

Sekolah Global Indo-Asia



Education for The Future

IB DIPLOMA PROGRAMME HANDBOOK

2021 - 2023





“Big enough to make a difference, small enough to care”

-anonymous-

SGIA VISION & MISSION



This handbook provides an outline and explanation of the Sekolah Global Indo-Asia (SGIA) IB Diploma Programme requirements. SGIA is proud to offer selection of subjects that will help prepare senior students for the personal and professional challenges of the 21st century and beyond. It also provides specific information about the courses we offer, how grades are calculated as well as required prerequisites to successfully obtain a diploma to graduate from SGIA. Based on the professional advice of the SGIA team, students and their families need to carefully select the subjects that best match their profile (academic skills, performance records, realistic expectations and personal motivation). Programs in Grade 11 and 12 are offered with our vision and mission as a guide to provide an excellent education and experience for our students.

Vision

Sekolah Global Indo-Asia (SGIA) is a leading world school for educational excellence by providing highest quality standard of services.

Mission

Sekolah Global Indo-Asia's (SGIA) mission is to foster a life-long love of learning in order to develop competent, respectful, compassionate and knowledgeable students who have the confidence and integrity to fulfill their dreams, strive for the betterment of mankind, and achieve their potential as responsible world citizens.

SGIA PHILOSOPHY



Sekolah Global Indo-Asia (SGIA) places the students at the center of the teaching-learning process, embraces the diversity of its students, parents, teachers, and non-teaching staff; and explores the opportunities to respect and learn from a variety of cultures, attitudes, beliefs, and experiences. The school ensures the integration of best research and practices from different national curricula.

SGIA aims to provide a comprehensive and balanced program that focuses on acquiring a wide range of significant knowledge, developing essential skills, fostering positive attitudes, and providing opportunities for meaningful action and social service.

SGIA students are exposed to a broad variety of subject areas in order to facilitate a well-balanced education, which guides students in discovering their particular interests, talents, and abilities for use in the future.

This philosophy allows programs to be directed toward individual development and enrichment in the following areas: intellectual, physical, moral, spiritual, and social. Each school day incorporates citizenship training, character development, personal values, and ethics. Emphasis is placed on instilling respect for citizens of all nations and specifically the heritage of Indonesia. Students graduating from SGIA are well-prepared for entry into English speaking universities throughout the world.

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GENERAL INFORMATION

INTERNATIONAL BACCALAUREATE

Welcome to our 2021-2023 IB Diploma Programme of Studies. This document provides general information about the IB Diploma Programme (IBDP), as well as information about how it is implemented at SGIA.

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepare 16- to 19-year-olds for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding
- develop the skills and a positive attitude towards learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in an extended essay
- enhance their personal and interpersonal development through creativity, activity and service.

Over the course of the two-year programme, students:

- Study six subjects chosen from the six subject groups; three of these subjects are chosen at Higher Level (HL) and three at Standard Level (SL).
- Meet all the requirements for TOK, EE and CAS.

For further information on the IB Programme please visit www.ibo.org.

IB LEARNER PROFILE



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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



International Baccalaureate®
Baccalauréat International
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IB MISSION STATEMENT

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



INTERNATIONAL MINDEDNESS

Sekolah Global Indo-Asia is committed to fostering the belief, values and skills that will allow our students to become interculturally literate global citizens who can positively impact the world. The IB Learner Profile represents international mindedness in action.

At SGIA we believe that internationalism is portrayed through:

- an awareness of one's own culture(s) and other cultures
- an understanding of and empathy for world issues and challenges
- an acute degree of intercultural literacy
- open-mindedness toward global citizenship
- celebration and respect of diversity, language, culture and beliefs, including host country.

ACADEMIC HONESTY

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills” (IBO). The IB defines academic misconduct as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

SGIA takes academic honesty very seriously reflecting the high standards the IB holds in this regard for its students. Examples of misconduct include:

- **Plagiarism**—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- **Collusion**—supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- **Duplication of work**—the presentation of the same work for different assessment components
- **A lack of referencing**
- **Any other behaviour that gives an unfair advantage to a student or that affects the results of another student** (falsifying data, misconduct during an examination, creating spurious reflections).

IB DP CURRICULUM MODEL



The curriculum is modelled by a Diploma Curriculum Framework with six academic areas surrounding the three core requirements. Over the course of the two-year program, students:

- Study six subjects chosen from the six subject groups
- Three of the six subjects are studied at Higher Level (description below)
- The remaining three subjects are studied at Standard Level (description below)
- Complete an Extended Essay
- Follow a Theory of Knowledge course (TOK)
- Participate in Creativity, Activity, Service (CAS).

Diploma candidates must select one subject from each of six groups:

Group 1 – Language & Literature

More than 80 languages have been offered for examination as part of the IB's policy of encouraging students to maintain strong ties to their own cultures. Very good writing and oral skills and respect for the literary heritage of the student's first language are complemented by the international perspective given through world literature studies.

IB DP CURRICULUM MODEL

Group 2 – Language Acquisition

All diploma candidates are examined in a second language. Students who are nearly bilingual or have a very high level of fluency in a second language have the option of Language B. Students with little or no previous exposure to a second language can take a more beginners' course, Language *ab initio*. The principal aim for the subjects in Group 2 is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication.

Group 3 – Individuals and Societies

Studying any one of these subjects provides for the development of a critical appreciation of human behaviour and the varieties of physical, economic and social environments that people inhabit. In addition, each subject is designed to foster in students the capacity to identify, to analyze critically, and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

Group 4 – Experimental Sciences

Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues and a sense of social responsibility is fostered by examining local and global issues.

Group 5 – Mathematics

All candidates for a diploma are required to complete a mathematics course, and several options are available to cater for different abilities and levels of student interest. Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence in the use of mathematical language.

Group 6 – The Arts

This includes visual arts, music and theatre arts, with emphasis placed on practical production by the student and exploration of a range of creative work in a global context.

IB DP CURRICULUM MODEL

The Core of the Diploma Curriculum Framework

All Diploma Programme students participate in the three course requirements that make up the core of the Diploma Curriculum Framework. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The Theory of Knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme, and to make connections across the academic areas.

The Extended Essay (EE), a substantial written work of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages students to develop the skills of independent research that will be expected at university.

Creativity, Activity, Service (CAS) involves students in experiential learning through a range of artistic, sporting, physical and service activities.

Assessment

The IB grading system is criterion based. Results are determined by performance against set standards, not by each student's position in the overall rank order. In nearly all subjects at least some of the assessment is carried out internally by teachers who mark individual pieces of work produced as part of the course of study. Some assessments are conducted and overseen by teachers but marked and moderated externally.

IB Diploma Programme students take written examinations in May of their senior year. These exams are sent to external IB examiners and results are available at the beginning of July.

IB DIPLOMA PROGRAMME AT SGIA



CLASS OF 2018

CLASS OF 2019



CLASS OF 2020



YEAR	TOTAL NUMBER OF STUDENTS	HIGHEST SCORE	AVERAGE SCORE
2018	10	45	34
2019	9	34	31
2020	23	40	33

IB DP ADMISSION REQUIREMENTS

Admissions Criteria

SGIA is a school community dedicated to nurturing academic excellence, creativity, discovery, and compassion within its student body. Our admission team looks for students who are prepared to engage with a rigorous academic program that embodies high expectations. We make recommendations based on a number of factors, like student interest, future career, courses taken in previous years, approaches to learning, etc. In SGIA, we seek to develop students who are hungry for opportunity, bold in their thinking, creative in their instincts, expansive in their dreaming, determined in their actions, collaborative in their teamwork, humble in their achievement, stewards of the environment, and at ease with otherness.

All applicant will be interviewed to determine their level of interest, commitment, and ability to take personal responsibility for their learning.

A. Continuing student from SGIA.

All prospective students must achieve a minimum of “B” in English First Language.

B. External School.

The application will be evaluated considering the following aspects:

- Admission test results (Math & English written test)
- Interview result by the Principal.
- Last school academic transcripts.
- Report card and recommendation from our DP Coordinator and/or Guidance Counselor.

Upon admission to the IBDP, the students will be required to choose the subjects they intend to focus on during their DP years in the subject offering form.

During this stage, SGIA's University/College and Guidance Counselors are available to give advice on carrier profiling and best fit subject requirement based on the university entry requisites. Subject level can be changed within one (1) term after the start of the school year in DP1.

C. Transfer student

- Students transferring to the IBDP after the first semester in Grade 11 are not permitted from schools other than an authorized IB World school.
- Students who have started their Diploma Programme from another school will be required to transfer their credits shown through various assessment methods (i.e. report card, anecdotal records, portfolio) to ensure a smooth transition and to fit subjects that the school offer.
- A recommendation from the programme coordinator of the student's former school will be required for IB DP acceptance.

Acceptance will occur on a first-come-first-serve basis on the submission day.



IB DP SUBJECTS OFFERED AT SGIA

WITH COURSE DESCRIPTIONS

In 2021-23, SGIA intends to offer the following IB Diploma Programme courses. To study the full IB Diploma at SGIA, you need to select:

- ✓ 1 subject at least from each of groups 1, 3, 4 and 5.
- ✓ Either another language from group 1 or a language from group 2.
- ✓ Either group 6 Visual Art or any other subject from groups 2, 3, 4.
- ✓ The 'Core elements' of Theory of Knowledge, Extended Essay and Creativity, Action, Service. (CAS) are compulsory for all Diploma students.

From the subjects you chose, you must study at least 3 at Higher Level and 3 at Standard Level.

GROUP 1	GROUP 2
English A Language & Literature SL/HL	Indonesian B SL/HL
	Mandarin B SL/HL
	Indonesian Ab Initio
	Mandarin Ab Initio
GROUP 3	GROUP 4
Economics SL/HL	Biology SL/HL
Business Management SL/HL	Chemistry SL/HL
History SL/HL	Physics SL/HL
	Computer Science SL/HL
GROUP 5	GROUP 6
Mathematics SL/HL	*Visual Arts SL/HL

*Starting from 2022

Group 1



Group 2



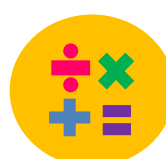
Group 3



Group 4



Group 5



Group 6





GROUP 1 – STUDIES IN LANGUAGE & LITERATURE

Language A : First Language

English A : Language and Literature (SL/HL)

Course Focus and Outcomes

In the Language A: Language and Literature course students learn about the complex and dynamic nature of language, and explore both its practical and aesthetic dimensions. They explore the crucial role language plays in communication, reflecting experience and shaping the world. Students learn about their own roles as producers of language and develop their productive skills. Throughout the course, students explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems. Students engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the reader.

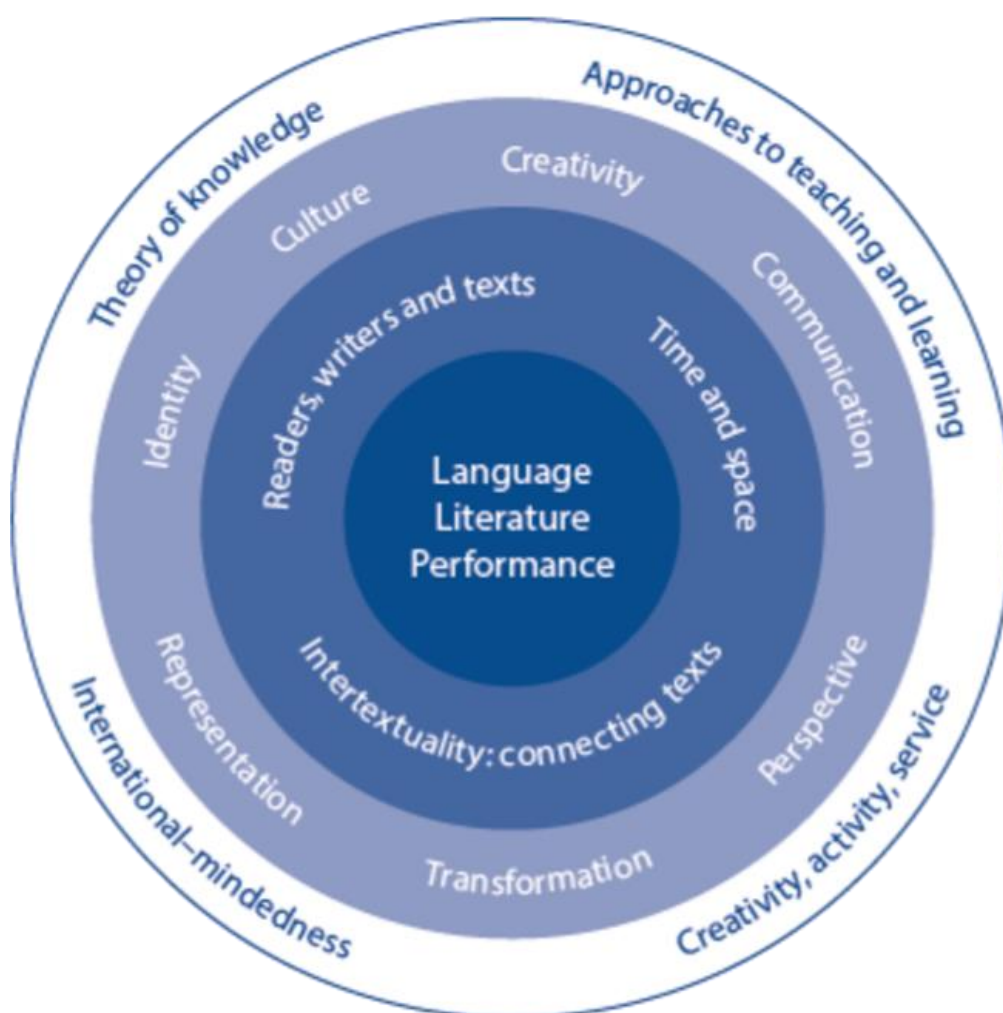
Course Organisation.

	Standard Level	Higher Level
Parts of the Course	<ul style="list-style-type: none">• Readers, writers and texts• Time and space• Intertextuality: connecting texts	<ul style="list-style-type: none">• Readers, writers and texts• Time and space• Intertextuality: connecting texts
Works to be studied	<ul style="list-style-type: none">• 4 literary texts• 4 non-literary bodies of work from the same author	<ul style="list-style-type: none">• 6 literary texts• 6 non-literary bodies of work from the same author

ASSESSMENT

	Standard Level	Higher Level
Paper 1	<ul style="list-style-type: none">• An analysis of one non-literary passage• 1 hour 15 minutes• Weighting 35%	<ul style="list-style-type: none">• An analysis of two non-literary passage• 2 hour 15 minutes• Weighting 35%

Paper 2	<ul style="list-style-type: none"> • Essay response to one of four general questions, comparing two literary texts. • 1 hour 45 minutes • Weighting: 35% 	<ul style="list-style-type: none"> • Essay response to one of 4 general questions, comparing two literary texts. • 1 hour 45 minutes • Weighting: 25%
Individual Oral	<ul style="list-style-type: none"> • 15-minute individual oral exploring extracts from two texts in relation to a global issue • Weighting: 30% 	<ul style="list-style-type: none"> • 15-minute individual oral exploring extracts from two texts in relation to a global issue • Weighting: 20%
Written Essay		<ul style="list-style-type: none"> • 1200 - 1500 words • A formal essay where students develop their own line of inquiry based on a literary or non-literary text. • Weighting: 20%





GROUP 2 – LANGUAGE ACQUISITION

1. Indonesian B (SL/HL)

2. Mandarin B (SL/HL)

Language B is an additional language acquisition course designed for students with some previous learning of that language. This may be studied at either SL or HL. The main focus of this course is on language acquisition and development of language skills through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will be related to the culture concerned. SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

Course Focus and Outcomes.

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes for both the standard and higher-level courses are:

- Identities - the nature of the self and what it is to be human.
- Experiences - the stories of the events, experiences and journeys that shape our lives.
- Human ingenuity - the ways in which human creativity and innovation affect our world.
- Social organization - the ways in which groups of people organize themselves, or are organized, through common systems or interests.
- Sharing the planet - the challenges and opportunities faced by individuals and communities in the modern world.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

In addition, the study of two literary works originally written in the target language is a requirement at HL in language B. HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot and characters.

Standard Level	Higher Level
Paper 1 : Productive skills 25% (externally assessed) Writing exam (1 hour 15 minutes) One writing exercise of 250–400 words from a choice of three each from a different theme and text type choice.	Paper 1 : Productive skills 25% (externally assessed) Writing exam (1 hour 30 minutes) One writing exercise of 450-600 words from a choice of three each from a different theme and text type choice.
Paper 2 : Receptive skills 50% (externally assessed) Reading Comprehension (1 hour) Listening Comprehension (45 minutes)	Paper 2 : Receptive skills 50% (externally assessed) Reading Comprehension (1 hour) Listening Comprehension (1 hour)
Individual oral (12-15 minutes) 25% (internally assessed, externally moderated by IB) A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.	Individual oral (12-15 minutes) 25% (internally assessed, externally moderated by IB) A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

3. Indonesian Ab Initio

4. Mandarin Ab Initio

Language Ab Initio is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate effectively in a range of situations where the language studied is spoken. The course is designed for students who have very little or no prior experience with the language. To maintain the integrity of the IB philosophy, if a student is already proficient in a language or has had extensive tuition in this subject they are encouraged to consider studying at a standard or higher level or another language at ab initio level. In certain cases, a proficiency test may be necessary to determine appropriate course of study.

Course Focus and Outcomes

The language ab initio course is organized into five prescribed themes.

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Language ab initio is available at Standard Level only.

This course enables learners to:

- Develop international-mindedness through the study of languages, cultures, ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop an understanding of the relationship between languages and cultures with which they are familiar.
- Develop an awareness of the importance of language in relation to other areas of knowledge.
- Partake in the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Establish a basis for further studies in the language whether it be for work or personal pleasure. Through the development of receptive, productive and interactive skills, students should respond and interact appropriately in a defined range of everyday situations.

Assessment.

<i>Productive Skills</i> Paper 1	Writing (externally assessed)	25%	1 hour
<i>Receptive Skills</i> Paper 2	Reading Comprehension (externally assessed) Listening Comprehension (externally assessed)	25% 25%	1 hour 45 minutes
<i>Productive Skills</i> Individual Oral	Individual Oral (internally assessed, externally moderated) A conversation with the teacher, based on a visual stimulus, followed by discussion based on at least one additional theme.	25%	15 minutes (extra time for preparation also)





GROUP 3 – INDIVIDUALS & SOCIETIES

1. Business Management (SL/HL)

Course Focus and Outcomes

This subject aims to enable learners to:

- understand the importance of exploring business issues from different cultural perspectives
- develop an holistic view of the world of business
- assess the impact of the actions of organizations on the internal and external environment
- develop the capacity to think critically and make decisions
- assess data from a variety of sources, applying appropriate analytical tools and recommending solutions by evaluating the implications
- appreciate the pace, nature and significance of change.

Course Organisation

Business Management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. The Business Management course, studied over a two-year period, is designed to develop student's knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Within these conceptual areas, students undertake a study of five different units of work:

- Unit 1: Business organization and environment
- Unit 2: Human resource management
- Unit 3: Finance and accounts
- Unit 4: Marketing
- Unit 5: Operations management

Which level do I choose?

	Standard Level	Higher Level
Time	• 150 hours of study	• 240 hours of study
Allocation	• Four (4) lessons per week	• Four (4) lessons per week
Assessment	<p>INTERNAL ASSESSMENT (25%): Written Commentary: Based on 3-5 supporting documents about a real issue or problem</p> <ul style="list-style-type: none"> Internally assessed by the teacher and externally moderated by IB 1500 words <p>EXTERNAL ASSESSMENT:</p> <p>Paper 1 (30%)</p> <ul style="list-style-type: none"> Case Study Three questions Short and extended responses 1 hour 15 minutes <p>Paper 2 (45%)</p> <ul style="list-style-type: none"> Based on unseen stimulus Three questions Responses to stimulus data and extended response 1 hour 45 minutes 	<p>INTERNAL ASSESSMENT (25%): Written Commentary: Based on 3-5 supporting documents about a real issue.</p> <ul style="list-style-type: none"> Internally assessed by the teacher and externally moderated by IB 2500 words (with Research Proposal) + 200-word Executive Summary <p>EXTERNAL ASSESSMENT:</p> <p>Paper 1 (35%)</p> <ul style="list-style-type: none"> Case Study Four questions Short and extended responses 2 hours 15 minutes <p>Paper 2 (40%)</p> <ul style="list-style-type: none"> Based on unseen stimulus Four questions Responses to stimulus data and extended response 2 hours 15 minutes

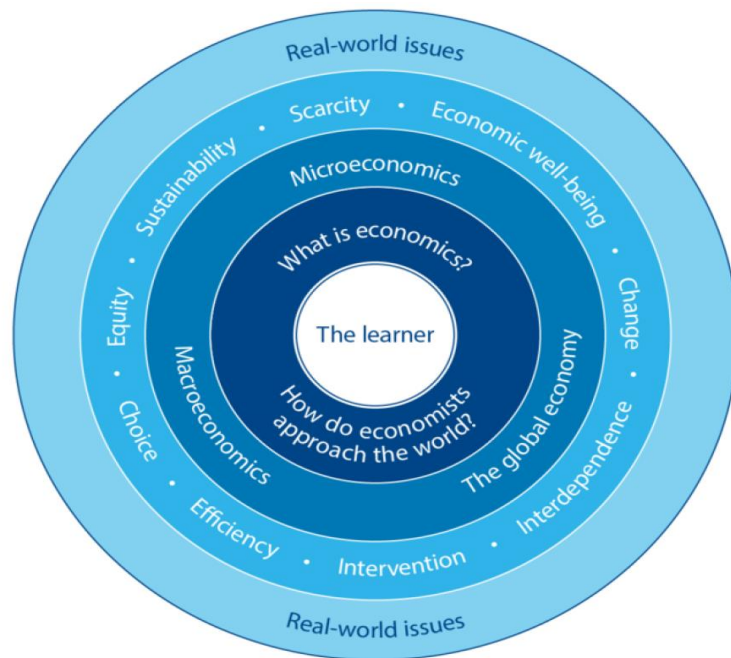
2. Economics (SL/HL)

Course Focus and Outcomes

This subject aims to enable learners to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy.

- apply economic theories, models, ideas and tools and analyze economic data to understand and engage with real-world economic issues and problems facing individuals and societies.
- develop a conceptual understanding of individuals and societies economic choices, interactions, challenges and consequences of economic decision-making.



Course Organisation

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and **interdependence** of economic activities in a rapidly changing world. At the heart of economic theory is the problem of **scarcity**. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, **choices** have to be made.

Within these conceptual areas, students undertake a study of five different units of work:

- Unit 1: Introduction to Economics
- Unit 2: Microeconomics
- Unit 3: Macroeconomics
- Unit 4: The Global Economy

Which level do I choose?

	Standard Level	Higher Level
Time	• 150 hours of study	• 240 hours of study
Allocation	• Four (4) lessons per week	• Four (4) lessons per week
Assessment	<p>INTERNAL ASSESSMENT (30%):</p> <ul style="list-style-type: none"> • Portfolio of 3 commentaries • Max 800 words for each commentary • Internally assessed by the teacher and externally moderated by IB. <p>EXTERNAL ASSESSMENT:</p> <p>Paper 1 (30%)</p> <ul style="list-style-type: none"> • An extended response paper. • Students answer one question from a choice of three. (25 marks) • 1 hour 15 minutes <p>Paper 2 (40%)</p> <ul style="list-style-type: none"> • A data response paper. Includes some quantitative questions. • Students answer one question from a choice of two. (40 marks) • 1 hour 45 minutes 	<p>INTERNAL ASSESSMENT (20%):</p> <ul style="list-style-type: none"> • Portfolio of 3 commentaries • Max 800 words for each commentary • Internally assessed by the teacher and externally moderated by IB. <p>EXTERNAL ASSESSMENT:</p> <p>Paper 1 (20%)</p> <ul style="list-style-type: none"> • An extended response paper. • Students answer one question from a choice of three. (25 marks) • 1 hours 15 minutes <p>Paper 2 (30%)</p> <ul style="list-style-type: none"> • A data response paper. Includes some quantitative questions. • Students answer one question from a choice of two. (40 marks) • 1 hour 45 minutes <p>Paper 3 (30%)</p> <ul style="list-style-type: none"> • A policy paper. Includes both quantitative and qualitative questions. • Students answer two compulsory questions. (60 marks) • 1 hour 45 minutes

3. History (SL/HL)

Course Focus and Outcomes

This subject aims to enable learners to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by Encouraging reflection on the past.

Course Organisation

The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context. History is available at both Standard Level (SL) and Higher Level (HL).

Prescribed subjects (HL / SL): One Topic must be chosen for study from the following list.	World history topics (HL / SL): Teachers should select two topics from the following 12 options.
1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention	1. Society and economy (750–1400) 2. Causes and effects of medieval wars (750–1500) 3. Dynasties and rulers (750–1500) 4. Societies in transition (1400–1700) 5. Early Modern states (1450–1789) 6. Causes and effects of Early Modern wars (1500–1750) 7. Origins, development and impact of industrialization (1750–2005) 8. Independence movements (1800–2000) 9. Evolution and development of democratic states (1848–2000) 10. Authoritarian states (20th century) 11. Causes and effects of 20th-century wars 12. The Cold War: Superpower tensions and rivalries (20th century)

OPTIONS (For HL Only): One section must be selected for study.

1. History of Africa and the Middle East
2. History of the Americas
3. History of Asia and Oceania
4. History of Europe

Which level do I choose?

	Standard Level	Higher Level
Time	• 150 hours of study	• 240 hours of study
Allocation	• Four (4) lessons per week	• Four (4) lessons per week
Assessment	<p>INTERNAL ASSESSMENT (25%):</p> <p>Historical investigation:</p> <p>Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p> <ul style="list-style-type: none"> Internally assessed by the teacher and externally moderated by IB. <p>EXTERNAL ASSESSMENT:</p> <p>Paper 1 (30%) – 1 hour</p> <p>Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p> <p>Paper 2 (45%) - 1 hour 30 minutes</p> <p>Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</p>	<p>INTERNAL ASSESSMENT (20%):</p> <p>Historical investigation:</p> <p>Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p> <ul style="list-style-type: none"> Internally assessed by the teacher and externally moderated by IB. <p>EXTERNAL ASSESSMENT:</p> <p>Paper 1 (20%) – 1 hour</p> <p>Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p> <p>Paper 2 (25%) – 1 hour 30 minutes</p> <p>Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</p> <p>Paper 3 (35%) – 2 hour 30 minutes</p> <p>For the selected region, answer three essay questions. (45 marks)</p>



GROUP 4 – EXPERIMENTAL SCIENCES

Course Focus and Outcomes

This subject aims to enable learners 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 appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

1. Biology (SL/HL)

Biology is available at both Standard Level (SL) and Higher Level (HL).

Core (Standard Level & Higher Level)	Higher Level Only
Topic 1: Cell biology Topic 2: Molecular biology	Topic 7: Nucleic acids

Topic 3: Genetics Topic 4: Ecology Topic 5: Evolution and biodiversity Topic 6: Human physiology OPTIONS: A: Neurobiology and behaviour B: Biotechnology and bioinformatics C: Ecology and conservation D: Human physiology	Topic 8: Metabolism, cell respiration and photosynthesis Topic 9: Plant biology Topic 10: Genetics and evolution Topic 11: Animal physiology
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2. Chemistry (SL/HL)

Chemistry is available at both Standard Level (SL) and Higher Level (HL).

Core (Standard Level & Higher Level)	Higher Level Only
Topic 1: Stoichiometric relationships Topic 2: Atomic structure Topic 3: Periodicity Topic 4: Chemical bonding and structure Topic 5: Energetics/thermochemistry Topic 6: Chemical kinetics Topic 7: Equilibrium Topic 8: Acids and bases Topic 9: Redox processes	Topic 12: Atomic structure Topic 13: The periodic table—the transition metals Topic 14: Chemical bonding and structure Topic 15: Energetics/thermochemistry Topic 16: Chemical kinetics Topic 17: Equilibrium Topic 18: Acids and bases Topic 19: Redox processes Topic 20: Organic chemistry Topic 21: Measurement and analysis

Topic 10. Organic chemistry Topic 11. Measurement and data processing OPTIONS: A. Materials B. Biochemistry C. Energy D. Medicinal chemistry	
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3. Physics (SL/HL)

Physics is available at both Standard Level (SL) and Higher Level (HL).

Core (Standard Level & Higher Level)	Higher Level Only
Topic 1: Measurements and uncertainties Topic 2. Mechanics Topic 3. Thermal physics Topic 4. Waves Topic 5. Electricity and magnetism Topic 6. Circular motion and gravitation Topic 7. Atomic, nuclear and particle physics Topic 8. Energy production OPTIONS: A. Relativity B. Engineering physics C. Imaging	Topic 9. Wave phenomena Topic 10. Fields Topic 11. Electromagnetic induction Topic 12. Quantum and nuclear physics

Practical work in Group Subjects

The internal assessment requirements are the same for biology, chemistry and physics. The investigation addresses many of the learner profile attributes well. Each subject has some prescribed practical which includes:

- a hands-on laboratory investigation
- using a spreadsheet for analysis and modelling
- extracting data from a database and analyzing it graphically
- producing a hybrid of spreadsheet/database work with a traditional hands-on investigation
- using a simulation, provided it is interactive and open-ended.

Which subject and level do I choose?

	Standard Level	Higher Level
Time	• 150 hours of study	• 240 hours of study
Allocation	• Four (4) lessons per week	• Four (4) lessons per week
Assessment	INTERNAL ASSESSMENT (20%): <ul style="list-style-type: none"> • Experimental / Theoretical / Simulations based individual investigation • Internally assessed by the teacher and externally moderated by IB • Max 12 pages EXTERNAL ASSESSMENT: Paper 1 (20%) – 45 minutes <ul style="list-style-type: none"> • 30 Multiple Choice Questions 	INTERNAL ASSESSMENT (20%): <ul style="list-style-type: none"> • Experimental / Theoretical / Simulations based individual investigation • Internally assessed by the teacher and externally moderated by IB • Max 12 pages EXTERNAL ASSESSMENT: Paper 1 (20%) – 1 hour <ul style="list-style-type: none"> • 40 Multiple Choice Questions

	<p>Paper 2 (40%) – 1 hour 15 minutes</p> <ul style="list-style-type: none"> • Short-answer and extended-response questions on core material. • 45 marks <p>Paper 3 (20%) – 1 hour</p> <p>This paper will have questions on core and SL option material. (35 marks)</p> <ul style="list-style-type: none"> • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from one option. 	<p>Paper 2 (36%) 2 hour 15 minutes</p> <ul style="list-style-type: none"> • Short-answer and extended-response questions on core material. • 90 marks <p>Paper 3 (24%) – 1 hour 15 minutes</p> <p>This paper will have questions on core and SL option material. (45 marks)</p> <ul style="list-style-type: none"> • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from one option.
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4. Computer Science (SL / HL)

Computer Science is available at both Standard Level (SL) and Higher Level (HL).

Course Focus and Outcomes

This subject aims to enable learners to:

- provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- provide a body of knowledge, methods and techniques that characterize computer science
- enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
- demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- engender an awareness of the need for, and the value of, effective collaboration and

communication in resolving complex problems

- 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
- 8. raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Standard Level and Higher Level	Higher Level Only
<p>Topic 1: System fundamentals</p> <p>Topic 2: Computer organization</p> <p>Topic 3: Networks</p> <p>Topic 4: Computational thinking, problem-solving and programming</p> <p>OPTIONS:</p> <p>A: Databases Option</p> <p>B: Modelling and simulation Option</p> <p>C: Web science Option</p> <p>D: Object-oriented programming (OOP)</p>	<p>Topic 5: Abstract data structures</p> <p>Topic 6: Resource management</p> <p>Topic 7: Control</p> <p>Case study Additional subject content introduced by the annually issued case study</p>

Which subject and level do I choose?

	Standard Level	Higher Level
Time	• 150 hours of study	• 240 hours of study
Allocation	• Four (4) lessons per week	• Four (4) lessons per week

Assessment	<p>INTERNAL ASSESSMENT (30%):</p> <ul style="list-style-type: none"> Internally assessed by the teacher and externally moderated by IB Max 2000 words (34 marks) <p>EXTERNAL ASSESSMENT:</p> <p>Paper 1 (45%) – 1 hour 30 minutes</p> <p>Two compulsory sections:</p> <ul style="list-style-type: none"> Section A: Short Answer Questions (25 marks) Section B: Three compulsory structured questions (45 marks) <p>Paper 2 (25%) – 1 hour</p> <ul style="list-style-type: none"> Five compulsory questions (45 marks) 	<p>INTERNAL ASSESSMENT (20%):</p> <ul style="list-style-type: none"> Internally assessed by the teacher and externally moderated by IB Max 2000 words (34 marks) <p>EXTERNAL ASSESSMENT:</p> <p>Paper 1 (40%) – 2 hour 10 minutes</p> <p>Two compulsory sections:</p> <ul style="list-style-type: none"> Section A: Short Answer Questions (25 marks) Section B: Five compulsory structured questions (75 marks) <p>Paper 2 (20%) 1 hour 20 minutes</p> <p>Between three and seven compulsory questions (65 marks)</p> <p>Paper 3 (20%) – 1 hour</p> <ul style="list-style-type: none"> Four compulsory questions based on a pre-seen case study (30 marks)
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** The use of calculators is not permitted in any computer science examination.*

Group 4 Project:

The group 4 project is an interdisciplinary activity in which all Diploma Programme science students must participate. The intention is that students from the different group 4 subjects analyze a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the processes involved in, rather than the products of, such an activity. Each group may investigate the same topic or different topics—that is, there may be several group 4 projects in the same school. Students studying environmental systems and societies are not required to undertake the group 4 project. The 10 hours allocated to the group 4 project, which are part of the teaching time set aside for developing the practical scheme of work, can be divided into three stages: **planning, action and evaluation.**



GROUP 5 – MATHEMATICS

Analysis & Approaches

Mathematics is available at both Standard Level (SL) and Higher Level (HL).

Course Focus and Outcomes

This subject aims to enable learners to:

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

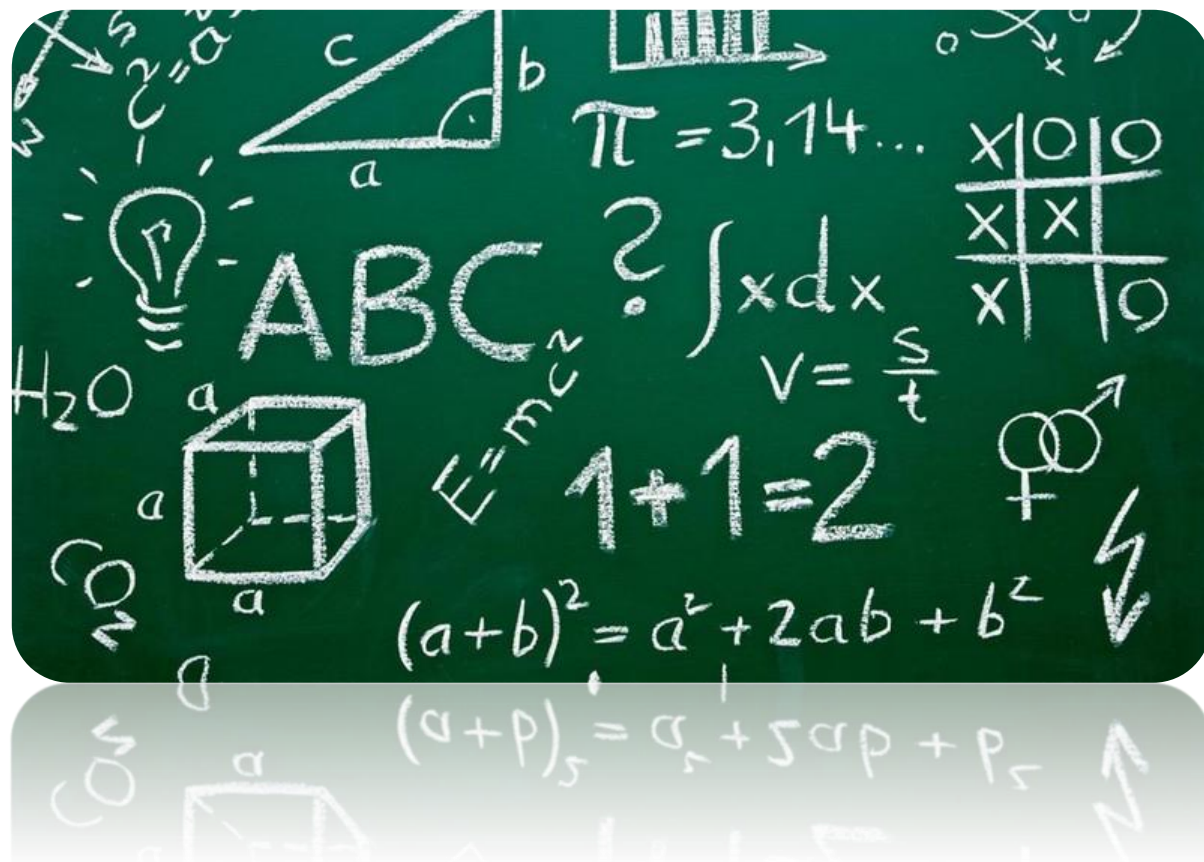
Syllabus Outline

Topic 1—Number and algebra

Topic 4—Statistics and probability

Topic 2—Functions

Topic 5 —Calculus



Topic

Images : <https://scorum.com/en-us/football/@viktars/maths-analysis-of-champions-league-draw>

3—

Geometry and trigonometry

The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics

Which level do I choose?

Applications and Interpretation	Analysis and Approaches
For students interested in social sciences, natural sciences, statistics, business, psychology, and design. This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world.	For students interested in mathematics, engineering, physical sciences, and some economics. This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics.

	Standard Level	Higher Level
Time Allocation	<ul style="list-style-type: none"> • 150 hours of study • Four (4) lessons per week 	<ul style="list-style-type: none"> • 240 hours of study • Four (4) lessons per week
Assessment	<p>INTERNAL ASSESSMENT (20%):</p> <ul style="list-style-type: none"> • Internally assessed by the teacher and externally moderated by IB (20 marks) <p>EXTERNAL ASSESSMENT:</p> <p>Paper 1 (40%) – 1 hour 30 minutes</p> <p>No Technology Allowed (80 marks)</p> <ul style="list-style-type: none"> • Section A: Short Response Questions • Section B: Extended Response Questions <p>Paper 2 (40%) – 1 hour 30 minutes</p> <p>Technology Required (80 marks)</p> <ul style="list-style-type: none"> • Section A: Short Response Questions • Section B: Extended Response Questions 	<p>INTERNAL ASSESSMENT (20%):</p> <ul style="list-style-type: none"> • Internally assessed by the teacher and externally moderated by IB (20 marks) <p>EXTERNAL ASSESSMENT:</p> <p>Paper 1 (30%) – 2 hours</p> <p>No Technology Allowed (110 marks)</p> <ul style="list-style-type: none"> • Section A: Short Response Questions • Section B: Extended Response Questions <p>Paper 2 (30%) 1 hour 20 minutes</p> <p>Technology Required (110 marks)</p> <ul style="list-style-type: none"> • Section A: Short Response Questions • Section B: Extended Response Questions <p>Paper 3 (20%) – 1 hour</p> <ul style="list-style-type: none"> • Technology Required • Two compulsory extended response problem solving problems (55 marks)



GROUP 6 – THE ARTS

(will be offered in 2022)

Visual Art is available at both Standard Level (SL) and Higher Level (HL).

Course Focus and Outcomes

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

IB Visual Art Units

- Deconstruction: photography, architecture, textiles
- Ritual: performance, artist routines, video installation
- Amalgamation: Student directed

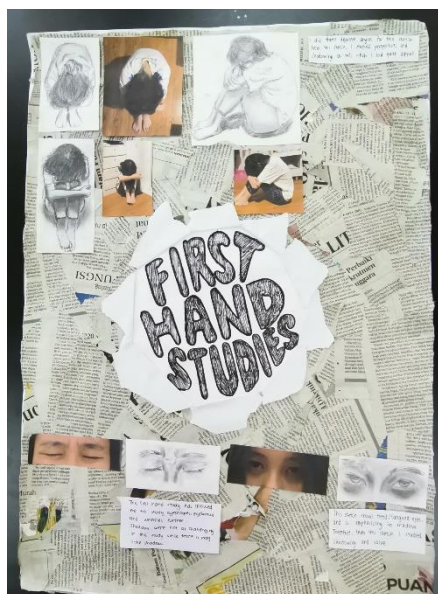
	VISUAL ARTS IN CONTEXT	VISUAL ARTS METHODS	COMMUNICATING VISUAL ARTS
Theoretical practice	Examine and compare the work of artists from different cultural contexts. Contexts influencing their own work and the work of others.	Different techniques for making art. Investigate and compare how and why different techniques have evolved and the processes involved.	Explore ways of communicating through visual and written means. Make artistic choices about how to most effectively communicate knowledge and understanding.

Art-making practice	Make art through a process of investigation, thinking critically and experimenting with techniques. Apply identified techniques to their own developing work.	Experiment with diverse media and explore techniques for making art. Develop concepts through processes that are informed by skills, techniques and media.	Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
Curatorial practice	Develop an informed response to experiences, work and exhibitions they have seen. Formulate personal intentions for creating and displaying their own artworks.	Evaluate how their ongoing work communicates meaning and purpose. Consider the nature of “exhibition and think about the process of selection and the potential impact of their work on different audiences.	Select and present resolved works for exhibition. Explain the ways in which the works are connected. Discuss how artistic judgments impact the overall presentation.

ASSESSMENT

Task 1: Comparative Study	Students analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.	20%
Task 2: Process Portfolio	Students submit carefully selected materials which evidence their experimentations, exploration, manipulation and refinement of a variety of visual arts activities during each unit.	40%
Task 3: Exhibition	Students submit for assessment a selection of resolved artworks. The selected pieces should show evidence of their technical accomplishments during the Visual Arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.	40%

	Standard Level	Higher Level
Time	• 150 hours of study	• 240 hours of study
Allocation	• Four (4) lessons per week	• Four (4) lessons per week
Assessment	<p>INTERNAL ASSESSMENT Task 3: Exhibition (20%):</p> <ul style="list-style-type: none"> • 4–7 pieces with exhibition text for each. A curatorial rationale (400 words maximum). <p>EXTERNAL ASSESSMENT Task 1: Comparative study (40%)</p> <ul style="list-style-type: none"> • Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 pages. <p>Task 2: Process portfolio (40%)</p> <ul style="list-style-type: none"> • 9–18 pages. The submitted work should be in at least two different art-making forms. 	<p>INTERNAL ASSESSMENT Task 3: Exhibition (20%):</p> <ul style="list-style-type: none"> • 8–11 pieces with exhibition text for each. A curatorial rationale (700 words maximum) <p>EXTERNAL ASSESSMENT Task 1: Comparative study (40%)</p> <ul style="list-style-type: none"> • Same as SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 pages). <p>Task 2: Process portfolio (40%)</p> <ul style="list-style-type: none"> • 13–25 pages. The submitted work should be in at least three different art-making forms.



CORE REQUIREMENTS

TOK, EE AND CAS

IB Inner Core - Theory of Knowledge (TOK) Course Focus and Outcomes

TOK explores questions about knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought provoking as well as empowering for students.

This course will enable students to:

- to encourage students to reflect on the central question, “How do we know that?” and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

TOK is based on the development of specific skills:

- Identifying knowledge claims (what is thought to be true)
- Identifying knowledge questions (the questions that arise from these claims)
- Finding links between knowledge theories and the questions that arise from issues being explored
- Providing examples that support and counter observed knowledge questions and claims
- Applying analytical skills (including critical thinking, reflective line of inquiry, accepting ambiguity, open ended questioning, connectedness, relevance, problem solving, collaborating, synthesis, and deconstruction).

Assessment

Essay

The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

Exhibition

The TOK Exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB. For this task, students are required to create an exhibition of three objects that connect to a prompt provided to the student. They must also submit an accompanying written commentary on each object of 950 words total.

IB Inner Core – Extended Essay (EE)

Course Focus and Outcomes

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects normally one of the student's six chosen subjects for the IB Diploma. It provides students with an opportunity to engage in personal research in a topic of their choice,

under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the chosen subject. Students begin the research process during Year 11 and submit in the second year of IB study.

This compulsory independent research project will enable students to:

- Pursue independent research on a focused question that relates to an area of interest.
- Develop research and communication skills.
- Develop the skills of creative and critical thinking.
- Engage in a systematic process of research appropriate to the subject.
- Experience the excitement of intellectual discovery.
- Complete a planning and progress form.

Assessment

Essay

- The 4000-word essay is graded on a scale of A – E
- The essay is marked according to criteria set out in the IB Guidelines
- The essay is externally assessed and, in combination with the grade for Theory of knowledge, contributes up to three points to the total score for the IB Diploma.

Viva Voce

- This oral assessment is a 10-minute interview with the Supervisor after final submission to clarify any issues, confirm ownership and reflect on what has been learned. It is an aid to the Supervisor's Report.

Please note: Extended Essay supervisors are permitted to give a maximum of 5 hours individual assistance to each student. A grade of E on the Extended Essay means a failure of the IB Diploma. It is therefore imperative that students closely follow the timelines and guidelines in the Extended Essay handbook published by the Extended Essay coordinator and respond promptly to advice from supervisors.

IB Inner Core – Creativity, Activity and Service (CAS)

Course Focus and Outcomes

CAS is at the heart of the Diploma Programme and complements a challenging academic program in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**. CAS enables students to grow as unique individuals through experiential learning, and to understand they are members of local and global communities with responsibilities towards each other and the environment. At SGIA, we are passionate about the vital role creative thinking plays in society through expressing ideas, developing empathy, giving a voice to the voiceless, advocating for change, and defining culture and identity. By connecting and aligning Service with our creative identity, we discover a sense of purpose and value extending far beyond our time at SGIA.

Cipanas Trip

Organic Farm
Workshop



The Three Strands of CAS are:



Exploring and extending ideas leading to an original or interpretive product or performance.



Activity

Physical exertion contributing to a healthy lifestyle.



Service

Collaborative and reciprocal engagement with the community in response to an authentic need.

Learning Outcomes

To complete their CAS program, students are **required to achieve** the seven CAS learning outcomes comprising:

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

Reflection

Being reflective is one attribute of the IB learner profile: “We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. Reflection leads to improved problem solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS

experiences may influence future possibilities. **Purposeful, authentic reflection is about quality rather than quantity.** Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes. Reflections in CAS may be expressed through a paragraph, a letter, a poem, a comic strip, a dramatic performance, a song, a drawing, a dance, a video journal or other forms of expression. **The appropriate occasion, amount and method is the student's decision.**

Creating a Personal CAS Plan

The CAS plan must:

- Include at least one substantial leadership project of over 1 month duration which addresses one or more strand of CAS (preferably Creativity & Service to align with our Creative Industries identity).
- Include enough sustained CAS experiences/activities to authentically achieve and reflect on each of the Learning Outcomes.
- Use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- Demonstrate a reasonable balance across all three strands of CAS
- Be sustained for **at least 18 months** to demonstrate commitment, perseverance and a GROWTH mindset
- Must have a responsible adult supervisor for each activity/project who is not a relative and who can provide a report on participation

CAS Requirements

- Create a CAS proposal and personal profile at the beginning of year 11 and submit to the CAS Advisor for approval.
- Enter the CAS plan in your **ManageBac Portfolio**. All activities and projects must have a detailed description of student involvement and specific responsibilities and identify CAS strands and Learning Outcomes addressed.
- Complete and upload authentic Reflections on your involvement in CAS, addressing the

nominated Learning Outcomes for each experience/project.

- Gather and upload rich Evidence of participation and completion of each experience/project.

Guidelines are in the CAS checklist

- Attend monitoring meetings with the Success Coach over the 18-month CAS program. These will occur at the end of Semesters 1 & 2 in IB1, at the end of Terms 1, 2 and at the CAS sign-off in Term 3 IB2.
- Participate in three CAS interviews with your Advisor – one at the beginning of the program, one at the end of Year 11 and a final interview upon completion of CAS.



IB DP DIPLOMA GRADUATION REQUIREMENTS

Although there are components for internal assessment at all levels and within all IB courses, IB is primarily an **externally assessed** program. Just as the IB Organization (IBO) provides course content and structure, the IBO also grades the results at the end of the two-year program.

ASSESSMENT AND THE GRADING

Students at SGIA are graded alongside other students in IB schools all over the world. IB examiners, not teachers, mark the examination scripts. The International Baccalaureate Organization awards diplomas on the basis of the points achieved in all examinations. Each subject is graded on a 1-to-7 scale (as shown below), where 7 is the highest overall score possible in a given subject. In addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points.

Grade	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor (Fail)

Conditions to Award the Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- the candidate has gained 12 points or more on HL subjects
- the candidate has gained 9 points or more on SL subjects
- the candidate's total points are 24 or more

- CAS requirements have been met
- there is no “N” awarded for theory of knowledge and extended essay.
- there is no grade E awarded for theory of knowledge and/or the extended essay (see the matrix below)
- 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 not received a penalty for academic misconduct from the Final Award Committee.

The Diploma Points Matrix for Extended Essay and TOK

TOK/ EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Other Requirements

The Ministry of Education of Republic Indonesia, required that:

Indonesian students

- to take **Bahasa Indonesia**, **Religion** and **Citizenship** subjects. The school will arrange the class during any weekday.

Expatriate students

- to take an **Indonesian Studies** subject. The school will arrange the class during any weekday.

ONLINE LEARNING AT SGIA

The school uses a variety of online learning Programmes to help foster and improve student learning. These Programmes are accessed through students' laptops.

ManageBac is used by students to keep updated records of their goal setting, evidence gathering and reflections for CAS. It is also used for TOK and the Extended Essay. All assessment records are updated by teachers on MB and can be viewed by the individual students and their parents. (For detailed information about MB, please check page23)

Google Classroom is used by teachers to share online learning resources, conduct various forms of formative assessment and facilitate class discussions.

Turnitin.com: SGIA currently uses “turnitin.com” as a useful tool for electronically collecting work that will be submitted to Diploma examiners. All Extended Essays and TOK Essays will be submitted this way, and subject teachers will tell students if they want any particular piece of work to be submitted through “turnitin.com”. We encourage students to use the draft submission facility prior to the deadline. This will identify all their quotations, with their sources.

Exam.net: Exam.net is an online tool to take the unit tests, semester exams etc. and in SGIA, we have a full year subscription of the platform. With Exam.net, teachers can set high-stakes exams which the students carry out on their own digital devices. Exam.net is widely used by Swedish schools to run more than one million exams each semester.

UNIVERSITY GUIDANCE & COUNSELING

The IB Diploma is a rigorous and demanding program that provides students with a first-class preparation for their future after SGIA. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses. SGIA has a strong record in placing its graduates in universities around the world. A detailed list of university acceptances can be found on our website. Below is a sample of the many universities around the world where SGIA graduates have been accepted:

No.	Student Name	University	Country
1	Andrew Daniel Djapri	Universitas Pelita Harapan	Indonesia
2	Aziza Salsabila Ande	University of Indonesia	Indonesia
3	Carolyn Grace Donlon	Atma Jaya University	Indonesia
4	Farhan Nurdiansyah	Universitas Gadjaja Maja	Indonesia
5	Leo Harnadi Marlim	Universitas Gadjah Mada	Indonesia
6.	Melly Milson	Parahyangan Catholic University	Indonesia
7	Michael Melborne	Universitas Gadjah Mada	Indonesia
8	Theresia	Universitas International Batam	Indonesia
9	Ashiilah Faradiba Suhadi	University of Sheffield	United Kingdom
10	Jule Valendo Halim	University of Edinburgh	United Kingdom
11	Shayna Amarthia Adiera Dharmasandhi	University of Manchester	United Kingdom
12	Udrasena A.D Dharmasandhi	Queens University Belfast	United Kingdom

No.	Student Name	University	Country
13	Sherina Ng	University of Bristol	United Kingdom
14	Benny Ng	University of San Francisco	USA
15	Edbert Mawlin	City University of New York	USA
16	Zeke Denver W De Zilva	Wichita State University	USA
17	Caroline Pricillia	Deakin University	Singapore
18	Euvann Audry Vianata	(National Service)	Singapore
19	Galvien Cia	Singapore Institute of Management	Singapore
20	Marcus	National University of Singapore	Singapore
21	Rainey Claricia	Curtin University	Singapore
22	Sharon Gautama	Nanyang Technological University	Singapore
23	Kelly	Singapore University of Social Sciences	Singapore
24	Auw Jong Jason Irman	Queensland University of Technology	Australia
25	Fanany Adeline	University of Queensland	Australia
26	I Gusti Ayu Adi Devi Putri	Blue Mountain University	Australia
27	Izza Ghasani Rasendriya	Monash University	Australia
28	Jefry Santoso	Monash University	Australia
29	Parth Singhal	University of Melbourne	Australia
30	Richwoson Lee	Monash University	Australia
31	Shizuka Mochizuki	University of Melbourne	Australia
32	Vincent Kurniawan	University of Melbourne	Australia
33	Andi Fadlan Halilintar	Monash Uuniversity	Malaysia
34	David Martius	Heriot-Watt University	Malaysia

No.	Student Name	University	Country
35	Diva Amartya Larasati	Monash University	Malaysia
36	Felix Joenardi	Taylors University	Malaysia
37	Loewis Toh Lee Boon	Heriot-Watt University	Malaysia
38	Thaddeus Trystan	Asia Pacific University	Malaysia
39	Sparsh Singhal	Hong Kong University of Science & Tech.	Hongkong
40	Farrel Ardan Susilo	Institut National Des Sciences, Lyon	France
41	Felicia Crysta Elwina	University of Otago	New Zealand

ManageBac

Support for Students and Parents

SGIA uses the ManageBac web-based organisational system. All assessment records are updated by teachers on ManageBac and can be viewed by the individual students and their parents and also it is used for school administrative information such as attendance, personal details, timetable, behaviour records, school notices and information and so on.

Most important, ManageBac used by students to support the requirements of the Core (CAS, EE and TOK).

All SGIA students & parents are issued with a private login for ManageBac on arrival. It is your responsibility to keep an eye on your ManageBac area, to make sure that you are not missing important information or deadlines. You can access it through the school's website or via <https://www.ManageBac.com/login>

The system facilitates the following:

- class schedule, calendars, deadlines, course descriptions & teaching timeline, and extra-curricular activities. All teachers use ManageBac to post information about student learning, such as assignments, hand-outs, useful links, grades.
- subject teachers record class attendance on ManageBac at the beginning of each lesson.
- recording of all CAS experiences and required reflections, evidence and supervisor approval
- support for all students in the development and completion of their Extended Essay. This includes storage of all drafts, ideas, evidence, all reflections, and supervisor's comments.
- a TOK space that allows students to communicate with teachers and peers as they develop their knowledge and ideas for the assessment's tasks

BIBLIOGRAPHY :

1. Exam.net, (<https://exam.net/>)
2. International Baccalaureate Organization, (<https://ibo.org/>)
3. ManageBac, (<https://www.ManageBac.com/>)
4. SGIA website, (<https://www.sgiaedu.org/?lang=id>)
5. Turnitin, (<https://www.turnitin.com/>)

10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



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*Based on IB research - www.ibo.org/research

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Connect with us :


SEKOLAH GLOBAL INDO-ASIA

JL. AHMAD YANI KAV. SGIA, BATAM CENTER 29461, KEPULAUAN RIAU, INDONESIA
Tel. +62778 – 467333 / Fax. +62778 – 467979.

 : admission@sgiaedu.org

 : www.sgiaedu.org

 : Sekolah Global Indo-Asia

 : [sgia_official](https://www.instagram.com/sgia_official)



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