



SHA TIN  
COLLEGE



Hong Kong 'Frequent Harbour'  
Fiona Coventry (IBDP Visual Art HL, 2025)

# YEARS 12/13 PROSPECTUS

International Baccalaureate Diploma and  
Careers-related Programmes

**2026-2028**

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## IB Mission Statement

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

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

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

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## STC Purpose & Values

We challenge our students to make meaningful contributions to the world.



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# Introduction

At Sha Tin College, we challenge our students to make meaningful contributions to the world. This prospectus outlines the programme of study in Years 12 and 13, helping families navigate the final learning pathways available to our students. Our main programme of study is the International Baccalaureate Diploma Programme (DP), where students can follow the full DP or choose individual DP courses at Higher or Standard Level. For those with defined career aspirations, we proudly offer the IB Careers-related Programme (CP), providing an alternative pathway tailored to their future goals.

Guided by our core values—Be Curious, Be Responsible, Be Inclusive, and Be Generous—Sha Tin College provides a learning environment where every student is encouraged to explore their intellectual potential while contributing to the wellbeing of the community.

We foster curiosity by nurturing a love for learning that extends beyond the classroom, challenging students to ask thoughtful questions, embrace diverse perspectives, and approach problems creatively and critically. Intellectual wellbeing is a key focus, ensuring our students not only develop academic skills but also maintain a balanced, thoughtful approach to their personal growth and lifelong learning.

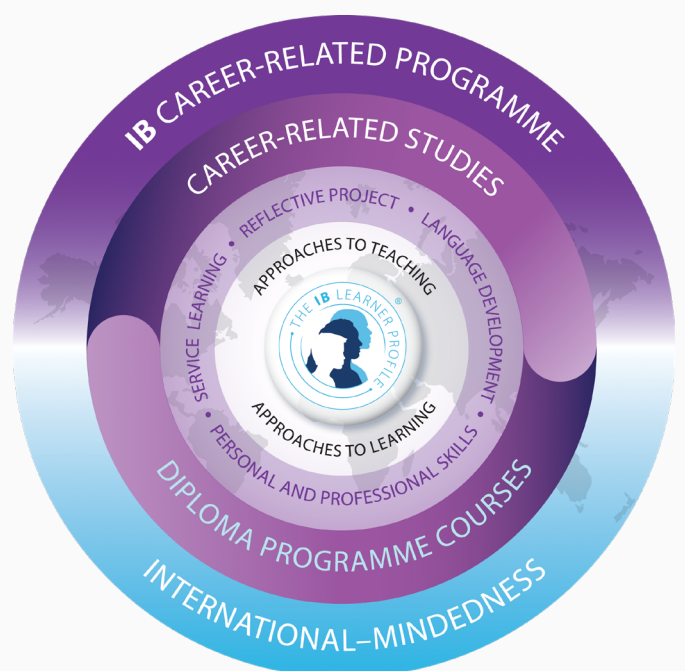
We believe that Responsibility is not only about academic rigor but also about cultivating a sense of ownership over one’s learning journey and actions. Our students are empowered to make informed decisions and take initiative, while being supported in their emotional, social, and intellectual development.

Inclusivity is central to who we are. We welcome students of all abilities and backgrounds into a community where respect and understanding thrive. Through collaborative learning experiences, students develop empathy, open-mindedness, and the ability to work with others toward shared goals.

Finally, Generosity—both in spirit and action—drives our students to use their knowledge and skills to positively impact the world around them. Whether through community service, leadership roles, or mentorship, our students learn that their contributions can make a difference in the lives of others.

Our dedicated staff, who engage in their own lifelong learning, serve as role models of these values. By fostering an environment where intellectual curiosity, personal responsibility, and mutual respect are paramount, we ensure that students are prepared not just academically, but holistically, for their future roles in an ever-changing world.

At Sha Tin College, we provide opportunities for broad and deep learning—both within and beyond the classroom—through stimulating academic and extracurricular programmes. We are excited to support our students as they embark on this final stage of their learning journey, ensuring they leave us as confident, compassionate, and capable global citizens.



## STC Option Process

The options process at STC is designed to help students make the right choice. It is important that students create a programme that is right for them as an individual and in terms of their future higher education and career aspirations. They should seek advice from reputable sources: Subject teachers, tutors, higher education guidance team. In listening to this advice, and researching possible higher education courses, it is important students come to their own decision as to the right pathway for them. Students will study these subjects for two years and the grades achieved will determine their immediate higher education possibilities, so it is important not to choose subjects because a friend is or because parents think it is a good idea. Students should aim to make their own choices.

Although these decisions are important, students should not become too anxious. For some university courses such as medicine, architecture or engineering, there may be specific requirements but, for most courses, a range of different subjects is acceptable. If students focus their diploma on the areas they are interested in, then it is likely they will be studying what is needed for courses to which they will eventually apply.

We hope you will find this prospectus inspiring; the subject pages are written by teachers and they give a strong sense of the subject passion that lies at the heart of an STC education.

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## Higher Education Team at STC

The University Guidance department is available to help guide students through the process of applying to universities worldwide. They are also able to guide students in their choice of HL/SL subjects in relation to university prerequisites. For most degree courses, universities like students to have a breadth of experience academically, presenting with a blend of arts, humanities, sciences, language acquisition, literature and mathematics. The IBDP is designed to give students this breadth. Universities around the world recognise and appreciate the broad and rigorous education that the IBDP gives students and this will be a huge asset for most degree courses.

It is difficult to make very wrong choices in the IB Diploma as it is structured to maintain a breadth of subjects. It is important, however, for students to give some thought possible Higher Education ambitions before making final choices and to consult the Higher Education Team especially about the choice of HL subjects. We are here to guide students through the process of preparing for and applying to university, and look forward to working with students and parents through this exciting phase.

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# The IB Diploma Programme (DP)

The DP is a two-year pre-university course. It is best summarised by the programme model.

- All students in the DP must study six subjects chosen from the following areas:
  - Group 1 Studies in Language and Literature
  - Group 2 Language Acquisition
  - Group 3 Individuals and Societies
  - Group 4 Sciences
  - Group 5 Mathematics
  - Group 6 The Arts
- Three of these subjects are taken at the more demanding Higher Level (HL), and three at Standard Level (SL). While we actively encourage our students to pursue an Arts subject, at STC they may choose to take an additional subject from Group 3 or 4 in Group 6. In addition to studying six subjects, all students will study the Theory of Knowledge (ToK) course, complete an Extended Essay (EE) and fulfil the learning outcomes for Creativity, Activity and Service (CAS).
- The DP is scored out of 45 points. Each of the six subjects is worth a maximum of 7 points, making a combined total of 42. The remaining 3 points are awarded from the Core and are based on the student's performance in ToK and EE. Although there are no points awarded for CAS, failure to meet the learning objectives will result in the diploma being withheld.
- Grading in the DP is criterion referenced. This means that each student's performance is measured against well-defined levels of achievement, which are consistent from one year to the next. All students must achieve at least 24 points, submit an EE and ToK assessments which are at least a D grade, and meet the CAS learning objectives to be awarded a diploma. IBDP candidates take their final examinations in May of Y13 and receive their results in early July of the same year.
- For many students, once individual subjects are chosen, the greatest difficulty is deciding what level of study is appropriate: Higher or Standard Level. Students need to balance carefully their own interests and abilities with university requirements. Students are urged to speak with their teachers to find out about the differences between the two levels. In some subjects the difference is mainly about the amount of work in the syllabus, while in others it is a variation in the degree of difficulty.

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# The IB Careers-related Programme (CP)

STC offers the IB Careers-related Programme (CP) as an option for students in Years 12-13. It is best summarised by the programme model.

This programme provides a specialised pathway through which students can progress to Higher Education. The CP is the fourth International Baccalaureate programme and it is aimed at students who have a particular career path in mind. The CP allows students to specialize and dedicate themselves to an area of learning that they know they want to pursue.

As the diagram shows, the CP encompasses some elements of the IB Diploma Programme (DP) within its structure. It also encompasses the International Baccalaureate's educational philosophy and mission.

## Career-Related Study Specialisms are Available to STC Students

INSTITUTION	COURSE	QUALIFICATIONS
<b>Savannah College of Art and Design</b>	<b>Art and Design</b> SCAD's online programme of foundation level courses and specialist tracks in a range of options from Drawing to Digital Media, Graphic Design, Fashion and Game Development. Study alongside students from around the globe to develop skills and creativity at 1 <sup>st</sup> Year University level	<b>University accredited 1<sup>st</sup> Year Bachelor's Level courses</b>
<b>KGV</b>	<b>Performing Arts</b> Join other ESF students to specialize in Performing Arts and build your experience and portfolio	<b>BTEC Level 3 Subsidiary in Performing Arts</b>
<b>BSD Education</b>	<b>Digital Skills - Connect to Work</b> Gives students both digital and soft skills that are relevant to multiple industries through a project-based curriculum. By using a real-world relevant project-based approach, students not only learn and apply digital skills but also develop soft skills through the execution of projects.	<b>TQUK/OFQUAL with UCAS points</b>
<b>International Culinary Institute and Hotel and Tourism Institute</b>	<b>Culinary Arts and Hospitality</b> Learn from industry professionals at facilities including a fully functioning hotel, spa, training kitchens and restaurants.	<b>Certificate in Hotel and Culinary Arts (Level 3)</b>
<b>World Academy of Sport</b>	<b>International Sport Management</b> Online Programme to support students wanting to enter the world of sports management or athletes who need industry experience and the flexibility to study and train.	<b>Certification from World Academy of Sport</b>
<b>SUMAS Sustainable Management School</b>	<b>Business &amp; Sustainability</b> Study online with students around the world in their Global Classroom. Provides opportunities for experiential learning working with real global companies in specialist fields such as Fashion, Hospitality, Culinary Arts, Nature Conservation, Tourism, Finance.	<b>University accredited qualification</b>
<b>Embry Riddle University</b>	<b>Aeronautical Engineering</b> Study Online in a range of options from aeronautics to aviation maintenance with this award winning online education institution.	<b>University accredited qualification</b>
<b>Arizona State University</b>	Students may pursue ASU Accelerate programme, enabling them to earn widely transferable college credits (up to 18 or more) and industry-recognised credentials. Students select from career foundation certificates and mastery certificates in fields such as Project Management, Applied Business Data Analytics, Google IT Support, AWS Cloud Computing, Health, Behavioural Sciences, Education, Computer Science	<b>University Accreditation</b>

## IBCP Qualifications

Upon successful completion of the CP course, the student will be awarded the following qualifications.

QUALIFICATION	AWARDING BODY
<b>CP Certificate</b>	IB
<b>DP Subject/s</b>	IB
<b>BTEC Qualification or Foundation Degree Module</b>	BTEC, University accredited level 3 or Foundation level Qualification

These qualifications provide a number of ways in which students can gain access to a broad range of university courses globally.

## IB Diploma Courses

Selecting to take IB courses provides an alternative pathway that is suitable to students who would find the breadth of study of a full DP/CP too challenging. The bespoke selection of subjects allows students who have interests or talents in specific areas to focus on these academic disciplines.

STC works with individual students to compose a selection of subjects that fit the interest of the student while having a purposeful pathway to learning beyond STC. When considering this pathway, students are encouraged to take a Language and Mathematics course as they are often prerequisites for higher education options. Students who choose a course pathway will be actively involved in some core components of learning at STC.

## Sha Tin College Diploma (STCD)

The Sha Tin College Diploma is a bespoke programme, where we work with students and families to customize a programme of study that best fits their talents, skills and future learning pathways. Students can select subjects / pathways from our IBDP and IGCSE programmes, AQA and TQUK UAS, English, Math and Science courses. There may also be the opportunity to gain potential work experience and other qualifications to form a two-year diploma which supports post-18 education or employment.

Most likely, students who choose the STCD, have been following a similar bespoke programme at STC in Year 10-11. Therefore future pathways have already been discussed with relevant members of our support team.

An assortment of qualifications could be enhanced by participation in our Y12/13 core programme which includes the Wellbeing Curriculum, CAS and Physical Education. Wellbeing practices are also offered to support students with academic organisation, self regulation and dealing with stress.

### Comparison of Year 12/13 Programmes of Study

	IBDP DIPLOMA	IBCP DIPLOMA	IBDP COURSES	STC DIPLOMA
<b>Focus</b>	Broad range of disciplines studied	Specialised in a specific area of interest	Scope to choose subjects from any discipline in any combination	Personalized learning programme
<b>Courses</b>	6 Subjects (3SL&3HL)	2 to 4 DP Subjects (HL or SL) + Careers Related Study	Up to 5 DP Subjects in any combination available within the timetable	Can include DP/IGCSE/ TQUK UAS/Work placements/AQA English & Maths
<b>The Core</b>	Extended Essay	Reflective Project		Personalised Core Programme
	Theory of Knowledge	Personal & Professional Skills		
	Creativity Activity Service	Service learning	Creativity Activity Service	
		Language Development Course		
<b>Career-related study</b>		Externally provided course		
<b>Accreditation</b>	IBDP Diploma	IBCP Diploma	Individual Subject Certificates	Individual Subject Certificates

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# Overview of Subjects

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## Group 1 Studies in Language and Literature

- Literature
- Language and Literature
- Self-Taught Literature (SL Only)

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## Group 3 Individuals and Societies

- Business Management
- Economics
- Environmental Systems and Societies
- Geography
- History
- Philosophy
- Psychology

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## Group 5 Mathematics

- Analysis & Approaches
- Applications & Interpretations

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## Group 2 Language Acquisition

- Mandarin
- French
- Ab Initio Language (SL Only)

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## Group 4 Sciences

- Biology
- Chemistry
- Environmental Systems and Societies
- Design Technology
- Computer Science
- Food & Technology (SL Only)
- Physics
- Sports Exercise and Health Science

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## Group 6 The Arts

- Film
  - Music
  - Theatre
  - Visual Arts
  - Another subject Group 3 or 4
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## Group 1 and Group 2: Languages

Students taking the IB Diploma must study at least two languages. All students take a first language and in addition either another first language, a language B or a language Ab Initio (Beginner's language course). English and Chinese are offered as first language. Students with a first language proficiency other than English or Chinese may take the language as self-taught literature. We will work with individual students and available resources at ESF centre to explore possible levels of support for accessing a self-taught programme.

Selection of the appropriate level of language will depend on the student's previous linguistic background, academic record, and on the student's intentions for the use of the language in the future. Group 1 courses are designed for students with fluency in the target language. The Literature course is exclusively literature-based while Language and Literature courses combine language and literature study. Language B courses are for students who are in the process of acquiring the target language. Ab Initio courses are for students with limited or no prior experience of the language.

Completion of two Language courses from Group 1 leads to the awarding of a Bilingual Diploma. This is considered to be a very challenging course of study, and hence is seen as a reflection of both a student's linguistic prowess and their commitment to academic achievement. Thus, this adds considerable weight to a student's academic profile when applying to universities.

## Group 1: Studies in Languages and Literature

### Literature SL/HL

#### English

The English Literature course is the study of literature that presents students with the opportunity to explore literature originally written in English and works in translation. Through the study of literary works chosen from a variety of genres, places and periods, students develop an awareness and understanding of how meaning in literature is created and shaped by culture and society. Students will learn how to read and think critically about the relationships between the reader, writer and text; how time and space influences the production and reception of a text; and the relationship between different texts.

The appreciation of literary techniques and genres forms an important part of the course. Students will develop an understanding of the ways in which writers' choices of form, structure and language shape meaning and learn how to express informed and independent opinions on literary texts orally and in writing. HL incorporates the study of ten literary works and SL seven works.

Writing and speaking critically about literature will enable students to develop and refine their communication skills to become better readers, writers, speakers and thinkers, as well as develop cultural sensitivity. The course looks at a diverse range of literature and students are encouraged to make connections between texts studied. The course covers both critical analysis and contextual studies.

#### Chinese

Chinese Literature is a course in literature, which focuses on developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. Through literature, this learning experience will provide students with an insight into the experiences, ideas, and feelings of others which can develop empathy, understanding, and tolerance of others and facilitate a greater understanding and appreciation of our own lives and cultures.

Students will explore three areas of the literature. The first area is 'Readers, Writers and Texts,' which introduces students to the nature of literature and its study. The investigation students will undertake involves close attention to the details of texts in various literary forms to learn about the choices made by authors and how meaning is created. The second area is 'Time and Space', which focuses on the idea that literary texts are neither created nor received in a vacuum. It explores the variety of cultural contexts in which literacy texts are written and read across time and space and the ways literature itself, in its content, mirrors the world at large. The third area is 'Intertextuality': connecting texts which a focus on intertextual concerns or the connections between and among diverse literary texts, traditions, creators, and ideas. It focuses on the comparative study of literary texts to gain a deeper appreciation of individual literary texts' unique characteristics and complex systems of connection.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1: Guided Textual Analysis</b> HL candidates write about two unseen literary texts SL candidates write about one of two unseen literary texts	35%	35%
<b>Paper 2: Comparative Essay</b> Comparative essay based on at least two literary works studied	35%	25%
<b>Individual Oral</b> Prepared oral based on a work in translation and a work originally written in English/Chinese, followed by discussion	30%	20%
<b>Essay</b> (HL only) 1,200-1,500 word essay based on a work studied in class (*Chinese: 1,440-1,800 words)	N/A	20%

## Language and Literature SL/HL

### English

The English Language and Literature course is a combination of the study of language and literature that presents students with the opportunity to explore language as a dynamic process. Through the study of texts chosen from a variety of sources, genres and media, students develop an awareness and understanding of how meaning in language is created and shaped by culture and society. Students will learn how to read and think critically about the relationships between text, audience and purpose, as well as how language influences the individual's view of the world.

The appreciation of literary techniques and genres forms an important part of the course. Students will develop an understanding of the ways in which writers' choices of form, structure and language shape meaning and learn how to express informed and independent opinions on literary texts orally and in writing. HL incorporates the study of six literary works and SL four works.

Writing and speaking critically about language and literature will enable students to develop and refine their communication skills to become better readers, writers, speakers and thinkers, as well as develop cultural sensitivity. The course looks at language in everyday context and in mass communication through areas such as advertisements and printed media. The literature component covers both critical analysis and contextual studies.

### Chinese

The Chinese Language and Literature course is designed for students who have experience of using Chinese in an academic context. This course aims to help students learn about the complex and dynamic nature of the Chinese language and explore both its practical and aesthetic dimensions. The students will explore the crucial role language plays in communication, reflecting experience, and shaping the world. Students will also learn about their roles as producers of language and develop their productive skills.

Students will explore three areas of language. The first area is 'Readers, Writers and Texts,' which introduces students to the nature of language and literature and its study. The investigation undertaken involves close attention to the details of texts in various types and literary forms so that students learn about the choices made by creators and how meaning is communicated through words, images, and sound. The second area is 'Time and Space,' which focuses on the idea that language is a social capacity and, as such, is intertwined with community, culture, and history. It explores the variety of cultural contexts in which texts are produced and read across time and space, and the ways texts themselves reflect or refract the world at large. The third area is 'Connecting Texts,' which focuses on intertextuality concerns or the connections between media, text, and audience involving diverse traditions and ideas. It focuses on the comparative study of texts to gain a deeper appreciation of the individual texts' unique characteristics and complex systems of connection.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1: Guided Textual Analysis</b> HL candidates write about two unseen literary texts SL candidates write about one of two unseen non-literary texts	35%	35%
<b>Paper 2: Comparative Essay</b> Comparative essay based on at least two literary works studied in class	35%	25%
<b>Individual Oral</b> Prepared oral based on a literary and a non-literary text, followed by discussion	30%	20%
<b>Essay</b> (HL only) 1,200-1,500 word essay based on a literary or a non-literary text studied in class (*Chinese: 1,440-1,800 words)	N/A	20%

## Language A School Supported Self-Taught Literature

### Subject overview

The International Baccalaureate Diploma Programme school-supported self-taught (SSST) programme is a literature-based course that allows DP students to take two languages in the 'Language A' category. It leads to the obtention of the IB Bilingual Diploma, which is highly valued by universities and is considered an exceptional accomplishment. It distinguishes these students from other applicants and demonstrates their dedication to mastering multiple languages.

Being a self-taught student provides a unique opportunity to study the literature of a language A that may not offered at school as a taught subject.

The SSST programme is designed as an option for students who can demonstrate the following:

- Are self-motivated and independent learners.
- Have an interest in literature and the ability to study literary texts in their first language/mother tongue.
- Have a high standard of proficiency in the first language/mother tongue (in all four skills of reading, writing, listening and speaking).
- Are able to read and write to an academic proficiency in the first language/mother tongue (to assess their suitability for the course, students will take a benchmark test before their enrollment in the programme).
- Are able to commit to additional tutorial support in the target language.

The Language A : literature SSST course is organised into three areas of exploration and seven central concepts and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

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## Group 2: Language Acquisition

### Language B SL/HL

Language B is an additional language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are related to the culture(s) concerned.

There is a common syllabus at SL and HL (with literature as an additional component of the HL course). The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours. The course aims to develop students' intercultural understanding, awareness of the role of language in relation to other areas of knowledge and awareness of the relationship between the languages and cultures with which they are familiar. It will enable students to understand and use the chosen language of study in a range of contexts and for a variety of purposes, encouraging an awareness and appreciation of the different perspectives of people from other cultures through the study of texts and through social interaction. Further it will provide students with a basis for further study, work and leisure through the use of the language and the opportunity for enjoyment, creativity and intellectual stimulation.

### Language Ab Initio SL Only

The Language Ab Initio course is designed for students with little or no prior experience of the language they wish to study. It is available at Standard Level only. The course is organised into five themes: Identities, experiences, human ingenuity, social organisation and sharing the planet.

By the end of the Language Ab Initio course, students will be assessed on their ability to:

1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
2. communicate clearly and effectively in a range of situations

3. understand and use accurately the basic structures of the language
4. understand and use an appropriate range of vocabulary
5. use a register and a format that are appropriate to the situation

Assessment comprises of external assessment (two written examination papers and one listening paper) and internal assessment (an individual oral).

Language Ab Initio is currently offered in Spanish, but this may vary depending on students' linguistic experience.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>External Assessment</b>	-	
<b>Paper 1: Productive Skills</b>		
HL Candidates complete one writing task (450-600 words) from a choice of three themes (*Chinese: 540-720 words)	25%	
SL Candidates complete one writing task (250-400 words) from a choice of three themes (*Chinese: 300-480 words)		
Ab Initio Candidates complete two written tasks of 70 – 150 words (30 Marks)		
<b>Paper 2: Receptive Skills</b>	50%	
Separate sections for Listening and Reading		
<b>Internal Assessment</b>		
<b>Individual Oral Assessment</b>		
HL Candidates conduct a conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus.	25%	
SL Candidates conduct a conversation with the teacher, based on a visual stimulus, followed by a discussion based on an additional theme.		
Ab Initio Candidates conduct a conversation with the teacher, based in a visual stimulus which is clearly relevant to one or more themes of the course.		

## Group 3: Individuals and Societies

### Business Management SL/HL

The Business Management course covers all aspects of business management including human resources, finance, marketing and operations management. Students acquire an understanding of theories which underpin business decisions and learn to critically assess the impact of these decisions on stakeholders from different cultural perspectives. Students learn through analysis of case studies of a range of real-world profit and not-for-profit business organisations from the public and private sectors of economies.

Business management provides students with a range of tools and techniques to facilitate analysis and evaluation of business practices and make judgements about how business organisations are impacted by changing economic, political, social, legal, and technological environments. Students develop an awareness of the importance of environmental, social, and ethical factors in the actions of individuals and organisations and will also gain an understanding of the importance of innovation in the business environment and the need for businesses to adapt if they are going to remain competitive.

There are opportunities for students to conduct research into business organisations of their choice and to use examples of real-world business practices in their examinations and in the internally assessed component.

The business management course provides students with the skills to make sense of the circumstances that drive change in an interdependent and multicultural business world and provides students with a wide range of practical and transferable skills.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1</b>		
Structured questions and an extended response based upon a pre-released statement that specifies the context and background for the unseen case study.	35%	25%
<b>Paper 2</b>		
Structured questions and an extended response based upon unseen stimulus material with a quantitative focus.	35%	30%

ASSESSMENT	WEIGHTING	
<b>Paper 3</b> An extended response based on unseen stimulus material about a social enterprise.	-	25%
<b>Internal Assessment</b> Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words.	30%	20%

## Economics SL/HL

The study of Economics involves finding a solution to the basic problem of satisfying the unlimited and competing wants of society with the limited resources available. Students study how the decisions of individuals, firms and governments affect their own economic well-being as well as that of other members of society.

The course places emphasis on the application of economic theory to real-world issues. By examining economic issues and policy interventions at local, national and global levels, students are empowered to use their knowledge and understanding of economics to seek solutions to issues that matter to them. Economics provides students with the analytical tools necessary to develop a deep understanding of major global challenges dealing with issues of equity, sustainability, the concentration of economic power and increasing interdependence of global economies.

Students will develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy. They will analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies.

This economics course develops an inquiry-based approach to learning and students will learn to evaluate the extent to which theories apply to real-world situations. They are encouraged to challenge the assumptions behind economic models and theories and to critically assess how these might limit reliability in the application of economic theory. The course provides students with a range of practical and transferable skills.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1: Extended Response</b>	30%	20%
<b>Paper 2: Data Response Structured Questions (includes some quantitative questions)</b>	40%	30%
<b>Paper 3: Policy Paper</b>	-	30%
<b>Internal Assessment</b> Students produce 3 commentaries (800 words) based on extracts from published news media. Each will be based on a Unit of the syllabus and one of the nine underpinning concepts.	30%	20%

## Environmental Systems and Societies (ESS)

Environmental Systems and Societies (ESS) is designed to provide you with an enriching interdisciplinary learning experience that seamlessly merges the realms of science and individuals and societies.

At Standard level (SL), you will establish a strong foundation in environmental studies, acquiring essential concepts and skills necessary for understanding this fascinating field. The course offers a fundamental grasp of environmental issues and the methodologies used to tackle them. For those eager to delve deeper into the subject, the Higher level (HL) course offers an immersive exploration, uncovering the intricacies of environmental challenges with added breadth and depth.

The Foundations unit acts as a stepping stone for both SL and HL courses, laying the groundwork and nurturing your knowledge base. As you progress with the HL content, you'll encounter captivating topics expanding your understanding with greater breadth and depth. The HL course introduces three exclusive lenses: environmental law, environmental and ecological economics, and environmental ethics. These lenses present intellectually stimulating challenges, sharpening your critical thinking skills and promoting a balanced perspective.

Throughout the course, you'll be encouraged to forge connections across diverse areas of the syllabus, fostering a networked knowledge approach. This comprehensive understanding of environmental issues will empower you to navigate their intricacies, explore potential strategies, solutions, and management approaches.

Whether you choose the SL or HL pathway, the ESS course promises to equip you with invaluable insights, skills, and perspectives needed to navigate the complex world of environmental systems and societies. Moreover, it will instill within you a genuine appreciation for the environment and its sustainable future.

\*Please note Geography and Environmental Systems & Societies CANNOT be taken together as part of an IB Diploma.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1</b> Students are provided with data relating to a previously unseen case study. Questions are based on the analysis and evaluation of the data.	25%	30%
<b>Paper 2</b> Section A: Short answer and data based questions Section B: Longer essay type questions	50%	50%
<b>Individual Investigation</b>	25%	20%

## Geography SL/HL

The purpose of the IB course in Geography is to develop an understanding of the interrelationships between people, places, spaces and the environment. Students will develop a concern for human welfare and the quality of the environment and an understanding of the need for planning and sustainable management. In addition, students will come to appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

\*Please note Geography and Environmental Systems & Societies CANNOT be taken together as part of an IB Diploma.

CURRICULUM OVERVIEW & ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1 - Geographic Themes</b> Oceans and their coastal margins Geophysical Hazards Extreme Environments (HL only) <b>Assessment</b> SL & HL: Each option has a structured question and one extended answer question from a choice of two.	35%	35%
<b>Paper 2 - Core</b> Geographic perspectives — global change Population distribution — changing population Global climate — vulnerability and resilience Global resource consumption and security <b>Assessment</b> SL & HL: Three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two	40%	25%
<b>Paper 3 Core Extension (HL only)</b> Geographic perspectives — global interactions Power, places and networks Human development and diversity Global risks and resilience <b>Assessment</b> HL: Choice of three extended answer questions, with two parts, based on each HL core extension unit.	-	20%
<b>Internal Assessment - Fieldwork</b> Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation <b>Assessment</b> SL & HL: One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.	25%	20%

## History SL/HL

IB History is about uncovering the story of the past, which allows us to understand the world that we live in today. Students of History have the opportunity to develop their skills of critical thinking; to reflect upon the past and discuss the lessons that we can learn to shape the future. In this sense, History has a natural affinity with the demands of TOK which forms an integral part of the IB Diploma course. The international dimension of the course allows students to investigate the experiences of past societies from a global and regional perspective, and provides a useful framework for shaping the identity and attitudes of informed global citizens.

Nikita Khrushchev said that 'historians are dangerous people' and the study of History at IB level will develop precisely the skills he feared. Students will learn to assess information critically, to draw their own conclusions and to construct a logical and convincing oral or written argument. These skills are all transferable to a wide range of courses and careers, including Law, Management, Journalism, Finance, Business, Civil Service and Education. If you have a genuine sense of curiosity about the past, then IB History is a suitable subject to choose.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1</b> The Move to Global War	30%	20%
<b>Paper 2: 20th Century World History Topics</b> 1. Authoritarian States 2. The Cold War	45%	25%
<b>Paper 3: History of Asia (HL only)</b> 1. China and Korea (1910 – 1950) 2. The People’s Republic of China (1949 - 2005) 3. Cold War conflicts in Asia	-	35%
Historical Investigation Enables students to pursue their own interest	25%	20%

## Philosophy SL/HL

Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions, such: What is it to be human? Do we have free will? What do we mean when we say something is right or wrong?

These abstract questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis, and construction of arguments provide the means of addressing such questions. The practice of philosophy deepens and clarifies our understanding of these questions, as well as our ability to formulate possible responses.

Studying philosophy provides an opportunity for students to engage with some of the world’s most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The emphasis of the Diploma Programme philosophy course is on “doing philosophy”, that is, on actively engaging students in philosophical activity. The course is focused on stimulating students’ intellectual curiosity and encouraging them to examine both their own perspectives and those of others.

Students are challenged to develop their own philosophical voice and to grow into independent thinkers. They develop their skills through the study of philosophical themes and the close reading of a philosophical text. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way. HL students also engage in a deeper exploration of the nature of philosophy itself.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1</b> Core theme - What it means to be human Optional Theme - Ethics Optional Theme - Philosophy of Religion	50%	40%
<b>Paper 2</b> Prescribed philosophical texts - Dao De Jing	25%	20%
<b>Paper 3: HL</b> This paper requires students to respond to an unseen extract from a philosophical text that discusses a pressing contemporary issue relating to technology or the environment	-	20%
<b>Internal Assessment</b> Students are required to complete a philo- sophical analysis of a non-philosophical stimulus.	25%	20%

## Psychology SL/HL

In the DP psychology course, students will develop knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge in our understanding of behaviour.

The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy through applying psychology in different contexts that are all relevant to their lives. Reading empirical research and everyday claims in the media provide opportunities to identify concepts and further the knowledge of psychological content applied within a context.

SL and HL students will investigate four contexts using psychological content and concepts relevant to that area of study. In each of the contexts, students will plan, conduct and evaluate a teacher - and/or student-led class practicals which are not directly assessed but will be used for answering questions in Paper 2.

HL extensions require students to further investigate the role of culture, motivation and technology on human behaviour. The extensions are not standalone units but rather they allow additional inquiry into content within the four contexts.

**SL/HL Contexts and associated Class Practicals**

Health and Well-being - Interviews, Human Development - Observations, Human Relationships - Questionnaires and Surveys & Learning and Cognition - Experiments

**HL Extension (Applicable to each of the contexts)**

Culture, Motivation & Technology

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1: Core</b> Explaining and applying knowledge content to new scenarios and evaluation through concepts	35%	25%
<b>Paper 2</b> Addressing concepts and content from Class Practical experience	35%	25%
<b>Internal assessment = Research proposal</b> Design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals.	30%	20%
<b>Paper 3</b> Data analysis and interpretation of research using unseen research on the 3 HL extension areas	-	30%

**Group 4: Sciences****Biology SL/HL**

Welcome to the world of Biology, where the study of life unfolds before your eyes. Delve into the remarkable journey that began over 3 billion years ago when the first organisms emerged on our planet. Through the incredible forces of reproduction and natural selection, these pioneers paved the way for the astounding diversity of approximately 8 million species that thrive today. As the wheels of evolution turned, an estimated 4 billion species may have graced the Earth, flourishing for a time before yielding to superior, better-adapted successors. Five pivotal eras witnessed the extinction of countless species, and now, biologists raise a worrisome flag as human activities potentially usher in another mass extinction. However, amidst these concerns, our planet teems with more life forms than ever before, offering an endless realm of fascination and an exhilarating challenge to explore.

If you choose to study Biology, you will be immersed in the essentials, encompassing vital topics such as cell structure and function, biochemistry, genetics and inheritance, biotechnology, viruses, immunity, physiology, ecology, and biodiversity. Both Standard Level (SL) and Higher Level (HL) students will embark on this thrilling exploration, immersing themselves in these captivating fields of study. While SL students will acquire a comprehensive understanding of these subjects, HL students will have the opportunity to delve even deeper into the intricacies, uncovering a richer tapestry of knowledge. All of the above are scaffolded with concepts from the Nature of Science, Theory of Knowledge, Biology skills and the inquiry process.

At the very heart of the curriculum lies the essence of scientific investigation. This indispensable facet ensures that all students, regardless of their level, actively engage in the process of discovery, conducting experiments, analysing data, and honing their critical thinking skills. Through hands-on experiences and collaborative projects, you will develop the scientific mindset necessary to navigate the ever-evolving landscape of biology.

CURRICULUM OVERVIEW & ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1</b> A: Multiple-choice questions B: Data-based questions	36%	36%
<b>Paper 2</b> Data-based, short answer and extended response questions.	44%	44%
<b>Scientific Investigation</b>	20%	20%

## Chemistry SL/HL

IB Chemistry is a captivating journey into the world of atoms, molecules, and their interactions. Through this course, you will uncover the fascinating principles that govern matter and its transformations, from the smallest particles to the vast complexities of the universe.

At both Standard Level (SL) and Higher Level (HL), the IB Chemistry curriculum encompasses a wide range of essential topics. These include the exploration of measurement and data processing, the laws of stoichiometry, the intricate nature of atomic structure, the periodic trends of elements, the bonding and structure of molecules, the energetic changes in chemical reactions, the rates of reaction, the delicate balance of equilibria, the behavior of acids and bases, the intricacies of redox processes, and the captivating realm of organic chemistry. While SL students develop a solid foundation in these areas, HL students venture further into advanced concepts and deeper understanding. In addition, the course integrates elements of the Nature of Science, Theory of Knowledge, scientific skills, and the inquiry process, providing a comprehensive perspective on the subject.

Scientific investigation lies at the heart of the IB Chemistry course. Through hands-on experiments, data analysis, and critical thinking, you will actively engage in the process of discovery. By planning, executing, and evaluating experiments, you will develop a strong grasp of the scientific method and enhance your analytical skills. Collaborative projects will foster effective teamwork and communication, equipping you with the necessary tools to navigate the dynamic landscape of scientific exploration.

The study of IB Chemistry equips you with a profound understanding of the building blocks of our world. This knowledge opens the door to a vast array of fields, including medicine, environmental science, materials science, and beyond. By immersing yourself in the principles and applications of chemistry, you will develop the skills and insights needed to tackle real-world challenges and contribute to scientific advancements.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1</b> A: Multiple-choice questions B: Data-based questions	36%	36%
<b>Paper 2</b> Data-based, short answer and extended response questions.	44%	44%
<b>Scientific Investigation</b>	20%	20%

## Computer Science SL/HL

Our modern world depends on Computer Science every day. It facilitates global commerce and powers the tools we use for social communication. It is a significant driver of globalisation and modern industry, and will continue to dramatically alter the way we live and work over the years to come. Many billions of dollars are being invested in Computer Science research globally in fields such as artificial intelligence, self-driving cars, virtual and augmented reality, and robotics. From the largest social media juggernaut to the smallest tech start up, Computer Science related businesses are dominating global economic growth. It has grown into a dynamic field, filled with creative minds looking to solve the diverse problems that affect wider society. If the revolution in AI proves anything, it is that the impact of Computer Science on our world is still only just warming up, making the field more relevant and important than ever.

Good Computer Scientists are people who can think logically, solve problems and communicate clearly. Students who enjoy solving puzzles will enjoy the challenges of Computer Science. Those who enjoy being creative will enjoy the potential offered by 3d virtual worlds to create digital masterpieces. Students who enjoy languages will find the syntax and vocabulary of programming languages to be quite unlike anything they have encountered before. Computer Science is a challenging yet extremely rewarding course with lots of potential for real-world application. The only limit is your imagination.

Given that computer science relies on many of the same skills as a good mathematician such as precision, logical thinking skills, and the capacity for in depth problem solving, it is recommended that students considering Computer Science HL should also take Mathematics at a high level.

The IB course for Computer Science was updated for 2025 with significant improvements made to the old course. A dedicated unit on Machine Learning, a renewed focus on algorithms and data structures, a much better Internal Assessment, along with deletion of aspects that caused student frustration such as pseudocode are some of the positive changes.

**OVERVIEW OF TOPICS FOR THE NEW 2025 SYLLABUS:**

- A1: Computer fundamentals
- A2: Computer networks
- A3: Databases
- A4: Machine learning
- B1: Computational thinking
- B2: Programming
- B3: Object oriented programming
- B4: Abstract data types
- Case study (research into an area of emerging technology; topic changes annually)

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1</b> Concepts of computer science and the case study	35% (1 hour 15 minutes)	40% (2 hours)
<b>Paper 2</b> Computational thinking and problem solving	35% (1 hour 15 minutes)	40% (2 hours)
<b>Internal Assessment</b> A solution to a real-world problem of the student's own choosing	30% (35 hours of class time)	20% (35 hours of class time)

**Design Technology SL/HL**

The Design Technology course offers a dynamic and engaging learning experience that fosters creativity, problem-solving, and innovation. Through practical exploration and hands-on projects, students will develop the skills necessary to identify problems, design solutions, and evaluate their effectiveness. The course emphasizes design thinking, which involves understanding users, challenging assumptions, and creating innovative solutions. By exploring a wide range of topics and considering ethical implications, students will gain a comprehensive understanding of the design process and its impact on society.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1</b> Multiple-choice questions	20% (1 hour)	25% (1.5 hours)
<b>Paper 2</b> Short answer and extended-response questions	40% (1.5 hours)	45% (2.5 hours)
<b>Internal Assessment</b> Design Project	40% (50 hours)	40% (50 hours)

**Food Science and Technology SL Only**

Please note the following key information:

- The final assessment session for SBS Food science and technology will be May 2028 with possible re-sits in November 2028.
- Standard assessment procedures will continue to apply until that time.
- The final cohort of students may begin the course in 2026.

The Food Science and Technology course responds to the needs of students who wish to study food at a Post-16 level. It may be studied with a particular career in mind or because of its interplay with other Diploma subjects, for example Business Management or Psychology, or because of the capacity to extend their expertise to study beyond their specific career focus.

An understanding of food is crucial to individual and societal wellbeing. The world faces challenges in terms of food production, nutritional wellbeing, food safety and quality. As a major global industry, the food industry has to respond to

consumers who increasingly demand greater choice, convenience and safety whilst aiming to develop food products to meet needs and wants in a rapidly changing society.

Food Science and Technology is a facet of many careers, so this course has an intrinsic value to students who may wish to study a food related course at tertiary level or who wish to study food due to their passion for the subject area without wishing to pursue a food related career. The course has benefits for students on both a theoretical and practical level in understanding the complexity of food as a material. The study of Food Science and Technology has many international dimensions as it is fundamental to wellbeing and security. Topics studied include: nutrition; materials, components and their application; food quality; and food process engineering.

ASSESSMENT	WEIGHTING
<b>Paper 1</b> Multiple-choice questions and short answer questions	30%
<b>Paper 2</b> Data-based, short answer and extended response questions	50%
<b>Individual Investigation</b>	20%

## Physics SL/HL

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. The course consists of six core areas: Space, Time & Motion, The Particulate Nature of Matter, Wave Behaviour, Fields, Nuclear & Quantum Physics. All areas are studied by both SL and HL students; however, HL students will study the areas in more depth. The scientific investigation is an integral part of the course and is compulsory for both SL and HL students.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1</b> A: Multiple-choice questions B: Data-based questions	36%	36%
<b>Paper 2</b> Short-answer and extended-response questions	44%	44%
<b>Scientific Investigation</b>	20%	20%

## Sports, Exercise and Health Science SL/HL

The new DP sports, exercise, and health science (SEHS) course will be launched in February 2024 for first teaching in August 2024. First assessment will take place in May 2026.

As one of the sciences subjects in the IB Diploma Programme, sports, exercise and health science (SEHS) is primarily concerned with the scientific study of human physiology, biomechanics and psychology. Scientists working in these fields attempt to make sense of human physical and mental health and performance through a variety of approaches and techniques, controlled experimentation, and collaboration with other researchers. DP SEHS enables students to engage constructively with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. The course is organised under three main themes: exercise physiology and nutrition of the human body; biomechanics; sports psychology and motor learning. These themes are distinct, but also share many overlapping features; studying the similarities and connections between them is a central component of the course.

SYLLABUS COMPONENT	EXPERIMENTAL PROGRAMME
A. Exercise physiology and nutrition of the human body A.1 - Communication A.2 - Hydration and nutrition A.3 - Response	Practical work Collaborative sciences project Scientific investigation
B. Biomechanics B.1 - Generating movement in the body b.22 Forces, motion and movement B.3 - Injury	
C. Sports psychology and motor learning C.1 - Individual differences C.2 - Motor learning C.3 - Motivation C.4 - Stress and coping C.5 - Psychological skills	

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Paper 1</b> A: Multiple-choice questions B: Data-based questions	36%	36%
<b>Paper 2</b> Short-answer and extended-response questions	44%	44%
<b>Scientific Investigation</b>	20%	20%

## Group 5: Mathematics

### Mathematics: Analysis and Approaches SL/HL

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of Mathematics. This course includes topics that are both traditionally part of a pre-university Mathematics course (functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof.

The course allows the use of technology, however, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

### Distinction between SL and HL

Students who choose Mathematics: Analysis and Approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. They should enjoy spending time with problem solving and get pleasure and satisfaction from exploring solutions.

### Higher Level – Mathematics

Mathematics at either Higher Level caters for students with a strong background in Mathematics who are highly competent in a range of analytical and technical skills. Students will be expected to have previously gained a Grade A or A\* (or equivalent) for Mathematics at IGCSE and preferably a grade for Additional Mathematics IGCSE. Students are encouraged to apply their mathematical knowledge to solving problems as well as being introduced to the important concepts of rigour and proof.

The majority of students who select Higher Level will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as Physics, Engineering and Technology. Others may take this course because they have a strong interest in Mathematics and enjoy meeting its challenges and engaging its problems.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>External Assessment</b>	<b>80%</b> (3 hours)	<b>80%</b> (5 hours)
<b>Paper 1</b> No technology allowed. Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	<b>40%</b> (90 minutes) (80 marks)	<b>30%</b> (120 minutes) (110 marks)
<b>Paper 2</b> Technology required. Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	<b>40%</b> (90 minutes) (80 marks)	<b>30%</b> (120 minutes) (110 marks)
<b>Paper 3: HL Only</b> Technology required. Two compulsory extended response problem-solving questions.	-	<b>20%</b> (75 minutes) (55 marks)
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. (20 marks)	<b>20%</b>	<b>20%</b>

## Mathematics: Applications and Interpretation SL/HL

### Mathematics: Applications and Interpretation

This course recognizes the increasing role that Mathematics and technology play in a diverse range of fields in a data-rich world. The course makes extensive use of technology to allow students to explore and construct mathematical models.

### Mathematics: Applications and Interpretation: Distinction between SL and HL

Students who choose Mathematics: Applications and Interpretation at SL or HL should enjoy seeing Mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: Applications and Interpretation at higher level will have good algebraic skills and experience of solving real-world problems.

### Higher Level – Mathematics

Higher Level caters for students with a strong background in Mathematics who are competent in a range of analytical and technical skills. Students will be expected to have previously gained a Grade A or A\* (or equivalent) for Mathematics at IGCSE and preferably a grade for Additional Mathematics IGCSE. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>External Assessment</b>	<b>80%</b> (3 hours)	<b>80%</b> (5 hours)
<b>Paper 1</b> Technology required Compulsory short-response questions based on the syllabus.	<b>40%</b> (90 minutes) (80 marks)	<b>30%</b> (120 minutes) (110 marks)
<b>Paper 2</b> Technology required. Compulsory extended-response questions based on the syllabus.	<b>40%</b> (90 minutes) (80 marks)	<b>30%</b> (120 minutes) (110 marks)
<b>Paper 3: HL Only</b> Technology required. Two compulsory extended response problem-solving questions.	-	<b>20%</b> (75 minutes) (55 marks)
<b>Internal Assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	<b>20%</b>	<b>20%</b>

## Group 6: The Arts

### Film SL/HL

The Film course aims to develop students as proficient interpreters and makers of film texts. Students will also develop an appreciation for film and its ability to create artistic, cultural, historical and global perspectives. Film students will develop their personal artistic voice by experimenting with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium.

The course aims to explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (Inquiry). Students will acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (Action). Further they will develop evaluative and critical perspectives on their own film work and the work of others (Reflection).

The main requirement for the course is a genuine love of film and related media and an avid curiosity into their workings. Film is suited to well-rounded students who combine both creativity and analytical skill. Technical wizardry is not essential and no specific prior knowledge is required. Organisational skills and the ability to work effectively in groups are key to success on the Film course. The course places equal weight on creativity, practical skills, reflection and analytical work. There will be support throughout the course from visiting, working professionals from film and television to help develop both technical and creative skills.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Textual Analysis</b> Having chosen one film from a list published by the IB, students select a five-minute clip to analyse. Students write a 1,750 word textual analysis of how meaning is constructed from what they see on screen, based on cultural context and film elements.	30%	20%
<b>Comparative Study</b> Students create a ten-minute, multimedia documentary based around an area of film (a focus) that interests them. They need to investigate and compare two films, of their choice, that are relevant to the focus of the documentary and present their discoveries from the investigation.	30%	20%
<b>Film Portfolio</b> A film portfolio made up of three sections, each based on practical, film making experiments from a different role, e.g. cinematographer, director and editor. One of the pieces can be based around a non-IB specified role that is of interest to the student, e.g. costume designer, make-up artist or special effects creator. Each section of the portfolio needs to be three minutes long and one of them needs to be a complete film. Each section is also accompanied by a three page write-up of the experiments	40%	25%
<b>Collaborative Final Film (HL only)</b> Students work as a group to produce a complete, original seven-minute film of their choice. Each group member takes on a specific role to be assessed in. Each group member produces an individual, 2,000 word write-up, documenting their part in the filmmaking process.	-	35%

### Music SL/HL

This practical course fosters musicianship and shapes students' musical identities as researchers, creators and performers. The course encourages the acquisition of knowledge and understanding of diverse musical material, and development of musical competencies and related musical skills in the roles of researchers, creators and performers through the practical processes of exploring, experimenting and presenting.

Throughout the music course, students at SL and HL, research into a wide range of diverse musical material, create music in a variety of styles and perform and present music from a diverse range of cultures.

This course introduces students to a wide range of music from familiar and unfamiliar contexts that expands horizons and provides new and exciting musical stimuli for their work. To achieve this, the course uses a framework of areas of inquiry and contexts. Students broaden their knowledge by engaging with diverse musical material from personal, local and global contexts. They develop their musical identities by considering music and its functions in four areas of inquiry:

1. Music for sociocultural and political expression
2. Music for listening and performance
3. Music for dramatic impact, movement and entertainment
4. Music technology in the electronic and digital age

Specific musical works are not prescribed, allowing flexibility depending on a students' background. The course framework is intended to be used creatively to stimulate the imagination. All of the work is 100% coursework. There is no final exam.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Exploring Music in Context</b> A report on diverse musical material (2500 words) a collection of performances and compositions	30%	20%
<b>Experimenting with Music</b> A report into experimenting (1500 words) and a collection of performances and compositions	30%	20%
<b>Presenting Music</b> A performance/ Compositions (12 mins) that illustrate all 4 Areas of Enquiry	40%	30%
<b>The Contemporary Music-maker (HL only)</b> A multimedia presentation documenting a real-life musical project	-	30%

## Theatre SL/HL

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, and risk taking. The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and as part of an ensemble. IB Theatre offers the opportunity to engage actively in the creative process of inquiring, developing, presenting, and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

The theatre course at both SL and HL requires no previous experience.

ASSESSMENT	WEIGHTING	
	SL	HL
<b>Research Presentation</b> Students at SL and HL plan, deliver and video record an individual research presentation (15 mins maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition that they have not previously studied. Each student submits the following. a) A video recording of the student's research presentation (15 mins maximum) b) A list of all sources cited and any additional resources used by the student during the presentation.	30%	20%
<b>Collaborative Project</b> Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7 - 10 mins) created from a starting point of their choice. The piece is presented to an audience as a fully realised production. Each student submits the following. a) A project report (a maximum of 10 pages of written text and images with written text not exceeding 4000 words) plus a list of all sources used. b) A video recording of the final piece (10 mins maximum)	40%	25%
<b>Solo Theatre Piece (HL ONLY)</b> Students at HL research a theatre theorist that they have not previously studied. Identify an aspect of theory and create and present a solo theatre piece. (4- 7 minutes) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following: a) A report of 2500 words maximum plus a list of all primary and secondary sources cited. b) A continuous unedited video recording of the whole solo theatre piece (4 - 7 mins)	-	35%
<b>Production Proposal</b> Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following. a) A production proposal (a maximum of 12 pages of written text and images with written text not exceeding 4000 words) plus a list of all sources cited.	30%	20%

## Visual Art SL/HL

Visual arts play a vital role in our daily lives, helping us make sense of the world, explore our place within it, and transform our individual and collective experiences. In this visual arts course, students learn to create, communicate, and connect as artists. They engage in various creative practices and processes, focusing on art-making as a student-led inquiry. The goal is for them to develop their own artwork through personal lines of inquiry guided by artistic intentions.

The syllabus emphasizes authentic art-making experiences and student choice, fostering the growth of independent art practitioners. Through workshops, critiques, lectures, and experimentation, students cultivate a personal visual language, culminating in an end-of-year exhibition that showcases their processes throughout the course. There is no final examination;

instead, assessments are based on ongoing student practice over the two-year program, with distinct evaluations for Higher Level and Standard Level students.

ASSESSMENT	WEIGHTING	
	SL	HL
<p><b>Art-Making Inquiries Portfolio</b>                      A selection of visual evidence recorded throughout the course that demonstrates development of the work within a chosen inquiry question.</p> <ul style="list-style-type: none"> <li>One PDF file of up to 15 screens including visual evidence with written materials that do not exceed 3000 words</li> <li>One separate text file listing the sources</li> </ul>	40%	30%
<p>Artist Project (HL only)                      This is a stand-alone task that focuses on the student creating an artwork of their choice and portfolio that demonstrates how the work was informed by connections with at least two artworks by different artists and their own context.</p> <ul style="list-style-type: none"> <li>One PDF file of up to 12 screens including visual evidence and written materials that do not exceed 2500 words</li> <li>One video file up to three minutes long presenting the project artwork realised in the chosen context. This is accompanied by a short statement of 100 words</li> <li>One separate text file listing the sources</li> </ul>	-	30%
<p>Connections Study (SL only)                      A curated set of visual and written evidence to demonstrate the connection between the student's chosen resolved artwork (IA) and at least two different artworks by different artists.</p> <ul style="list-style-type: none"> <li>One PDF file of up to 10 screens including visual evidence with written materials that do not exceed 2500 words</li> <li>One separate text file listing the sources</li> </ul>	20%	-
<p>Internal Assessment                      Selected Resolved Artworks (HL only)                      A component that asks the students to create as coherent body of selected from their wider production. Each student submits five selected resolved from at least eight artworks with a rationale based on the selection process.</p> <ul style="list-style-type: none"> <li>Five images or video files of artworks with a title and details with two optional supporting views</li> <li>One PDF of up to eight screens including the rationale (700 words) and five artwork texts</li> </ul>	-	40%
<p>Internal Assessment                      Resolved Artworks (SL only)                      A component that asks the students to create as coherent body of work. Each student submits five resolved artworks with a rationale outlining their intentions and choices.</p> <ul style="list-style-type: none"> <li>Five images or video files of artworks with a title and details with two optional supporting views</li> <li>One PDF of up to two screens including the rationale (700 words)</li> </ul>	40%	-

## Core Component of the IB Diploma

### CAS: Creativity, Activity, Service

At STC, CAS is at the heart of the IB Diploma. The Programme is built on the idea of students following their passions and interests, carrying out meaningful and purposeful action and challenging themselves in order to develop areas of growth. It provides a vital balance to the academic rigours of the IBDP, ensuring students have time, space and support to build a portfolio

CAS BUILDING BLOCKS			
CAS Portfolio Evidence and reflections	7 CAS Learning Outcomes Each one fulfilled over 18 months	CAS Stages Investigate, Plan, Action, Demonstrate, Reflect	CAS Adviser Challenge, Support & Motivate - Interviews
	CAS Strands A balance across 18 months		
	CAS Experiences & CAS Project Existing & New		
	CAS Profile Interests, Talents, Skills, New Challenges		

of meaningful and challenging lifelong experiences beyond the classroom.

The Programme is built on the values of being Purposeful learners, showing Care and consideration for others, and taking meaningful and Purposeful action.

By the end of Year 13 students should be able to provide evidence of engagement in the CAS Strands:

### **Creativity**

You can share experiences that show your original thinking and expression

### **Activity**

You took time to break a sweat and make healthy choices each week

### **Service**

You can tell stories that show how your actions made someone else's life better

While there are no Diploma points awarded for CAS, students must show completion of the programme to be eligible for their Diploma Certificate. Throughout the CAS Programme students are challenged and supported by the CAS Coordinator and their CAS Advisor (Form Tutor). Students maintain an e-portfolio as a way to track their progress, upload evidence to show engagement in the CAS Strands and the seven CAS Learning Outcomes and provide time and space to reflect on their learning journey.

## **Extended Essay (EE)**

The Extended Essay is at the core of the IB Diploma Programme along with CAS and TOK. The aim of the Extended Essay is to provide students with the opportunity to pursue independent research on a topic of their choice. A student completing an Extended Essay will develop their ability to research, analyse and draw conclusions. They will also need to communicate ideas clearly in an extended piece of written work. It is a learning experience that is designed to give students a chance to study a topic in depth and is therefore excellent preparation for the approach taken at university.

The Extended Essay is graded on an A-E scale. Students must achieve at least a grade D to be awarded the IB Diploma.

Students will be allocated an Extended Essay Supervisor who will encourage and support the students by providing advice and guidance. Due to the depth of study required, most students are recommended to complete an Extended Essay in a subject they are completing at Higher Level.

The exception to this is the transdisciplinary World Studies EE which provides students with an opportunity to undertake an in-depth, interdisciplinary study of an issue of contemporary global significance. World Studies Extended Essays may examine issues such as the global food crisis, climate change, terrorism, energy security, migration, and global health, technology and cultural exchange. The assessment criteria The EE is marked out of 34 marks. Up to three points can be awarded for this work in combination with the ToK assessments.

## **Theory of Knowledge (ToK)**

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP and three lessons in a 2-week cycle is devoted to this course at Shatin College.

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking — as well as empowering — for students.

To help teachers and students explore these three parts of the TOK curriculum, guidance and suggested knowledge questions are provided. These suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics. This "knowledge framework" encourages a deep exploration of each theme and AOK (Arts, Natural Science, Human Sciences, History and Mathematics). Having these common elements run throughout the different parts of the curriculum also helps to unify the course and helps students to make effective connections and comparisons across the different themes and areas of knowledge.

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## **IBDP Support Programme (IBSP)**

Students are identified either in Year 11 by their English or subject teachers or, early on in the IB Programme, by their Year 12

ASSESSMENT	WEIGHTING
The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.	33%
The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.	67%

Up to three points can be awarded for this work in combination with the Extended Essay. In addition to these formal requirements, students are required to keep an ongoing journal, building up a personal set of examples and resources that can be used when completing the assessments.

## IBCP Core Components

CORE COMPONENT	DESCRIPTION	STUDY MODE
<b>Personal and Professional Skills (PPS) Course</b>	Aims to support students in developing practical life and career-related skills. Five themes: <ul style="list-style-type: none"> <li>• Personal development</li> <li>• Intercultural understanding</li> <li>• Effective communication</li> <li>• Thinking processes</li> <li>• Applied ethics</li> </ul>	Pass / Fail
<b>A Language Development course</b>	Students must study a language which is not their best language.	Pass/Fail Taught + Platform
<b>A Reflective Project</b>	Students research and produce a written essay or combined essay and multi-media presentation about an ethical dilemma directly linked to the student's career-related study. They complete a reflection on this work which is submitted for assessment.	Independent learning + support from supervisor
<b>Service Learning</b>	Students work with community members to undertake service that satisfy a community need. They will reflect on their learning and the impact of their actions. This service should be related to the student's chosen career path.	Independent learning + support from supervisor

teachers. This is a required class for those who are recommended for it, and will include at least weekly timetabled sessions during the student's non-contact lessons.

These sessions could include, dependent upon need

- The subject specific vocabulary and awareness of different genres of writing.
- Support for written tasks and structural analysis of text types for written tasks, IOs, paper 1 and 2 in IB English.
- Improved Approaches to Learning (ATL) skills of revision, researching, outlining, planning, note-taking, time management etc.
- Help with understanding of the integral elements of procedural and explanatory writing involved in Internal Assessments (IA).
- Scaffolding of the structure of TOK essay, Extended Essay or Reflective Project.
- Help with understanding of academic writing features within the context of each subject.

Please speak with M.Rutter (Deputy Head of Learning Support) if you require further information.

## Additional Information IBDP/CP

## Prerequisites for Entry on the IBDP/CP

- I/GCSE minimum of 5Cs (4-5) or above
- Equivalent level of success in alternative curricular
- Subject selection will be based on previous academic subject attainment
- Proven ability to engage in a variety of learning environments
- Students with grades lower than the requirement but who, in the judgement of the IB Diploma Coordinator, would be suitable candidates for Year 12 entry may be admitted as an IB Courses student.
- However, all cases will be evaluated on an individual basis, and the College reserves the right to accept or reject any application at its discretion.
- Students will be counselled on the correct choice of either full Diploma status or Courses status.

## Assessment in the IBDP

The method of subject assessment is defined with reference to specific assessment criteria and will consist of some or all of the following:

### External Assessment: Written Examinations

- These may include essays and short answer questions, document and data-based questions, multiple choice tests, comprehension exercises, etc.

### Oral Examinations

- These are conducted according to procedures established by the IB

### Internal Assessment

- According to the requirements of the subject, this may take the form of guided coursework, project work, fieldwork, practical and/or laboratory work
- All Internal Assessment is subject to external moderation by the IB, which is rigorously conducted and reported upon

### Extended Essay

- The Extended Essay must be based on one of the subjects of the IB Diploma curriculum under the supervision of a qualified teacher at the school
- The Extended Essay is externally assessed

### Theory of Knowledge

- ToK is assessed by an externally marked essay and an internally marked oral presentation

### Creativity, Activity and Service

- CAS is designed and implemented by the school and all CAS experiences are monitored by the CAS Coordinator and the IB Diploma Coordinator

### Conditions for Awarding or Not Awarding the IB Diploma

The IB Diploma will be awarded to candidates whose total score reaches or exceeds 24 points. Apart from this simple condition there are 9 fail codes:

1. CAS requirements have not been met
2. Candidate's total points are fewer than 24
3. An N has been given for theory of knowledge, extended essay or for a contributing subject
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay
5. There is a grade 1 awarded in a subject/level
6. Grade 2 has been awarded three or more times (HL or SL)
7. Grade 3 or below has been awarded four or more times (HL or SL)
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)


# Who to contact


<b>Carol Larkin</b>	<b>Principal</b>	
<b>Kellie Fagan</b>	<b>Vice Principal and DP Coordinator</b>	<ul style="list-style-type: none"> <li>• General questions about the IB Diploma Programme</li> <li>• All issues relating to the IB</li> <li>• All policy and procedural questions</li> <li>• Guidance on student subject option choices</li> </ul>
<b>Luke Smetherham</b>	<b>CP Coordinator</b>	<ul style="list-style-type: none"> <li>• General questions about the IB Career-related Programme</li> <li>• General questions about external institutions and their courses</li> </ul>
<b>Mark Pearce</b>	<b>Head of Learning Support</b>	<ul style="list-style-type: none"> <li>• General questions about the Sha Tin College Diploma</li> <li>• Bespoke qualifications at STC</li> </ul>
<b>David Stott</b>	<b>Head of Higher Education</b>	<ul style="list-style-type: none"> <li>• Information on university admissions policies</li> <li>• Information regarding subject choices and university entry</li> </ul>
<b>Jane Parry</b>	<b>Head of Senior School</b>	<ul style="list-style-type: none"> <li>• Information on student guidance and well-being</li> <li>• General questions about life in Years 12/13</li> </ul>


**We challenge our students to  
make meaningful contributions to the world.**

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