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Empowering Women

Branksome Hall Asia
DIPLOMA PROGRAM

CURRICULUM GUIDE 2017/18

BRANKSOME HALL ASIA

INTERNATIONAL SCHOOL FOR GIRLS

Our Vision

To be the pre-eminent educational community of globally minded learners and leaders

Our Mission

Each day, we challenge and inspire girls to love learning and to shape a better world.

The rigorous curriculum for Grades 11 and 12 seeks to prepare students for post-secondary study through courses and instructional strategies that emphasize critical thinking, application of knowledge, and an interdisciplinary approach with a strong international focus.

The curriculum is displayed in the shape of a circle with the IB Leaner Profile at the core of the program, surrounded by approaches to learning and teaching, which are infused in every class. Students must complete six academic subjects and three unique requirements to the Diploma Program (CAS, the Extended Essay, and TOK).

HISTORY OF THE IB

The International Schools Association (ISA), based in Geneva, Switzerland, was established in 1951 by UNESCO. As an international non-governmental organization, it became involved in the development of cooperation among its members schools and with all those interested in promoting international cooperation.

In the early 1960s, the ISA began to prepare an experimental Contemporary History syllabus that led to the awarding of a certificate. This was created in response to the difficulties experienced by internationally-mobile students in getting their international school qualifications recognized by their home universities.

The syllabus aroused such interest in several leading universities and ministries of education that its promoters extended the experiment to a general course leading to a “baccalaureate.”

In 1965, the ISA created a specialized service that in 1967 assumed the legal status of a foundation and became known as the International Baccalaureate Office.

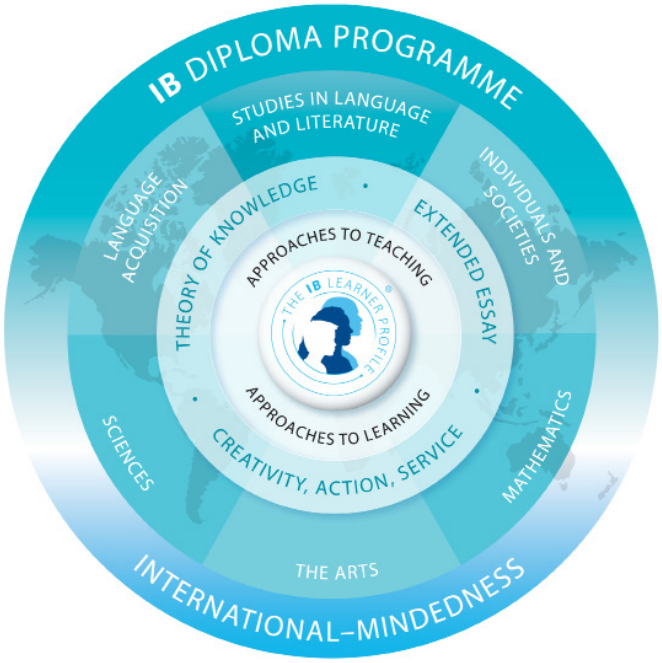
Since then, the success and growth of the Diploma Program (DP) has been considerable. In 2002, the 1,000th school mark was passed. By 2012, over 130,000 students in 2,368 schools took DP exams.

DIPLOMA PROGRAM SUBJECT REQUIREMENTS

Students studying for the IB Diploma must complete six subjects and three additional requirements: Creativity, Action, Service (CAS), the Extended Essay, and Theory of Knowledge (TOK).

Diploma candidates must select one subject from each of the six groups, although a second subject from Groups 1 to 4 may be substituted for Group 6. Three subjects are taken at Higher Level (HL), while the others are at Standard Level (SL). HL courses represent a minimum of 240 teaching hours, while SL courses cover 150 hours.
Students who aim to complete the whole program are Diploma Program students.

Alternatively, students who take aspects of the DP but not the whole program are known as Diploma Program Course students. The IB awards DP Course Results to students who do not achieve the full Diploma but have successfully completed diploma courses.



THE DIPLOMA PROGRAM MODEL

The distinction between Higher Level (HL) and Standard Level (SL) courses is in the amount of contact time with the teacher. HL students have approximately 90 hours more contact time with their teacher studying Additional Higher Level (AHL) material. Consequently, student learning in HL courses tends to cover a broader range of material and allows students to explore topics in greater depth. For most courses, HL and SL students are taught together in core time and HL students get additional contact periods to cover the AHL. The AHL can be either an extension of core content or it can cover additional topics not addressed in the core classes.

BENEFITS OF THE PROGRAM

Students who pursue the full diploma receive the following benefits:

- They experience a well-rounded education
- They develop a skill and knowledge set that will serve them well in any post-secondary endeavor
- The program and curriculum are designed to promote international understanding, intercultural awareness, and knowledge of one's own learning styles and strengths
- Advanced placement at universities is often awarded to students completing IB Higher Level courses and, in a smaller number of cases, for IB Standard Level courses
- Many universities recognized the enriched nature of the Diploma as a whole when reviewing applications; some universities provide additional benefits to applicants graduating with the full diploma
- The Extended Essay provides students with the opportunity to more fully explore a discipline that might evolve into a career focus and provides students with the skills needed for university-level essay writing
- Theory of Knowledge is designed to promote critical and reflective thinking skills
- Multiple research reports have confirmed that students who attempt the full diploma are more likely to complete post-secondary education

HOW IS THE DIPLOMA PROGRAM DIFFERENT?

- It is designed to promote international- mindedness
- The program is followed in over 140 countries around the world
- Its assessment is criterion-referenced
- Student work is largely externally examined and moderated as a method of ensuring consistent standards
- The additional requirements of CAS, the Extended Essay, and TOK are unique to the IB Diploma Program
- The program educates the whole person

There are two pathways available to Branksome students as they strive to achieve graduation: the IB Diploma Program (DP) or IB Diploma Program Courses (DPC). In order to receive the Korean High School Graduation Diploma, students are required to meet the Korean History and Korean Language A requirements in the Grade 10 program and complete a Korean A language course in the DP.

All course offerings are subject to sufficient student interest and timetabling restrictions.

COURSE SELECTION PLANNING CHART

Students must select six courses from the following list. In order to qualify for the Diploma Program, students must select three Higher Level (HL) courses.

Group 1: Studies in Language and Literature	HL	SL
English: Language and Literature	☐	☐
Korean: Language and Literature	☐	☐
Chinese: Literature	☐	☐
Group 2: Language Acquisition	**HL**	**SL**
English B	☐	
Mandarin Ab Initio		☐
Group 3: Individuals and Societies	**HL**	**SL**
Business Management	☐	☐
Economics	☐	☐
Geography	☐	☐
History	☐	☐
Environmental Systems and Societies*		☐
Group 4: Experimental Sciences	**HL**	**SL**
Biology	☐	☐
Chemistry	☐	☐
Design Technology	☐	☐
Physics	☐	☐
Environmental Systems and Societies*		☐
Computer Science	☐	☐
Group 5: Mathematics	**HL**	**SL**
Math	☐	☐
Math Studies		☐
Group 6: The Arts/Other Options for a 6th course	**HL**	**SL**
Music	☐	☐
Theater	☐	☐
Visual Arts	☐	☐
Film	☐	☐

Requirements for Admission into the DP (Grade 11):

- An average of 4.0 (on the 7 point scale) with no 2s in any subject
- Require a 5 in a Grade 10 course to take its HL equivalent in IB Consequently students must achieve at least three 5s in Grade 10 to meet the requirements of 3 HL subjects in DP
- Teacher recommendations for each of the 6 courses
- Declaration of Intent

IB DP Math Requirements

To help students select the DP mathematics course in which they will be most successful, students will be objectively placed according to the guiding principles stated below. The scores listed refer to overall semester 1 and 2 grades in Grade 10 mathematics across all four criteria. Additionally, students must attain these minimum scores on Criterion A – Knowledge and Understanding, in each semester to be eligible for the more advanced course.

Guiding Principles for entrance to Mathematics SL Studies, SL and HL:

- Students in Mathematics 10 standard with a score of 5 or less will take Mathematics Studies SL as their next course.
- Students in Mathematics 10 standard with a score of 6 or 7 have the option to take Mathematics SL or Mathematics Studies SL as their next course.
- Students in Mathematics 10 extended with a score of 5 or less will take Mathematics SL or Mathematics Studies SL as their next course.
- Students in Mathematics 10 extended with a score of 6 or 7 have the option to take Mathematics HL or Mathematics SL or Mathematics Studies SL as their next course.

Guiding Principles for continuation in Mathematics SL and HL:

At term 1 and semester 1, students must maintain a minimum grade of 5 to continue in Mathematics SL or HL. A grade of 4 or less will require the student to move from Mathematics HL to SL or from Mathematics SL to Mathematics Studies SL.

*NOTES ON COURSE SELECTION

Students must select two language courses. They may select two languages from Group 1 or one language from each of Group 1 & 2.

Students who select ESS may select a second course in any group. That is, ESS can count as a group 3 and/or a group 4 course. Students must select one course from Group 5.

Students may select one course from the Group 6 box or they may select a second course from any other group.

COURSE SELECTION CASE STUDY EXAMPLES

Student A:	LEVEL
Korean A	HL
English B	HL
Business Management	SL
Biology	HL
Mathematics	SL
Music	SL
One course from each Group	

Student B:	LEVEL
Chinese A	HL
English A	SL
History	SL
Chemistry	HL
Mathematics	HL
Business Management	SL
An additional Group 3 course instead of a Group 6 course	

Student C:	LEVEL
Korean A	HL
English B	HL
Mandarin Ab Initio	SL
History	HL
Design Technology	SL
Mathematics Studies	SL
A third language course is selected instead of a Group 6 course	

Student D:	LEVEL
Korean A	SL
English A	HL
ESS	SL
Mathematics	SL
Visual Art	HL
Music	HL
ESS chosen for Group 3 & 4 allowing a second Art to be chosen	

Student E:	LEVEL
English A	HL
Chinese A	SL
ESS	SL
Physics	SL
Mathematics	HL
Chemistry	HL
Chosing ESS means no other Group 3 is required. This allows 3 sciences to be selected, one of which must be ESS.	

Student F:	LEVEL
English A	SL
Mandarin Ab Initio	HL
ESS	SL
Chemistry	HL
Mathematics	SL
Theatre	HL
Choosing ESS allows for a second Group 4 course. This allows another course to be selected instead of a Group 3 course.	

The breadth of the IBDP curriculum allows you to keep many options open. At the same time, university systems in different parts of the world may have very specific entry requirements, which vary from country to country. The following general guidelines are a starting point but requirements for specific programs can vary and therefore it is essential that students conduct their own research to ensure their IB subject package meets their needs.

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Agriculture	
Agricultural Business	Biology, Chemistry, Business Management
Agricultural Economics	Biology, Chemistry, Economics
Agronomy and Crop Science	Biology, Chemistry, Economics
Animal Sciences	Biology, Chemistry
Equestrian Studies	Biology, Chemistry
Farm and Ranch Management	Biology, Chemistry, Business Management
Food Science	Biology, Chemistry
Horticulture	Biology, Chemistry
Soil Science	Biology, Chemistry
Sustainable Agriculture	Biology, Chemistry
Architecture	
Architecture	Physics, Visual Arts
Environmental design	Biology, Chemistry, Visual Arts
Landscape architecture	Physics, Visual Arts
Urban, community, and regional planning	Geography, Math
Area, Ethnic and Gender studies	
Area and ethnic studies	Geography, Economics, Foreign Language, History, Music, Visual Arts
Women's studies	Geography, History, Math
Biological Sciences	
Biochemistry	Biology and/or Chemistry
Biology	Biology, Chemistry, Math, Physics
Biotechnology	Biology, Chemistry, Math
Botany	Biology, Chemistry, Physics
Cell biology and histology	Biology, Chemistry, Physics
Entomology	Biology, Chemistry, Physics
Genetics	Biology, Chemistry, Physics
Marine biology	Biology, Chemistry, Physics
Microbiology	Biology, Chemistry, Physics
Molecular biology	Biology, Chemistry, Physics
Zoology	Biology, Chemistry, Physics

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Business	
Accounting	Math, Economics
Business administration and management	Math, Economics, Business Management
Construction management	Math, Business Management, Design Technology
E-commerce	Economics, Business Management
Entrepreneurial studies	Math, Business Management, Economics
Fashion merchandising	Visual Arts, Business Management
Finance	Economics, Math
Hospitality administration and management	Business Management, Geography
Human resources management	Math, Geography, Business Management
Insurance	Math, Economics
International business	Math, Economics, Business Management
Management information systems	Business Management, Economics
Marketing	Business Management, Economics
Real estate	Business Management, Math
Communications	
Advertising	Visual Arts, Business Management, Economics, English
Communications	English, Theater, Visual Arts
Digital media	English, Visual Arts
Journalism	English, Visual Arts, History
Public relations	English, Film
Radio and television	English, Theater, Film
Sports communications	English
Computer and Information Sciences	
Computer programming	Math, Business Management, Computer Science
Computer science	Math, Physics, Computer Science
Game design	English, Visual Arts, Math, Computer Science
Information systems	Math, Physics, Psychology, Computer Science
Information technology	Math, Physics, Business Management, Computer Science
Education	
Early childhood education	English
Elementary education	English
Middle school education	English
Physical education	English, Physics, Biology
Secondary education	English
Special education	English

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Engineering	
Aeronautical/aerospace engineering	Math, Chemistry, Physics
Agricultural and biological engineering	Biology, Chemistry, Physics, Math
Architectural engineering	Math, Chemistry, Physics
Chemical engineering	Math, Chemistry, Physics
Civil engineering	Math, Chemistry
Electrical and communications engineering	Math, Physics
Industrial engineering	Math, Biology, Chemistry, Physics
Marine engineering/naval architecture	Math, Biology, Chemistry
Materials engineering	Math, Chemistry, Physics
Mechanical engineering	Math, Chemistry, Physics
Metallurgical engineering	Math, Chemistry, Physics
Mining and mineral engineering	Math, Chemistry, Physics
Nuclear engineering	Math, Chemistry, Physics
Ocean engineering	Math, Biology, Chemistry, Physics
Software engineering	Math, Computer Science
Engineering Technology	
Computer engineering technology	Math, Physics, Computer Science
Construction technology	Math, Physics, Chemistry
Drafting and design technology	Math, Physics, Design Technology
Electrical engineering technology	Math, Physics
Mechanical engineering technology	Math, Physics
Surveying technology	Math, Physics
Telecommunications technology	Math
English Language and Literature	
American literature	English
Creative writing	English
English	English
Technical and business writing	English
Family and Consumer Sciences	
Clothing, apparel, and textile studies	Visual Arts, Business Management
Culinary arts and chef training	No specific requirements
Family and consumer sciences	Biology, Chemistry
Food and nutrition studies	Biology, Chemistry
Housing and human environments	No specific requirements
Human development and family studies	Economics

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Health	
Athletic training	Biology, Chemistry, Physics
Clinical/medical laboratory technology	Biology, Chemistry, Physics
Communication disorders	Biology, Psychology
Dental hygiene	Chemistry
Dietetics	Biology, Chemistry, Physics
Emergency medical technology (EMY paramedic)	Biology, Chemistry
Health care administration	No specific requirements
Licensed practical nursing	Biology, Chemistry
Nursing (RN)	Math, Biology, Chemistry
Occupational therapy	Math, Biology, Chemistry, Visual Arts, Music
Pharmacy	Math, Biology, Chemistry, Physics
Physical therapy	Biology, Chemistry
Physician assistant	Math, Biology, Chemistry
Pre-dental/dentistry	Math, Biology, Chemistry
Pre-medicine/medicine	Math, Biology, Chemistry
Pre-veterinary/veterinary	Math, Biology, Chemistry, Physics
Radiologic technology/medical imaging	Biology, Physics
Respiratory therapy	Biology, Chemistry, Physics
Veterinary technology	Biology
Humanities	
Classics	English, Foreign Language*, History
Comparative literature	English, History
History	English, History
Liberal arts and sciences	No specific requirements
Linguistics	English, Foreign Language*
Philosophy	English, History
Languages	
American Sign Language (ASL)	English
Arabic	Arabic
Chinese language and literature	Chinese
French	French
German	German
Italian	Italian
Japanese	Japanese
Russian	Russian
Spanish	Spanish

** For the purposes of English medium based Tertiary Education, "Foreign Language" refers to languages other than English.*

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Legal Studies	
Legal studies	English, History, Math
Paralegal studies	English, History, Math
Prelaw/law	English, Economics History, Math
Mathematics	
Applied mathematics	Math
Mathematics	Math
Statistics	Math
Multi/Interdisciplinary Studies	
Gerontology	No specific requirements
Global studies	History, Economics, Geography, Math
Historic preservation	Physics, History, Visual Arts
Medieval and Renaissance studies	History, Music, Theater
Neuroscience	Math, Biology, Chemistry, Physics
Peace and conflict studies	No specific requirements
Natural Resources and Conservation	
Environmental science	Math, Biology, Chemistry, Physics
Environmental studies	Biology, Chemistry
Fishing and fisheries	Biology, Math
Forestry	Math, Biology, Chemistry, Physics
Natural resources and conservation	Biology, Economics
Wildfire and wilderness management	Biology
Parks and Recreation	
Parks, recreations, and leisure studies	English
Sport and fitness administration	English, Economics, Business Management, Math
Physical Sciences	
Aeronautics and avian science	Math, Physics
Applied physics	Math, Physics
Astronomy	Math, Physics
Astrophysics	Math, Biology, Chemistry, Physics
Atmospheric science	Math, Biology, Chemistry, Physics
Chemistry	Math, Biology, Chemistry, Physics
Geology/earth science	Math, Biology, Chemistry, Physics, Geography
Oceanography	Math, Biology, Chemistry, Physics
Physics	Math, Physics
Protective Services	
Criminal justice and law enforcement	English, Math
Emergency management/homeland security	Chemistry, History

University Degree or Career	Courses where IB Higher Level may be required (check with individual university program requirements). Consult your counselor.
Fire protection and safety technology	Math, Chemistry, Physics
Forensic science	Math, Biology, Chemistry, Physics
Public Administration	
Human services	No specific requirements
Public administration	Economics
Social work	No specific requirements
Religion and Theology	
Bible studies	History
Islamic studies	No specific requirements
Judaic studies	No specific requirements
Pre-ministerial studies	No specific requirements
Religious studies	History
Sacred music	Music
Theology	English, History
Social Sciences	
Anthropology	Biology, History
Archaeology	History
Economics	Economics, History, Math
Geography	Geography
International relations	Biology, Economics, History
Political science	No specific requirements
Psychology	Math, Biology, Chemistry
Sociology	No specific requirements
Visual and Performing Arts	
Animation	Visual Arts, Theater, Film, English
Art history	English, Visual Arts, Music, Theater
Cinematography and film/video production	English, Visual Arts, Theater, Film
Dance	Theater, Visual Arts
Digital art	Visual Arts, Design Technology
Drama and theater arts	English, Theater, Visual Arts
Fashion and apparel design	Visual Arts, Business Management
Fine/studio arts	Visual Arts, Theater
Graphic design	Visual Arts, Design Technology
Interior design	Visual Arts, Design Technology
Music, general and Music Management	Music, Economics, Business Management
Music performance, theory and composition	Music, Psychology, Film
Photography	Visual Arts
Theater design and technology	English, Visual Arts, Theater

LANGUAGE A

Group 1 courses meet the requirements of students whose Language A is their strongest language, while taking into account that many students have complex language profiles and may be bilingual or trilingual.

LANGUAGE & LITERATURE

OPTIONS: ENGLISH AND KOREAN

Language and Literature comprises four parts—two relate to the study of language and two to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A:
The Language and Literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

The distinction between Langauge and Literature SL and HL:
Language and Literature is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels.

In the literature sections the number of texts prescribed is greater at HL than at SL. In the language sections students are generally expected to cover many more texts of all kinds at HL than at SL.

Two of the assessment tasks at SL are significantly easier than the comparable tasks at HL. The first is the paper 1 textual analysis, where SL students address and analyse only one passage, while HL students make a comparative analysis of two passages. The second is the written tasks, where HL students must produce four tasks, rather than the three produced by SL students. Two of these tasks are submitted for external assessment at HL, while only one is submitted at SL. One of the assessed tasks submitted at HL must be a critical response that addresses one of six set questions and requires students to explore the values, attitudes and beliefs that are implied in the texts they select for this task.

The distinction between SL and HL is summarized below.
In paper 2 there are common questions for both SL and HL, and differentiation is achieved through the use of different assessment criteria. Internal assessment tasks and criteria are the same at SL and at HL.

Part of the course	SL	HL
Parts 1 & 2: Language in cultural context, and language and mass communication	Fewer topics covered in order to achieve learning outcomes than at HL	More topics covered in order to achieve learning outcomes than at SL
Part 3: Literature—texts and contexts	Study of two works, one of which is a text in translation from the prescribed literature in translation (PLT) list	Study of three works, one or two of which is (are) a text(s) in translation from the prescribed literature in translation (PLT) list
Part 4: Literature—critical study	Study of two works chosen from the prescribed list of authors (PLA) for the language A studied	Study of three works chosen from the prescribed list of authors (PLA) for the language A studied
Written tasks	Production of three written tasks, one of which is submitted for external assessment	Production of four written tasks, two of which are submitted for external assessment. One of the assessed tasks must be a critical response to one of six questions
Paper 1: Textual analysis	An analysis of one non-literary text or extract (1 hour and 30 minutes)	A comparative analysis of a pair of texts, at least one of which is non literary (2 hours)

GROUP 1 AIMS

The aims of language A: at SL and HL are to:
1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.

LANGUAGE A: LANGUAGE & LITERATURE AIMS

In addition, the aims of the language A: language and literature course at SL and at HL are to:
8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
9. encourage students to think critically about the different interactions between text, audience and purpose.

ASSESSMENT

External assessment 70%	Two written examination papers: Paper 1 - Textual analysis Paper 2 - Literature essay Written tasks	 25% 25% 20%
Internal assessment 30%	Two oral assessments: Individual oral commentary Further oral activity	 15% 15%

UNIVERSITY & CAREER GUIDANCE

These courses prepare students well not only for literature and linguistics, but also the humanities in general. HL study, in particular, lays a good foundation for careers related to teaching, social work, journalism, advertising, marketing accountancy, law, administration, business and film, to mention a few.

BILINGUAL DIPLOMA

The Bilingual Diploma will be awarded to any student who successfully completes two Language A courses with a mark of 3 or higher in both.

CHINESE A

LITERATURE

SL & HL

COURSE CONTENT

Language A: literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

- Part 1: Works in translation
- Part 2: Detailed study
- Part 3: Literary genres
- Part 4: Options (in which works are freely chosen)

GROUP 1 AIMS

- The aims of language A: literature and language A: language and literature at SL and at HL and of literature and performance at SL are to:
- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature.

LANGUAGE A: LITERATURE AIMS

In addition, the aims of the language A: literature course at SL and at HL are to:

- develop in students an understanding of the techniques involved in literary criticism
- develop the students' ability to form independent literary judgments and to support those ideas.

ASSESSMENT

External assessment 70%	Two written examination papers: Paper 1 - Guided literary analysis Paper 2 - Essay Written assignment	 20% 25% 25%
Internal assessment 30%	Two oral assessments: Individual oral commentary Further oral activity	 15% 15%

The distinction between SL and HL is summarized below.

The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study 10 works, whereas HL students are required to study 13.

Two of the assessment tasks for SL are less demanding than the comparable HL tasks.

• Individual oral commentary—SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied.
• Paper 1—both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions.

In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation and organization are less demanding at SL than at HL.

The distinction between SL and HL is summarized below.

Part of the course	SL	HL
Part 1: Works in translation	Study of two works in translation from the prescribed literature in translation (PLT) list	Study of three works in translation from the prescribed literature in translation (PLT) list
Part 2: Detailed study	Study of two works, each of a different genre, chosen from the prescribed list of authors (PLA)	Study of three works, each of a different genre (one of which must be poetry), chosen from the prescribed list of authors (PLA)
Part 3: Literary genres	Study of three works of the same genre, chosen from the PLA	Study of four works of the same genre, chosen from the PLA
External Assessment		
Paper 1: Literary analysis	A literary analysis of a previously unseen passage in response to two guiding questions	A literary commentary on a previously unseen passage
Internal Assessment		
Individual oral commentary	A 10-minute oral commentary based on an extract from one of the works studied in part 2	A 10-minute oral commentary on poetry studied in part 2, followed by a discussion based on one of the other two works studied

Group 2 courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

Please note: The Language B curriculum will change beginning in the 2018 - 2019 school year. The following is a description of the current curriculum.

LANGUAGE B

ENGLISH

COURSE CONTENT

The Language B course is intended to provide students with a high degree of proficiency in their chosen language and to further develop their understanding of different cultures and ways of life of the languages studied. The course is designed for students with the previous experience of learning a foreign language (normally 3–5 years). The syllabuses for both HL and SL are similar in content, although HL is a more intensive course and the proficiency level achieved is higher.

Core syllabus
- Communication and media
- Global issues
- Social relationships

Options (HL and SL) - students study two options
- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

HL only
- Two works of literature

AIMS

- The aim of Language B is to enable student to:
- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, 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 written in the target language of study (HL only)

ASSESSMENT

External assessment 70%	Two written examination papers: Paper 1 - Receptive skills Paper 2 - Productive skills Written assignment	 25% 25% 20%
Internal assessment 30%	Two oral activities: Individual oral Interactive oral	 20% 10%

MANDARIN AB INITIO

SL ONLY

COURSE CONTENT

The ab initio course is designed for complete beginners who have not studied a foreign language in the past. The emphasis is on practical utility and communication. Over the two years, students will acquire the vocabulary and grammatical structures they need to use in everyday social interaction and situations. The course aims to develop a variety of linguistic skills and basic awareness of culture.

Students study three themes:
- Individual and society
- Leisure and work
- Urban and rural environment

AIMS

The aim of **ab initio** is to develop the following linguistic skills:
- listening: understanding straightforward conversations and the overall idea of a presentation
- reading: understanding straightforward information and skimming to extract key points and ideas in texts
- writing: conveying information clearly, organizing ideas, giving details and opinions and using language appropriate to purpose and audience
- speaking: participating in spontaneous conversations, giving information and opinions clearly in brief structured presentations

ASSESSMENT

External assessment 75%	Two written examination papers: Paper 1 - Receptive skills Paper 2 - Productive skills Written assignment	 30% 25% 20%
Internal assessment 25%	Individual oral	25%

UNIVERSITY & CAREER GUIDANCE

This course enables students to carry on learning the language independently and, as a result, be equipped as competent university and/or job applicants in this global era. Also, it prepares candidates to a certain degree to study intermediate Chinese language courses at university.

BUSINESS MANAGEMENT

Business management examines business decision-making tools, techniques and theories, how these decisions are influenced by the external business environment and their affect on a broad range of stakeholders.

COURSE CONTENT

- Business Organization and Environment
- Human Resource Management
- Finance and accounts
- Marketing
- Operations Management

COURSE CONCEPTS

- Change
- Culture
- Ethics
- Globalization
- Innovation
- Strategy

AIMS

The aim of **Business Management** is to:

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

ASSESSMENT

External assessment 75%	Two written examination papers: Paper 1 - Case study analysis Paper 2 - Structured response	 35% 40%
Internal assessment 25%	HL - Research project SL - Written commentary	25%

UNIVERSITY & CAREER GUIDANCE

This course provides students with a wide range of transferable skills and can, therefore, be useful in many major fields of study and careers. Diverse university courses and employers recognize its practicalty and relevance. Future careers may include management, marketing, accountancy and business counsultancy.

ECONOMICS

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum, rather they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

COURSE CONTENT

- Microeconomics: markets; elasticity; government intervention; market failure; theory of the firm (HL only)
- Macroeconomics: measuring the economy; aggregate demand and supply; macroeconomic objectives; fiscal policy; monetary policy; supply-side policies
- International economics: international trade; exchange rates; balance of payments; economic integration; terms of trade (HL only)
- Development economics: economic development; measuring development; domestic factors; international trade; foreign direct investment; foreign aid; international debt; balance between markets and intervention

AIMS

The aim of **Economics** is to:

- develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- develop an appreciation of the impact on individuals and societies of economic interactions between nations
- develop an awareness of development issues facing nations as they undergo the process of change

ASSESSMENT

External assessment 80%	Examination papers: Paper 1 - Extended response paper Paper 2 - Data response paper Paper 3 - HL extension paper	 30% HL 40% SL 30% HL 40% SL 20% HL
Internal assessment 20%	Portfolio of three commentaries analyzing articles linking economic theory to a real-world situation	20%

UNIVERSITY & CAREER GUIDANCE

This course may help students in the study of accountancy, advertising, finance, law, engineering, and history.

GEOGRAPHY

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 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.

COURSE CONTENT

SL students study two optional themes; HL students study three optional themes, providing further breadth. Both SL and HL students study the core geographic perspectives—global change. HL students study the HL extension geographic perspectives—global interactions, and further examine, evaluate and synthesize the prescribed concepts, which by their nature are complex, contestable, interlinked and require holistic treatment. This provides further depth at HL. Both SL and HL students complete a fieldwork study for the internal assessment.

Part 1: Geographic themes - seven options (Two at SL, three at HL)

- Freshwater—drainage basins
- Oceans and coastal margins
- Extreme Environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and Health
- Urban Environments

Part 2: Geographic perspectives - global change (Core - SL & HL)

- Population distribution—changing population
- Global climate—vulnerability and resilience
- Global resource consumption and security

Part 3: Geographic perspectives - global interactions (HL extension)

- Power, places and networks
- Human development and diversity
- Global risks and resilience

AIMS

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.

ASSESSMENT

External assessment 80% HL 75% SL	Paper 1 - Geographic Themes (7 Options) Paper 2 - Core Paper 3 - HL Extension	35% HL 35% SL 25% HL 40% SL 20% HL
Internal assessment 20% HL 25% SL	Fieldwork written report	20% HL 25% SL
Total Examination Time	Standard Level Higher Level	3 Hours 4 Hours 45 Mins

UNIVERSITY & CAREER GUIDANCE

The study of Geography is beneficial for students seeking a degree not only in Geography but also in a variety of majors such as history and engineering. Employers in the environmental and planning fields, as well as government agencies are among the many potential employers, but graduates will have career opportunities in other areas such as accountancy, banking, consulting, advertising, teaching and research.

HISTORY

History is a vital component of any balanced education, placing a heavy emphasis on source evaluation, which encourages students to critically analyze information put before them, and to make reasoned and balanced judgments with a respect for the truth. It has a subject matter which involves issues of credibility, plausibility and probability; and a method of disciplined study which deals in arguments and interpretations, not in certainties. This is essential if pupils are to be aware and credulous consumers of whatever fare the media may put before them. History also helps students understand the foundations and beliefs of other civilizations stimulating respect and curiosity for cultures other than their own. This is vital in an international, multi-cultural environment.

COURSE CONTENT

Paper 1: The Move to Global War (SL and HL)

This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and both of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion, for example, economic issues, such as the long-term impact of the Great Depression, should be assessed in terms of their role in shaping more aggressive foreign policy.

Paper 2: World History Topics

This element of the course explores two key topics in world history:

Topic 10: Authoritarian States (20th century)

- Adolf Hitler
- Fidel Castro
- Mao Zedong
- Benito Mussolini

Topic 12: The Cold War – Superpower tensions and rivalries

- Leaders – Truman and Stalin
- Impact on two countries – South Korea and Vietnam
- Cold War crises – The Berlin Blockade (1948-49) and the North Korean invasion of South Korea (1950)

Paper 3: HL Option 3 – History of the Americas

This element of the course explores the following three topics:

- The Second World War and the Americas (1933-1945)
- The Cold War and the Americas (1945-1981)
- Civil Rights and Social Movements in the Americas post-1945

AIMS

The aim of **History** is to:

- promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- encourage an understanding of the present through critical reflection upon the past
- encourage an understanding of the impact of historical developments at national, regional and international levels
- develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

ASSESSMENT

External assessment 75%	Written examinations: Paper 1 - Source analysis Paper 2 - 20th century essays Paper 3 - Regional essays	 20% HL 30% SL 25% HL 45% SL 35% HL
Internal assessment 25%	Historical investigation	20% HL 25% SL

UNIVERSITY & CAREER GUIDANCE

Study of history provides students with a wide range of degree opportunities throughout the fields of study. Among the jobs graduates can consider are: advertising executive, analyst, archivist, broadcaster, campaign worker, consultant, congressional aide, editor, foreign service officer, foundation staffer, information specialist, intelligence agent, journalist, legal assistant, lobbyist, personnel manager, public relations staffer, researcher, teacher, and the list can be almost endless.

This course provides students with a wide range of transferable skills and can, therefore, be useful in many major fields of study and careers. Its practical respectability is recognized by diverse university courses and employers. Future careers may include management, retailing, marketing, sales, accountancy, research, the civil service and consultancy.

The Group 4 subjects develop knowledge collaboratively in the real world. Consequently, every Group 4 student is required to participate in a Group 4 project. This is a collaborative learning experience where all Group 4 students will, plan, carry out and evaluate a project.

An individual contribution to the team effort, the ability to be self motivated and to show perseverance as well as being able to self reflect on the projects success are all qualities Group 4 students aim to demonstrate throughout the project.

AIM OF GROUP 4 SUBJECTS

The aim of the **Experimental Sciences** is to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for and the value of effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and 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
- develop an understanding of the relationships between scientific disciplines and their influences on other areas of knowledge.

ASSESSMENT OF GROUP 4 SUBJECTS

External assessment 80%	Three written examination papers: Paper 1 - Multiple choice Paper 2 - Data-based questions and core content examination Paper 3 - Core and option content examination with questions on experimental skills and techniques	 20% HL 20% SL 36% HL 32% SL 20% HL 24% SL
Internal assessment 20%	Continual assessment of practical work HL = 60 hours SL = 40 hours	20%

BIOLOGY

Biologists study the thin layers above and below the earth's surface, where organisms grow, reproduce and die. This course helps students to better understand themselves and their place in the natural world. It is suitable for any student with good science ability and a genuine interest in the living world.

COURSE CONTENT

Core syllabus

- Cell Biology
- Molecular Biology
- Genetics
- Ecology
- Human physiology
- Evolution and Biodiversity

Additional topics (HL only)

- Nucleic acids and proteins
- Cell respiration and photosynthesis
- Plant Biology
- Genetics and evolution
- Animal physiology

Options (HL and SL)

- Option A: Neurobiology and Behaviour
- Option B: Biotechnology and Bioinformatics
- Option C: Ecology and Conservation
- Option D: Further Human Physiology

UNIVERSITY & CAREER GUIDANCE

Although no university major requires candidates to take biology, it is highly recommended that students take the course at HL if they are planning to major in applied biological sciences such as biochemistry, agriculture, marine science, environment, psychology, dentistry, pharmacy, and medicine.

DESIGN TECHNOLOGY

Design Technology achieves a high level of technological literacy by enabling students to develop critical thinking and design skills. The course focuses on the design, development, analysis, synthesis, and evaluation of problems and solutions. Students engage in these processes through practical, project-based activities. The design method involves: the careful collection of data from many sources; a deep understanding of the design context; both convergent and divergent reasoning; innovation and creativity; and graphical and three-dimensional modelling skills. Throughout this course, students are referring to, applying, and combining knowledge and skills from a diversity of academic disciplines to solve real-world problems.

Design technology aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world.

COURSE CONTENT

Core Syllabus:

- Human Factors and Ergonomics
- Resource Management and Sustainable Production
- Modelling
- Final Production
- Innovation and Design
- Classic Design

Additional HL Components

- User-centered Design
- Sustainability
- Innovation and Markets
- Commercial Production

UNIVERSITY & CAREER GUIDANCE

The unique application of various disciplines in this course prepares students for university majors and careers in the creative industries including advertising, animation, architecture, design; as well as careers in the sciences including engineering, material science, and technology.

The intensive project-based approach of this course provides students with much experience in management and execution of large, complex projects. Students interested in business, management, or marketing will gain valuable experience in the management and coordination of large projects.

CHEMISTRY

Chemistry deals with the fundamental nature of matter. Chemical concepts form the foundation of our understanding of the physical world around us. At a time when our planet seems to be at the brink of so many problems, chemistry has a major role to play in most areas of human endeavor: monitoring the environment and pollution; finding alternative fuels, discovering cures for disease and developing new materials.

COURSE CONTENT

Core syllabus

- Stoichiometric relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics / thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Oxidation and reduction
- Organic chemistry
- Measurement and data processing

Options (HL and SL) - students study two options

- Materials
- Biochemistry
- Energy
- Medicinal Chemistry

UNIVERSITY & CAREER GUIDANCE

Students who intend to major in agriculture, environmental law, biology, chemistry, chemical engineering, dentistry, environmental sciences, engineering, materials science, medicine, nanotechnology, physics, geology, psychology, veterinary science, natural sciences and pharmacology must take this course preferably at HL. The Diploma Programme chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills.

PHYSICS

Physics attempts to understand all physical phenomena through the systematic observation and experimentation of nature. The language of physics is mathematics and students are expected to be comfortable with manipulating formulas, equations, and graphs. Throughout this course students will further develop their practical skills and conceptual understanding by performing investigations and verifying their results through rigorous data analysis. Students who enjoy learning how the physical world works, from the smallest particle to the entire universe, should consider studying physics.

COURSE CONTENT

Core syllabus

- Measurement and Uncertainties
- Mechanics
- Thermal physics
- Oscillations and waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Additional topics (HL only)

- Fields
- Wave phenomena
- Electromagnetic induction
- Quantum and nuclear physics

Options (HL and SL)

- Relativity
- Engineering Physics
- Imaging
- Astrophysics

UNIVERSITY & CAREER GUIDANCE

Careers in physical science and engineering among many other fields such as business and law require a basic understanding of physics. Also, many majors in university such as architecture, engineering, design, math, natural sciences and applied physics require candidates to have previous knowledge on a laboratory science including physics.

COMPUTER SCIENCE

Computer Science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computer and other digital devices operate. The DP computer science course is engaging, accessible, inspiring and rigorous. It involves the ability to think procedurally, logically, concurrently, abstractly, recursively and think ahead. In the course, students utilize an experimental and inquiry-based approach to problem solving. Students will be able to study computer science at the SL level with previous MYP experience in a design course.

COURSE CONTENT

SL/HL Core: The topics that must be studied, including some practical work, are:

- Topic 1: System fundamentals (20 hours)
- Topic 2: Computer organization (6 hours)
- Topic 3: Networks (9 hours)
- Topic 4: Computational thinking, problem-solving and programming (45 hours)

HL Extension: The topics must be studied, including some practical work, are:

- Topic 5: Abstract data structures (23 hours)
- Topic 6: Resources management (8 hours)
- Topic 7: Control (14 hours)
- Case Study: An annually issued case study is used to cover additional subject content at both the SL and HL level.

Option topics: HL Extension

- Option A: Databases
- Option B: Modeling and simulation
- Option C: Web science
- Option D: Object-oriented programming (OOP)

Internal Assessment: Computer science students study a Solution assessment (that involves practical application of skills through the development of a product and associated documentation) and they complete a Group 4 project.

AIMS

The aim of Computer Science is to:

- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- Apply and use a body of knowledge, methods, and techniques that characterize computer science
- Raise awareness of the moral, ethical, social, economic, and environmental implications of using science and technology
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively

ASSESSMENT

External assessment SL - 70% HL - 80%	Examination papers: Paper 1: Compulsory short answer and structured questions	45% SL 40% HL
	Paper 2: Options paper with compulsory questions (no calculators)	25% SL 20% HL
	Paper 3: Compulsory questions based on case study	0% SL 20% HL
Internal assessment SL - 70% HL - 80%	Solution: Development of a computational solution with a product Group 4 project	

UNIVERSITY & CAREER GUIDANCE

The study of computer science is beneficial for students who are interested in hardware, software, or innovative applications. Indeed, computer science is a very creative enterprise. By studying the logic, algorithms, and abstraction inherent in computer science, students will be able to participate in fields of study that relate to communication, transportation, medicine, or entertainment. The revolution that has occurred in the area of computer science and technology has invaded all aspects of our society and thus students who study computer science at university will benefit from this learning in any field they pursue later on.

ENVIRONMENTAL SYSTEMS AND SOCIETIES

This course provides students a balanced perspective on the wide range of interrelationships between the environment and different societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they may very well come to face. The course encourages students to evaluate the scientific, ethical and socio-political aspects of environmental issues. The course is suitable for those with an environmental interest but does require some basic scientific ability. A cross-curricular subject, it draws from the sciences, geography, economics, politics and sociology and encourages students to look at the 'big picture'. The subject is a trans-disciplinary Group 3 and Group 4 subject; students taking this course satisfy the requirements for both groups, allowing for more versatility in the IBDP package.

COURSE CONTENT

- Foundations of environmental systems and societies
- Ecosystems and ecology
- Biodiversity and conservation
- Water and aquatic food production systems and societies
- Social systems and terrestrial food production systems and societies
- Atmospheric systems and societies
- Climate change and energy production
- Human systems and resource use

AIMS

The aims of the ESS course are to enable students to:

- acquire the knowledge and understandings of environmental systems at a variety of scales
- apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- develop awareness of the diversity of environmental value systems
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- engage with the controversies that surround a variety of environmental issues
- create innovative solutions to environmental issues by engaging actively in local and global contexts.

ASSESSMENT

External assessment	Examination papers: Paper 1: Paper 2:	 25% 50%
Internal assessment	Solution: Internal Assessment	 25%

UNIVERSITY & CAREER GUIDANCE

Environmental Systems and Societies serves as an excellent preparation for a wide range of university courses such as environmental studies, engineering, politics, journalism, management, and even business and law. A degree in this area allows students to pursue a career in many areas such as government agencies, international organizations and universities where they can work as analysts, developers, resource management specialists and researchers.

There are three Mathematics courses offered. These are designed to meet the needs of students with differing abilities, interests, and requirements for higher education.

Students and parents are advised to carefully consider which country, which university, and which program they are contemplating so that they can determine the most appropriate IBDP math course for their child. A number of countries, and some universities in certain countries, restrict entry to courses based on the level of mathematics studied in the IBDP.

AIM OF GROUP 5 SUBJECTS

The aim **Mathematics** is to enable students to:

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

MATHEMATICS HL

Students taking Mathematics HL should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. The course caters for students with a very strong background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies.

Mathematics HL is a demanding course, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth.

In Grades 9 and 10, students need to demonstrate the required level of mathematical ability and achievement in order to receive teacher approval to take this academically challenging course. In practice, this means an achievement level of 6 or 7 is required, along with a strong passion for solving complex mathematical problems.

COURSE CONTENT

Core syllabus

- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vectors
- Statistics and Probability
- Calculus

Option (one of those listed below)

- Statistics and probability
- Sets, relations and groups
- Calculus
- Discrete mathematics

ASSESSMENT

External assessment 80%	Three examination papers	80%
Internal assessment 20%	Mathematical exploration	20%

UNIVERSITY & CAREER GUIDANCE

Study at HL is recommended to pursue a degree and career in chemistry, engineering, mathematics, physics, natural sciences and technology.

MATHEMATICS SL

This course content is a subset of the Mathematics HL course and is designed to provide mathematical techniques and methods for those needing substantial mathematical skills in other subject areas. In order to gain success in this course, a strong level of mathematical ability is required as well as sustained effort and commitment.

Students will be accepted to this course only if they have demonstrated significant mathematical ability throughout Grades 9 and 10; in practice this means an achievement level of 5 or more is required.

COURSE CONTENT

Core syllabus

- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vectors
- Statistics and Probability
- Calculus

ASSESSMENT

External assessment 80%	Two examination papers	80%
Internal assessment 20%	Mathematical exploration	20%

UNIVERSITY & CAREER GUIDANCE

This course equips students for their future careers in a variety of fields such as business, finance, banking, accountancy, economics, chemistry and psychology.

MATHEMATICAL STUDIES SL

This course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking.

Students taking this course are well prepared for a career in social sciences, humanities, languages or arts.

COURSE CONTENT

Core syllabus

- Number and Algebra
- Descriptive Statistics
- Logic, Sets, and Probability
- Statistical Applications
- Geometry and Trigonometry
- Mathematical Models
- Introduction to Differential Calculus

ASSESSMENT

External assessment 80%	Two examination papers	80%
Internal assessment 20%	Individual project	20%

UNIVERSITY & CAREER GUIDANCE

This course is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for higher mathematics in their future studies.

MUSIC

The study of Music enables students to recognize and discuss musical elements found in a diverse range of musical genres, thus developing greater sensitivity to, and curiosity for, the music that surrounds us. Music theory is the foundation of the course. You also need to play an instrument or sing at a proficient level.

COURSE CONTENT

- Western music
- Traditional music from around the world
- Jazz and improvisation
- Music in the modern age and music technology
- Composition and performance techniques

AIMS

The aim of the **Music** course is to develop students':

- knowledge and potential as musicians, both personally and collaboratively
- instrumental/vocal skills through performing in a variety of contexts
- creativity through the study of composition
- knowledge of musical styles and composition
- understanding of recording techniques and ability to use music software and technology
- research skills and musical interests through the musical investigation.

ASSESSMENT

External assessment 50%	Listening paper Musical investigation	30% 20%
Internal assessment 50%	Solo performing Creating Creating; solo performing; or group performing	25% HL 25% HL 50% SL

UNIVERSITY & CAREER GUIDANCE

Taking this course is an excellent way for students to prepare for entry to music schools, conservatories or universities. Most universities look at music supplements including performance recordings and composition portfolios. This course adds to your college application. A degree in musicology, music performance, and arts and music management will provide students with a wide range of career options, including the recording industry and media.

VISUAL ARTS

Visual Arts enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek enrichment through visual arts.

COURSE CONTENT

The course encompasses a wide range of activities designed to encourage students to explore and discover new possibilities in the visual arts.

Students develop ideas and themes for their studio work and refine their skills in a process journal. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

AIMS

The aim of the **Visual Arts** course at SL and HL are to enable students to:

- make artwork that is influenced by personal and cultural concerns
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas.

ASSESSMENT

External assessment 60%	Comparative Study Process Portfolio	20% 40%
Internal assessment 40%	Exhibition	40%

UNIVERSITY & CAREER GUIDANCE

This study lays a foundation for further studies and careers in architecture, fine art, photography, design and fashion.

THEATER

The IB Theatre diploma programme is an exciting course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working individually and collaboratively as part of an ensemble. Students engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives and learn how to apply research and theory to inform and contextualize work. Through the processes of researching, creating, preparing, presenting and critically reflecting on theatre — as participants and audience members — students gain a rich understanding of themselves, their community and the wider world.

Through the study of theatre, students will become aware of their personal and cultural perspectives, and develop an appreciation of the diversity of theatre. They will discover and engage with different forms of theatre across time, continents and cultures, therefore continuing the development of their international-mindedness.

COURSE CONTENT

Students focus on the techniques and methods of making theatre, and present these discoveries in a variety of ways: through performance, presentations, demonstrations and written expression. They will learn through problem-solving and inquiry, and will communicate this learning through action, staging, project planning, workshops, presentations, physical demonstrations, oral, visual and written expression. Students will learn what is relevant and useful for their investigations and how to put their knowledge and understanding into practice, transforming ideas into action. They will be encouraged to research, not only using traditional academic methods, but also practically, with their artistic bodies.

Learning about theatre relies on the experience, therefore the course will be predominantly practical. The collaborative process is also essential to theatre and students will experience and reflect on the processes of collaboration, both its benefits and its challenges. The development of their self-management and independent study skills go hand-in-hand with this work. The course develops higher order thinking skills, such as analysis and synthesis.

AIMS

The aim of the Theater course is to enable students to:

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

ASSESSMENT

External assessment 75% HL 65% SL	Solo Theatre Piece (HL Only) Director's notebook Research presentation	35% HL 35% SL 20% HL 30% SL 20% HL
Internal assessment 35% SL 25% HL	Collaborative Project	35% SL 25% HL

UNIVERSITY & CAREER GUIDANCE

This course prepares students for further study in theatre and its related art forms; performance, film, television, media and communication. It also provides the necessary grounding needed in order to audition and apply for Drama School.

IB Theatre students have also gone on to study university courses in Business, Languages, English, History, Communication Studies, Marketing, Philosophy, Design, Psychology, Theology, Cultural Studies and Classics. Theatre helps students to become excellent communicators and is therefore relevant to the majority of career paths.

Past Theatre students are now employed as actors, dancers, film directors, journalists, business managers, literary agents, fund raisers, editors, advertisers, script writers, casting directors, sales representatives, HR and PR managers and event coordinators amongst other things.

FILM

Film is a powerful and stimulating art form and practice. The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

DP film students require courage, passion and curiosity. At the core of the DP film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film.

COURSE CONTENT

- Reading film
- Contextualizing film
- Exploring film production roles
- Collaboratively producing film (HL only)

AIMS

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence in forms appropriate to the artistic discipline
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts.
- explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (inquiry)
- acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (action)
- develop evaluative and critical perspectives on their own film work and the work of others (reflection).

ASSESSMENT

ASSESSMENT	SL	HL
Textual Analysis	30%	20%
Comparative Study	30%	20%
Film Portfolio (Internal)	40%	25%
Collaborative Project (Internal)	N/A	35%

UNIVERSITY & CAREER GUIDANCE

This course prepares students well for further studies in the arts and literature. It provides the groundwork for students interested in applying to film schools. Film helps students to become effective communicators as well as informed critics of media. The skills learned in this course are relevant to many disparate potential career paths.

CREATIVITY, ACTIVITY, SERVICE (CAS)

The goal of the International Baccalaureate Organization (IBO) is to educate the whole person and to foster responsible, compassionate citizens. The CAS program encourages students to share their energy and special talents with others. Students may, for example, participate in theater or musical productions, sports and community service activities. Through these activities, students develop greater awareness of themselves, concern for and the ability to work cooperatively with others. Students should set goals for skill development in all three CAS domains.

The record-keeping associated with participation in CAS is important. Students are responsible for making regular entries into their online reflection journals and for keeping an online record of the date and length of time spent in pursuit of each activity.

All activities must have prior approval of the CAS Coordinator or their advisor. Upon completion of an activity, a supervisor's report must be generated.

Creativity is defined as aesthetic or performance pursuits such as theater, painting, music, sculpture, or something similar. Planning creative activities could also be included. Participation in debating or Model United Nations may also be included.

Activity is defined as physical activity including, but not limited to, competitive sports. All CAS activities must be supervised and they must be developmental. This means that a student's activity supervisor should be able to comment on her development and the activity usually needs to be ongoing. Ongoing activities are strongly encouraged, as they add weight to a university application.

Service activities should not only involve doing things for others but also with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others. Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, surrounding community, or it may exist on national or international levels.

THEORY OF KNOWLEDGE (TOK)

TOK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. TOK is unique to the Diploma Program. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence expressed in rational argument. Course topics encourage students to appreciate other cultural perspectives.

COURSE CONTENT

Ways of Knowing
- Language
- Sensory perception
- Emotion
- Reason
- Imagination
- Faith
- Intuition
- Memory

Areas of Knowledge
- Mathematics
- Natural sciences
- Human sciences
- History
- Arts
- Ethics
- Religious knowledge systems
- Indigenous knowledge systems.

AIMS

The aim of **Theory of Knowledge** is to help students:
- make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- understand that knowledge brings responsibility which leads to commitment and action.

ASSESSMENT

External assessment 67%	Essay (1200-1600 words)	67%
Internal assessment 33%	Presentation exploring a knowledge question	33%

EXTENDED ESSAY

The Extended Essay requirement acquaints Diploma candidates with the kind of independent research and writing skills expected by universities. A total of 40 hours of private study and writing time should be devoted to the essay, which may be written in one of the student's six subjects. The work culminates in a 4,000-word paper on a topic of special interest to the student. It is given great importance by the IBO and universities because it provides practical preparation for the kind of undergraduate research students will undertake in their post-secondary education.

From the choice of a suitable research question to the final completion of the Extended Essay, students must produce their piece within the constraints of time, essay length and available resources. Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyze, synthesize and evaluate knowledge. Students are supported and encouraged throughout the research and writing process with advice and guidance from a faculty supervisor. Many of the requirements of the Extended Essay are completed in Grade 11, with the final version submitted in of September of their Grade 12 year.

TOK AND EE POINTS MATRIX

		Theory of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended Essay	Excellent A	3	3	2	2	Failing Condition*	N
	Good B	3	2	2	1	Failing Condition*	N
	Satisfactory C	2	2	1	0	Failing Condition*	N
	Mediocre D	2	1	0	0	Failing Condition*	N
	Elementary E	Failing Condition*	Failing Condition*	Failing Condition*	Failing Condition*	Failing Condition*	N
	Not submitted	N	N	N	N	N	N

ASSESSMENT

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). Students can achieve up to 42 points in the DP by completing their six subjects at a grade of 7. In addition, a maximum of 3 bonus points may be gained from a candidate's combined Extended Essay and Theory of Knowledge grades (see page 19). The maximum number of possible points to be obtained in the Diploma Program is 45. Universities often recognize both the achievement of the IB Diploma as well as performance in individual subjects when considering applicants.

INTERNAL ASSESSMENT DEADLINES

A series of deadlines is distributed to students at the beginning of their Grade 11 and 12 years. These deadlines represent an agreed upon schedule to ensure due dates are not concentrated at any one time. Students are expected to note all dates which apply to them and properly plan their time and studies to ensure that all deadlines are met. A student who does not comply with these deadlines will be withdrawn from leadership positions, co-curricular activities and/or may be removed from classes until the work is completed. She will be supported within the school to complete the work as soon as possible.

INTERNAL VS. EXTERNAL ASSESSMENT

DP assessment is not only exam-based. Every DP subject has a coursework component, referred to as Internal Assessment. Internal Assessment is marked by the course teacher. However, the teacher must submit a sample of his/her marked work to an external IBO appointed examiner. If necessary, the marks will be adjusted to reflect the international marking standard. This process is known as moderation. Internal Assessment accounts for 20-50% of the final IB mark, depending on the subject.

External Assessment comprises all of the May exams along with some coursework. It is marked by an international body of external examiners appointed by the IBO; their marking is also subjected to moderation which is the reason why IB results carry world-wide recognition.

DP EXAMINATIONS

All examinations leading to the Diploma of the International Baccalaureate take place in May of the second year of study in Grade 12. The examinations are externally written and graded by IBO examiners.

Exams run from early to late May and are written Monday to Friday of each week. Each day has a morning and afternoon exam session. The exam schedule will be made available to students following mock exams. Students should notify the DP Coordinator of any circumstances where they have two exams scheduled at the same time.

PASSING REQUIREMENTS

In order to achieve the Diploma of the International Baccalaureate, certain requirements must be met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

FINAL GRADE RESULTS

Final grade results are issued online by the second week in July. Personal security codes are issued to students. Exam results will be issued to universities directly by the school.

Branksome will automatically forward results to the universities that represent the student's top choice, as long as this choice is clearly communicated in advance of June 20, for North American universities and in advance of April 28, for universities in the U.K., Europe and Asia. After these deadlines, students must request their own transcript from the IBO directly at www.ibo.org.

ENQUIRY OF EXAM RESULTS

Students may request an enquiry of a particular IB result, if the student's results pose a risk to her university placement. The request incurs a fee and must be paid in advance of the enquiry. This may also result in the lowering of a grade. The student and a parent must complete a form to indicate that they are aware that the mark may go down.

BRANKSOME HALL ASIA DIPLOMA

The Diploma of the International Baccalaureate and the Branksome Hall Asia High School Graduation Diploma are separate awards. The IBO awards the IB Diploma whereas the High School Diploma is a school-based award. The High School Diploma at Branksome is awarded to students on the occasion of their graduation from school in the last semester of Grade 12, and is based on the final four years of secondary school.

To qualify for the High School Diploma students must satisfy the minimum requirement of academic credits and meet the non-academic requirements. A credit is obtained by receiving an overall grade of 2 or above for the school year and not being absent for more than 10 classes in a school year. All students must also complete CAS requirements.

These requirements are meant as the minimum standard and students at Branksome Hall Asia are encouraged to exceed this whenever possible. Students are expected to take a broad range of courses and extracurricular activities.

KOREAN DIPLOMA

A Korean High School Graduation Diploma will be awarded to a student who has successfully completed the necessary credit courses, including the required hours of Korean language and Korean History from Grade 6 through Grade 12.

MOCK EXAMS

Mock exams normally take place in February or early March of Grade 12. Teachers use mock exam results as the primary, but not only, determinant of anticipated grades, which are sent to the IBO in early March and to universities if requested by the student. Mock exams help students prepare for the exam experience in May, and provide them with feedback that informs their final review process by allowing students and teachers to see what learning gaps exist and if further review and support are needed.

Students in Grade 12 are counselled to decrease their co-curricular commitments in the period between the beginning of mock exams and the end of May.

STUDY WEEK

Diploma students will be given a study week in the week prior to the beginning of exams. Teachers will be available for sittings at scheduled times during this week.

INTERNAL GRADES

Internal grades at Branksome will be awarded on a seven-point scale. Student achievement levels are determined using performance in a range of assessments representing a portfolio of work. Determination of achievement levels should primarily reflect student performance on summative tasks, particularly those types of assessment used by the IB to determine a student's final DP grade. Achievement levels will reflect the student's most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting. The following chart characterizes the quality of performance associated with each achievement level.

Level of Achievement	Descriptor
7	Excellent achievement
6	Very good achievement
5	Good achievement
4	Satisfactory achievement
3	Limited achievement
2	Very limited achievement
1	No measurable attainment

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.

At Branksome Hall Asia, we embrace the following characteristics and expect all members of our community to strive towards them:

- inquirers - their natural curiosity has been nurtured and they actively enjoy learning
- thinkers - they exercise initiative in applying thinking skills critically and creatively to solving complex problems
- communicators—they receive and express ideas and information confidently in more than one language
- risk-takers - they approach unfamiliar situations without anxiety and have the confidence to explore new ideas
- knowledgeable - they have explored themes that have global significance and have acquired a critical mass of knowledge
- principled - they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice
- caring - they show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others
- open-minded - they respect the values of other individuals and cultures and seek to consider a range of points of view
- balanced - they understand the importance of physical and mental balance and personal well-being
- reflective - they give thoughtful consideration to their own learning by constructively analyzing their personal strengths and weaknesses.

ACADEMIC HONESTY

Branksome provides Diploma students with access to text matching software to assist them with avoiding plagiarism. Branksome Hall Asia's policy is distinct from the policy of the IBO in relation to academic honesty. If malpractice is detected on an internal assessment prior to submission, Branksome's policies will apply. However, if academic malpractice is detected by the IBO, the policies of the IB apply. In the case of a Diploma Program candidate the consequence is that no diploma will be awarded to the candidate. However, Diploma Program courses results will be awarded for other subjects in which no malpractice has occurred.

HOMEWORK

The purpose of homework is to:

- **engage with learning**
  provides a springboard or introduction to learning by accessing prior knowledge, stimulating interest, or eliciting questions about a new topic or concept
- **check for understanding**
  gives the teacher insight into student learning of new concepts, knowledge, skills taught in class to ensure that students have developed accurate understandings before moving on to further learning, practice and application.
- **practice**
  reviews and reinforces newly acquired knowledge, skills and concepts.
- **process**
  provides opportunities for reflection on learning, extending or applying skills and conceptual understanding, and opportunities to synthesize learning. Processing also includes reviewing for, and preparing for assessment tasks.

TIMING & DEADLINES

All students are expected to abide by mutually agreed deadlines, unless there are genuine extenuating circumstances.

Teachers are sensitive to the demands on the students in the whole school environment. Submission deadlines are scheduled for all internal and external assessments and a two year calendar is created at the beginning of each student's DP Program. Students are expected to meet their deadlines and to schedule and balance their work accordingly.

MARKING & ASSESSMENT OF HOMEWORK

All homework tasks will receive timely feedback in order to motivate and guide students. Students are made aware of the assessment criteria to be applied to the task.

FEES

Students are responsible for paying for certain textbooks in different courses. In these coures, the students own their textbook and are permitted to annotate in them as they see fit. If a student opts to take an online, her family is responsible any fees associated with the course.

FREQUENTLY ASKED QUESTIONS

Are HL and SL IB subjects considered equally important by universities?

Yes, because how you do overall in your IBDP is as important as how you do in each individual subject. Some university systems will make conditional offers, usually requiring a certain total number of points, as well as specific grades in your HL subjects. It is important to be confident about your higher levels, but you can't neglect your standard subjects.

I don't know what I want to do at university; must I make a decision now?

No, you don't need to decide what you want to do at university now and it is very normal not to be sure. However, this is an opportunity to start thinking about the future and considering where your academic strengths and interests lie. For example, you may already be able to say that you have an interest in the sciences; if this is the case then it makes sense to consider studying more than one science at IBDP.

What careers can I pursue with my IB subjects?

Many subjects at IBDP, and many university courses, do not lead to a particular career, but rather equip students with the intellectual and personal skills needed to succeed at a professional level. Courses such as English, Geography, Chemistry and Economics would fall into this category. Such courses provide the requisite skills necessary for success in various careers.

CONTACT INFORMATION

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USEFUL WEBSITES

Branksome Hall Asia Web Page	www.branksome.asia
Branksome Hall Asia Portals	MyBranksome login
IBO	www.ibo.org

THE SCHOOL WEB PORTALS

The school web portals can be accessed from the MyBranksome link on the school website (branksome.asia). They are the school's primary learning management systems. All course materials given to students in each of their classes can be accessed using the school web portals. Students also participate in discussions with fellow students and can easily communicate with both teachers and peers. The site also provides students with information on school news, events and co-curricular activities.

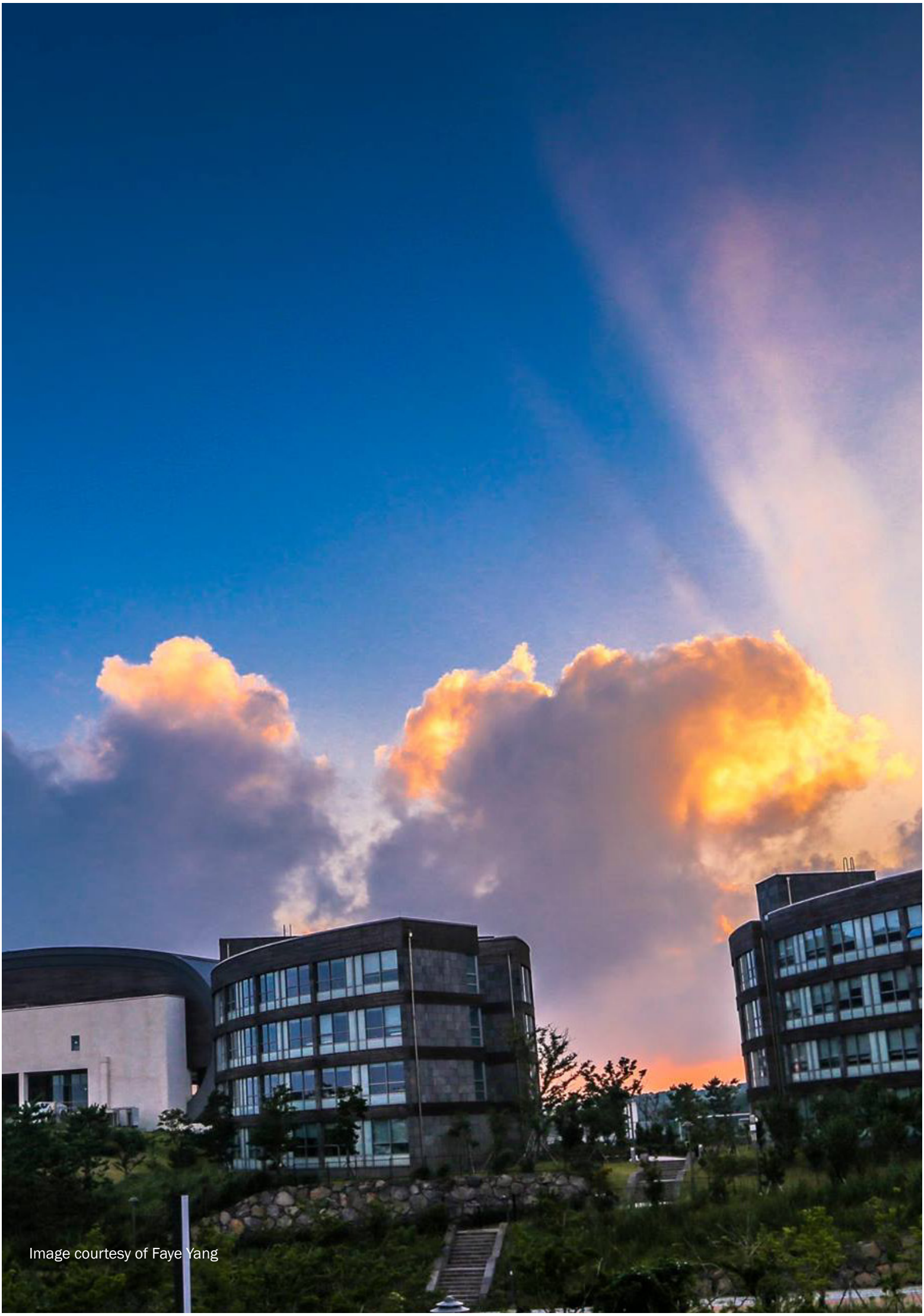

Image courtesy of Faye Yang

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