



**FRENCH  
INTERNATIONAL  
SCHOOL**

## **INTERNATIONAL STREAM**

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**INTERNATIONAL GENERAL CERTIFICATE OF  
SECONDARY EDUCATION (IGCSE)**

**INTERNATIONAL BACCALAUREATE  
DIPLOMA PROGRAMME (IBDP)**

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November 2022

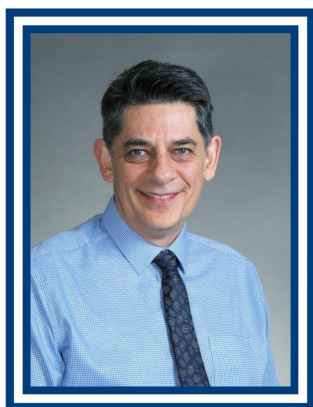
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## Message from Head of International Stream



*Ian Clayton*  
*Head of International Stream*

Welcome to the French International School, International Stream. We are very proud of our heritage here at the school. We have been in existence for over 50 years and the International Stream has played a major role in the school's development over the years. The school is particularly proud of its academic results both at IGCSE and at IB levels and rightly so; they are excellent. However we are prouder of the kind of students that we produce.



*Mark Williams*  
*Head of Secondary*

A vast number go on to their first choice universities, worldwide. They study really meaningful courses and go on to represent FIS in many walks of life. Exams are important as a means to an end, but we want to continue to produce young adults who want to make a difference and in fact do. The students we produce will be the opinion formers, the policy makers, the doctors, teachers, lawyers, engineers, fashion designers, the authors, the artists, in short the movers and shakers of tomorrow.

So what we do at FIS really matters. It matters because we need to produce students who are respectful, intelligent, thoughtful, independent, trustworthy, and tolerant if we are to stand a chance of making the world a better place. We need to equip them with all the necessary skills and attributes that are required for the challenging years ahead. They need to be first class communicators, collaborators, to be creative and move confidently in the world. They also need to be resilient and show the right attitudes. Nelson Mandela said, "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond all measure. It is our light not our darkness that most frightens us." I want FIS to nurture that power and to seek out that light in students.

We are constantly looking to improve our practice and to never rest on our laurels. Any school that tells you that their school is the finished product is not telling you the whole truth. We are not the finished product nor will we ever be. What we are though is a school constantly looking to improve, develop and be the best we can be. If all that appeals then please come and join us!

Ian Clayton and Mark Williams

## Message from the IB Coordinator



*Pauline Hall*  
*Deputy Head of Secondary, Y10-Y13*

The International Baccalaureate Diploma Programme (IBDP) has been taught at FIS since 1988. Indeed, FIS was the first school in Hong Kong to be authorized as an IB World School. I joined the FIS team in 2005 and have loved being part of a community that is made up of families, caring support staff and dedicated teachers with local to global backgrounds, cultures and perspectives. Relationships among staff, students and parents are excellent and FIS is proud of its high staff retention rate and the resulting stability offered to students and parents. I feel like I am part of a large, happy, FIS family.

The FIS learning experience culminates in the IBDP when our students reach Year 12/13. As the IBDP has evolved, so has the programme at FIS. FIS always strives to meet the needs of the students: we have recently added four new subjects to our IBDP programme to make it more diversified and student centered. Personal attributes promoted by the IB in the Learner Profile, the focus on life skills emphasized by IB's Approaches to Teaching and Learning Policy and the IB's mission to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" permeate life at FIS. Derived from the IB's mission, we have developed our own FIS Personal Profile, "I PROMISE," in which FIS learners strive to be Inquirers, Principled, Risk-takers, Open-minded, Mindful, Innovative, Smart and Empathetic.

Our students are guided through the IBDP by expert subject teachers, Form Tutors, a team of University Counsellors, a CAS Coordinator, a TOK Coordinator, myself (the IB Coordinator), the Head of Secondary and the Head of the International Stream. It is quite a supportive network! Another source of support comes from the school's Physical Education (PE) department: at FIS, a dynamic sports programme is built into the IBDP. The emphasis is on enhancing the students' understanding and application of health and fitness – for life! I must admit to being rather envious of the students, wishing I could join in so much of the active fun!

FIS' CAS programme sees our students spend time volunteering, raising money for charity and increasing younger students' awareness of issues - in school, in Hong Kong and overseas. I am delighted that CAS at FIS was commended by the International Baccalaureate® (in our Five Year Review) but more importantly, I am delighted that it works for our students: it allows them to strengthen their relationships with each other as

they help each other with challenges, often overcoming obstacles and their own individual fears!

When our students graduate I am confident that they are fully equipped for university and life. Our alumni regularly pop in for a visit and send us emails sharing their post-FIS experiences. I cherish these communications and I am proud of my students - they are still part of the FIS family and are now successful, happy, young people taking on the world!

Pauline Hall

# FIS Personal Profile

**The French International School aims to develop internationally minded and valuable global citizens with intellectual independence who recognise their common humanity and shared guardianship of the planet.**

These personal attributes enable us to successfully live, learn, work, and contribute as active members of humanity. They are key to personal development and are essential to thrive and succeed in life. Development of the attributes occurs in many contexts; they will be modelled, at every opportunity, by all members of the school community and shaped by interactions with people, places and ideas.

**All FIS learners strive to be:**

## **INQUIRERS**

We develop a natural curiosity. Acquire the skills necessary to initiate and conduct inquiry and research to show independent thinking. We actively promote a life-long love of learning.

## **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them. We aim high and persevere in the face of difficulties.

## **RISK-TAKERS**

We approach unfamiliar situations and uncertainty with courage and forethought, and have the confidence to take calculated risks when outcomes are uncertain. We have the independence of spirit to explore new roles, ideas and experiences and are brave in defending our beliefs.

## **OPEN-MINDED**

We understand and appreciate our own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are open to new ideas and different points of view, are accustomed to evaluating these, and grow from the experience.

## **MINDFUL**

We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others. We are able to manage and organise our emotions and lives and give thoughtful consideration to our learning and experience. We are able to assess and understand our strengths and limitations in order to support our personal development.

## **INNOVATIVE**

We show innovation in applying thinking skills critically and creatively to approach complex problems, and find reasoned solutions.

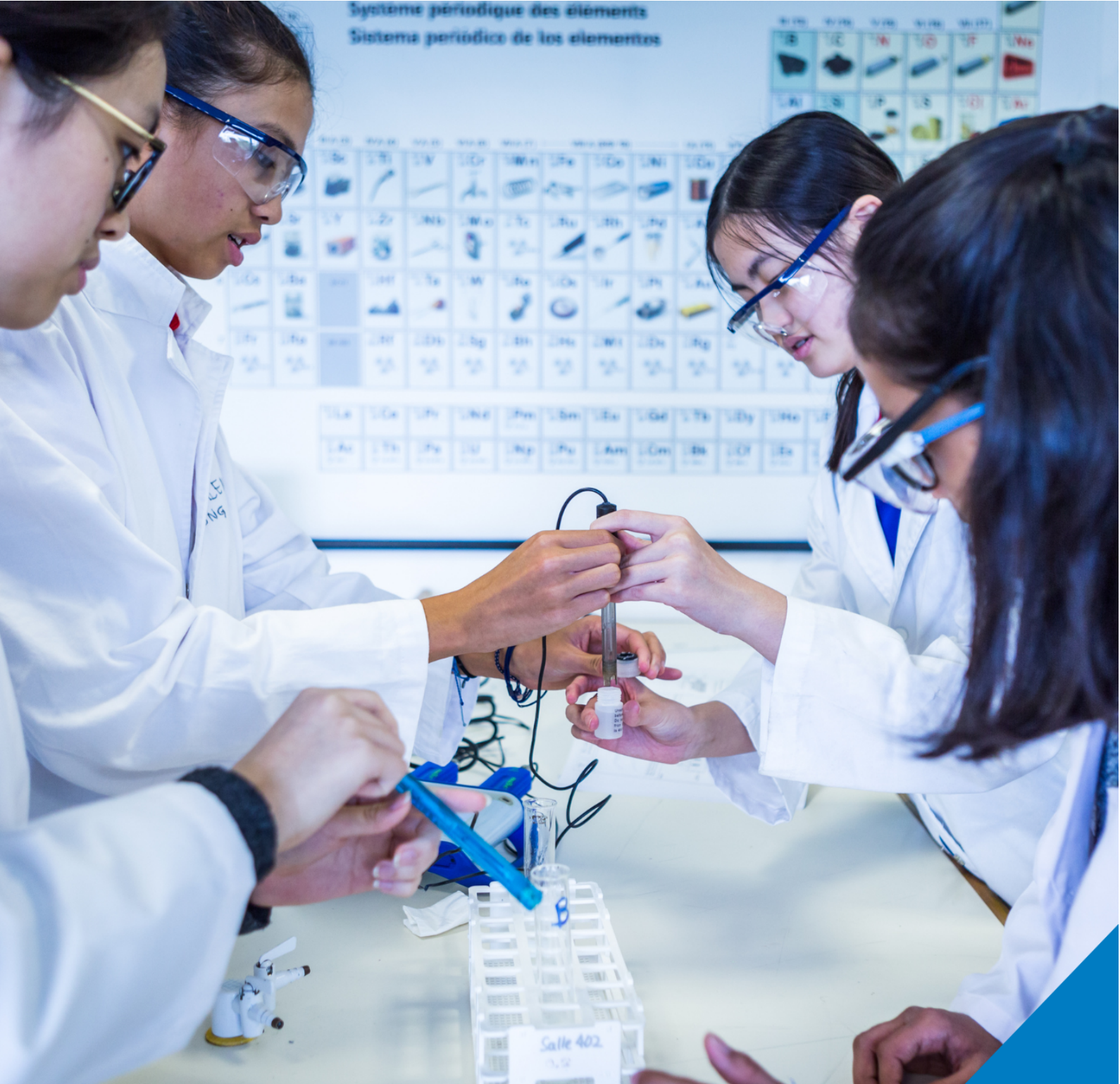
## **SMART**

We explore concepts, ideas and issues to acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. We understand, express and articulate ideas and information confidently and creatively in multiple languages and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

## **EMPATHETIC**

We show empathy, compassion and respect towards the needs and feelings of ourselves, others and the planet. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.





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## INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)

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# IGCSE - International General Certificate Of Secondary Education

## *Introduction*

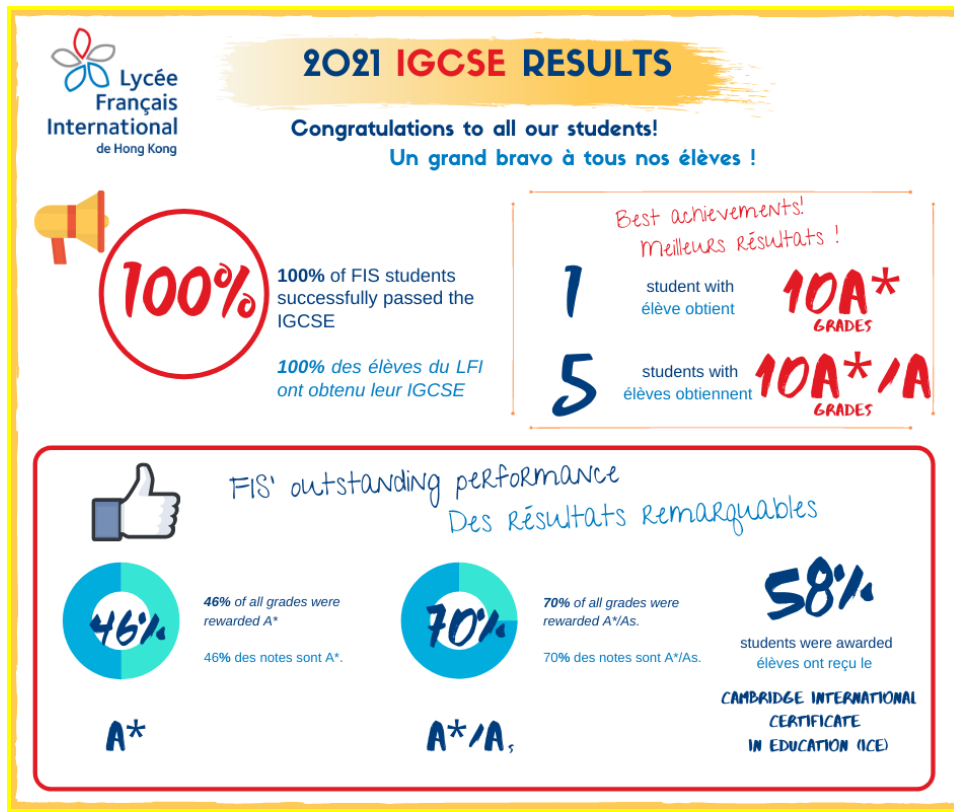
The International General Certificate of Secondary Education (IGCSE) is a comprehensive two-year programme for Year 10 and 11 students. It is a universally recognized qualification among international schools and universities worldwide and its curriculum is equivalent to British GCSE but IGCSE has been specially tailored to meet international needs.

The IGCSE programme aims to provide learners with a broad and balanced mix of practical experience and theoretical knowledge. Its subjects cover a variety of areas: Sciences, Humanities, Languages, Social Sciences, Mathematics, Creative, Technical and Vocational. The programme builds a strong foundation for students who wish to pursue the IB Diploma in the future. More information: [www.cie.org.uk](http://www.cie.org.uk)

At FIS we are always looking to improve our curriculum offerings and so recently both Computer Science and Drama have been added as options to reflect demand from students. In addition we have also introduced IGCSE Physical Education as a compulsory subject for all students studying with us in years 10 and 11. As such all students qualify for the Cambridge ICE award, which recognises learners who pass examinations in at least 7 IGCSE subjects from 5 different subject groups (including two different languages). This prestigious award sets our students apart from other students around the globe and all of our students have gained merit or distinction passes since it was introduced to the school.

In an increasingly competitive market for entry to the top universities we want to give our students the skills, knowledge and confidence to be accepted into their first choice university. As such we have introduced the opportunity to enrich their academic studies with a Super Curriculum offering. This is a flexible hour per week where students are supported in a personal research project, presentation and public speaking skills, media literacy course, access to international competitions and the coaching and mentoring of younger students.

## Accomplishments



## The Curriculum

At FIS, students are required to take 4 compulsory subjects: English Language, English Literature, Mathematics (core/extended curriculum) and French (first/foreign language). The Personal, Social and Health Education classes are also compulsory but not examinable. An additional 5 subjects must be selected from the groups below. Students must select at least 1 Science subject (Biology, Chemistry or Physics) and 1 Humanities subject (History, Geography or Economics).

### OPTIONS

Sciences	Humanities	Languages	Creatives
Biology	History	Spanish	Art & Design
Chemistry	Economics	Mandarin	Computer Science
Physics	Geography		Drama
			Music
			Physical Education

# Compulsory Subjects

## FIRST LANGUAGE ENGLISH LANGUAGE

### Course description

The English course aims to enable students to communicate accurately, confidently and effectively. The syllabus will help learners understand and respond appropriately to what they see, hear and experience, and to enjoy the full variety of English language. In addition, it will complement their other studies by developing general skills such as the ability to analyse, synthesise, and make inferences, order facts and present opinions.

### Assessment *Assessed by Cambridge International Examinations*

<b>PAPER 1 - Reading (2 HOURS)</b>	<b>Weight</b>
<ul style="list-style-type: none"><li>• 80 marks</li><li>• Short, structured and extended writing questions</li><li>• Questions will be based on three reading texts</li><li>• Externally assessed</li></ul>	50%
<b>PAPER 2 - Directed Writing and Composition (2 HOURS)</b>	
<ul style="list-style-type: none"><li>• 80 marks</li><li>• Extended writing question and a composition task - Externally assessed</li></ul>	50%

## ENGLISH LITERATURE

### Course description

The English Literature course aims to develop students' ability to enjoy the reading of literature and appreciate its contribution to aesthetic and imaginative growth. Learners will explore the areas of universal human concern, which will lead to a greater understanding of themselves and others.

### The 3 domains in literature are:

- **Knowledge with understanding**
  - Acquire first-hand knowledge of the content of literary texts
  - Understand texts in terms of their literal meaning and in relation to different relevant contexts
- **Critical interpretation**
  - Understand literary texts and develop a deeper awareness of their themes and attitudes
  - Recognise and appreciate ways in which writers use language

- Recognise and appreciate other ways in which writers achieve their effects (E.g. structure, characterisation)
- **Judgement and personal response**
  - Explain and discuss evaluations
  - Communicate a sensitive and informed personal response to the reading

#### **Assessment** Assessed by Cambridge International Examinations

<b>PAPER 1 Poetry and Prose (1 hour 30 min)</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>● Students answer 2 questions on 2 texts: 1 poetry and 1 prose</li> <li>● There is a choice of 2 questions (1 passage-based and 1 essay) on each text</li> </ul>	50%
<b>Paper 2 Drama (1 hour 30 min)</b>	
<ul style="list-style-type: none"> <li>● Students answer 2 questions on 2 texts</li> <li>● There is a choice of 2 questions (1 passage-based and 1 essay) on each texts</li> </ul>	50%

## **MATHEMATICS**

### **Course description**

The mathematics course supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. This course helps learners to develop a feel for quantity, patterns and relationships. Learners will develop their reasoning, problem-solving and analytical skills in a variety of abstract and real-life contexts.

### **All students will study the following topics:**

<b>Number</b> <ul style="list-style-type: none"> <li>● Vocabulary, notation and sets of numbers</li> <li>● Rounding</li> <li>● HCF &amp; LCM</li> <li>● Powers, roots, surds</li> <li>● Ratio and proportion</li> <li>● Absolute value</li> <li>● Fractions, decimals and percentages</li> </ul>	<b>Algebra</b> <ul style="list-style-type: none"> <li>● Linear and quadratic Inequalities</li> <li>● Solving linear and quadratic equations</li> <li>● Indices</li> <li>● Rearranging formulae</li> <li>● Simultaneous equations</li> <li>● Expanding and factoring expressions</li> </ul>	<b>Functions</b> <ul style="list-style-type: none"> <li>● Function notation</li> <li>● Linear, quadratic, cubic, reciprocal, exponential, logarithmic, absolute, trigonometric functions</li> <li>● Identify vertex, asymptotes, x- and y-axis</li> </ul>	<b>Statistics</b> <ul style="list-style-type: none"> <li>● Discrete and continuous data</li> <li>● read and interpret graphs (bar chart, line graph, pie chart, stem-and-leaf, scatter diagram)</li> <li>● Mean, median, mode</li> </ul>
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<ul style="list-style-type: none"> <li>Standard form</li> <li>Exponent rules</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Algebraic fractions</li> <li>Use of a graphic display calculator</li> <li>Sequences</li> <li>Proportionality</li> </ul>	<ul style="list-style-type: none"> <li>intercepts.</li> <li>Sketch functions</li> <li>Transformation of functions</li> <li>Logarithm rules</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative frequency curve</li> <li>Correlation</li> <li>Line of best fit</li> </ul>
<b>Geometry</b> <ul style="list-style-type: none"> <li>Angle theorems</li> <li>Symmetry</li> <li>Similarity</li> <li>Pythagoras' Theorem</li> <li>Circle theorems</li> </ul>	<b>Vectors &amp; transformations</b> <ul style="list-style-type: none"> <li>Vector notation</li> <li>Addition and subtraction of vectors</li> <li>Magnitude</li> <li>Transformations</li> </ul>	<b>Coordinate geometry</b> <ul style="list-style-type: none"> <li>Use of the cartesian plane</li> <li>Distance, midpoint, line segments</li> <li>Equation of a straight line</li> </ul>	<b>Trigonometry</b> <ul style="list-style-type: none"> <li>Right angled trigonometry</li> <li>Unit circle</li> <li>Sine &amp; Cosine rule</li> <li>Bearings</li> </ul>
<b>Sets</b> <ul style="list-style-type: none"> <li>Set notation</li> <li>Venn diagrams</li> </ul>	<b>Probability</b> <ul style="list-style-type: none"> <li>Combined events</li> <li>Use of tree diagrams, Venn diagrams and tables</li> </ul>	<b>Mensuration</b> <ul style="list-style-type: none"> <li>Perimeter, area and volume</li> </ul>	

## Assessment

Based on teacher recommendation, students will follow either the Core curriculum or the Extended curriculum. Candidates aiming for grades A\* to C should follow the Extended curriculum. Students performing at an exceptional level will be invited to also take the Cambridge IGCSE Additional Mathematics examination.

## International Mathematics Assessed by Cambridge International Examinations

<b>CORE CURRICULUM</b>	
<b>PAPER 1 (45 min)</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>Short-answer questions based on the Core curriculum</li> <li>It is a non-calculator paper</li> </ul>	25%
<b>PAPER 3 (1 hour 45 min)</b>	
<ul style="list-style-type: none"> <li>11–15 medium to long-answer questions</li> </ul>	60%

<ul style="list-style-type: none"> <li>A graphics calculator is required</li> </ul>	
<b>PAPER 5 (1 hour)</b>	
<ul style="list-style-type: none"> <li>1 investigation question</li> <li>A graphics calculator is required</li> </ul>	15%

<b>EXTENDED CURRICULUM</b>	
<b>PAPER 2 (45 min)</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>Short-answer questions based on the Extended curriculum</li> <li>It is a non-calculator paper</li> </ul>	20%
<b>PAPER 4 (2 hour 15 min)</b>	
<ul style="list-style-type: none"> <li>11–15 medium to long-answer questions</li> <li>A graphics calculator is required</li> </ul>	60%
<b>PAPER 6 (1 hour 30 min)</b>	
<ul style="list-style-type: none"> <li>One investigation and one modelling question</li> <li>A graphics calculator is required (1 passage-based and 1 essay) on each text</li> </ul>	20%

### Mathematics Assessed by Cambridge International Examinations

<b>CORE CURRICULUM</b>	
<b>PAPER 1 (CORE) (1 hour)</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>Short-answer questions based on the Core curriculum</li> </ul>	35%
<b>PAPER 3 (CORE) (2 hours)</b>	
<ul style="list-style-type: none"> <li>Structured questions based on the Core curriculum</li> </ul>	65%

<b>EXTENDED CURRICULUM*</b>	
<b>PAPER 2 (EXTENDED) (1 hour 30 min)</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>Short-answer questions based on the Extended curriculum</li> </ul>	35%
<b>PAPER 4 (EXTENDED) (2 hours 30 min)</b>	
<ul style="list-style-type: none"> <li>Structured questions based on the Extended curriculum</li> </ul>	65%



\* **By invitation**, students are able to take Cambridge IGCSE mathematics - Additional. This course helps learners to develop a feel for quantity, patterns and relationships. Learners will develop their reasoning, problem-solving and analytical skills in a variety of contexts. It provides a strong foundation of mathematical knowledge both for candidates studying mathematics at a higher level and those who will require mathematics to support skills in other subjects.

## **FRENCH - FIRST LANGUAGE**

### **Course description**

The French (First Language) course aims to enable students to communicate accurately and effectively in writing, and to understand and respond appropriately to what they read. Students will be encouraged to enjoy and appreciate the variety of language, as well as to understand themselves and others.

Since June 2020, the IGCSE First Language French - Syllabus 0501- is no longer available.

The French team has spent a lot of time looking for an alternative solution that would be satisfactory for all and came up with the following proposed solution.

The French teachers will prepare students for the DELF B2 Junior examination (11-17 years old). It is a diploma awarded by the French Ministry of Education to assess the French language skills for French candidates who follow an International curriculum. The levels are based upon the European Common Framework and go from A1 to C2. You can have a look on <https://www.ciep.fr/en/delf-dalf> for further information.

Simultaneously, the students will be prepared to move towards Language A studies (French literature) at IB level.

### **This course covers 4 main areas:**

#### **Listening**

- demonstrate understanding of the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions
- follow extended speech and complex lines of argument

#### **Reading**

- demonstrate understanding of words within extended texts
- scan for and extract specific information

- identify main and subordinate topics, summarise, paraphrase, re-express
- show some sense of how writers achieve their effects
- recognise and respond to simple linguistic devices including figurative language

### Writing

- express thoughts, feelings and opinions in order to interest, inform or convince the reader
- show some sense of audience
- demonstrate adequate control of vocabulary, syntax and grammar
- exercise care over punctuation and spelling
- write accurate simple sentences
- attempt a variety of sentence structures
- recognise the need for paragraphing
- use appropriate vocabulary

### Speaking

- use the language fluently, accurately and effectively on a wide range of general and specific topics, marking clearly the relationships between ideas.
- communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
- can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

**Assessment** Externally assessed by CIEP on behalf of the Ministry of National Education

<b>COMPONENT 1: Listening (30 minutes)</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>• Comprehension questionnaires dealing with several recordings (played twice maximum).</li> </ul>	25%
<b>COMPONENT 2: Reading (1 hour)</b>	
<ul style="list-style-type: none"> <li>• Comprehension questionnaires dealing with several written documents.</li> </ul>	25%
<b>COMPONENT 3: Writing (1 hour)</b>	
<ul style="list-style-type: none"> <li>• Taking a personal stand (contributing to a debate, formal letter, review of a film/book).</li> </ul>	25%
<b>COMPONENT 4: Speaking (20 minutes + 30 minutes preparation)</b>	
<ul style="list-style-type: none"> <li>• Stating and defending an opinion based on a short document designed to explicit a reaction.</li> </ul>	25%

## FRENCH (AS FOREIGN LANGUAGE)

### Course description

The French (Foreign Language) course emphasizes students' abilities to communicate effectively in practical situations where the language is spoken. The 4 linked skills of reading, writing, speaking and listening are equally important parts of the course. Students will be offered an insight into the culture and civilization of the French speaking world.

### This course covers the topics of:

- **Everyday activities** : home life and school, food, health and fitness
- **Personal and social life** : self, family, personal relationships, holidays and special occasions
- **The world around us** : home town and local area, natural and made environment, people, places and customs
- **The world of work** : continuing education, careers and employment, language and communications in the workplace
- **The international world** : tourism at home and abroad, life in other countries and communities, world events and issues

### Assessment Assessed by Cambridge International Examinations

PAPER 1 Listening (50 min)	Weight
<i>Students listen to a number of recordings and answer multiple-choice and matching questions.</i>	25%
PAPER 2 Reading (1 hour)	
<i>Students read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.</i>	25%
PAPER 3 Speaking (10 min)	
<i>Students complete one role play and conversations on two topics.</i>	25%
PAPER 4 Writing (1 hour)	
<i>Students complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.</i>	25%

## Science options

### BIOLOGY

#### Course description

Cambridge IGCSE Biology is accepted by universities and employers as proof of essential knowledge and ability. With an emphasis on human biology, learners develop their knowledge and gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. The biology syllabus enables students to handle information and improve their problem-solving abilities. They will also develop experimental skills and conduct investigations as per the scientific process.

#### Objectives

This course aims to enable students to:

- Better understand the technological world, with an informed interest in scientific matters
- Recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- Develop an interest in, and care for, the environment
- Better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Develop an understanding of the scientific skills essential for both further study and everyday life

#### This course covers the topics of:

- |                                       |   |
|---------------------------------------|---|
| • Characteristics of living organisms | • Excretion in humans                   |
| • Organisation of organisms           | • Coordination and Response             |
| • Movement in and out of cells        | • Drugs                                 |
| • Biological molecules                | • Reproduction                          |
| • Enzymes                             | • Inheritance                           |
| • Plant nutrition                     | • Variation and selection               |
| • Human nutrition                     | • Organisms and their environment       |
| • Transport in plants                 | • Biotechnology and genetic engineering |
| • Transport in animals                | • Human influences on the ecosystem     |
| • Diseases and immunity               |   |
| • Gas exchange in humans              |   |
| • Respiration                         |   |

**Assessment** Assessed by Cambridge International Examination

<b>PAPER 2 (45 min)</b>	<b>Weight</b>
40 multiple choice questions of the four-choice type This paper will test assessment objectives AO1 i.e. knowledge with understanding, AO2 i.e. handling information and problem-solving based on the Extended syllabus content	30%
<b>PAPER 4 (1 hour 15 min)</b>	
A written paper consisting of short-answer and structured questions that will test assessment objectives AO1 and AO2. Questions testing these skills may be based on information that is unfamiliar to candidates, requiring them to apply the principles to a new situation in a logical, deductive way	50%
<b>PAPER 6 (1 hour)</b>	
Alternative to Practical which will test assessment objective AO3 i.e. experimental skills and investigations	20%

## CHEMISTRY

### Course description

The Chemistry course offers a combination of theoretical and practical studies leading to an understanding of the basic principles of Chemistry. Students will develop scientific abilities and skills that are used in everyday life. Learners will also gain an awareness of the practice of science and understand that scientific applications may have both beneficial and detrimental effects on the individual, the community and the environment.

### This course covers the topics of:

- The particulate nature of matter
- Experimental techniques
- Atoms, elements and compounds
- Stoichiometry
- Electricity and chemistry
- Chemical changes
- Chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Air and water
- Sulphur
- Carbonates
- Organic Chemistry

### Assessment Assessed by Cambridge International Examination

<b>PAPER 2 (45 min)</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Based on core material and supplement material</li> </ul>	30%

<b>PAPER 4 (1 hour 15 min)</b>	
<ul style="list-style-type: none"> <li>• Short answer and structured questions</li> <li>• Based on core material and supplement material</li> </ul>	50%
<b>PAPER 6 (1 hour)</b>	
<ul style="list-style-type: none"> <li>• Short answer and structured questions</li> <li>• Based upon experimental skills</li> </ul>	20%

## PHYSICS

### Course description

The Physics course offers a combination of theoretical and practical studies that helps students understand the basic principles of physics. Students will develop scientific abilities and skills, applicable in everyday life and important for advanced study in science in the future. Learners will understand that scientific applications have both beneficial and detrimental effects on individuals and the environment. Although an "Alternative to Practical" paper replaces the assessment of coursework, students will still be carrying out practical work and gaining practice with the production of practical reports.

### This course covers the topics of:

- General Physics (including Mechanics/ Kinematics)
- Thermal Physics
- Properties of waves, including light and sound
- Electricity, Electronics and Magnetism
- Atomic Physics

### Assessment Assessed by Cambridge International Examination

<b>PAPER 2 (45 min)</b>	<b>Weight</b>
40 multiple-choice questions based on the Extended syllabus content (Core and Supplement)	30%
<b>PAPER 4 (1 hour 15 min)</b>	
<ul style="list-style-type: none"> <li>• A written paper consists of short-answer and structured questions.</li> <li>• Questions will be based on the Extended syllabus content (Core and Supplement)</li> </ul>	50%
<b>PAPER 6 (1 hour)</b>	
<ul style="list-style-type: none"> <li>• Alternative to Practical</li> </ul>	20%



- This paper will test assessment objective AO3. Questions will be based on the experimental skills in Section 7. The paper is structured to assess grade ranges A\*–G

## Humanities options

### HISTORY

#### Course description

The History course offers students the opportunity of studying some of the major international issues of the 20th century, and looking in greater depth at the history of particular regions. The development of historical skills and acquisition of knowledge are equally important parts of the syllabus. The course aims to tell the stories of the recent past and provides a framework for an understanding of the world in which we live today.

#### This course covers the topics of:

##### Core Content (Option B): The 20th Century : International Relations since 1919

- Were the peace treaties of 1919 – 23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948 – c. 1989?
- Why did events in the Gulf matter, c.1970–2000?

##### In-Depth Study: China (1930-c. – 1990)

- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?
- How effectively did the Nazis control Germany, 1933–45?
- What was it like to live in Nazi Germany?

#### Assessment Assessed by Cambridge International Examination

PAPER 1 (2 hours)	Weight
<ul style="list-style-type: none"> <li>• <b>Core questions</b> - Students answer 2 questions</li> <li>• <b>In-Depth Studies</b> - Students answer 1 question</li> </ul>	40%
PAPER 2 (2 hours)	
<i>This paper is a source-based examination</i>	33%

<ul style="list-style-type: none"> <li>Students answer 6 questions on sources related to a Core Content topic</li> <li>The topic for the June 2017 examination is: Were the peace treaties of 1919-23 fair?</li> </ul>	
<b>PAPER 4 (Alternative to Coursework) (1 hour)</b>	
Depth study topic: <b>Germany, 1918–45</b> Students answer 1 question on a Depth Study	27%

## ECONOMICS

### Course description

The Economics course helps students develop an understanding of economic terminology, principles and elementary economic theories. Students will gain an awareness of the economies in developed and developing countries and the way they are interconnected. Students will also learn to process simple data and apply them to economic analysis, information evaluation and the distinction between facts and value judgments in economic issues.

### This course covers the topics of:

- Basic economic problem: choice and the allocation of resources
- The allocation of resources: how the market works; market failure
- The individual as producer, consumer and borrower
- The private firm as producer and employer
- Role of government in an economy
- Economic indicators
- Developed and developing economies: trends in production, population and living standards
- International aspects

### Assessment *Assessed by Cambridge International Examination*

<b>PAPER 1 (45 min)</b>	<b>Weight</b>
30 multiple-choice questions	30%
<b>PAPER 2 (2 hours)</b>	
<ul style="list-style-type: none"> <li><b>Section A</b> - 1 compulsory question</li> <li><b>Section B</b> - 3 optional questions from a choice of 6</li> </ul>	70%

## GEOGRAPHY

### Course description

The Geography course encourages students to develop a sense of place and an understanding of relative location on a local, regional and global scale. Through the detailed study of contrasting physical and human environments, students will understand how the two affect each other, and gain an insight into the ways in which people interact with each other and with their environments. Together with a wider understanding of different communities and cultures throughout the world, students will develop an appreciation of the opportunities and constraints presented by different environments.

### This course covers the topics of:

- Population and Settlement
- The Natural Environment
- Economic Development

### Assessment *Assessed by Cambridge International Examination*

<b>PAPER 1 (1 hour 45 min)</b>	<b>Weight</b>
<ul style="list-style-type: none"><li>• <i>Problem-solving &amp; free-response writing</i></li></ul>	45%
<b>PAPER 2 (1 hour 30 min)</b>	
<ul style="list-style-type: none"><li>• <i>Short-answer questions</i></li></ul>	27.5%
<b>PAPER 4 (1 hour 30 min)</b>	
<ul style="list-style-type: none"><li>• <i>Alternative to coursework</i></li></ul>	27.5%

## Further Language options

## SPANISH (AS A FOREIGN LANGUAGE)

### Course description

The Spanish course emphasises students' abilities to communicate effectively in practical situations where the language is spoken. The 4 linked skills of reading, writing, speaking and listening are equally important parts of the course. Students will be offered an insight into the culture and civilization of the Spanish speaking world.

### This course covers the topics of:

- **Everyday activities:** home life and school, food, health and fitness
- **Personal and social life:** self, family, personal relationships, holidays and special occasions
- **The world around us:** home town and local area, natural and made environment, people, places and customs
- **The world of work:** continuing education, careers and employment, language and communications in the workplace
- **The international world:** tourism at home and abroad, life in other countries and communities, world events and issues

#### **Assessment** *Assessed by Cambridge International Examination*

<b>PAPER 1 Listening (50 min)</b>	<b>Weight</b>
<i>Students listen to a number of recordings and answer multiple-choice and matching questions.</i>	25%
<b>PAPER 2 Reading (1 hour)</b>	
<i>Students read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.</i>	25%
<b>PAPER 3 Speaking (10 min)</b>	
<i>Students complete one role play and conversations on two topics.</i>	25%
<b>PAPER 4 Writing (1 hour)</b>	
<i>Students complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.</i>	25%

## **MANDARIN (AS A SECOND LANGUAGE)**

### **Course description**

The Mandarin (Second Language) course aims to help students develop the ability to use Chinese effectively for the purpose of practical communication. Learners will form a strong foundation for the skills required for further study or employment using Chinese as the medium. The course also promotes an awareness of the nature of the language as well as an appreciation of the Chinese culture, history and society.

### **This course covers the topics of:**

- **Young people and education:** education and career, peer relationships
- **Society:** family relationships, health and fitness, leisure activities, communication and technology

- **The world:** geographical surroundings, environment
- **Cultural diversity:** life at home and in other countries

**Assessment** Assessed by Cambridge International Examination

<b>PAPER 1 Reading and Writing (2 hours)</b>	<b>Weight</b>
<i>Students complete three reading exercises testing comprehension and information transfer and two writing exercises</i>	60%
<b>PAPER 2 Listening (35-45 min)</b>	
<i>Students listen to recordings of short and longer spoken texts. Types of task include: short-answer questions, gap-fill sentences, information correction and multiple-choice questions. All listening material is recorded in Mandarin Chinese.</i>	20%
<b>PAPER 3 Speaking (10-12 min)</b>	
<i>The Speaking test is conducted in Mandarin Chinese. The Speaking test consists of three parts: candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.</i>	20%

## MANDARIN (AS A FOREIGN LANGUAGE)

### Course description

The Mandarin (Foreign Language) course aims to enable students to communicate confidently and effectively in the language. It offers insights into the Chinese culture and society of countries where Mandarin is spoken. Students will form a strong foundation of the skills, language, and attitudes required for further study.

### This course covers the topics of:

- **Everyday activities:** home life and school, food, health and fitness
- **Personal and social life:** self, family, personal relationships, holidays
- **The world around us:** home town and local area, natural and made environment, people, places and customs
- **The world of work:** continuing education, careers and employment
- **The international world:** tourism at home and abroad, life in other countries

**Assessment** Assessed by Cambridge International Examination

<b>PAPER 1 Listening (35 min)</b>	<b>Weight</b>
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<i>Students listen to a number of recordings and answer questions testing comprehension</i>	25%
<b>PAPER 2 Reading (1 hour 15 min)</b>	
<i>Students read a number of texts and answer questions testing comprehension</i>	25%
<b>PAPER 3 Speaking (15 min)</b>	
<i>Students complete two role plays, a topic presentation/conversation and a general conversation</i>	25%
<b>PAPER 4 Writing (1 hour 15 min)</b>	
<i>Students respond in the target language to three tasks</i>	25%

## LATIN (Final exam in 2023)

### Course description

The Latin course aims to enable students to develop:

- an understanding of the Latin language
- the ability to read, understand, appreciate and respond to some Latin literature
- an understanding of some of the elements of Roman civilisation
- an analytical approach to language by seeing English in relation to a language of very different structure and by observing the influence of Latin on English
- an awareness of the motives and attitudes of people of a different time and culture, while considering the legacy of Rome to the modern world
- a greater understanding of a range of aesthetic, ethical, linguistic, political, religious and social issues
- an excellent foundation of knowledge for advanced study.

### The prescribed texts are:

#### Verse

Virgil, *Aeneid* Book 6, lines 264–416 (di, quibus imperium est animarum ... limo glaucaque exponit in ulva)

No particular edition is specified as availability differs widely between countries.

#### Prose

Introducing Cicero Chapter 9, Denunciation of Catiline (Scottish Classics Group, 2013 – other editions are available)

**Assessment** Assessed by Cambridge International Examination



<b>PAPER 1 Language (1 hour 30 min)</b>	<b>Weight</b>
<i>There are two sections in this paper. In Section A, students translate a passage of Latin prose into English. In Section B, students answer comprehension questions on a passage of Latin prose and give four English words which derive from given Latin words.</i>	50%
<b>PAPER 2 Literature (1 hour 30 min)</b>	
<i>Students answer questions on the prescribed texts. Questions test comprehension, translation, scansion and appreciation of the literature.</i>	50%

## Creative options

### ART & DESIGN

#### Course description

The Art & Design course stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources.

#### The broad areas of study are:

- painting and related media
- print making
- three-dimensional design
- photography, digital and lens-based media
- graphic communication
- textiles and fashion

#### Assessment Assessed by Cambridge International Examination

All candidates complete two components and can respond to the components using any of the media above.

<b>COMPONENT 1 - Coursework</b>	<b>Weight</b>
100 marks  <i>Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher.</i>	50%

<p>There are two parts to the coursework:</p> <ul style="list-style-type: none"> <li>• a portfolio</li> <li>• a final outcome</li> </ul> <p>Externally assessed</p>	
<b>COMPONENT 2 - Externally Set Assignment</b>	
<p>100 marks</p> <p>Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to.</p> <p>There are two parts to the assignment:</p> <ul style="list-style-type: none"> <li>• supporting studies and</li> <li>• a final outcome, produced during a supervised test of 8 hours' total duration.</li> </ul> <p>Externally assessed</p>	50%

## COMPUTER SCIENCE

### Course description

The Computer Science course aims to help students understand the main principles of problem solving using computers. They will be able to form computer-based solutions using algorithms and a high-level programming language. Learners will also develop a range of technical skills to effectively test and evaluate computing solutions. The course is an ideal foundation for further study in computer science and technology.

### This course covers the topics of:

#### Theory of Computer Science

- Data representation
  - Binary systems
  - Hexadecimal
  - Data storage
- Communication and Internet technologies
  - Data transmission
  - Security aspects
  - Internet principles of operation
- Hardware and software
  - Logic gates
  - Computer architecture and the fetch-execute cycle

- Input devices
- Output devices
- Memory, storage devices and media
- Operating systems
- High- and low-level languages and their translators
- Security
- Ethics

### Practical Problem-solving and Programming

- Algorithm design and problem-solving
  - Problem-solving and design
  - Pseudocode and flowcharts
- Programming
  - Programming concepts
  - Data structures; arrays
- Databases

### Assessment *Assessed by Cambridge International Examination*

<b>PAPER 1 Theory (1 hour 45 min)</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>● <i>Compulsory short-answer and structured questions</i></li> <li>● <i>No calculators are permitted in this paper</i></li> </ul>	60%
<b>PAPER 2 Problem-solving and Programming (1 hour 45 min)</b>	
<ul style="list-style-type: none"> <li>● <i>Compulsory short-answer and structured questions. 20 of the marks for this paper are from questions set on the pre-release material</i></li> <li>● <i>No calculators are permitted in this paper</i></li> </ul>	40%

## DRAMA

### Course description

The Drama course aims to develop students understanding of the theatre through practical and theoretical study. It explores the role of actor, director and designer in creating a piece of theatre.

Drama also teaches many key skills such as critical thinking, creativity, teamwork, a sense of commitment and effective communication & presentation. More importantly, drama strengthens students' personalities, puts them in touch with their emotions, gives students strong tools to express what they think and feel while reinforcing self-control.

COMPONENT 1 Written examination (2 hours 30 min)	Weight
80 marks  Candidates answer: <ul style="list-style-type: none"><li>all questions in Section A which are based in stimulus material both provided and devised by the students</li><li>two questions in Section B (one compulsory question and one question from a choice of two)</li><li>both questions in Section C</li></ul>	40%
COMPONENT 2 Coursework	
Students submit 3 pieces of practical work <ul style="list-style-type: none"><li><b>1 individual piece (3-5 min):</b> 1 performance of an extract from a play</li><li><b>2 group pieces (max 15 min each):</b> 1 performance of an extract from a play and 1 original devised piece</li></ul> <p>Note: the stimuli on the pre-release material for Component 1 may not be used as a basis for the devised piece on Component 2</p> <p>Internally assessed/externally moderated</p>	60%

## MUSIC

### Course description

"When studying the Cambridge IGCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study, professionalism, development of the brain, and enhances life-long musical enjoyment.

Learners study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented."

**Objectives** - Learners studying Cambridge IGCSE Music are given the opportunity to:

- listen to and learn about music from a wide range of historical periods and major world cultures
- develop their skills in performing music, both individually and in a group with other musicians
- develop their skills in composing music in a style of their own choice

### Aims

- enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- help candidates develop a perceptive and critical response to the main historical periods and styles of Western music
- help candidates to recognise and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- provide a foundation for the development of an informed appreciation of music
- provide a foundation for further study in music at a higher level.

### Assessment

Candidates complete three compulsory components	<b>Weight</b>
<b>Component 1 Listening</b>	40%
<b>Component 2 Performing</b>	30%
<b>Component 3 Composing</b>	30%

## PHYSICAL EDUCATION

### Course description

The IGCSE Physical Education course aims to develop students' knowledge and understanding of the theory underpinning physical performance in a modern world. It helps students to use and apply this knowledge and understanding to improve their performance in a range of physical activities, developing skills and techniques, selecting and using tactics and strategies or developing compositional ideas. It helps the students to understand and appreciate safe practice in physical activity, to understand and appreciate the benefit of physical activity for health, fitness and well-being, and allows the students to foster their enjoyment of physical activity.

Candidates will study all of the following topics:

1. Anatomy and physiology

2. Health, fitness and training
3. Skill acquisition and psychology
4. Social, cultural and ethical influences

Candidates will also undertake **four** different physical activities chosen from at least two of the seven categories in the following list: games, gymnastic activities, dance activities, athletic activities, outdoor and adventurous activities, swimming and combat activities.

### Assessment

Depending on the facilities available, certain activities are taught and assessed in school. However **students are free to be assessed in any of the 44 practical activities listed in the syllabus**. For all assessment activities NOT covered in school, students need to be participating outside of school on a regular basis.

<b>COMPONENT 1 Paper 1 - Theory</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>• Written exam paper - 1 hour 45 minutes</li> <li>• 100 marks - Short and structured questions and answers</li> <li>• Externally assessed</li> </ul>	50%
<b>COMPONENT 2 Practical</b>	
<ul style="list-style-type: none"> <li>• Coursework</li> <li>• 100 marks - Candidates undertake four physical activities from at least two different categories.</li> <li>• Internally assessed - Externally moderated</li> </ul>	50%





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## INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

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November 2020

# IBDP - International Baccalaureate Diploma Programme

## *Introduction*

The IB Diploma Programme (IBDP) is a comprehensive and challenging 2 year course designed to foster a **positive attitude to learning**. The programme aims to provide learners of different cultures, languages and educational backgrounds with the intellectual, social and global perspectives that are vital for their higher education and career development.

Students in the 21st century are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The curriculum prepares students to be active participants in a lifelong journey of learning.

With over **30 years of experience in teaching the IBDP**, FIS offers an enhanced programme including additional levels in French and Chinese, Environmental Systems and Societies (ESS) and Visual Arts. We also offer a unique opportunity for proficient English and French speaking students to earn the **IB Bilingual Diploma**, a prestigious and highly valued qualification which gives our students an advantage when they apply to the university of their choices.

During the 2 year course, students receive great support from their subject teachers, guidance from form tutors, the IBDP Coordinator, university counsellors and head-teachers through regular meetings both as a group or individually.

## *IB Mission Statement*

The International Baccalaureate (IB) 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.



## IB Student Welfare

In the IB Diploma programme, FIS always prioritizes students' well-being and aims to create a secure environment where students can develop their full potential to thrive. The support for IB students begins with **FIS' IB Induction programme** – a 4 day event in which students are given practical advice on how to look after themselves both physically and mentally.

Words are put into action as fitness experts guide the students through exercises, games and yoga. Such focus on health continues throughout the 2 year IBDP programme as Physical Education (PE) courses are incorporated into timetables for Year 12 and 13 students. The PE sessions are designed to help students maintain their **physical and mental well-being**.

Students participate in weekly **Personal, Social and Health Education (PSHE)** lessons in Year 12 and 13. Furthermore, experts are periodically invited to discuss important nonacademic issues that affect students' school life. These guest speakers delve into issues that range from drugs and alcohol to bullying and relationships and give advice to students who are facing these aforementioned issues.

Other individual and group meetings with Form Tutors, IB Coordinator, University Counsellor and Head of International Stream are regularly scheduled in order to provide support to our students. When students have private or personal issues, they are more than welcome to share these problems with form tutors or school health assistants. Alternatively, students can reach out to any staff member whom they feel comfortable with and he or she will liaise with the IB Coordinator to ensure an appropriate response.

## Approaches to Teaching and Learning (ATL)

The IB mission statement states that IBDP encourages students to become “active, compassionate and lifelong learners.” From primary to secondary, teachers at FIS play a crucial role as teachers of learners, not simply teachers of content.

The table below shows examples of Approaches to Teaching, Approaches to Learning and how they are linked to the IB Learner Profile.

Approaches to Teaching	Approaches to Learning	Learner Profile Attributes
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<ul style="list-style-type: none"> <li>• Teaching based on inquiry</li> <li>• Teaching focused on conceptual understanding</li> <li>• Teaching developed in local and global contexts</li> <li>• Teaching focused on effective teamwork and collaboration</li> <li>• Teaching differentiated to meet the needs of all learners</li> <li>• Teaching informed by assessment (formative and summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Communication skills</li> <li>• Social skills</li> <li>• Self-management skills</li> <li>• Thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Inquirers</li> <li>• Communicators</li> <li>• Thinkers</li> <li>• Knowledgeable</li> <li>• Principled</li> <li>• Open-minded</li> <li>• Caring</li> <li>• Risk-takers</li> <li>• Balanced</li> <li>• Reflective</li> </ul>
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The above aspects of teaching and learning are a central part of the IB Circle but also a central part of the students' learning experience at FIS.

## ***IB Learner Profile***

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

**As IB learners we strive to be:**

### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.

## **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## **BALANCED**

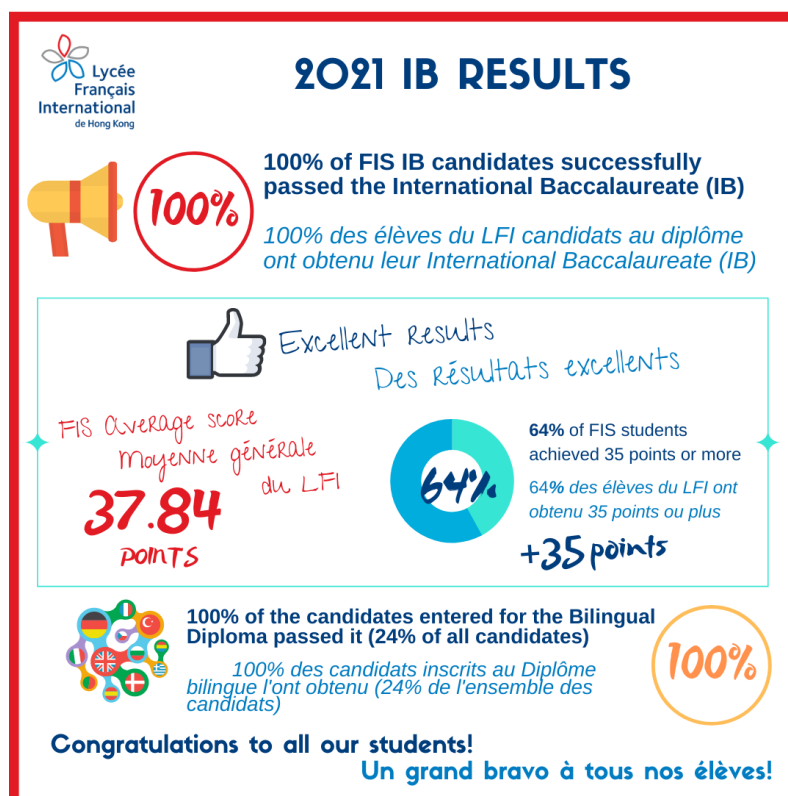
We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

## Accomplishments



## The Curriculum

At FIS, students are required to study **6 subjects** (1 subject from each group). At least 3 subjects must be studied at **Higher Level** (HL) and the remaining subjects are studied at **Standard Level** (SL).

Students select **2 languages**. English Literature from group 1 is compulsory and another language is usually from group 2 but students who are fluent in French can take it in group 1. Group 1 is for students' "mother tongue" language(s) and the course is literature based; group 2 is designed for students learning the language up to near native level.

<b>GROUP 1</b> <b>Language and Literature</b>	English Literature (HL/SL)	English Language & Literature	French Language &		
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		(HL/SL)	Literature (HL/SL)		
<b>GROUP 2 Language Acquisition</b>	Mandarin (B) (HL/SL)	French (B) (HL/SL)	Ab Initio (SL)*	Spanish (B) (HL/SL)	
<b>GROUP 3 Individuals and Societies</b>	Economics (HL/SL)	Geography (HL/SL)	History (HL/SL)	Psychology (HL/SL)	
<b>GROUP 4 Sciences</b>	Chemistry (HL/SL)	ESS:Environmental Systems and Societies (SL)	Physics (HL/SL)	Biology (HL/SL)	Computer Science (HL/SL)
<b>GROUP 5 Mathematics</b>	Mathematics: Analysis and approaches (HL/SL)	Mathematics: Applications and interpretation (HL/SL)			
<b>GROUP 6 Arts</b>	Visual Arts (HL/SL)	Other subject from Group 2, 3 or 4	Theatre (HL/SL)		

\* This is a French/Spanish course for beginners and is offered when needed

In addition, the curriculum includes **3 core requirements** that aim to broaden the educational experience and challenge students to apply their knowledge and understanding:

- **The extended essay** requires students to engage in independent research through an in-depth study of a question relating to one of the Diploma Programme subjects they are studying. There is also an option to complete a World Studies extended essay allowing students to focus on a topic of global significance which they examine through the lens of at least 2 DP subjects. Students choose a narrow topic within a subject (or subjects) that they are passionate about and develop a research question that will allow them to undertake a rigorous inquiry. They will be allocated a supervisor who will be an expert in that subject. The supervisor will guide the student towards completion of the extended essay. However, the extended essay allows and expects the students to take responsibility for their own learning and act as independent thinkers.

- **Theory of knowledge (TOK)** Theory of knowledge (TOK) plays a key role in the IBDP programme by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. Its core content comprises questions like: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having knowledge?

### New Course Structure

- **Core Theme:** Knowledge and the Knower
- **Optional Themes** (choose three): Knowledge and Language, Knowledge and Politics, Knowledge and Technology, Knowledge and Religion, Knowledge and Indegenous Societies
- **Areas of Knowledge:** The Natural Sciences, The Human Sciences, The Arts, Mathematics, History

### Assessment

- The TOK Exhibition (an exploration of the optional themes)
- The TOK Essay (with a focus on the Areas of Knowledge)

### FIS Optional Themes

- **Knowledge and Language:** Language is fundamental to the sharing of knowledge. It is also fundamental to culture. Our language reflects the world in which we live. More than that, it also plays a role in shaping our thoughts.
  - **Knowledge and Politics:** Knowledge itself has an intrinsically political dimension. Questions about how knowledge is constructed, used and disseminated are infused with issues related to power and politics: political views and values, fake news, post truths.
  - **Knowledge and Technology:** Technology has transformed different forms of human cognition and communication. Knowledge claims are now extending into the world wide web and artificial intelligence. There now exists a clear difference between computational thinking, algorithmic thinking and critical thinking.
- **Creativity, Activity, Service (CAS)** involves students in a range of experiences alongside their academic studies throughout the Diploma Programme. **Creativity** is about exploring and extending ideas leading to an original or interpretive product or performance. **Activity** involves physical exertion that contributes to a healthy lifestyle. **Service** is about collaborative and reciprocal engagement in the community in response to an authentic need.

At FIS, the emphasis in CAS is on learning by doing real tasks that have real consequences, and reflecting on these experiences. The purpose is for students to be involved in activities that will make a significant difference in their lives and also to the lives of others, as well as challenge themselves to extend existing skills or acquire new ones. A well-planned CAS programme is meaningful and enjoyable; a journey of discovery of self and others. The CAS experiences will have profound, life changing influence on many students.

## **Group 1 – Language and Literature**

### **ENGLISH A: LITERATURE**

#### **Course description**

Literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

All texts are analysed in relation to the central concepts and the global issues:

#### **Central Concepts**

Identity	Culture	Creativity	Communication
Transformation	Perspective	Representation	

#### **Global Issues**

Culture, identity and community	Beliefs, values and education	Politics, power and justice	Art, creativity and the imagination	Science, technology and the environment
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## Objectives

The aims of studies in language and literature courses are to enable students to:

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

There are three **equal** components of study:

- Readers, writers and texts
- Time and space
- Intertextuality: connecting texts

## Assessment model

It is the intention of this course that students are able to fulfill the following assessment objectives:

### 1. Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

### 2. Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

### 3. Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations

- (for literature and performance only) ideas, emotion, character and atmosphere through performance.

### Assessment at a glance

- **Paper 1:** Guided textual analysis - Guided analysis of unseen non-literary passage/passages from different text types.
- **Paper 2:** Comparative essay - Comparative essay based on two literary works written in response to a choice of one out of four questions.
- **HL essay - Written coursework component:** 1,200–1,500 word essay on one literary work or a non-literary body of work studied.
- **Individual oral** - Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.

## ENGLISH LANGUAGE AND LITERATURE (HL/SL)

### Course description

Language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning.

All texts are analysed in relation to the central concepts and the global issues:

### Central Concepts

Identity	Culture	Creativity	Communication
Transformation	Perspective	Representation	

### Global Issues

Culture, identity and community	Beliefs, values and education	Politics, power and justice	Art, creativity and the imagination	Science, technology and the environment
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## Objectives

Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. The aims of studies in language and literature courses are to enable students to:

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

## Curriculum model overview

There are three equal components of study:

- Readers, writers and texts
- Time and space
- Intertextuality: connecting texts

## Assessment model

It is the intention of this course that students are able to fulfill the following assessment objectives:

### 1. Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

### 2. Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

### 3. Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- (for literature and performance only) ideas, emotion, character and atmosphere through performance.

### Assessment at a glance

**Paper 1:** Guided textual analysis - Guided analysis of unseen non-literary passage/passages from different text types.

**Paper 2:** Comparative essay - Comparative essay based on two literary works written in response to a choice of one out of four questions.

**HL essay - Written coursework component:** 1,200–1,500 word essay on one literary work or a non-literary body of work studied.

**Individual oral** - Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.

## FRENCH A: LANGUAGE AND LITERATURE

FIS offers the chance to study a second Language A in French, in place of a foreign language, and thereby to gain the **IB Bilingual Diploma**. This is a prestigious and highly valued qualification.

The French A Language and Literature follows the same structure and assessment arrangements as English A language and Literature (see above).

## Group 2 – Language Acquisition

### MANDARIN (B)

#### COURSE DESCRIPTION

Mandarin (B) is a foreign language-learning course designed for students with some knowledge of the language. The main focus of the course is on language acquisition and language skills development through the study of a range of written and spoken materials. These materials include current events, literary texts and cultural information related to the Mandarin-speaking regions.

The course is taught using a variety of methodologies through individual and teamwork. The small class environment also enables students to challenge themselves by various class activities and receive greater support in their learning.

## OBJECTIVES

The course aims to enable students to:

- Communicate clearly and effectively in a wide range of situations
- Demonstrate linguistic competence and intercultural understanding
- Express themselves accurately and fluently
- Present their ideas in a clear, coherent and convincing manner
- Understand, analyse and respond to a range of written, listened and spoken texts
- Understand and use works of literature (Higher Level only)

During the 2 years programme, every student will study **five topics**:

1. Identities,
2. Experiences,
3. Human ingenuity,
4. Social Organization
5. Sharing the Planet.

At Higher Level, students will study 2 pieces of Literature that will be the base for the Internal oral.

EXTERNAL ASSESSMENT	HL	SL	%
Productive skills – Writing	1 hour 30 min (30 marks)	1 hour 15 min (30 marks)	

One writing task of 540–720 characters from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	One writing task of 300–480 characters from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25
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Receptive Skills –Listening and Reading	2 hours (65 marks)	1 hour 45 min (65 marks)
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Listening comprehension (1 hour) (25 marks)	Listening comprehension (45 minutes) (25 marks)	50
Reading comprehension (1 hour) (40 marks)	Reading comprehension (1 hour) (40 marks)	
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	

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*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

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INTERNAL ASSESSMENT	HL	SL	%
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Interactive Skills – Individual oral	12-15 min  (+ 20 min preparation)  (30 marks)	12-15 min  (+ 15 min preparation)  (30 marks)
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A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.	25
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*Internal assessment: Assignment being graded by FIS teacher and externally moderated by the IB*

## FRENCH (B)

### COURSE DESCRIPTION

The French Language B course aims to develop students' intercultural understanding and enable them to understand and use the French they have studied in a range of contexts and for a variety of purposes. It encourages, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.

It develops students' awareness of the role of language in relation to other areas of knowledge and develops their awareness of the relationship between the languages and cultures with which they are familiar. It provides the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language and gives students a basis for further study, work and leisure through the use of an additional language.



The French Language B course promotes critical and creative thinking skills, and learning how to learn. French is used as the language for communication during lessons, emphasizing fluency, as well as accuracy. The teaching focuses on meaning and how form (grammar, structure) affects meaning, and provides varied and extensive opportunities for learners to practise using authentic dialogue and to work with the target language through both oral and written tasks.

The course is taught using a variety of methods including individual and small-group tasks. Multi-media and ICT resources are used where appropriate and we take full advantage of the opportunities available in a French school: outside speakers and various events in the calendar of the school and the French community in Hong Kong serve to stimulate the students' interest and curiosity. Small class sizes allow for an individualized approach, both to provide more challenging activities for some and to support students who need further explanation and guidance. Students are given an active role in the learning process and take responsibility for their own language acquisition.

During the 2 years programme, every student will study **five topics**:

1. Identities,
2. Experiences,
3. Human ingenuity,
4. Social Organization
5. Sharing the Planet.

At Higher Level, students will study 2 pieces of Literature that will be the base for the Internal oral.

## **ASSESSMENT**

Students will be assessed on their ability to communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding; on their use of language appropriate to a range of interpersonal and/or cultural contexts and on their ability to understand, analyse and respond to a range of written and spoken texts. They will be assessed on their ability to understand and use language to express and respond to a range of ideas with accuracy and fluency, and on their ability to organize ideas on a range of topics, in a clear, coherent and convincing manner. At HL only they will be assessed on their ability to understand and use works of literature.

EXTERNAL ASSESSMENT	HL	SL	%
Productive skills – Writing	1 hour 30 min (30 marks)	1 hour 15 min (30 marks)	
	One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25
Receptive Skills –Listening and Reading	2 hours (65 marks)	1 hour 45 min (65 marks)	
	Listening comprehension (1 hour) (25 marks)	Listening comprehension (45 minutes) (25 marks)	50
	Reading comprehension (1 hour) (40 marks)	Reading comprehension (1 hour) (40 marks)	
	Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	

*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

INTERNAL ASSESSMENT	HL	SL	%
Interactive Skills – Individual oral	12-15 min (+ 20 min preparation)  (30 marks)	12-15 min (+ 15 min preparation)  (30 marks)	
	A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.	25

*Internal assessment: Assignment being graded by FIS teacher and externally moderated by the IB*

## SPANISH (B)

### COURSE DESCRIPTION

Spanish (B) is a foreign language-learning course designed for students with some knowledge of the language. The main focus of the course is on language acquisition and language skills development through the study of a range of written and spoken materials. These materials include everyday conversations, literary texts and cultural information related to the Spanish speaking world.

### OBJECTIVES

The course aims to enable students to:

- Communicate clearly and effectively in a wide range of situations
- Demonstrate linguistic competence and intercultural understanding

- Express themselves accurately and fluently
- Present their ideas in a clear, coherent and convincing manner
- Understand, analyse and respond to a range of written and spoken texts
- Understand and use works of literature (Higher Level only)

During the 2 years programme, every student will study **five topics**:

1. Identities,
2. Experiences,
3. Human ingenuity,
4. Social Organization
5. Sharing the Planet.

At Higher Level, students will study 2 pieces of Literature that will be the base for the Internal oral.

EXTERNAL ASSESSMENT	HL	SL	%
Productive skills – Writing	1 hour 30 min (30 marks)	1 hour 15 min (30 marks)	
	One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25

Receptive Skills –Listening and Reading	2 hours  (65 marks)	1 hour 45 min  (65 marks)
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Listening comprehension  (1 hour) (25 marks)	Listening comprehension (45 minutes) (25 marks)	50
Reading comprehension  (1 hour) (40 marks)	Reading comprehension  (1 hour) (40 marks)	
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	

*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

INTERNAL ASSESSMENT	HL	SL	%
Interactive Skills – Individual oral	12-15 min (+ 20 min preparation)  (30 marks)	12-15 min (+ 15 min preparation)  (30 marks)	

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.	25
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*Internal assessment: Assignment being graded by FIS teacher*

## Ab Initio (French or Spanish ~ depending on student demand)

### COURSE DESCRIPTION

Ab Initio is a language acquisition course designed for students with no prior experience of the language, or for those students with very limited previous exposure.

The main focus of the course is on language acquisition and language skills development through the study of a range of written and spoken materials..

The course is taught using a variety of methodologies through individual and teamwork. The small class environment also enables students to challenge themselves by various class activities and receive greater support in their learning.

During the 2 years programme, every student will study **five topics**:

1. Identities,
2. Experiences,
3. Human ingenuity,
4. Social Organization
5. Sharing the Planet.

## ASSESSMENT

Students will be assessed on their ability to communicate clearly and effectively in a range of contexts and for a variety of purposes. They will be assessed on their ability to understand and use appropriate language to express and respond to a range of ideas with accuracy and fluency, and on their ability to organize and present ideas on a range of topics, in a clear, coherent and convincing manner.

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EXTERNAL ASSESSMENT	%
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<b>Paper 1:</b> Productive skills – Writing	1 hour (30 marks)
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Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25
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<b>Paper 2:</b> Receptive Skills –Listening and Reading	1 hour 45 min (65 marks)
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Listening comprehension (45 minutes) (25 marks)	50
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Reading comprehension (1 hour) (40 marks)	
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Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
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*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

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INTERNAL ASSESSMENT	%
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Interactive Skills –  
Individual oral

7-10 min (+ 15 min preparation) (30 marks)

A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. 25

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*Internal assessment: Assignment being graded by FIS teacher and externally moderated by the IB*

## Group 3 – Individuals and Societies

### ECONOMICS

#### Course description

The Economics course is designed to give students a comprehensive understanding of the nature and scope of Economics, and helps learners develop a range of skills to foster an international perspective on local and global economic issues. By studying the key concepts and examining real-world applications, the course aims to enable students to appreciate our shared responsibility as citizens of an increasingly interdependent world.

#### Objectives

This course aims to enable students to:

- Understand the microeconomic and macroeconomic theories and their applications
- Appreciate the impact of economic interactions between nations on individuals and societies
- Be aware of development issues facing nations as they undergo the process of change

The course comprises **4 core sections** at both levels:

- Microeconomics
- Macroeconomics
- International Economics
- Development Economics

Some of the topics will be covered in greater depth, or at Higher Level only.

## Assessment

*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

*Internal assessment: Assignment being graded by FIS teacher*

Higher Level (HL)		Standard Level (SL)	
EXTERNAL ASSESSMENT	Weight	EXTERNAL ASSESSMENT	Weight
3 examination papers: <ul style="list-style-type: none"><li>• Paper 1 - an extended answer paper</li><li>• Paper 2 - a data response paper</li><li>• Paper 3 - a policy paper</li></ul>	20% 30% 30%	2 examination papers: <ul style="list-style-type: none"><li>• Paper 1 - an extended answer</li><li>• Paper 2 - a data response paper</li></ul>	30% 40%
INTERNAL ASSESSMENT		INTERNAL ASSESSMENT	
A portfolio of coursework	20%	A portfolio of coursework	30%

## GEOGRAPHY

### Course description

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students

develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

## Objectives

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

1. develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
2. develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
  - acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
  - synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
3. understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

The course comprises **3 core topics** at both SL and HL:

- Changing Population
- Global climate - vulnerability and resilience
- Global resource consumption and security

and **optional topics** according to students' interests (2 for Standard Level, 3 for Higher Level):

- Oceans and their Coastal Margins
- Leisure, Sports and Tourism
- the Geography of Food and Health

HL students study an additional unit: Geographic perspectives - global interactions.

## Assessment

*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

*International assessment: Assignment being graded by FIS teacher*

Higher Level (HL)		Standard Level (SL)	
EXTERNAL ASSESSMENT	Weight	EXTERNAL ASSESSMENT	Weight

3 examination papers	35% 25% 20%	2 examination papers	35% 40%
<b>INTERNAL ASSESSMENT</b>		<b>INTERNAL ASSESSMENT</b>	
A 2500 word report based on fieldwork activities	20%	A 2500 word report based on fieldwork activities	20%

## HISTORY

### Course description

The History course is based on a comparative and multi-perspective approach to history. It involves the studies of political, economic, social and cultural perspectives, and provides a balance of structure and flexibility. The course emphasizes the importance of understanding historical knowledge, developing skills of critical thinking and promoting a lasting interest in history.

### Objectives

This course aims to enable students to:

- Understand the critical study of human experience and the development of social and cultural institutions
- Have the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of individual and society
- Develop an appreciation for the diverse human attitudes and opinions
- Recognize that the content and methodologies of History are contestable and their study requires the toleration of uncertainty
- Develop an international-mindedness through the study of history in different regions
- Increase the understanding of themselves and of contemporary society by reflecting the past

The course comprises **prescribed topics** (The Move to Global War) and **World History topics** (Causes and Effects of Twentieth Century Wars, Authoritarian States) at both levels. At Higher Level only, **three topics of Asian History** (Challenges to Traditional East Asian Societies, China and Korea and The People's Republic of China) will be covered.

### Assessment

External assessment: Assignment being graded by qualified IB Examiner outside of FIS

International assessment: Assignment being graded by FIS teacher

Higher Level (HL)		Standard Level (SL)	
EXTERNAL ASSESSMENT	Weight	EXTERNAL ASSESSMENT	Weight
3 examination papers	25% 35% 20%	2 examination papers	45% 35%
INTERNAL ASSESSMENT		INTERNAL ASSESSMENT	
A 2200 word historical investigation on a research question developed by the student	20%	A 2200 word historical investigation on a research question developed by the student	20%

## PSYCHOLOGY

### Course description

The IB Diploma Programme psychology course is the systematic study of behaviour and mental processes. The course examines the interaction of biological, cognitive and sociocultural influences on human behaviour. The biological approach explores psychology as a product of different biological processes, brain imaging techniques and understanding brain function. The cognitive approach is the study of 'thinking' and includes different models of memory and decision-making. The sociocultural approach attempts to understand humans in the context of their society and culture, looking at the effect of group dynamics, prejudice and stereotypes on behaviour. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour.

### Objectives

This course aims to enable students to.

- Develop good analytical skills, quality understanding of research and application of psychological principles in real-world settings.
- Understand the interaction of the psychology approaches as explanations for human behaviour.
- Be good critical thinkers and rigorously evaluate the quality of psychology research.

- Use the three main psychology approaches as explanations for human behaviours.

The Psychology course comprises **3 core topics**, the biological, cognitive and sociocultural approaches. Higher level students study these approaches to greater depth. In the second year there is an opportunity to take an option module (abnormal psychology, human relationships, developmental psychology or health psychology). Students do a psychology experiment as part of their Internal Assessment.

### Assessment

Higher Level (SL)		Standard Level (SL)	
EXTERNAL ASSESSMENT	Weight	EXTERNAL ASSESSMENT	Weight
<ul style="list-style-type: none"> <li>• Paper 1 - (40%)               <ul style="list-style-type: none"> <li>◦ Three short answer questions</li> <li>◦ One essay question</li> </ul> </li> <li>• Paper 2 - (20%)               <ul style="list-style-type: none"> <li>◦ Two essay questions</li> </ul> </li> <li>• Paper 3 (25%)               <ul style="list-style-type: none"> <li>◦ Research methods answering questions on an unseen piece of research.</li> </ul> </li> </ul>	80%	<ul style="list-style-type: none"> <li>• Paper 1 - (50%)               <ul style="list-style-type: none"> <li>◦ Three short answer questions</li> <li>◦ One essay question</li> </ul> </li> <li>• Paper 2 - (25%)               <ul style="list-style-type: none"> <li>◦ One essay question</li> </ul> </li> </ul>	75%
INTERNAL ASSESSMENT		INTERNAL ASSESSMENT	
Student investigation	20%	Student investigation	25%

## Group 4 – Sciences

### BIOLOGY

#### Course description

The Biology course aims to help students understand the living world at all levels, from the cell to complex metabolic reactions and to the interactions that make ecosystems function. Besides the learning of facts and information, students will have the opportunity to conduct extensive laboratory experiments both by individual and collaborative teams.

## Objectives

This course aims to enable students to:

- Acquire a body of knowledge, methods and techniques that constitute the field of Biology
- Develop experimental and investigative scientific skills including the use of current technologies
- Analyse, evaluate and synthesize scientific information
- Become critically aware, as global citizens, of the ethical implications of using Biology and technology

The course comprises **6 core topics** (Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, and Human Physiology) and **1 optional theme** (Neurobiology and Behavior, Biotechnology and Bioinformatics, Ecology and Conservation, or Human Physiology) at both levels.

At Higher Level, students study **5 additional topics** (Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution, and Animal Physiology).

**Group 4 project:** This is an interdisciplinary activity in which all Diploma Programme science students must participate. Students from different group 4 classes work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared. The project also aims to help students understand the relationships between scientific disciplines and how they influence each other.

## Assessment

*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

*Internal assessment: Assignment being graded by FIS teacher*

Higher Level (HL)		Standard Level (SL)	
EXTERNAL ASSESSMENT	Weight	EXTERNAL ASSESSMENT	Weight
3 examination papers	20% 40% 20%	2 examination papers	45% 35%
INTERNAL ASSESSMENT		INTERNAL ASSESSMENT	
One scientific investigation	20%	One scientific investigation	20%



# CHEMISTRY

## Course description

Chemistry is often called the central science as its principles underpin both the physical environment and all biological systems. It is also a prerequisite for many other studies in higher education, such as medicine, biological and environmental science. This course combines academic study with the acquisition of practical and investigational skills in science such as data collection, manipulation, results analysis and evaluation, collaboration with peers and communications of their findings.

## Objectives

This course aims to enable students to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire and apply the knowledge, methods and techniques that characterize science and technology
- Analyse, evaluate and synthesize scientific information
- Be aware of the need and value of effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Appreciate the possibilities and limitations of science and technology
- Understand the relationships between scientific disciplines and their influence on other areas of knowledge

The course comprises **11 core topics** (Mole Concept, Atomic Structure, Periodicity, Bonding, Energetics, Kinetics, Equilibria, Acids & Bases, Redox Reactions, Organic Chemistry, and Analytical Chemistry) and **1 optional topic** (Materials, Biochemistry, Energy or Medicinal Chemistry) at both levels. At Higher Level, **9 of the Core topics** will be studied at greater depth.

**Group 4 project:** This is an interdisciplinary activity in which all Diploma Programme science students must participate. Students from different group 4 classes work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared. The project also aims to help students understand the relationships between scientific disciplines and how they influence each other.

## Assessment

External assessment: Assignment being graded by qualified IB Examiner outside of FIS

Internal assessment: Assignment being graded by FIS teacher

EXTERNAL ASSESSMENT	Higher Level (HL)	Standard Level (SL)	Weight
Paper 1	40 multiple choice questions	30 multiple choice questions	20%
Paper 2	<ul style="list-style-type: none"><li>• Short-answer</li><li>• Extended-response questions on the core and Additional Higher Level material</li></ul>	<ul style="list-style-type: none"><li>• Short-answer</li><li>• Extended-response questions on the core material</li></ul>	36%
Paper 3	<p>Section A</p> <ul style="list-style-type: none"><li>• 1 data-based question</li><li>• Short-answer questions on experimental work on core and Additional Higher Level material</li></ul> <p>Section B</p> <ul style="list-style-type: none"><li>• Short-answer question</li><li>• Extended-response questions from each of the 4 options</li></ul>	<p>Section A</p> <ul style="list-style-type: none"><li>• 1 data-based question</li><li>• Short-answer questions on experimental work on core and material</li></ul> <p>Section B</p> <ul style="list-style-type: none"><li>• Short-answer question</li><li>• Extended-response questions from each of the 4 options</li></ul>	24%
INTERNAL ASSESSMENT			
Practical work	Individual investigation	Individual investigation	20%

## ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL ONLY)

### Course description

It is an interdisciplinary course that combines the methodology, techniques and knowledge associated with group 3 (individual and societies) and group 4 (sciences). Through the studies that center on sustainability, equilibrium, strategy, biodiversity and environmental value systems, students will examine many key global issues such as poverty, climate change, pollution, globalization and energy security.

### Objectives

This course aims to enable students to:

- Make informed decisions and take responsible actions on environmental issues

- Understand that resources are finite and therefore management of inequities is the key to sustainability
- Appreciate that environmental problems are solved by decisions made by individuals and societies that are based on different area of knowledge

The course comprises **8 topics**:

- Foundations of Environmental Systems and Societies
- Ecosystems and Ecology
- Biodiversity and Conservation
- Water and Aquatic Food Production Systems
- Soil and Terrestrial Food Production Systems
- Atmospheric Systems and Societies
- Climate Change and Energy Production
- Human Systems and Resource Use

**Group 4 project:** This is an interdisciplinary activity in which all Diploma Programme science students must participate. Students from different group 4 classes work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared. The project also aims to help students understand the relationships between scientific disciplines and how they influence each other.

### Assessment

*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

*Internal assessment: Assignment being graded by FIS teacher*

Standard Level (SL)	
EXTERNAL ASSESSMENT	Weight
2 examination papers	25% 50%
INTERNAL ASSESSMENT	
An individual investigation with a focus on a particular aspect of an ESS issue assessed by a 1500 – 2500 word report	25%

## PHYSICS

### Course description

Physics is considered the most fundamental science as its rules apply to all experimental sciences. It seeks to explain the universe, from its smallest parts to its whole. This course focuses on key concepts from Newtonian mechanics and energy, waves, thermal

physics, electricity/magnetism, to nuclear and modern physics (particle physics and even elements of relativity). Experimentation is an important part of the course as it reinforces understanding and gives students an appreciation of the limitations of measurement.

## Objectives

This course aims to enable students to:

- Explain the physical world with their given knowledge
- Understand that physics has the capacity to change the world
- Appreciate scientific study in a global context
- Analyse, evaluate and synthesize scientific information
- Become critically aware of the need for effective collaboration and communicating during scientific activities
- Appreciate the possibilities and limitations of science and technology
- Understand the relationships between scientific disciplines and their influence on other areas of knowledge
- Apply the knowledge, methods and techniques that characterize science and technology
- Understand that our knowledge today has an historical context and, although it does not always work according to the plan, there is such a thing as “how science works” (How Science Works; The Flowchart)

The course comprises **8 core topics** (Measurement in Physics, Mechanics, Thermal Physics, Waves, Electric and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear and Particle Physics, and Energy, Power and Climate Change) and **1 optional topic** (Relativity, Engineering Physics, Imaging, Astrophysics) at both levels. At Higher Level, students study **4 additional topics** (Wave Phenomena, Fields, Electromagnetic Induction, and Quantum Physics and Nuclear Physics).

**Group 4 project:** This is an interdisciplinary activity in which all Diploma Programme science students must participate. Students from different group 4 classes work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared. The project also aims to help students understand the relationships between scientific disciplines and how they influence each other.

## Assessment

*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

*International assessment: Assignment being graded by FIS teacher*

Higher Level (HL)		Standard Level (SL)	
EXTERNAL ASSESSMENT	Weight	EXTERNAL ASSESSMENT	Weight

3 examination papers	20% 36% 24%	3 examination papers	20% 40% 20%
<b>INTERNAL ASSESSMENT</b>		<b>INTERNAL ASSESSMENT</b>	
A 2000 word report on a practical based, individual investigation	20%	A 2000 word report on a practical based, individual investigation	20%

## COMPUTER SCIENCE

### Course Description

The computer science course aims to provide students a wide-ranging overview of computational systems in societies, and to develop computational thinking and programming skills. The course touches on topics using a variety of perspectives such as the ethical and social impact of technology on society, the hardware and software needs of organisations and network functionality. Throughout the course students are designing algorithms, solving problems and programming solutions. They learn how to develop solutions using object-oriented programming in Java.

The study of computer science at HL demands a higher level of problem-solving skills and the ability to understand and manipulate abstract concepts. Although no previous knowledge of computer science is required, some exposure to programming is desirable.

### Objectives

This course aims to enable students to:

- understand the moral, ethical, social, economic and environmental implications of using science and technology
- develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- apply and use a body of knowledge, methods and techniques that characterize computer science
- utilize an experimental and inquiry-based approach to problem-solving
- think procedurally, logically, concurrently, abstractly, recursively and think ahead
- develop algorithms and express them clearly
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

The course comprises **4 core topics** (System Fundamentals, Computer Organization, Networks and Computational Thinking) and 1 optional topic (Object-oriented programming). At Higher Level students study 3 additional topics ( Abstract Data Structures, Resource Management and Control).

### Assessment

Higher Level (HL)		Standard Level (SL)	
EXTERNAL ASSESSMENT	Weight	EXTERNAL ASSESSMENT	Weight
3 examination papers	40% 20% 20%	2 examination papers	45% 25%
INTERNAL ASSESSMENT		INTERNAL ASSESSMENT	
Practical application of skills through the development of a product and associated documentation	20%	Practical application of skills through the development of a product and associated documentation	30%

## Group 5 - Mathematics

### MATHEMATICS: ANALYSIS AND APPROACHES

#### Course description

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

#### Objectives

This course aims to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

This course comprises topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

## Assessment

*External assessment: Assignment being graded by a qualified IB Examiner outside of FIS.*

*Internal Assessment: being graded by FIS teacher and moderated by a qualified IB Examiner outside of FIS.*

Higher Level (HL)		Standard Level (SL)	
EXTERNAL ASSESSMENT (5 HOURS)	Weight	EXTERNAL ASSESSMENT (3 HOURS)	Weight
<b>Paper 1 (120 minutes)</b> Section A - Compulsory short-response questions Section B - Compulsory extended response questions <b>Paper 2 (120 minutes)</b>	30%	<b>Paper 1 (90 minutes)</b> Compulsory short-response questions  <b>Paper 2 (90 minutes)</b> Compulsory extended response	40%
	30%		40%



Section A - Compulsory short-response questions Section B - Compulsory extended response questions <b>Paper 3 (60 minutes)</b> Two compulsory extended response problem solving questions	20%	questions	
<b>INTERNAL ASSESSMENT</b>		<b>INTERNAL ASSESSMENT</b>	
<i>Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating and area of mathematics</i>	20%	<i>Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating and area of mathematics</i>	20%

## MATHEMATICS: APPLICATIONS AND INTERPRETATION

### Course description

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

### Objectives

This course aims to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities

- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics

This course comprises topics that are both traditionally part of a pre-university mathematics course (for example, calculus and statistics) as well as topics that are often used as applications or in mathematical modelling, for instance the study of vectors and hypothesis testing.

### Assessment

*External assessment: Assignment being graded by a qualified IB Examiner outside of FIS.*

*Internal Assessment: being graded by FIS teacher and moderated by a qualified IB Examiner outside of FIS.*

Higher Level (HL)		Standard Level (SL)	
EXTERNAL ASSESSMENT (5 HOURS)	Weight	EXTERNAL ASSESSMENT (3 HOURS)	Weight
<b>Paper 1 (120 minutes)</b> Compulsory short-response questions <b>Paper 2 (120 minutes)</b> Compulsory extended response questions <b>Paper 3 (60 minutes)</b> Two compulsory extended response problem-solving questions	30%  30%  20%	<b>Paper 1 (90 minutes)</b> Compulsory short-response questions <b>Paper 2 (90 minutes)</b> Compulsory extended response questions	40%  40%
INTERNAL ASSESSMENT		INTERNAL ASSESSMENT	
Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating and area of mathematics	20%	Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating and area of mathematics	20%

## Group 6 – Arts

### VISUAL ARTS

#### Course description

Visual arts is an integral part of everyday life which connects all levels of human creativity, expression, communication and understanding. This course encourages students to challenge their own creative and cultural boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and contexts, students are expected to engage in a wide range of contemporary practices.

#### Objectives

This course aims to enable students to:

- Experience art-making through a process of experimenting and apply the right techniques to their own work
- Explore art-making practices from a variety of cultural contexts
- Examine artworks from artists that inspire them and experiment with the skills, media, material, techniques and processes involved
- Understand a breadth of contrasting skills, techniques, media, materials and practises and incorporate them into their own art-making strategies
- Experience producing a variety of artwork through the process of reflection and evaluation
- Develop their own work for presentation with and communicate their messages to the audience
- Demonstrate both technical proficiency and conceptual strengths

#### Assessment

*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

*International assessment: Assignment being graded by FIS teacher*

Higher Level (HL)		Standard Level (SL)	
EXTERNAL ASSESSMENT	Weight	EXTERNAL ASSESSMENT	Weight
<b>Task 1: Comparative Study</b> <ul style="list-style-type: none"><li>• Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from diverse cultural contexts</li><li>• Students submit papers that discuss the extent to which their own artwork has been influenced by the work of other artists</li></ul>			

Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 pages	20%	Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 pages, plus a reflection on the extent to which their work and practices have been influenced by any of the art/ artists examined (3-5 pages)	20%
<b>Task 2: Process portfolio</b> <ul style="list-style-type: none"> <li>Students submit selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course</li> <li>Sustained experimentation, exploration, manipulation and refinement of various art-making activities.</li> </ul>			
A 13-25 pages workbook on at least 3 different art-making forms	40%	A 9-18 pages workbook on at least 2 different art-making forms	40%
<b>INTERNAL ASSESSMENT</b>		<b>INTERNAL ASSESSMENT</b>	
<b>Task 3: Exhibition</b> <ul style="list-style-type: none"> <li>Students submit a selection of resolved artworks from their exhibition for internal assessment. The selected pieces should show evidence of their technical accomplishment during the visual arts course and thorough understanding of the use of materials, ideas and practices that are appropriate to visual communication</li> </ul>			
8 -11 pieces of artwork with descriptions for exhibition 1 written curatorial rationale (700 words maximum)	40%	4 -7 pieces of artwork with descriptions for exhibition 1 written curatorial rationale (400 words maximum)	40%

## THEATRE (HL)

### Course description

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students

experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

## Objectives

The aims of all DP arts subjects are to enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence 6. develop perceptual and analytical skills

In addition, the aims of the theatre course are to enable students to:

- explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- understand and engage in the processes of transforming ideas into action (theatre processes)
- develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
- (HL only) understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

## Curriculum model overview

Theatre in context	Theatre processes	Presenting theatre
<ul style="list-style-type: none"> <li>• Research and examine the various contexts of: <ul style="list-style-type: none"> <li>-at least one theatre theorist (HL)</li> <li>-at least one published play text and reflect on live theatre</li> <li>-at least one world theatre tradition.</li> </ul> </li> <li>• Reflect on personal approaches, interests and skills in theatre. Research and examine at least one starting</li> </ul>	<ul style="list-style-type: none"> <li>• Explore at least one theorist and collaboratively engage in creating theatre (HL) based on their theory.</li> <li>• Take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.</li> <li>• Practically examine the performance conventions of at least one world theatre tradition and apply this to the</li> </ul>	<ul style="list-style-type: none"> <li>• Create, present and evaluate at least one theatre piece based on an aspect of a theatre theorist's work. (HL)</li> <li>• Direct and present at least one scene or section from one published play text.</li> <li>• Present a moment of theatre which demonstrates the performance convention(s) of at least one world theatre tradition.</li> <li>• Participate in at least one production of a</li> </ul>

point and the approaches employed by an appropriate professional theatre company, and consider how this might influence personal approaches.	staging of a moment of theatre. • Respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.	collaboratively created piece of original theatre, created from a starting point, which is presented to others.
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### Assessment model

Having followed the theatre course students are expected to:

#### 1. Demonstrate knowledge and understanding of specified content

- Describe the relationship between theatre and its contexts
- Identify appropriate and valuable information from research for different specialist theatre roles
- Present ideas, discoveries and learning, gained through research and practical exploration to others

#### 2. Demonstrate application and analysis of knowledge and understanding

- Explain the relationship and significance of the integration of production, performance and research elements
- Explore and demonstrate different ways through which ideas can be presented and transformed into action
- Explain what has informed, influenced and had impact on their work

#### 3. Demonstrate synthesis and evaluation

- Evaluate their work and the work of others
- Discuss and justify choices
- Examine the impact their work has had on others

#### 4. Select, use and apply a variety of appropriate skills and techniques

- Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles
- Demonstrate organization of material including use and attribution of sources
- Demonstrate the ability to select, edit and present work appropriately

### Assessment at a glance

- **Solo theatre piece (HL only)** - Create and present a solo theatre piece (4–8 minutes) based on an aspect(s) of theatre theory.

- **Director's notebook** - Develop ideas regarding how a play text could be staged for an audience.
- **Research presentation** - Deliver an individual presentation (15 minutes maximum) that outlines and physically demonstrates research into a convention of a theatre tradition.
- **Collaborative project** - Collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience.



## Guidelines for IB Diploma

To enter the IB programme, students must pass the FIS entrance examination and obtain the IGCSE qualification (or equivalent) for the subjects they wish to choose at IB (some subjects may not require such qualification). The IB Coordinator will guide students towards a programme that offers each student an appropriate challenge based on their previous grades, wishes and future aspirations.

### Different Level of Challenges

In addition to the IBDP, FIS offers several exciting options which allow students to challenge themselves:

#### 1. The Bilingual Diploma

Students who are competent in a second language are encouraged to study French Literature as a Group 1 subject (alongside English Literature). Students who successfully complete the programme will be awarded the Bilingual Diploma, which is a prestigious and highly valued qualification

#### 2. Taking an extra Higher Level Subject

Students who wish to challenge themselves may be allowed to take four Higher Level subjects (one more than usual).

#### 3. IB Courses

This option allows students to study individual parts of the IBDP. They will be awarded separate "Course Results" for each subject they complete instead of the IB Diploma.

### Conditions for the award of an IB Diploma

The IB Diploma is awarded based on the total points achieved for each subject plus "bonus points". A maximum of 7 points is awarded for each subject. Each student does 6 subjects, therefore, 42 points will be the full marks from all the subjects.

An additional 3 bonus points are available based on the students' grades for their Extended Essay and their Theory of Knowledge (TOK) essay/presentation. The 3 bonus points are awarded according to the matrix below:

*The maximum number of points available is 45.*

THEORY OF KNOWLEDGE (TOK)							
		Grade A	Grade B	Grade C	Grade D	Grade E	Grade F
	Grade A	3	3	2	2	Failing	Failing

						condition	condition
	<b>Grade B</b>	3	2	2	1	Failing condition	Failing condition
	<b>Grade C</b>	2	2	1	0	Failing condition	Failing condition
	<b>Grade D</b>	2	1	0	0	Failing condition	Failing condition
	<b>Grade E</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	<b>Grade F</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

In order to be awarded the IB Diploma, students must achieve at least 24 points. **However the IB Diploma will NOT be awarded (no matter the number of points achieved) if any of the following factors occur:**

- CAS requirements have not been met
- An "N" has been given for theory of knowledge, extended essay or for a contributing subject
- A grade E has been awarded for 1 or both of theory of knowledge and the extended essay
- There is a grade 1 awarded in a subject/level
- Grade 2 has been awarded 3 or more times (HL or SL)
- Grade 3 or below has been awarded 4 or more times (HL or SL)
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for 4 HL subjects, the 3 highest grades count)
- 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)

## Academic Honesty Policy

Students at the French International school should have a thorough understanding of the concepts that revolved around academic honesty, as recognizing its significance is central to all aspects of IB Diploma study. FIS teachers, together with the Administration and Librarian, address academic honesty with concerted practice and voice. FIS aims to facilitate positive instruction, modelling, clear and active communication, reinforcement

as well as punitive processes. FIS does not tolerate any academic misconduct or dishonesty in any form.

## **Plagiarism**

Plagiarism is defined as the representation of ideas or works of another as one's own source without any citation or reference. The source may be written, oral or electronic, and may include unaltered information copied and pasted from the Internet and retrieval or research papers without any acknowledgement of the original author.

## **Academic Dishonesty Policy**

All students are expected to adhere to the highest standards of personal honesty and integrity in their work. Assignments or papers submitted to teachers must be original, and they must include intellectual contributions of the author through correct means of referencing. Any violations of this policy will result in serious consequences.

## **How to Avoid Plagiarism**

- Effectively manage your time and avoid last-minute submission so that you don't think plagiarism is the only alternative
- Learn the 6 steps of the Information Process (Defining, Locating, Selecting, Organizing, Presenting and Evaluating)
  - **Defining** - Define the task by identifying the requirements
  - **Locating** - Determine possible sources and evaluate them to pick priorities
  - **Selecting** - Extract information from a source
  - **Organizing** - Organize information from multiple sources
  - **Presenting** - Synthesize the information to create a product
  - **Evaluating** - Judge the product or performance
- Do not allow other students copy your work, as you will be an 'accessory to the crime'
- Do not hand in someone else's work as your own
- Properly construct a bibliography of all the sources you use
- Properly utilize direct and indirect quotations in your assignment
- When you take notes from any source, always mark the bibliographic information immediately so you can simply attach them later
- As you are taking notes, separate your ideas from those of others. Some use brackets or different coloured pens to separate their own comments from the author's words.

## **Consequences of Plagiarism**

If a teacher reasonably believes, based upon significant evidence, that a student has been guilty of plagiarism or assisted another student to do so, that student may be

subject to any of the following penalties, depending on the nature and extent of the plagiarism:

- Verbal warning
- Reduction of marks for the assignment
- No marks at all given for the assignment
- Insistence on student re-writing the assignment (or a similar one), using original ideas or style
- Written notification to parents/guardians, possibly with interview
- Suspension of participation in designated school activities

## ***IB Student Calendar***

The chart below is the calendar of due dates and deadlines to which students must adhere. These dates are a general guide (subject to change) – students will be informed with the actual dates each year.

### **YEAR 12**

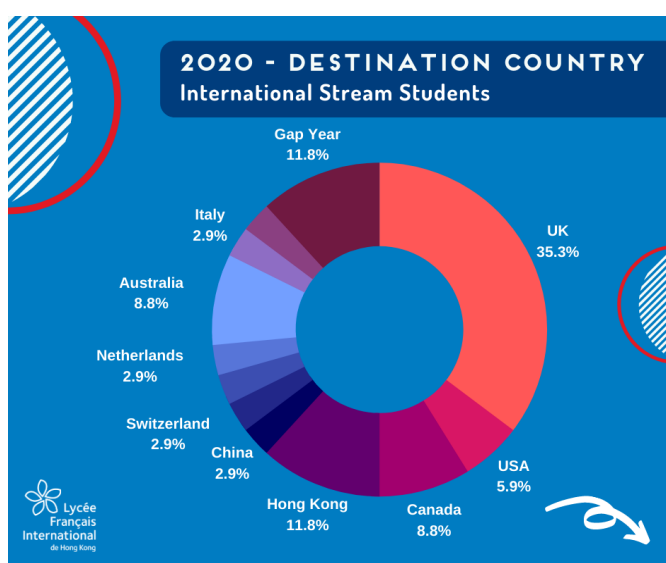
<b>Date</b>	<b>Task/Event</b>
<b>October</b>	<ul style="list-style-type: none"> <li>• CAS week (Thailand trip)</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Submission of Extended Essay Proposals</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Submission of Economics Commentary 1</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Submission of Extended Essay (Non-Science subjects)</li> <li>• Submission of Science Internal Assessments</li> </ul>

### **YEAR 13**

<b>Date</b>	<b>Task/Event</b>
<b>September</b>	<ul style="list-style-type: none"> <li>• Submission of Extended Essays (Science Subjects)</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Group 4 project and Geography field trip</li> <li>• Submission of Economics Commentary 2</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Submission of Mathematics Internal Assessments</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Submission of History and Geography Internal Assessments</li> <li>• Submission of TOK Essay</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Mock Examinations</li> <li>• English Oral Examinations</li> </ul>

	<ul style="list-style-type: none"> <li>• Submission of English Written Assignments</li> <li>• Submission of Economics Commentary 3</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Completion of CAS</li> <li>• Mandarin Oral Examinations</li> <li>• Submission of Mandarin Written Assignments</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• French Oral Examinations</li> <li>• Submission of French Written Assignments</li> <li>• Submission of Economics Commentary 4</li> <li>• TOK Presentations</li> </ul>

## Recent university destinations



Over the last few years, the majority of our graduates have pursued their studies in leading universities in the UK, France, Canada, US, Hong Kong and Australia.

The ability of FIS students to enter selective universities around the world reflects more than just excellent academic results.

In the International Stream, the United Kingdom is the most popular university destination, followed by the United States and Canada.

FIS's University Guidance Counsellors maintain and develop close relationships with universities around the world to represent our students in the best way.



## University Guidance

Our University Guidance Counsellors educate our students about their tertiary education options and serve as a trusted resource for advice about the application processes for Francophone and Anglophone universities. They help to empower students in their decision-making of finding the university that best matches their academic and career interests, personal goals and aspirations and recognize the individuality of each student and the unique path each one will take towards achieving success as an adult. Our counsellors run a tailor-made programme to assist students and their families, which includes:

- Presentations by 30-40 universities per year
- Individual meetings with students and parents
- Guidance on secondary school subject options, areas of academic interest and appropriate university choices
- A dedicated website containing destination-specific advice, application procedures, deadlines and detail of events at FIS and in Hong Kong for both Anglophone and Francophone universities
- Online global alumni network (AGORA - French-language), connecting thousands of French school alumni around the world to our current students
- Career forums connecting adult professionals with our students
- Group coaching – e.g. personal statements, UCAS process (Universities and Colleges Admissions Service in the UK)
- Coaching for students invited to interview at universities