: Human resources

Human resource planning / Organisational structure

Communication / Leadership and management / Motivation

HL only: Organisational and corporate cultures / Employer and employee relations

Crisis management and contingency planning

Topic 3: Accounts and finance

Sources of finance / Investment appraisal / Working capital / Final accounts

Ratio analysis

HL only: Budgeting

Topic 4: Marketing

The role of marketing / Marketing planning / Product / Price / Promotion

Place (distribution) / International marketing / E-commerce

Topic 5: Operations management

Production methods / Costs and revenues / Break-even analysis

Quality assurance / Location / Production planning

HL only Innovation / Project management

HL only

Topic 6: Business strategy

Strategic analysis / Strategic choice / Strategic implementation

Assessment:

HL External Assessment

Paper 1

Weighting: 40%

This paper is divided into three sections, each based on the IBO-prescribed case study issued to students well before the examination. Sections A and B are common to both HL and SL students. Only HL students complete section C.

Paper 2 Weighting: 35%

This paper is divided into two sections. The maximum number of marks available is given below. The marks available for each question, and each part of a question, will be indicated on the examination paper.

Section A: Students must answer one of the two structured questions in this section.

Section B: Students must answer two of the three structured questions in this section.

HL research project Weighting: 25%

HL students are required to design and undertake research that either addresses an issue facing an organisation or range of organisations or analyses a decision to be made by an organisation or range of organizations culminating in a written report that does not exceed 2,000 words.

SL external assessment

Paper 1 Weighting: 35%

This paper is divided into two sections. Students should answer questions by referring primarily to information derived from the IBO-prescribed case study issued to students well before the examination, as well as referring to their own knowledge.

Section A: Students must answer two of the three structured questions in this section.

Section B: Students must answer the one compulsory structured question here.

Paper 2 Weighting: 40%

This paper is divided into two sections.

Section A

Students must answer one of the two structured questions in this section.

Section B: Students must answer two of the three structured questions in this section.

SL written commentary Weighting: 25%

The SL internal assessment is a written commentary. The issue or problem selected for the commentary must relate to the SL syllabus and refer directly to a single business organisation. The title of the commentary must be phrased in the form of a question. The commentary requires the application of business tools, techniques and theory to a contemporary business issue. The commentary must not exceed 1,500 words.

GEOGRAPHY

WHY CHOOSE GEOGRAPHY?

Geography is a Group 3 Individuals and Societies subject and would provide an excellent balance to any IB programme. It will be available to students as both a Higher and Standard Level course. Geography is a flexible subject which is especially attractive to those who want to maintain strong links with the "real world" outside the classroom. It is currently very topical as increasing numbers of people become aware of the need for the world to develop in a sustainable way to avoid the environmental consequences of not doing so. Topics such as global warming and loss of species are of concern to millions. It has many transferable skills relevant to Science, Mathematics and English, as it encourages the development of a range of skills in students. Consequently it is an excellent subject when taken with the varied diet in an IB course. It allows the student with an aptitude for sciences to develop important literacy skills and one who with a propensity for arts to develop important numeracy and graphical skills. Data collection, handling and information technology are central to the subject, and students are encouraged in the use of ICT skills.

CURRICULUM CONTENT

The following Geographical Skills will be incorporated in the course:

1. Locate and differentiate elements of the Earth's surface
2. Read, interpret, analyse and produce maps
3. Interpret topographical maps where appropriate to the optional themes
4. Read, interpret, analyse and construct graphs
5. Undertake statistical calculations to show patterns and changes
6. Manipulate and interpret using quantitative techniques
7. Undertake geographical investigations
8. Produce written material

YEAR ONE:

STANDARD LEVEL & HIGHER LEVEL

Core Theme: Patterns & change 1.1

Populations in transition

Population change / Responses to high/low fertility / Movement responses – migration / Gender & change

Core Theme: Patterns & change 1.2

Disparities in wealth & development

Measurements of regional/global disparities / Origin of disparities / Disparities & change / Reducing disparities

Core Theme: Patterns & change 1.3

Patterns in environmental quality & sustainability

Atmosphere & change / Soil & change / Water & change / Biodiversity & change / Sustainability & the environment

Core Theme: Patterns & change 1.4

Patterns in resource consumption

Patterns of resource consumption / Changing patterns of energy consumption / Conservation strategies

Optional Theme D:

Hazards & disasters – risk assessment & response

Characteristics of hazards / Vulnerability / Risk & risk assessment

HIGHER LEVEL ONLY

Optional Theme A:

Freshwater issues & conflicts

The water system / Drainage basins & flooding

Management issues & strategies / Competing demands for water

HL Extension:

Global Interactions

1. Measuring global interactions
Global participation / Global core & periphery

2. Changing space-the shrinking world
Time-space convergence & reduction in friction of distance / Extension & density of networks

YEAR TWO

STANDARD LEVEL & HIGHER LEVEL

Optional Theme D:

Hazards & disasters – risk assessment & response (cont)
Disasters / Adjustments & responses to hazards & disasters

Geographical enquiry: Fieldwork
Hypothesis formulation / Data collection
Analysis / Presentation of findings / Conclusion

Optional Theme G:

Urban environments
Urban populations / Urban land use / Urban stress / The sustainable city

Fieldwork Inquiry:

Students are required to undertake one investigation, related to one theme in the course, through fieldwork. This will include hypothesis formulation, data collection and analysis. The final written report should be 2500 words long

HIGHER LEVEL ONLY

HL Extension:

Global Interactions
3. Economic interactions & flows
Financial flows / Labour flows / Information flows

4. Environmental change
Degradation through raw material production / Effects of transnational manufacturing & services /
Transboundary pollution / Homogenisation of landscapes

5. Sociocultural exchanges
Cultural diffusion / Consumerism & culture / Sociocultural integration

6. Political outcomes
Loss of sovereignty / Responses

7. Global interactions at the local level
Defining glocalisation / Adoption of globalisation / Local responses to globalisation / Alternatives

ASSESSMENT:

External Assessment		
Paper 1 [1h 30m]	Questions on the core themes	HL 25%/SL 40%
Paper 2 [1h 20m]	Questions on the optional themes	HL 50%/SL 40%
Internal Assessment		
Fieldwork [20h]	Written report based on fieldwork relating to a course topic	HL 25%/SL 20%

This will lead to one written report (2500 words) based on one theme in the syllabus. This will be internally assessed by the teacher and externally moderated by the IBO.

HISTORY

Why choose History?

History is the study of real people living real lives and experiencing real situations. It helps us to understand the people around us and also those from backgrounds, eras and cultures we may not be familiar with. History helps us to learn the lessons of the past so as not to make the same mistakes again. History is an adventurous and challenging subject, it encourages one to acquire knowledge, address moral, political and socio-economic dilemmas, form solidly based arguments based on critical analysis of evidence and share opinions with confidence. These skills are vital in the modern world and are eminently transferable to careers outside of those with historical links.

Curriculum Content

The HL and SL core:

Prescribed subject 1: Peacemaking, peacekeeping—international relations 1918-36

Aims of the participants and peacemakers: Wilson and the Fourteen Points

Terms of the Paris Peace Treaties 1919-20:

The geopolitical and economic impact of the treaties on Europe; the establishment and impact of the mandate system

Enforcement of the provisions of the treaties: US isolationism—the retreat from the Anglo-American Guarantee; disarmament—Washington, London, Geneva conferences

The League of Nations

The Ruhr Crisis (1923); Locarno and the “Locarno Spring” (1925)

Depression and threats to international peace: Manchuria (1931-3) and Abyssinia 1935-6).

Topic A: Causes, practices and effects of wars

War was a major feature of the 20th century. In this topic the different types of war should be identified, and the causes, practices and effects of these conflicts should be studied.

Major themes:

Different types and nature of 20th century warfare

Origins and causes of wars

Nature of 20th century wars

Effects and results of wars

Material for detailed study:

First World War (1914-8)

Second World War (1939 -45)

Africa: Nigerian Civil War (1967-70)

Americas: Falklands/Malvinas war (1982)

Asia and Oceania: Chinese Civil War (1927-37 and 1946-9)

Europe and Middle East: Spanish Civil War (1936-9), Iran–Iraq war (1980-88), Gulf War (1991)

Topic B: The Cold War

This topic addresses East-West relations from 1945 and aims to promote an international perspective and understanding of the origins, course and effects of the Cold War. It includes superpower rivalry and events in all areas affected by Cold War politics, such as spheres of interest, proxy wars, alliances and interference in developing countries.

Major themes:

Origins of the Cold War

Nature of the Cold War

Development and Impact of the Cold War

End of the Cold War

Material for detailed study:

Wartime conferences

US policies and developments in Europe, US-Chinese relations

Soviet policies, Sino-Soviet relations

Germany, Afghanistan, Korea, Cuba and Vietnam

Castro, Gorbachev, Kennedy, Mao, Reagan, Stalin and Truman

HL only option 5: Aspects of the history of Europe and the Middle East

Three depth studies.

- A. Imperial Russia, revolutions, emergence of Soviet State 1853 – 1924
- B. Interwar years: conflict and cooperation 1919 - 39
- C. The Soviet Union and Eastern Europe 1924 – 2000

HL + SL Historical Investigation

An historical investigation of a chosen topic. This will provide students with an opportunity to utilise skills in researching, presenting information, handling evidence and identifying interpretations. It will be internally assessed and externally moderated.

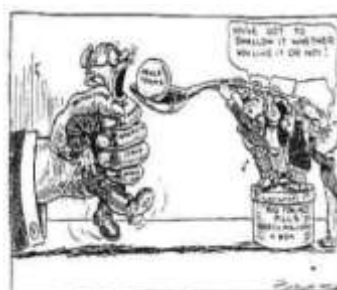
Assessment

External Assessment: SL 75% HL 80%

Paper 1	All four short answer / structured questions to be answered	SL 30% HL 20%
Paper 2	An essay paper based on the two 20th century world history topics Students are required to answer two extended response questions from a choice of five on each world history topic	SL 45% HL 25%
Paper 3	An essay paper based on aspects of the history of Europe and the Middle East. Students respond to three extended response questions.	HL only 35%

Internal Assessment: SL 25% HL 20

Historical Investigation: Candidates must undertake a historical investigation. Internally assessed by the teacher and externally moderated by the I.B.O.



PSYCHOLOGY

Why choose Psychology?

Psychology is a Group 3 Individuals and Societies subject that will appeal to students who enjoy exploring issues dealing with how and why people behave in certain ways. The rapid increase in globalisation and the use of technology calls for greater insights into how individuals interpret meanings, relationships and health. Psychology addresses these complex issues so that students can develop a greater understanding of themselves and others. It therefore offers the opportunity to focus on individuals and societies in the context of a social science. Students who are successful at IB Psychology can apply for undergraduate courses in Psychology and other Social Science related courses at university. It is also a valuable qualification for those wishing to pursue courses or careers in medicine, health and social care, research, business, education and sport.

The objectives of the psychology course

There are twelve assessment objectives for the psychology course at HL and nine at SL.

Having followed the course at HL or at SL, students should expect questions asking them to:

1. Explain, where appropriate, how cultural, ethical, gender and methodological considerations may affect the interpretation of behaviour

Perspectives

2. Describe, compare and evaluate the four content topics of the perspectives: development and cultural contexts, framework, methodologies, application

3. Describe and evaluate theories and empirical studies of the perspectives

4. Identify and explain the strengths and limitations of explanations of behaviour of each perspective

Options

5. Describe and evaluate theories related to the selected options

6. Identify, explain and evaluate empirical studies relevant to the selected options

7. Apply theories and findings of empirical studies to explanations of human behaviour

8. Analyse and compare issues within the selected options

Research Methodology

9. Demonstrate the acquisition of knowledge and skills required for experimental design, data collection, data analysis and interpretation.

In addition to the above, students studying the course at HL will be expected to be able to:

10. Explain and evaluate qualitative methods

11. Identify and select appropriate qualitative methods relevant to specified investigations

12. Demonstrate an understanding of the concept and use of triangulation in qualitative research.

Curriculum content:

Part 1: Perspectives

The study of three or four of the following perspectives is compulsory.

- The biological perspective
- The cognitive perspective
- The learning perspective
- The humanistic perspective (HL only)

Part 2: Options

- The psychology of dysfunctional behaviour
- Social Psychology (HL only)

Part 3: Research Methodology

- Introduction to research methods
- Ethics
- Quantitative research methods

- Qualitative research methods (HL only)

Part 4: Coursework

The completion of an experimental study (HL only).

The completion of a simple experiment (SL only).

Assessment:

Higher Level

External assessment 80%

Paper 1	2 hours		HL: 30% SL: 50%
Paper 2	2 hours		HL & SL: 30%
Paper 3	1 hour		HL only: 20%

Internal assessment 20%

An experimental study (approximately 30 hours).

The study will be assessed by the teacher and externally moderated.

ECONOMICS

Why choose Economics?

Economics is a dynamic social science, forming part of group 3—individuals and societies. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

The difference between Standard Level and Higher Level

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. The syllabus for both SL and HL students requires the development of certain skills and techniques, attributes and knowledge—as described in the assessment objectives of the programme.

While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge—including the ability to analyse, synthesize and evaluate that knowledge—and to develop quantitative skills in order to explain and analyse economic relationships. These quantitative skills are specifically assessed at HL in paper 3.

Curriculum Content

HL and SL Core

Topic 1: Microeconomics
Demand and Supply / Elasticities / Government Intervention / Market failure /
HL only: Theory of the Firm and Market Structures

Topic 2: Macroeconomics
The level of economic activity / Aggregate Demand and Aggregate Supply / Macroeconomic Objectives /
Fiscal Policy / Monetary Policy / Supply-Side Policies /

Topic 3: International Economics
International Trade / Exchange Rates / The Balance of Payments / Economic Integration /
HL Only: Terms of Trade

Topic 4: Developmental Economics
Economic Development / Measuring Development / The role of domestic factors / The role of International trade / The role of foreign direct investment / The roles of foreign aid and multilateral developmental assistance
The role of international trade / The balance between markets and intervention

Assessment Standard Level
Assessment component Weighting
External assessment (3 hours) 80%
Paper 1 (1 hour and 30 minutes)
An extended response paper (50 marks)
Assessment objectives 1, 2, 3, 4

Section A

Syllabus content: section 1—microeconomics
Students answer one question from a choice of two. (25 marks)

Section B

Syllabus content: section 2—macroeconomics
Students answer one question from a choice of two. (25 marks)

40%

Paper 2 (1 hour and 30 minutes)
A data response paper (40 marks)
Assessment objectives 1, 2, 3, 4

Section A

Syllabus content: section 3—international economics
Students answer one question from a choice of two. (20 marks)

Section B

Syllabus content: section 4—development economics
Students answer one question from a choice of two. (20 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 sections of the syllabus and on published extracts from the news media.
Maximum 750 words x 3 (45 marks)

20%

Higher Level

Assessment component Weighting
External assessment (4 hours)

80%

Paper 1 (1 hour and 30 minutes)
An extended response paper (50 marks)
Assessment objectives 1, 2, 3, 4

Section A

Syllabus content: section 1—microeconomics
Students answer one question from a choice of two. (25 marks)

Section B

Syllabus content: section 2—macroeconomics
Students answer one question from a choice of two. (25 marks)

30%

Paper 2 (1 hour and 30 minutes)
A data response paper (40 marks)
Assessment objectives 1, 2, 3, 4

Section A

Syllabus content: section 3—international economics
Students answer one question from a choice of two. (20 marks)

Section B

Syllabus content: section 4—development economics
Students answer one question from a choice of two. (20 marks)

30%

Paper 3 (1 hour)
HL extension paper (50 marks)
Assessment objectives 1, 2 and 4
Syllabus content, including HL extension material: sections 1 to 4—microeconomics, macroeconomics, international economics, development economics
Students answer two questions from a choice of three. (25 marks per question)
20%

GROUP 4 - EXPERIMENTAL SCIENCES



Group 4 at SRIS includes the Experimental Sciences: Biology, Chemistry, Design technology and Physics.

A common curriculum model applies to all the Diploma Programme Group 4 subjects, mainly in the design project. The curriculum is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring as well as caring and compassionate.

The syllabus for the Diploma Programme is divided into three parts: the standard level (SL), the higher level (HL) and the options.

Students at both SL and HL study a common core syllabus which is supplemented by the study of options. All students study two options. While the skills and activities of Group 4 subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.

Students considering the study of a Group 4 subject at HL should have achieved a grade C or above in an international GCSE. Other national qualifications may also be suitable preparation for study of a Group 4 subject at HL.

The Group 4 project is a collaborative activity where students from different Group 4 subjects work together on a scientific or technological topic. It prepares students to appreciate the environmental, social and ethical implications of Science and Technology. Ideally, the project should involve students collaborating with those from other Group 4 subjects at all stages. The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation.

The Group 4 subjects offer a demanding course of study designed to prepare students effectively for university entrance. Students should choose the subjects that particularly interest them and that they may wish to study further at university.



Why choose to study IB DP Biology?

The science of Biology is a popular subject. It fits in well with the other mainstream Sciences, Chemistry and Physics. It also complements many other subjects, in particular Geography, Psychology and Sports Science. The study of Biology therefore leaves options open for deciding what career or study to pursue. Whilst it naturally allows any medical career, doctor, vet, nurse, laboratory technician, there is a much greater range of careers available. These include working in the pharmaceutical industry, biotechnology, environmental agencies and genetic engineering. It is important to realise that to study medicine, both Biology and Chemistry should be studied at KS5. Biology is a fascinating subject which also deserves to be studied out of pure interest and thirst for knowledge.

The course

The course is designed to allow students flexibility in their studies and places emphasis on the understanding and application of scientific concepts and principles as well as on factual material, whilst giving a thorough introduction to the study of Biology. Ecology is a component of the course and field study is an integral part of the curriculum; regular trips are arranged within Shanghai and in different regions of China or overseas to enhance the understanding of scientific issues and applications in context.

The syllabus for the Diploma Programme Biology course is divided into three parts: the core, the HL extension material and the options. An entrance requirement to study this course at HL will be a grade A* - C at IGCSE or equivalent.

Topic 1: Statistical analysis

Topic 2: Cells

- 2.1 Cell theory
- 2.2 Prokaryotic cells
- 2.3 Eukaryotic cells
- 2.4 Membranes
- 2.5 Cell division

Topic 3: The Chemistry of Life

- 3.1 Biological molecules
- 3.2 Carbohydrates, lipids and proteins
- 3.3 DNA structure

- 3.4 DNA replication
- 3.5 Transcription and translation
- 3.6 Enzymes
- 3.7 Cell respiration
- 3.8 Photosynthesis

Topic 4: Genetics

- 4.1 Chromosomes, genes, alleles and mutations
- 4.2 Meiosis
- 4.3 Theoretical genetics
- 4.4 Genetic engineering and biotechnology

Topic 5: Ecology and Evolution

- 5.1 Communities and ecosystems
- 5.2 The greenhouse effect
- 5.3 Populations
- 5.4 Evolution
- 5.5 Classification

Topic 6: Human Health and Physiology

- 6.1 Digestion
- 6.2 The transport system
- 6.3 Defence against infectious disease

6.4 Gas exchange
 6.5 Nerves, hormones and homeostasis
 6.6 Reproduction

HL Extension

Topic 7: Nucleic acids and Proteins

7.1 DNA structure
 7.2 DNA replication
 7.3 Transcription
 7.4 Translation
 7.5 Proteins
 7.6 Enzymes

Topic 8: Cell Respiration and Photosynthesis

8.1 Cell respiration

8.2 Photosynthesis

Topic 9: Plant science

9.1 Plant structure and growth
 9.2 Transport in flowering plants
 9.3 Reproduction in flowering plants

Topic 10: Genetics

10.1 Meiosis
 10.2 Dihybrid crosses and gene linkage
 10.3 Polygenic inheritance

Topic 11: Human health and physiology

11.1 Defence against infectious disease
 11.2 Muscles and movement
 11.3 The kidney
 11.4 Reproduction

Options HL + SL

A: Human Nutrition and Health
 B: Physiology of Exercise
 C: Cells and Energy
 D: Evolution
 E: Neurobiology and Behaviour
 F: Microbes and Biotechnology
 G: Ecology and Conservation
 H: Further Human Physiology

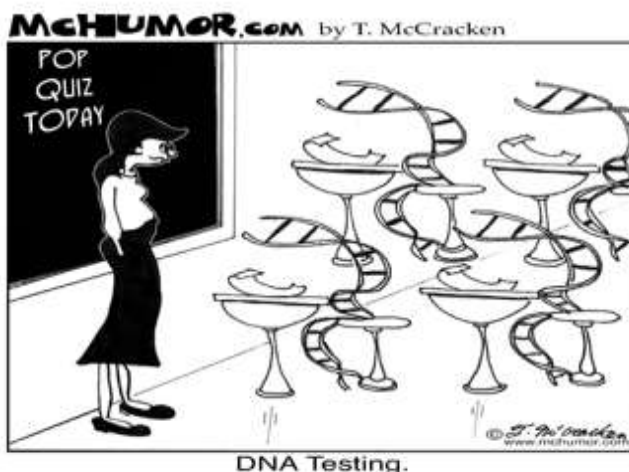
Mathematical requirements

All Diploma Programme Biology students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division
- recognise basic geometric shapes
- carry out simple calculations within a biological context involving decimals, fractions, percentages,
- ratios, approximations, reciprocals and scaling
- use standard notation (for example, 3.6×10^6)
- use direct and inverse proportion
- represent and interpret frequency data in the form of bar charts, column graphs and histograms, and interpret pie charts and nomograms
- determine the mode and median of a set of data
- plot and interpret graphs (with suitable scales and axes) involving two variables that show linear or non-linear relationships
- plot and interpret scattergraphs to identify a correlation between two variables, and appreciate that the existence of a correlation does not establish a causal relationship
- demonstrate sufficient knowledge of probability to understand how Mendelian ratios arise and to calculate such ratios using a Punnett grid
- make approximations of numerical expressions
- recognise and use the relationships between length, surface area and volume.

Assessment

External	76%
Paper 1: Multiple choice questions HL/SL	20%
Paper 2: Data-based and extended-response questions	HL 36%/ SL 32%
Paper 3: Short-answer and extended-response questions on the options	HL 20%/ SL 24%
Internal	24%
Laboratory work + Group 4 Project	





“It’s great having your own personal labtop.”

Why choose to study IB DP Chemistry?

The science of Chemistry embraces a broad range of topics. Any material, man-made or natural can be identified and collated by its constituents. Chemistry is also the most versatile of the Group 4 subjects as it has overlap with Physics and Biology in places and allows students a greater understanding of how the Sciences are linked. Chemistry graduates are seen as both excellent analysts and strong mathematicians and are highly employable in various spheres.

The course

The syllabus for the Diploma Programme Chemistry course is divided into three parts: the core, the HL extension material and the options which will be discussed with students before decisions are made as to what will be taught. An entrance requirement to study this course will be a grade A* - C at IGCSE Chemistry or equivalent.

Topic 1: Quantitative Chemistry

- 1.1 The mole concept and Avogadro’s constant
- 1.2 Formulas
- 1.3 Chemical equations
- 1.4 Mass and gaseous volume relationships in chemical reactions
- 1.5 Solutions

Topic 2: Atomic Structure

- 2.1 The atom
- 2.2 The mass spectrometer
- 2.3 Electron arrangement

Topic 3: Periodicity

- 3.1 The periodic table
- 3.2 Physical properties
- 3.3 Chemical properties

Topic 4: Bonding

- 4.1 Ionic bonding
- 4.2 Covalent bonding
- 4.3 Intermolecular forces
- 4.4 Metallic bonding
- 4.5 Physical properties

Topic 5: Energetics

- 5.1 Exothermic and endothermic reactions
- 5.2 Calculation of enthalpy changes
- 5.3 Hess’s law

- 5.4 Bond enthalpies

Topic 6: Kinetics

- 6.1 Rates of reaction
- 6.2 Collision theory

Topic 7: Equilibrium

- 7.1 Dynamic equilibrium
- 7.2 The position of equilibrium

Topic 8: Acids and Bases

- 8.1 Theories of acids and bases
- 8.2 Properties of acids and bases
- 8.3 Strong and weak acids and bases

8.4 The pH scale

Topic 9: Oxidation and Reduction

- 9.1 Introduction to oxidation and reduction
- 9.2 Redox equations
- 9.3 Reactivity
- 9.4 Voltaic cells
- 9.5 Electrolytic cells

Topic 10: Organic Chemistry

- 10.1 Introduction
- 10.2 Alkanes
- 10.3 Alkenes
- 10.4 Alcohols
- 10.5 Halogenoalkanes
- 10.6 Reaction pathways

Topic 11: Measurement and Data Processing

- 11.1 Uncertainty and error in measurement
- 11.2 Uncertainties in calculated results
- 11.3 Graphical techniques

Options HL + SL

- A: Modern Analytical Chemistry
- B: Medicines and Drugs

HL Extension

Topic 12: Atomic Structure

Topic 13: Periodicity

- 13.1 Trends across period 3
- 13.2 First-row d-block elements

Topic 14: Bonding

- 14.1 Shapes of molecules and ions
- 14.2 Hybridisation
- 14.3 Delocalisation of electrons

Topic 15: Energetics

- 15.1 Standard enthalpy changes of reaction
- 15.2 Born–Haber cycle
- 15.3 Entropy
- 15.4 Spontaneity

Topic 16: Kinetics

- 16.1 Rate expression
- 16.2 Reaction mechanism
- 16.3 Activation energy

Topic 17: Equilibrium

- 17.1 Liquid–vapour equilibrium
- 17.2 The equilibrium law

Topic 18: Acids and Bases

- 18.1 Calculations involving acids and bases
- 18.2 Buffer solutions
- 18.3 Salt hydrolysis
- 18.4 Acid–base titrations
- 18.5 Indicators

Topic 19: Oxidation and Reduction

- 19.1 Standard electrode potentials
- 19.2 Electrolysis

Topic 20: Organic Chemistry

- 20.1 Introduction
- 20.2 Nucleophilic substitution reactions
- 20.3 Elimination reactions
- 20.4 Condensation reactions
- 20.5 Reaction pathways
- 20.6. Stereoisomerism

- C: Human Biochemistry
- D: Environmental Chemistry
- E: Chemical Industries

- F: Fuels and Energy
- G: Further Organic Chemistry

Assessment

External

Paper 1: Multiple choice questions HL/SL	76%
Paper 2: Data-based and extended-response questions	20%
Paper 3: Short-answer and extended-response questions on the options	HL 36%/ SL 32%
	HL 20%/ SL 24%

Internal

Laboratory work + Group 4 Project

24%

Mathematical Requirements

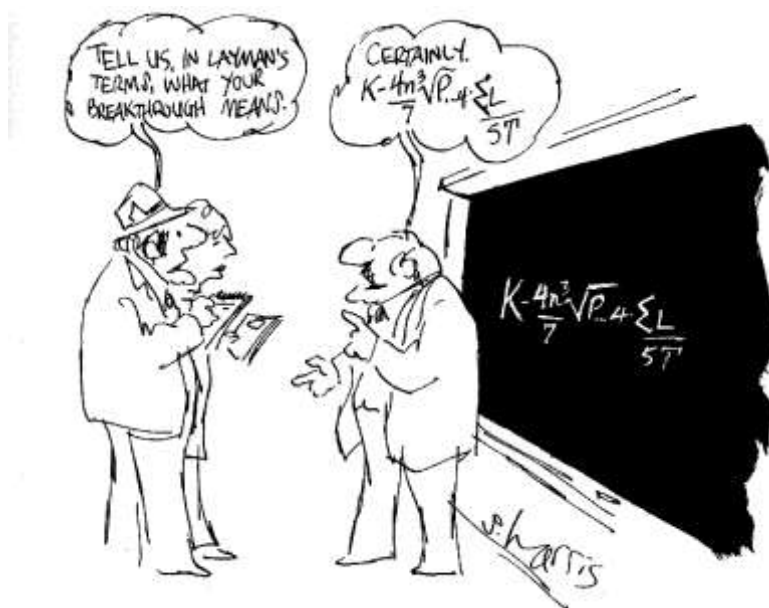
All Diploma Programme chemistry students should be able to:

- perform the basic arithmetic functions: addition, subtraction, multiplication and division
- carry out calculations involving means, decimals, fractions, percentages, ratios, approximations and reciprocals
- use standard notation (e.g. 3.6×10^6)
- use direct and inverse proportion
- solve simple algebraic equations
- plot graphs (with suitable scales and axes) and sketch graphs
- interpret graphs, including the significance of gradients, changes in gradients, intercepts, and areas
- interpret data presented in various forms (e.g. bar charts, histograms, pie charts).

PHYSICS

Why choose to study IB DP Physics?

The science of Physics embraces a broad range of topics. Its applications are seen in almost every sphere of human endeavour. Physics is one of the most sought after qualifications for entry into Higher Education in any field, especially for courses in the Sciences, any branch of Engineering and Medicine. There are a number of fields in which this course is useful; architecture, aviation and medicine to name but a few. Physics is also highly regarded by employers, who recognise that it helps to develop students' numeric and analytical expertise.



The course

Whilst giving the student a thorough introduction to the study of Physics the course places less emphasis on factual material and concentrates on the understanding and application of physical concepts and principles. The syllabus for the Diploma Programme Physics course is divided into three parts: the core, the HL extension material and the options. An entrance requirement to study this course will be a grade A* - C at IGCSE or equivalent.

Topic 1: Physics and Physical Measurement

- 1.1 The realm of physics
- 1.2 Measurement and uncertainties
- 1.3 Vectors and scalars

Topic 2: Mechanics

- 2.1 Kinematics
- 2.2 Forces and dynamics
- 2.3 Work, energy and power
- 2.4 Uniform circular motion

Topic 3: Thermal Physics

- 3.1 Thermal concepts
- 3.2 Thermal properties of matter

Topic 4: Oscillations and Waves

- 4.1 Kinematics of simple harmonic motion
- 4.2 Energy changes during simple harmonic motion
- 4.3 Forced oscillations and resonance
- 4.4 Wave characteristics
- 4.5 Wave properties

Topic 5: Electric Currents

- 5.1 Electric potential difference, current and resistance
- 5.2 Electric circuits

Topic 6: Fields and Forces

- 6.1 Gravitational force and field
- 6.2 Electric force and field
- 6.3 Magnetic force and field

Topic 7: Atomic and Nuclear Physics

- 7.1 The atom
- 7.2 Radioactive decay
- 7.3 Nuclear reactions, fission and fusion

Topic 8: Energy, Power and Climate Change

- 8.1 Energy degradation and power generation
- 8.2 World energy sources
- 8.3 Fossil fuel power production
- 8.4 Non-fossil fuel power production
- 8.5 Greenhouse effect

8.6 Global warming

HL Extension

Topic 9: Motion in Fields

- 9.1 Projectile motion
- 9.2 Gravitational field, potential and energy
- 9.3 Electric field, potential and energy
- 9.4 Orbital motion

Topic 10: Thermal Physics

- 10.1 Thermodynamics
- 10.2 Processes
- 10.3 Second law of thermodynamics and entropy

Topic 11: Wave Phenomena

- 11.1 Standing waves
- 11.2 Doppler effect
- 11.3 Diffraction
- 11.4 Resolution
- 11.5 Polarisation

Topic 12: Electromagnetic Induction

- 12.1 Induced electromotive force

12.2 Alternating current
12.3 Transmission of electrical power

Topic 13: Quantum Physics and nuclear physics

13.1 Quantum physics
13.2 Nuclear physics

Topic 14: Digital Technology

14.1 Analogue and digital signals
14.2 Data capture; digital imaging using charge-coupled devices

Options SL + HL

A: Sight and Wave Phenomena
B: Quantum Physics and Nuclear Physics

C: Digital Technology
D: Relativity and Particle Physics
E: Astrophysics
F: Communications
G: Electromagnetic Waves
H: Relativity
I: Medical Physics
J: Particle Physics

Assessment

External	76%
Paper 1: Multiple choice questions HL/SL	20%
Paper 2: Data-based and extended-response questions	HL 36%/ SL 32%
Paper 3: Short-answer and extended-response questions on the options	HL 20%/ SL 24%
Internal	24%
Laboratory work + Group 4 Project	

Mathematical requirements

All physics students need to be familiar with a range of mathematical techniques including:

- make calculations involving addition, subtraction, multiplication and division.
- recognise and use expressions in decimal and standard form (scientific) notation.
- use calculators to evaluate: exponentials; reciprocals; roots; logarithms to base 10 (lg); logarithms to base e (ln); powers; arithmetic means; degrees; radians; natural sine, cosine and tangent functions and their inverses.
- express fractions as percentages and vice versa.
- change the subject of an equation by manipulation of the terms, including integer and fractional indices and square roots.
- solve simple algebraic equations, and simultaneous linear equations involving two variables.
- substitute numerical values into algebraic equations.
- comprehend the meanings of (and use) the symbols /, <, >, ≥, ≤, ×, ≈, |x|, α, Δx.
- recall the formulae for, and calculate areas of, right-angled and isosceles triangles, circumferences and areas of circles, volumes of rectangular blocks, cylinders and spheres, and surface areas of rectangular blocks, cylinders and spheres.
- use Pythagoras' theorem, similarity of triangles and recall that the angles of a triangle add up to 180° (and of a rectangle, 360°).
- understand the relationship between degrees and radians, and translate from one to the other.
- recall the small-angle approximations.

DESIGN AND TECHNOLOGY

Why choose to study IB design and technology?

Central to the design technology course is the design process. You will develop critical thinking and design skills and take the opportunity to apply them, in a practical way. The course provides students with an understanding of issues relating to designing and manufacturing using modern materials and digital technologies. It also provides an understanding of the role of the designer and the wider responsibilities to find sustainable solutions to design problems.



What is the design industry?

The design industry is a vibrant, varied and dynamic creative sector that plays a powerful and important role in many areas of our lives. Designers contribute hugely to the visual world around us. They design 3D products, graphics, textiles, fashion, web, interiors, systems, interface, furniture, jewellery and magazines.

Standard level (SL) design technology 150 hours

Theory: Core topics, Option C

Practical work: Investigations, Design project, Group 4 project

Higher level (HL) design technology 240 hours

Theory: Core subjects, additional higher level topics, Option C

Practical work: Investigations, Design project, Group 4 project



Syllabus overview

Standard Level topics	Higher Level topics (Additional)	Option C: CAD/CAM
Topic 1: Design process	Topic 8: Energy	C1: Impact of CAD on the design process
Topic 2: Product innovation	Topic 9: Structures	C2: CAM systems
Topic 3: Green design	Topic 10: Mechanical design	C3: The impact of CAD/CAM on manufacturing
Topic 4: Materials	Topic 11: Advanced manufacturing techniques	C4: Rapid prototype manufacturing
Topic 5: Product development	Topic 12: Sustainable development	C5: CAD/CAM products
Topic 6: Product design		HL only (additional)
Topic 7: Evaluation		C6: Materials
		C7: Robots
		C8: Social, moral, economic & environmental aspects

Group 4 project

A collaborative activity working alongside students from other Group 4 subjects on a scientific or technological topic.

Assessment

The course is assessed via a range of internally set practical investigations, three examination papers and a major project.

What do I need to know before doing this course?

This course aims for students to identify design issues, combine theory and practice to propose design solutions. It is not a requirement to have taken DT prior to this course; however you will need to demonstrate an interest in designing and making.

GROUP 5 - MATHEMATICS

Group 5 consists of Mathematics and Computer Science. All International Diploma students are required to take a subject from Group 5 at either Higher Level(HL) or Standard Level(SL).

Mathematics provides an important key to understanding the world in which we live. It occurs in different areas of our lives ranging from newspaper articles to the fields of economics, science and engineering. Mathematics is a compulsory subject within the Diploma Programme due to the prevalence of Mathematics in our lives.

At SRIS we offer three different courses in Mathematics: Mathematical Studies (SL), Mathematics SL (SL) and Mathematics HL (HL). These courses are designed to cater for different types of students: those who wish to study Mathematics in depth, those who wish to gain a better understanding of Mathematics to help them with other subjects and those who may not yet be aware of the relevance of Mathematics in their studies and in their daily lives.

Group 5 subjects provide a course of study designed to prepare students for entrance to university. Prior to taking on a subject, students should carefully consider their own strengths and interest in Mathematics together with their other choice of subjects within the framework of the Diploma Programme.

MATHEMATICS

At SRIS we offer three different courses in Mathematics: Mathematical Studies (SL), Mathematics SL (SL) and Mathematics HL (HL).

Prerequisites:

An entrance requirement to study:

- Mathematics SL (SL) is a **grade B or above** at (I)GCSE or equivalent on the Higher Tier (I)GCSE examinations.
- Mathematics HL (HL) is a **grade A or above** at (I)GCSE or equivalent on the Higher Tier (I)GCSE examinations.

Resource Requirement for all Mathematics courses:

The IB examinations assume that students have a graphical calculator and are familiar with many of its functions. The Texas Instruments, TI-84 Plus Graphical Calculator will be used during all the Mathematics courses. **Therefore, it is necessary that all students have a TI-84 graphical calculator.**



Scene from "Fatal Subtraction"

MATHEMATICAL STUDIES (SL)

Course Description:

The Mathematical Studies course is a two year course designed to build confidence and encourage an appreciation of Mathematics in students who do not anticipate a need for Mathematics in their future studies. Students taking this course need to be equipped with fundamental skills and a rudimentary knowledge of basic processes. The nature of Mathematical Studies is such that it concentrates on Mathematics which can be applied to contexts related as far as possible to other curriculum subjects and to real life situations. Students most likely to take this subject are those whose main interests lie outside the field of Mathematics. All parts of the syllabus have been carefully selected to meet the needs of this particular group of students.

Syllabus:

The course consists of the study of eight topics.

All topics are compulsory. Students are to study the sub-topics in each of the topics and required to be familiar with the topics listed as presumed knowledge (PK)

- Topic 1: Introduction to the graphical display calculator
- Topic 2: Number and algebra
- Topic 3: Sets, logic and probability
- Topic 4: Functions
- Topic 5: Geometry and trigonometry
- Topic 6: Statistics
- Topic 7: Introductory differential calculus
- Topic 8: Financial Mathematics

N.B. The topics will not necessarily be taught in this order

Project

The project is an individual piece of work involving the collection of information or the generation of measurements, analysis and the evaluation of the information or measurements. It takes the form of mathematical modelling, investigations, applications, statistical surveys, etc.

Assessment

The Mathematical Studies SL Diploma Programme (First examinations 2006) is assessed as follows:

<u>External Assessment (3 hours)</u>	<u>(80%)</u>
Written papers (externally set and marked)	
<u>Paper 1</u> (Graphical display calculator required) (1 hour 30 minutes)	(40%)
<u>Paper 2</u> (Graphical display calculator required) (1hour30mins)	(40%)
<u>Internal assessment</u>	<u>(20%)</u>

Project

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. The project is internally assessed by the teacher against seven criteria and externally moderated by the IBO.

MATHEMATICS SL (SL)

Course Description:

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. Most students taking this course will expect to need a sound mathematical background as they prepare for future studies in subjects such as Chemistry, Economics, Psychology and Business Administration.

Syllabus:

The course consists of the study of seven topics.

All topics in the core are compulsory. Students are to study the sub-topics in each of the topics and required to be familiar with the topics listed as presumed knowledge (PK)

- Topic 1: Algebra
- Topic 2: Functions and equations
- Topic 3: Circular functions and trigonometry
- Topic 4: Matrices
- Topic 5: Vectors
- Topic 6: Statistics and probability
- Topic 7: Calculus

N.B. The topics will not necessarily be taught in this order

Portfolio

Two pieces of work, based on different areas of the syllabus, representing the following two types of tasks:

- Mathematical investigation
- Mathematical modelling

Assessment

The Mathematics SL Diploma Programme (First examinations 2008) is assessed as follows:

<u>External Assessment (3 hours)</u>	<u>(80%)</u>
Written papers (externally set and marked)	
<u>Paper 1</u> (Non-calculator) (1 hour 30 minutes)	(40%)
<u>Paper 2</u> (Graphical display calculator required) (1hour30mins)	(40%)
<u>Internal assessment</u>	<u>(20%)</u>

Portfolio

A collection of two pieces of work will be given to students as described above and these pieces will be based on different areas of the syllabus and represent two types of tasks:

- Mathematical investigation
- Mathematical modelling

The portfolio is internally assessed by the teacher against six criteria and externally moderated by the IBO.

MATHEMATICS HL (HL)

Course Description:

HL Mathematics caters for students with a good background in Mathematics who are competent in a range of analytical and technical skills. Most students taking this course will be expecting to include Mathematics as a major component of their university studies. Others may take this subject because they have a strong interest in Mathematics and enjoy meeting its challenges and engaging with its problems.

Syllabus:

The course consists of the study of seven core topics and one option topic.

All topics in the core are compulsory. Students are to study the sub-topics in each of the topics and required to be familiar with the topics listed as presumed knowledge (PK)

- Topic 1: Algebra
- Topic 2: Functions and equations
- Topic 3: Circular functions and trigonometry
- Topic 4: Matrices
- Topic 5: Vectors
- Topic 6: Statistics and probability
- Topic 7: Calculus

HL: Option Syllabus

Students will study all the sub-topics in one of the following:

- Topic 8: Statistics and Probability
- Topic 9: Sets, relations and groups
- Topic 10: Series and differential equations
- Topic 11: Discrete Mathematics

N.B. The topics will not necessarily be taught in this order

Portfolio

Two pieces of work, based on different areas of the syllabus, representing the following two types of tasks:

- Mathematical investigation
- Mathematical modeling

Assessment

The Mathematics HL Diploma Programme (First examinations 2008) is assessed as follows:

<u>External Assessment (5 hours)</u>	<u>(80%)</u>
Written papers (externally set and marked)	
<u>Paper 1</u> (Non-calculator) (2 hours)	(30%)
<u>Paper 2</u> (Graphical display calculator required) (2 hours)	(30%)
<u>Paper 3</u> (Graphical display calculator required) (1 hour)	(20%)
<u>Internal assessment</u>	<u>(20%)</u>

Portfolio

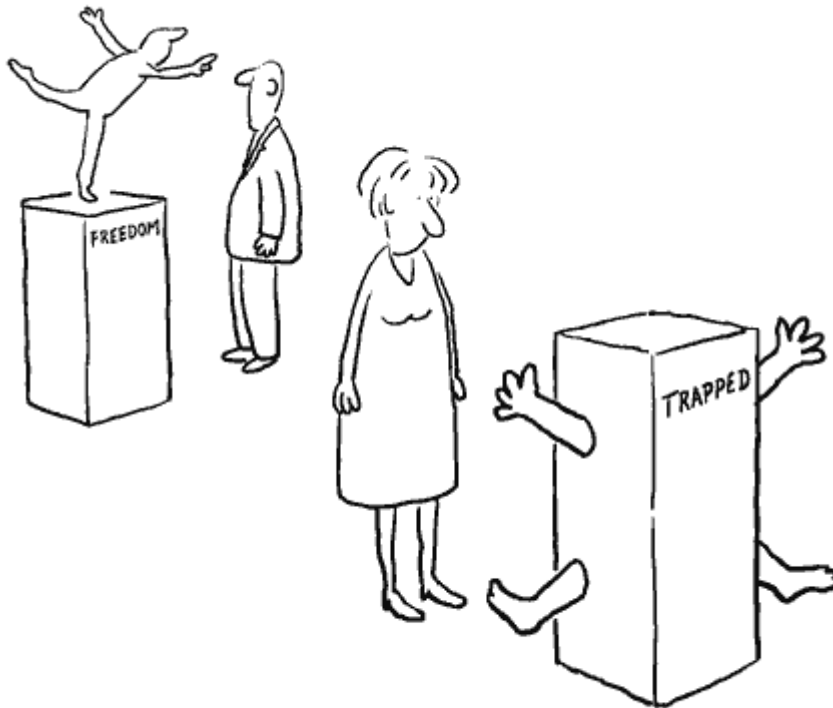
A collection of two pieces of work will be given to students as described above and these pieces will be based on different areas of the syllabus and represent two types of tasks:

- Mathematical investigation
- Mathematical modelling

The portfolio is internally assessed by the teacher against six criteria and externally moderated by the IBO.

GROUP 6 – VISUAL ARTS, MUSIC or the ELECTIVES

Group 6 at SRIS consists of Visual Arts, Music or a choice of some subject from groups 1 to 4.



Chris Madden
www.chrismadden.co.uk

Clearly the choices offered by Shanghai Rego International School will be limited by student numbers, timetabling and staffing decisions.

At this stage we would like a guide as to your preferences and we will do our best to make the options blocks suit the maximum number of students. Please bear in mind that we cannot guarantee that any possible combination of options and electives can be timetabled, but your early response gives us time to see what is possible and then time for you to decide alternative option choices if your preferred combination is not possible.



"I'm guessing that it's some kind of dog-food dispenser."

VISUAL ARTS

Why choose Art?

In REGO we are fortunate to have a constantly evolving and improving Art department. This is in the way the department staff and students approach their learning which echoes the technological advancements of the department. With the introduction of ceramics and screen printing to the course syllabus there are now many more ways for students to express their ideas and enhance their understanding and experiences of Art.

This is a broad based course in which pupils will choose the themes of their own study, enabling students to develop research and produce Artworks relevant to subject matter that is important to them. Pupils will study various artists, cultures and crafts relevant to their chosen study themes and will be expected to produce extensive and in depth explorations and research in workbooks to support their ideas and the Art which they produce.

Internationalism

The impulse to make art is common to all people. From earliest times, human beings have displayed a fundamental need to create and communicate personal and cultural meaning through art. The process involved in the study and production of visual arts is central to developing capable, inquiring and knowledgeable young people, and encourages students to locate their ideas within international contexts. Supporting the International Baccalaureate principle of fostering students' appreciation of diverse world cultures and traditions, the course encourages an active exploration of visual arts within the students' own and other cultural contexts. The study of visual arts and the journey within it encourage respect for cultural and aesthetic differences and promotes creative thinking and problem solving.

Syllabus content

The contents will be based on:

- the cultural background, personal needs and abilities of the students
- the nature of the school
- the expertise of the teachers and students.

Option A (HL and SL)

Option A is designed for students who wish to concentrate on studio practice in visual arts. Students will produce investigation workbooks to support, inform, develop and refine studio work through sustained contextual, visual and critical investigation.

At both HL and SL, the investigation workbooks are integral to studio practice and should reflect the student's critical visual and written investigation.

Option B (HL and SL)

Option B is designed for students who wish to concentrate on contextual, visual and critical investigation in visual arts. In their investigation workbooks students will explore fully an integrated range of ideas within a contextual, visual and critical framework and produce studio work based on their visual and written investigation.

At both HL and SL, students should demonstrate connections between academic investigation and studio work.

Time allocation in hours:

	HLA	SLA	HLB	SLB
Studio work	144	90	96	60
Investigation workbooks	96	60	144	90

Studio work

Students will be introduced to art concepts and techniques through practical work in the studio. To support students' abilities to express themselves in visual arts, teachers will include, at both HL and SL, opportunities for a structured approach to:

- the exploration of media, including the use of material and equipment
- the exploration and development of artistic qualities in visual arts
- the study of relationships between form, meaning and content in visual arts
- the study of a variety of social and cultural functions of visual arts
- the appreciation and evaluation of their own work and that of others.

Investigation workbooks

The purpose of the investigation workbooks is to encourage personal investigation into visual arts, which must be closely related to the studio work undertaken. The relative importance of the investigation workbooks depends on whether the student has chosen option A or option B. The investigation workbooks should incorporate contextual, visual and critical investigation. They should function as working documents and support the student's independent, informed investigation and studio practice. Investigation workbooks provide an opportunity for reflection and discovery and they play a key role in allowing ideas to take shape and grow. They should contain visual and written material that addresses contextual, visual and critical aspects of the investigation. They should also reflect the student's interests and include wide-ranging first-hand investigations into issues and ideas related to visual arts. There should be a balance in the investigation between analytical and open-ended discussion, illustrating the student's creative thinking.

Assessment

Higher level

Option A

60% Studio

External assessment

The student prepares a **selection** of his or her studio work in the form of an exhibition. This is externally assessed by a visiting examiner following an interview with the student about the work.

40% Investigation

Internal assessment

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

Option B

60% Investigation

External assessment

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course. This selection is externally assessed by a visiting examiner following an interview with the student.

40% Studio

Internal assessment

The student presents a **selection** of his or her studio work. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

Standard level

Option A

60% Studio

External assessment

The student prepares a **selection** of his or her studio work in the form of an exhibition. This is externally assessed by a visiting examiner following an interview with the student about the work.

40% Investigation

Internal assessment

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

Option B

60% Investigation

External assessment

The student presents **selected pages** of his or her investigation workbooks that have been produced during the course. This selection is externally assessed by a visiting examiner following an interview with the student.

40% Studio

Internal assessment

The student presents a **selection** of his or her studio work. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

Diploma Program: Music

Purposes, Aims & Focus:

The study of music at SRIS will allow students to explore a variety of ways express themselves. A vibrant musical education will foster curiosity in, and sensitivity to, the musical worlds which surround us. The IB Music program at SRIS will enable students to recognise and articulate musical elements through a variety of musical experiences. It aims to provide students with a greater knowledge and appreciation of music, both of the Western Classical traditions as well as different music traditions around the globe and popular music. Creatively, students will increase their knowledge, understanding and musical skills. They will develop their potential as musicians both individually as well as collaboratively.



to



Objectives:

Students can study music at Higher Level (240 hours) or Standard Level (150).

The **HL** music course is designed for the specialist music student with a background in musical performance and composition, who may pursue music at university or conservatoire level. By the end of the course HL students are required to present a 20 minute solo performance as well as three pieces of coursework, with recordings and written work.



background

The **SL** music course provides **three options** for students:

1. *Solo performing* (SLS)

This is designed for students with a background in musical performance.

- *Solo Performance:* A recording of selected pieces (using any instrument, voice or computer as a musical instrument) of **one** or **more** recitals (15 minutes length)

2. *Group performing* (SLG)

This is designed for students who are an active, participating member of a musical group that performs on a regular basis in public during the course.

- *Group Performance:* A recording selected from pieces presented during **two** or **more** public performances (20-30 minutes length)

3. *Creating* (SLC)

This is designed for the student who has a background in musical composition.

- *Creating:* Two pieces of coursework with recording and written work (available options: composing; music technology composing; arranging; improvising or stylistic techniques).

For all students at HL and SL the course entails the compulsory part *Musical Perception* (*HL = 90 hours / SL = 75 hours*). In this part of the course students complete the course components described below. At the end of the course all students are required to submit a musical links investigation and to sit a listening examination paper.

1. Study, analysis and examination, comparing and contrasting of musical cultures

Students study a wide range of musical examples from different parts of the world, musical cultures and time periods. Through the study of a range of musical examples, chosen to develop their aural perception and musical understanding, students will learn about musical elements, such as melody, harmony, rhythm, texture, tone colour, form and structure etc. and how these are used to create the expressive character and function of a piece of music. In addition students will develop a thorough knowledge of musical terminology and notations as well as historical and cultural contexts. Students endeavour to make connections and draw links between the works they study. Students will be trained to apply musical terminology appropriately and to be able to cite the location of their musical evidence accurately.

2. Study of two Prescribed Work

Students study the works prescribed by the IBO and build a thorough knowledge of these pieces. These pieces represent key features from two different times, places and/or musical cultures. Students are required to analyse, examine, and compare and contrast these prescribed works.

3. Musical Links Investigation

Students will carry out an independent musical investigation comparing the relationship between two identifiable and distinct musical cultures by analysing and comparing two or more musical piece(s) from each. These chosen examples will share one (or more) inherent link(s) that can be explored in sufficient musical depth. The Musical Investigation presents an opportunity to explore music from musical cultures that may have a particular interest, emotional appeal or other importance for the individual student. At the same time, the investigation offers the opportunity for students to use contemporary methods of communication, by presenting the investigation as a media script.

Prerequisites:

The course is designed to offer students the opportunity to build on prior experience while encouraging them to develop new skills, techniques and ideas. Previous experience is particularly helpful at HL, and for the solo performance and composition components at SL. Before entering the course an internal assessment of students' musical knowledge and skills will take place. Students are consequently **advised** to select either HL or SL based on assessment results. Students who want to enter the HL diploma course are recommended to be able to play at least one instrument up to ABRSM Grade 5 standard at the time of the internal assessment. In addition these students should demonstrate at least a basic knowledge of music theory and musical concepts.

Assessment:

External Assessment 50%	
HL (90 teaching hours)	SL (75 teaching hours)
Listening Paper 30%	
Seven musical perception questions (140 marks) 3 hours	Five musical perception questions (100 marks) 2 hours 15 minutes
Section A Students answer two questions. Question 1 or question 2 (20 marks) Question 3 (20 marks) Section B Students answer four questions. Question 4 - 7 (20 marks each) Section C Students answer one question. Question 8 (20 marks)	Section A Students answer two questions. Question 1 or question 2 (20 marks) Question 3 (20 marks) Section B Students answer three questions. Question 4 or question 5 (20 marks) Question 6 (20 marks) Question 7 (20 marks)
Musical Links Investigation 20% (20 marks)	
A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures.	

Internal Assessment 50%	
Internally assessed by the teacher and externally moderated by the IBO at the end of the course.	
HL (150 teaching hours) (75 hours per component)	SL (75 hours) One of the following options:
Solo Performance 25% (= 20 marks) A recording selected from pieces of one or more public performance(s) (20 minutes)	Solo performing (SLS) (= 20 marks) A recording selected from pieces of one or more public performance(s) (15 minutes).
and	Group performing (SLG) (= 20 marks) A recording selected from pieces of two or more public performances (20-30 minutes).
Creating 25% (= 30 marks) Three pieces of coursework, with recordings and written work.	Creating (SLC) (= 30 marks) Two pieces of coursework, with recordings and a written work.

CREATIVITY, ACTION AND SERVICE (CAS)

In the IB-programme there are two unique features which are compulsory for all IB-students: TOK (theory of knowledge) and CAS (creativity, action, service). These components are seen as the core of the IB-programme as they are focused on educating the whole person and fostering critical and responsible knowers as well as more caring and socially responsible attitudes.

CAS (Creativity, Action and Service) is an important part of the IB-programme. It emphasises life outside school and the students' responsibilities and possibilities in this world. Through creative, active and service-oriented activities, CAS means to involve the whole student and develop her/his creativity, physique and empathy. CAS-activities might belong to any of this group or combine two or three of the CAS-aspects into one activity. In the new CAS Guide (for students graduating from May 2010 onwards) there is tremendous emphasis on experiential learning and learning through reflection upon that experience.

Creativity involves arts and other experiences that involve creative thinking. This has to be in addition to any artistic and creative work undertaken as part of the Theatre or Visual Arts courses.

Action involves physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service involves unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

The IB student at SRIS could do her/his CAS activities either by participating in school organised activities taking place in the school (e.g. basketball), participating in school organised activities outside the school (e.g. the annual expedition), or by planning an activity/project by her/himself or together with a group of students. In all cases the activity/project must be approved by the CAS Co-ordinator.

CAS could be in the form of shorter intense projects (e.g. the expedition) or weekly activities going on over a longer period of time. Usually both will take place. CAS is also meant to provide a counterbalance to the academic self-absorption some students may feel within a demanding school-programme

The quality and balance of the CAS programme is the focus, not the actual time spent doing the activities. However, as a guideline approximately three hours per week are recommended in the two IB-years (approximately 150 hours over eighteen months). It is a requirement that an IB-student has fulfilled her/his CAS programme to get her/his IB Diploma.

Aims:

The CAS programme aims to develop students who are:

- reflective thinkers-they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced - they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

Objectives:

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- increased awareness of their own strengths and areas for growth
- undertaken new challenges
- planned and initiated activities
- worked collaboratively with others

- shown perseverance and commitment in their activities
- engaged with issues of global importance
- considered the ethical implications of their actions
- developed new skills

Reflection:

Students should document their CAS activities in the form of a journal reflecting upon experiences. Documentation can be web logs, illustrated displays, videos and written notes. Evidence of planning and reflection must be included and details of all major activities.

THEORY OF KNOWLEDGE (TOK)

Nature of the Course

The Theory of Knowledge (TOK) programme is central to the educational philosophy of the International Baccalaureate. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. Engaging with students in a critical examination of knowledge, teachers will foster an appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications.

Course Outline

1. The Knower and Knowing
Who knows? Who am I? What do I know?

What is knowledge? What is wisdom?
To think or not to think, that is the question.

2. Ways of Knowing
Perception
Language & the arts.
Reason, intuition & insight
Emotion & instinct

3. Areas of Knowledge:
Mathematics
Natural Sciences

Human Sciences
History
The Arts
Ethics

4. The Use of Knowledge:
Who cares about what I know?
What is global citizenship?

IB Assessment

Part One: External Assessment

An essay must be written from a prescribed list provided by the IB Office. The essay will be between 1200-1600 words and will be assessed by an external examiner.

Part Two: Internal Assessment

Students must make a presentation to the class and prepare a written self-evaluation report including a concise description of the presentation and their answers to the questions provided on the form. This presentation will be assessed by a TOK teacher.

What will this course do for my academic career?

The TOK course is at the very heart of the I.B. diploma and is a vital precursor to University education as it allows students the opportunity to form their own opinions on such areas as evidence, belief, bias, logic and put them into context for all subject areas. The general theme of the course is one of revolutions in understanding and a large part of the approach is historical. The ability to present information in a logical and coherent way is an important skill and as this is part of the assessment of this course. Students who can perform well in this area will certainly find it a benefit when evaluating information at a University level. In an increasingly multi-faceted world the TOK course allows students the opportunity to explore different cultural and philosophical perspectives of knowledge and this can only improve their versatility in future life.

3.

Some common questions

1. What is the IB diploma?

The IB Diploma course is a two-year pre-university course in which examinations here in SRIS are taken in the summer term of year thirteen. It is made up of 6 subjects 3 of which will be taken at Higher Level (HL) and 3 at Standard Level (SL). Since in most subjects (other than Mathematics) HL and SL will be taught together the decision of which level to choose may be delayed until the third term of year twelve, and certainly after mock examinations. In addition the students will need to complete a two-year creativity, action and service (CAS) programme, a theory of knowledge (TOK) essay and presentation, a group-4 project and submit an extended essay (EE).

The foundation of the IB Diploma programme can be traced back to a meeting of educators held in Switzerland in 1962. These educators promoted the idea of a programme aimed at the growing number of internationally mobile students. These students needed a diploma that would allow them entry to universities both in their "home" country or elsewhere in the world if that was their desire. SRIS is offering The International Baccalaureate programme for the first time in 2009.

2. What is the IB Diploma worth?

Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). For the IB diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total Diploma Programme points score is, therefore, 45.

3. What are "failing conditions"?

The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- (a) Numeric grades have been awarded in all six subjects registered for the IB diploma.
- (b) All CAS requirements have been met.
- (c) Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
- (d) There is no grade 1 in any subject.
- (e) There is no grade 2 at higher level.
- (f) There is no more than one grade 2 at standard level.
- (g) Overall, there are no more than three grades 3 or below.
- (h) At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
- (i) At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- (j) The final award committee has not judged the candidate to be guilty of malpractice.

The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- (a) Numeric grades have been awarded in all six subjects registered for the IB diploma.
- (b) All CAS requirements have been met.
- (c) Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
- (d) There is no grade 1 in any subject.
- (e) There is no more than one grade 2 at higher level.
- (f) There are no more than two grades 2 at standard level.
- (g) Overall, there are no more than three grades 3 or below.
- (h) At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
- (i) At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- (j) The final award committee has not judged the candidate to be guilty of malpractice.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma.

4. What can students do after the Diploma programme?

The IB Diploma is universally accepted as entrance qualifications for universities and colleges world-wide. Typically a university will offer a place based on attaining specific grades. For example, to study Medicine in a top UK university, a student may have been asked to get 300 UCAS Points. To study Environmental Science at one of the newer universities, the offer may be 120 UCAS Points. The grade equivalence of A-levels and the IB Diploma can be compared below. There are very few universities around the world that now specify the need for 3 A-levels in Science to study Medicine (mainly just a small number in India). The UCAS tariff chart below shows that the universities in the UK value the IB Diploma to a high standard.

GCE A level	Points	International Baccalaureate	UCAS Points
		Diploma	
		45	768
		44	744
	360	43	722
	320	42	698
	280	41	675
	240	40	652
	220	39	628
	200	38	605
	180	37	582
	160	36	559
A	120	35	535
	110	34	512
B	100	33	489
	90	32	466
C	80	31	442
	70	30	419
D	60	29	396
	50	28	373
E	40	27	350
	30	26	326
	20	25	303
		24	280

5. What is the Shanghai Rego International School Dress Code?

Pupils at Shanghai Rego International School have been proud to wear a school uniform; however, last year we are now changed the uniform policy for students in the Sixth Form to a dress code. We are aware that many Year 12 & Year 13 students enjoy wearing the school uniform and parents may well have spent money organising a uniform for the start of the school year. The students are therefore still able to wear their school uniform if they wish, for the next academic year, but they also have the option to adopt the senior school dress code. The dress code acknowledges that senior students must take responsibility for their appearance; understanding that one's appearance affects one's behaviour as well as affects the way one is perceived and treated by others. The Sixth Form students are, inherently, the junior pupils' role models. As a result, the senior students set the tone and standard for the rest of their school.

Female:

Black shoes
White socks OR dark tights
Black* dress skirt (knee length) OR
trousers (not jeans)
Matching black* jacket – when weather
appropriate
Collared blouse

Male:

Black shoes
Black socks
Black* business trousers (not jeans)
Matching black* jacket – when weather
appropriate
Collared business shirt
Matching tie – when weather appropriate

*An alternative dark, plain colour e.g. dark grey, dark blue is acceptable.

Students may wear plain, dark-coloured sweaters / pullovers.

Shoes must be appropriate for school. Conservative, black, plain shoes are most appropriate. High or narrow heels, which are problematic in the school grounds, on fire escapes, and during practical lessons, are not appropriate.

Clothing must be clean, ironed, correctly-fitting and worn (i.e. the tie is tied correctly, buttons are buttoned correctly, trousers are worn at the right height etc). Clothing with bold branding or logos isn't suitable. Of course, outdoor clothing shouldn't be worn indoors – i.e. hats, snow-boots, gloves, scarves, overcoats, sunglasses etc.

Jewellery and other worn accessories

Face, tongue and nose studs (any piercings) are not permitted. Large earrings may not be worn (although a small / discrete stud or simple ear-ring is permitted). Ostentatiously decorated belts and buckles are not appropriate. Blue-tooth ear-pieces aren't necessary as phones must be switched off during school time. Students are encouraged to wear a small lapel badge indicating their country.

Hair styles

Hair must be clean, neat, and conservatively styled. Dramatically dyed, cut, or styled hair is not in keeping with the conservative dress code.

The overall guiding principle – whether it applies to clothing, finger nails, or any other aspect of a student's appearance, **is that the student must appear conservative, appropriate, and respectful.**

6. What are the school rules?

Efficient work requires taking the best advantage of the available time. Effective education requires punctuality and discipline. Students must be in class on time in order to reap the benefits of the school timetable and the students will be required to do some work at home. Accordingly, students should be aware of the following school rules and should try to understand the benefit of each rule.

Discipline

A high level of discipline is expected in school. Whilst the school does encourage and support its students with a wide range of rewards, students must also understand that if they break school rules they may be liable to receive detentions within school hours or outside school hours. Other punishments may include removal of privileges, being put on report, temporary suspensions or, in extremely serious cases, expulsion. Secondary students especially should appreciate that their disciplinary record is kept on file in the school and this is taken into account when giving references either for school transfers or for university or job applications.

Students will be held accountable for any behaviour, whether it is inside or outside the school, that the administration feels brings the school reputation into disrepute in any way. In particular the following rules should be an integral part of daily behaviour:

1. Students should not talk in class or disturb classroom lessons in any way. To take permission to talk or leave the room for any reason, a student should raise his/her hand and wait until permission is given.
2. Eating and drinking are not allowed in classrooms or within the school building except in designated areas at break and lunchtimes only i.e. form rooms, Sixth Form common room and the cafeteria.
3. Students are expected to keep the school clean and free from litter. They should use the litter bins provided at all times.
4. Items of value e.g. MP3 players, computer games, mobile telephones should not be brought into school. Students in possession of such items who are seen to be using them during the school day may have such items confiscated and return may be delayed as the school considers fit. (N.B. The school is not responsible for the loss of any personal belongings of any students in school. Students are strongly and repeatedly advised to use their lockers for their books, personal possessions during the school day and not to leave bags etc unattended.)
5. Students should not bring large sums of money to school.
6. Students have responsibility for and care of their property at all times and, although every effort will be made to have a high level of security within the school, the school cannot be held responsible for problems which clearly relate to negligence on the part of the students.
7. Students must not run or play inside the buildings as to do so is dangerous and a nuisance.
8. Students must respect school property as their own. Students may not deface or damage school property in any way. Acts of vandalism or criminal damage by students may necessitate legal action being taken against the perpetrators as well as school sanctions which may involve **suspension** or permanent exclusion.
9. Smoking, chewing gum, playing cards and gambling are all strictly forbidden. Obviously, therefore, students may not bring chewing gum, playing cards, lighters, matches or playing cards to school at any time.
10. Rough play is not acceptable.
11. Bad language is not acceptable.
12. Bullying in any form (physical, mental or verbal) will not be tolerated. Students who bully others are likely to be permanently expelled from school. Students may never take matters into their own hands. If a student feels (s)he is being wronged or harassed by other students, (s)he or her/his parents should report matters to a member of staff who will discretely deal with the matter. [All instances of suspected bullying will be recorded.]

Punctuality

Punctuality is vitally important in all aspects of school life. A student who is late to class not only takes time from himself/herself but also disrupts a class that has already started its work: this is, therefore, unacceptable. It is important to note, that punctuality to lessons implies not just a physical presence on time at the start of the lesson but being fully ready and equipped to participate in that lesson on time. Students who are persistent offenders will be subject to school disciplinary measures.

All students must be in school at or before 08.25 (Secondary), daily in order to get to lessons for 08.40, the start of the school day. Students who arrive late must report to reception where their lateness will be recorded. This does not apply to students on a school bus which is late; these students may go directly (and as quickly as possible) to lessons because the monitor will give the attendance register to reception.

Where there is no break between consecutive lessons students will get ready for the next lesson or, should they have to move to a different classroom, they must do so as quickly and carefully as possible. In the rare moments when a student is "free" on their timetable the student is NOT permitted to sign out – they are to work in the Library or the Sixth Form study room. This is also an opportunity for students to make appointments with staff should they require assistance. Sixth Form students are currently permitted to sign out for a visit to the shop during breaks and lunchtime, but this should be seen as a perk that may be curtailed at the IB Coordinator's discretion.

At the end of breaks, students must return to classes as quickly as possible.

Homework and Coursework

Supporting school work by working at home is important for the academic development of students. There will be a specified homework timetable given to students and parents which will be followed at all levels for all students in the school. In connection with homework, all students are supplied with a student planner which is a vitally important document in school-home communications. Students must, therefore, look after this very carefully and record their homework and any special notes in it. Moreover, staff have a right to communicate with parents via this document and may do so at any time. Students should ensure their parents should look at this on a daily basis. Failure to complete homework assignments will result in school disciplinary measures being taken against offenders.

Attendance

Being absent from school means losing vital education. Extended absence will seriously hinder academic progress. Students and parents must bear this in mind.

Students cannot absent themselves from school unless they are too sick to be in school. Parents should provide students with a sick note to cover all absences and should notify the school accordingly. For absences beyond 3 complete, consecutive school days, parents should provide a doctor's certificate.

If situations arise where parents consider it necessary to keep their children away from school they must contact and notify the Principal in writing giving due notice and reasons and obtain permission in writing from him. In some cases it may be necessary to discuss the need for such absences and due arrangements will have to be made accordingly.

4. Options Form



Preferred Options

You should choose six subjects from the list below. Because subjects in the same group are timetabled at the same time, it is not possible to select more than one subject within a single group. These option groups are not yet fixed in stone but are based on the preliminary choices of Year 11.

Ensure that your parents are aware of the choices you have made and discuss it with them. Please ask a parent to sign this form to indicate they are happy with the choices you have made. If there are any concerns, make an appointment with the IB Coordinator to talk about your options.

Please number your first choice with a "1" in each group in the adjacent column and then indicate a 2nd choice with a "2". This is in the event that we cannot timetable your first choice in any group.

GROUP 1		GROUP 2		GROUP 3		GROUP 4		GROUP 5		GROUP 6		
English AA2		Mandarin AA2		History		Biology		Maths HL		Visual Arts		
Mandarin AA2		French AA2		Psychology		Chemistry		Maths SL		Music		
Possibility of school self supported language and literature in student's own mother tongue [parent will need to sign an agreement with IB coordinator that a home study tutor can and will be arranged] AA1 or AA2 Please specify	SL only	German AA2		Business and management		Physics		Maths Studies SL		Chemistry		
		Spanish AA2		ITGS		D&T				Mandarin (tbc)		
		Dutch AA2									Geography	
		Mandarin B									Economics (tbc)	
		French B										
		German B										
		Spanish B										
		English B (only for students for whom English AA2 presents too significant a challenge)										
		Mandarin Ab Initio										
		German Ab Initio										

In the event that we cannot timetable your first choice in any group, please number your first choice with a "1" in each group in the adjacent column and then indicate a 2nd choice with a "2". Please give this options sheet to your form tutor.

Your Name:

Signed: parent / guardian