Hiroshima International School

International Baccalaureate Diploma Programme

Course Selection Guide

2018-2019
What is the International Baccalaureate Diploma Program?

The IB Diploma Programme is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world’s leading universities.

Students learn more than a body of knowledge. The Diploma Programme prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

The curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). This is illustrated by the below Diploma Programme model.

Candidates for the diploma study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core—Extended Essay, Theory of Knowledge and Creativity, Action, Service—are compulsory and are central to the philosophy of the Diploma Programme.

- The Extended Essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.
- The interdisciplinary Theory of Knowledge course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the CAS programme encourages candidates to be involved in artistic
pursuits, sports, and community service work. The programme fosters students’ awareness and appreciation of life beyond the academic arena.

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject.

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 a course of study. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers, but are then marked externally by examiners. Examples include written assignments or tasks for language subjects in groups 1 and 2, the essay for Theory of Knowledge and the Extended Essay. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are the watchwords of the Diploma Programme’s assessment strategy.

(From The Handbook of Procedures, A1.2 The Diploma Program, IBO 2015)
Credits for Secondary Students
(Grades 9-12)

Graduation Requirements

Students completing Grades 9-12 at HIS are eligible for a high school diploma, regardless of participation in the International Baccalaureate Diploma Programme. HIS is accredited by the Council of International Schools and the New England Association of Schools & Colleges.

- This means a HIS high school diploma is recognized by universities and post-secondary institutions around the world.
- A student who does not earn an IB DP diploma is eligible to earn an HIS diploma if all graduation requirements are satisfied.
- A student who successfully completes the IB Diploma Programme and meets all of HIS’s graduation requirements will earn a diploma from the International Baccalaureate and HIS.

A minimum of 22 credits is necessary to graduate from HIS in addition to completing Creativity, Activity, and Service (CAS). These must include:

- 4 x English;
- 3 x Science, Individuals & Societies, Mathematics, Additional Language;
- 1 x PE, Design;
- 1 x Art or Music;
- 3 x Electives (additional courses in the above subject areas)

Students who complete IB DP course requirements along with earning all credits in Grades 9-10 meet Hiroshima International School graduation requirements.

Earning Credits

Three or more periods a week constitutes 1 credit; two periods a week equals half of a credit. In order for a student to earn “credit” for a course, the student must complete all course requirements (assignments, assessments, projects) and earn a grade of 3 or higher. Credits earned at another school must meet the minimum standard set by HIS grade of 3.

Transfer Credits

Students who did not attend HIS for all of Grades 9 to 10 will ordinarily gain credit for courses taken in their previous schools. Transfer credits must meet the minimum credit hours for class time:

- 1 credit = weekly class time ≥135 minutes and class grade is at least equivalent to a 3 on the IB scale.
- 0.5 credits = weekly class time ≥ 90 minutes but < 135 minutes and class grade is at least equivalent to a 3 on the IB scale

Other courses or experiences that have alignment with HIS assessment criteria will be considered for credit on a case by case basis when there is no direct course equivalent.

Diploma Program Course Selection

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- Students must pick one subject from each group listed below. Six courses total will be selected.

**Summary of HIS IB DP Course Offerings by Subject Group**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2*</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies in Language &amp; Literature</td>
<td>Language Acquisition</td>
<td>Individuals &amp; Societies</td>
</tr>
<tr>
<td>English Language &amp; Literature A HL/SL</td>
<td>English B HL/SL</td>
<td>Global Politics HL/SL</td>
</tr>
<tr>
<td>Japanese Literature A SL/HL</td>
<td>Japanese B HL/SL</td>
<td></td>
</tr>
<tr>
<td>School Supported Self-Taught Literature A SL</td>
<td>*Language Acquisition may be substituted with a subject from Group 1.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>Mathematics</td>
<td>The Arts</td>
</tr>
<tr>
<td>Biology SL/HL</td>
<td>Mathematics SL/ HL*</td>
<td>Visual Arts SL/HL</td>
</tr>
<tr>
<td>Chemistry SL/HL</td>
<td>Math Studies SL</td>
<td>Music SL/HL</td>
</tr>
<tr>
<td>*cohort dependent</td>
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</tbody>
</table>

- The course selection must meet the following criteria for **IB Diploma candidates**:
  - Three subjects must be at Higher Level (HL). *
  - The three subjects are taken at Standard Level (SL).
  - *Students may take an additional HL subject with permission (4 HL total).

- Guidelines for selecting HL/SL/HIS diploma courses. Teachers will use these guidelines to make recommendations:
  - HL: Grade of 6 or higher
  - SL: Grade of 4 or higher
  - HIS Diploma: Grade of 3 or lower

- Substitutions may be made for Group 6, The Arts, from another group.

- HIS offers additional courses through IB’s online course provider, Pamoja Education. Students will be limited to one online course.

- ALL courses are taken over a two-year period of study.

- In addition to the above mentioned course work, students must complete the **IB**
Diploma Programme Core:

<table>
<thead>
<tr>
<th>IB DP Core</th>
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<tbody>
<tr>
<td>All of the following are required for completion of the IB Diploma in addition to the required courses:</td>
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<tr>
<td>· Theory of Knowledge (TOK)</td>
</tr>
<tr>
<td>· Creativity, Activity, Service (CAS)</td>
</tr>
<tr>
<td>· Extended Essay (EE): Independent research under supervision of a teacher</td>
</tr>
</tbody>
</table>

Online IB DP Courses

The following courses are available through the IBO’s online course provider, Pamoja Education.

· Group 6 may be substituted for one of the following courses if a student prefers not to take Music, Visuals Arts or two science courses.
  o Expenses for courses that are substitutions for HIS’s group 6 offerings are covered by the family.

· An online course may be taken if HIS does not offer a course that best meets the student’s level (example: Mathematics HL, Language Acquisition).
  o Expenses for these courses are covered by HIS.

· Students may take one online course.

<table>
<thead>
<tr>
<th>Group 2</th>
<th>French ab initio, Mandarin ab initio, Spanish ab initio, Spanish B SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 5</td>
<td>Mathematics HL</td>
</tr>
<tr>
<td>Group 6</td>
<td>Film SL</td>
</tr>
</tbody>
</table>

School Supported Self-Taught Literature A SL (SSST)

This option allows students to study literature in their mother tongue at the Standard Level. The course is largely an independent study of the IB’s Literature A course. Students work with a tutor to complete assignments and receive feedback. Students participate in internal assessments and external exams for the course.

- It is the family’s responsibility to find a tutor who is proficient in the selected language and familiar with the IB assessment criteria and course requirements.
- Students considering SSST Literature should consult with the DP coordinator for guidance on making arrangements and fees.

Award of the IB Diploma

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At the conclusion of Grade 12, IB Diploma Programme candidates must meet the following requirements to earn an IB diploma:

1. Complete all required coursework for each six subjects and TOK, including Internal Assessments & externally assessed coursework.
2. Earn at least 24 points (45 maximum) on their IB DP exams and internal assessments.
3. Complete 18 months of continuous Creativity, Activity and Service activities and reflections.

**Bilingual International Baccalaureate Programme Diploma**

A bilingual diploma will be awarded to a successful candidate who fulfills the following criteria:

*Completion of English A and another language A*

*with the award of a grade 3 or higher in both in IB DP Examinations.*

**Failing Conditions in the Diploma Programme**

The following conditions will result in failure to earn an IB Diploma from the International Baccalaureate Organization:

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

*(From The Handbook of Procedures, A11.8 Diploma Requirement Codes, IBO 2015)*

**Course versus Diploma Candidates**
If a student cannot or chooses not to fulfill the DP requirements of 3 HL courses, 3 SL courses, and the core (EE and TOK), he or she may be considered a “course candidate.” Students may continue in DP courses of their choice at their level of choice (for example, 4 SL subjects and 2 HL). They may also test in courses of their choice instead of ALL courses. Course candidates do not need to complete the EE or TOK. Course candidates must complete CAS per HIS graduation requirements.

Upon successful completion of the course requirements and exams in the selected courses, students may earn certificates for each subject tested. These may be honored by a university at the discretion of the institution for admissions criteria or university credit. A course candidate cannot earn an IB Diploma. However, a student who chooses to become a course candidate may earn the HIS high school diploma as long as all course requirements are met and a grade of three or higher is earned in each course.

Students may choose this option at the onset of Grade 11 or may choose to become a course candidate at anytime during their time in the IB DP. HIS offers all students the opportunity to attempt the full IB DP. However, individual circumstances may necessitate that students make a change in their academic plans. The decision to become a course candidate is not often “reversible” (return to diploma candidate status). This decision should be made after careful consideration and in consultation with the student, parents, teachers, and diploma coordinator.

**Grade 11-12 Program Options at HIS**

<table>
<thead>
<tr>
<th>Diploma</th>
<th>Course</th>
<th>HIS Diploma</th>
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<tbody>
<tr>
<td>Select 3 HL &amp; 3 SL IB DP courses</td>
<td>Select some HL and/or SL IB DP courses. Other courses may be taken at HIS grade level.</td>
<td>IB DP HL/SL courses are not selected. Courses for G11 &amp; 12 are taken at HIS grade level.</td>
</tr>
<tr>
<td>Complete all course requirements.</td>
<td>Complete all course requirements for selected IB courses and HIS courses.</td>
<td>Complete course requirements.</td>
</tr>
<tr>
<td>Complete the Extended Essay and Theory of Knowledge</td>
<td>Extended Essay and Theory of Knowledge are optional.</td>
<td>Extended Essay is not required. Theory of Knowledge is optional.</td>
</tr>
<tr>
<td>Earn a minimum of 24 points on IB DP exams.</td>
<td>Sit selected DP exams and earn course certificates.</td>
<td>Must earn a 3 or higher in all courses.</td>
</tr>
<tr>
<td><strong>Outcome:</strong> IB Diploma and HIS Diploma</td>
<td><strong>Outcome:</strong> HIS diploma and IB course certificates</td>
<td><strong>Outcome:</strong> HIS diploma</td>
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**IB DP Course Selection Timeline**
<table>
<thead>
<tr>
<th>November</th>
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<tr>
<td>Open Day: Parent information session on the DP and course selection</td>
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<tr>
<th>January</th>
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<tr>
<td>Preliminary university counseling sessions for students</td>
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<tr>
<th>February</th>
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<tr>
<td>Student pre-selection preparation: strengths, interests, future plans</td>
<td></td>
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<tr>
<td>Initial college counselling sessions</td>
<td></td>
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<tr>
<td>Student course selection presentation &amp; information session</td>
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<tr>
<td>Overview of DP courses in each subject area during classes</td>
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<tr>
<td>Shadow DP classes</td>
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<tr>
<td>Begin collecting DP recommendations from teachers</td>
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<tr>
<td>Online course information session (by request)</td>
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<tr>
<th>March</th>
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<tbody>
<tr>
<td>Submit completed IB DP Recommendations</td>
<td></td>
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<tr>
<td>First individual student counseling sessions for course selection</td>
<td></td>
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<tr>
<td>Follow-up counseling sessions, if necessary, with subject teachers &amp; college counselors</td>
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<tr>
<td>Submit draft selections</td>
<td></td>
</tr>
<tr>
<td>Second individual student course selection counseling sessions</td>
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<tr>
<td>Parent Teacher Student Conferences: Students, parents &amp; Diploma Coordinator verify course selections.</td>
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</tbody>
</table>

*Parent counseling/information sessions are available by appointment before verifying course selections at Parent Teacher Student Conferences. Please email the DP coordinator for an appointment.*
# Course Description

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

## Distinction between HL/SL

**SL:** Students study 2 texts in Parts 3 and 4. They write at least 4 creative responses to texts.

**HL:** Students study 3 texts in Parts 3 and 4. They write at least 2 critical essays and 2 creative responses to texts.

## Aims

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.
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.

## Prior Learning /Skills to be Developed

Skills that will be developed during the course:

- Language skills. Students are expected to refine their ability to present their ideas, analysis and justifications in a range of written and oral texts.
- Close analysis of texts. The ability to undertake detailed critical analysis of texts is crucial in allowing students to assemble the evidence required to validate their reading of texts.
- Visual skills. Many texts incorporate visual elements and students need to see texts as more than just words. Whilst students are not required to study visual arts, they need to be aware of basic visual elements and their interaction with other elements in a text.

## Internal Assessment (Standard and Higher Levels)

- **Further Oral Activity:** Oral presentation completed in Part 1 and in Part 2 of the course (15%).
- **Individual Oral Commentary:** Literary commentary on a text from Part 4 of the course (15%).

## External Assessment

### Standard Level

- **Paper 1:** Textual analysis of a non-literary text (25%).
- **Paper 2:** Literary essay (25%).

**Written Task 1:** Students complete at least 4 creative written responses to the texts studied in all parts of the course. One written task is submitted to the IB (20%).

### Higher Level

- **Paper 1:** Comparative textual analysis (25%).
- **Paper 2:** Literary Essay (25%).

**Written Tasks:** Students complete 4 written tasks. Two of which are creative responses to texts and two are critical essays. Two written tasks are submitted to the IB (20%).

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**Group 1**

**Japanese A Literature HL/SL**

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Course Description
Japanese A-Literature course comprises four parts- Part1: Works in translation, Part2: Detailed Study, Part3: Literary genres, Part4: Options. The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking.

<table>
<thead>
<tr>
<th>Distinction between HL/SL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL</strong></td>
</tr>
<tr>
<td>Part 1</td>
</tr>
<tr>
<td>Part 2</td>
</tr>
<tr>
<td>Part 3</td>
</tr>
<tr>
<td>Part 4</td>
</tr>
</tbody>
</table>

Aims
1. Introduce students to a range of text 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 student’s 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.
8. Develop in students an understanding of the techniques involved in literary criticism
9. Develop the student’s ability to form independent literary judgments and to support those ideas.

Skills to be Developed:
- Language skills- Students are expected to develop the ability to express their ideas in clear, unambiguous language, paying attention to appropriate style and register. Students are expected to structure their ideas coherently and effectively, and to acquire vocabulary appropriate to formal expression and literary analysis.
- Critical approaches- Students need some knowledge of the methodology and differing critical views involved in studying literature
- Literary conventions- the broadest sense as the characteristics of a literary genre, such as dialogue or speech in plays, metre and rhyme in verse or foreshadowing and flashbacks in prose fiction
- Visual skills- Written text is often found in combination with still images, moving images and sound. As students become adept at the other literacy skills of reading, writing, listening and speaking, it is essential that they develop skills in understanding and interpreting the visual images used in conjunction with these skills.

Internal Assessment
SL & HL Individual oral commentary (15%), Individual oral presentation (15%);

External Assessments
SL & HL Paper 1: Guided literary analysis (1 hour 30 minutes); Paper 2: Essay (1 hour 30 minutes)
SL & HL Written assignment (800 letters in length); The Essay (3000 letters in length)

Group 2 English B HL/SL

Revised November 2017 Hiroshima International School http://www.hiroshima-is.ac.jp
**Course Description**
English B is a language acquisition course. By the end of the course, students will be able to understand the main ideas of complex texts about topics that may be abstract in nature. Students will be able to write a variety of texts that they might encounter in their lives; although, errors may persist in student writing. Students will be able to interact verbally with native speakers of English with some degree of accuracy and spontaneity.

**Distinction between HL/SL**
- **SL**: Students study 5 topics. They write a response to an issue studied in class.
- **HL**: Students study 5 topics and 2 novels. They write a creative response to the novels studied.

**Aims**
1. Develop students’ intercultural understanding.
2. Enable students to use the language they have studied in a range of contexts and purposes.
3. Encourage an awareness and appreciation of different perspectives.
4. Develop students’ awareness of the role of language in other areas of knowledge.
5. Develop students’ awareness of the relationship between languages and culture.
6. Provide students with a basis for further study, work, and leisure through the use of an additional language.
7. Provide opportunity for enjoyment, creativity, and intellectual stimulation through the use of an additional language.

**Prior Learning /Skills to be Developed**
The language B course should be a challenging educational experience for the student, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a culture different from the student’s own.

Skills that will be developed during the course:
- **Receptive Skills**: Understand straightforward recorded or spoken information; understand authentic written texts that use mostly everyday language.
- **Productive Skills**: Communicate orally in order to explain a point of view and describe experiences, events and concepts; produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.
- **Interactive Skills**: Demonstrate interaction that usually flows coherently; engage in conversations; demonstrate some intercultural engagement with the target language and culture(s).

**Internal Assessment (Standard and Higher Levels)**
- Individual Oral Activity: Presentation to teacher (20%).
- Interactive Oral Activities: Three in-class oral activities (10%)

**External Assessment**

**Standard Level**
- Paper 1: Reading comprehension (25%).
- Paper 2: Writing exercise (25%).
- Written Assignment: Respond to multiple texts in writing (20%).

**Higher Level**
- Paper 1: Reading comprehension (25%).
- Paper 2: Section A – written task. Section B – Written response to a text (25%).
- Written Assignment: Creative writing task in response to the novels studied (20%).

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**Group 2   Japanese B HL/SL**

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### Course Description
The focus of these courses is language acquisition and intercultural understanding. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

#### Core:
There are three topics.
- Communication and media
- Global issues
- Social relationships

#### Options:
There are five topics.
- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

The teacher selects two topics from the options. At least two aspects must be studied from each selection.

### Distinction between HL/SL

<table>
<thead>
<tr>
<th>SL:</th>
<th>Students will study the topics listed above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL:</td>
<td>Students are required, in addition to the topics above, to study two literary works. They are also required to undertake an in-depth study of the topics.</td>
</tr>
</tbody>
</table>

### Aims
1. Develop students’ intercultural understanding
2. Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. Develop students’ awareness of the role of language in relation to other areas of knowledge
5. Develop students’ awareness of the relationship between the languages and cultures with which they are familiar
6. Provide students with a basis for further study, work and leisure through the use of an additional language
7. Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

### Prior Learning /Skills to be Developed

Skills that will be developed during the course:
- 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, analyze 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)

### Internal Assessment

**Two Components:**
- **Individual oral** (8-10 minutes) Based on the options;
- **Interactive oral activity:** Based on the core

### External Assessment

**Paper 1:** Receptive skills, Text-handling exercises. SL: four written texts, based on the core. HL: five written texts, based on the core

**Paper 2:** Written productive skills. SL & HL: One writing exercise of 500-800字 from a choice of five, based on the options. HL only: Response of 300-500字 to a stimulus text, based on the core

**Written assignment:** Receptive and written productive skills SL: Inter-textual reading followed by a written task of 600-800字 plus a 300-400字 rationale, based on the core

HL: Creative writing of 1000-1200字 plus a 300-500字 rationale, based on one of the literary texts read

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**Group 3**

**Global Politics HL/SL**

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**Course Description**
Students of global politics at SL and HL are presented with a syllabus that has a common core. This common core consists of four compulsory units under the central unifying theme of “people, power and politics.” The four units are: Power, sovereignty and international relations; Human rights; Development; Peace and conflict. These are studied through a variety of real-world examples and case studies. History, political science, economics and other relevant social studies are used to examine these topics. All SL and HL students are also required to undertake an engagement activity based on a political issue of personal interest complemented by research.

**Distinction between HL/SL**
HL students are also required, through a case studies approach, to explore two HL extension topics (global political challenges): Environment, Poverty, Health, Identity, Borders or Security. HL students also examine and evaluate two global political challenges, which by their nature are complex, contestable and interlinked.

**Aims**
1. Understand key political concepts and contemporary political issues in a range of contexts
2. Develop an understanding of the local, national, international and global dimensions of political activity
3. Understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
4. Appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

**Prior Learning /Skills to be Developed**
The global politics course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The skills needed for the global politics course are developed within the context of the course itself. Skills that will be developed during the course:
- Developing knowledge and understanding of key political concepts and contemporary issues in global politics
- Demonstrating understanding of relevant source material
- Applying knowledge of key political concepts to analyse contemporary political issues in a variety of contexts
- Using political concepts and examples to formulate, present and sustain an argument
- Comparing, contrasting, synthesizing and evaluating a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin
- Producing well-structured written material that uses appropriate terminology
- Developing research skills, organization and referencing

**Internal Assessment (Standard and Higher Levels)**
At SL and HL, students undertake an engagement through which they explore a political issue of personal interest experientially. They then produce a written report, in which they explain what they learned about the political issue through the engagement, and analyse and evaluate the issue, supported by additional complementary research. At HL, students additionally conduct in-depth research into two case studies of two global political challenges and prepare an oral presentation on chosen political issues in the case studies. The presentations are video recorded. The internal assessment is 25% of the final grade at SL and 40% and HL.

**External Assessment**

**Standard Level**
**Paper 1:** Stimulus-based paper on a topic from one of the four core units. Four compulsory short answer/structured questions. (30%)

**Paper 2:** Extended response paper based on the four core units. Students must write two essays from a choice of eight, each selected from a different core unit. (45%)

**Higher level**
**Paper 1:** Same as SL (20%) 
**Paper 2:** Extended response paper based on the four core units. Students must write three essays from a choice of eight, each selected from a different core unit. (40%)
### Course Description

The following core syllabus components are studied by SL & HL students: Cell and Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, and Human Physiology. The HL syllabus components include the core material plus: Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution, and Animal Physiology. Furthermore, this course also includes practical schemes of work. These schemes of work incorporate practical activities, individual investigations (internal assessment) and a collaborative Group 4 project.

### Distinction between HL/SL

**SL:** Students will study the core syllabus and one core option.  
**HL:** Students will study the core syllabus, additional AHL topics, and both the core & AHL core option.

### Aims

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities  
2. acquire a body of knowledge, methods and techniques that characterize science and technology  
3. apply and use a body of knowledge, methods and techniques that characterize science and technology  
4. develop an ability to analyse, evaluate and synthesize scientific information  
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities  
6. develop experimental and investigative scientific skills including the use of current technologies  
7. develop and apply 21st century communication skills in the study of science  
8. become critically aware, as global citizens, of the ethical implications of using science and technology  
9. develop an appreciation of the possibilities and limitations of science and technology  
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

### Prior Learning /Skills to be Developed

Skills that will be developed during the course:  
- Develop the ability to analyse, evaluate and synthesize scientific information  
- Develop experimental and investigative scientific skills  
- Apply and acquire a body of knowledge, methods and techniques that characterize science and technology

### Internal Assessment and the Group 4 Project

The internal assessment is an individual investigation that enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment task will be one scientific investigation and is assessed on the following criteria: personal engagement, exploration, analysis, evaluation and communication. The internal assessment will account for 20% of the final grade for both SL and HL students.

The Group 4 project is a collaborative activity where students from different Group 4 subjects work together on a scientific or technological topic. This gives students an opportunity to appreciate the environmental, social and ethical implications of science and technology, as well as the limitations of scientific study. A reflective statement written by each student on their involvement is included with their internal assessment investigation.

### External Assessment

**Standard Level:** Paper 1: Multiple-choice questions on SL core material (20% of final grade); Paper 2: Data-based questions, which include short-answer and extended-response questions on SL core material (40% of final grade); Paper 3: Short-answer questions and extended response on SL core and option material (20% of final grade).

**Higher Level:** Paper 1: Multiple-choice questions on SL core and AHL material (20% of final grade); Paper 2: Data-based questions, which include short-answer and extended-response questions on SL core and AHL material (36% of final grade); Paper 3: Short-answer questions and extended response questions on SL core, AHL material and the option (24% of final grade).

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**Group 4 Chemistry HL/SL**  
Revised November 2017  Hiroshima International School  http://www.hiroshima-is.ac.jp
### Course Description
Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

**Topics:** Stoichiometric relationships, Atomic structure, Periodicity, Chemical bonding and structure, Energetics/thermochemistry, Chemical kinetics, Equilibrium, Acids and bases, Redox processes, Organic chemistry, Measurement and data processing

**Option** (one topic from): Materials, Biochemistry, Energy, Medicinal chemistry

### Distinction between HL/SL
Each topic is split into core and additional material. SL candidates only study the core. SL candidates are required to complete 40 hours of practical work; HL candidates 60 hours. HL external examination papers are longer than SL.

### Aims
1. Appreciate scientific study and creativity within a global context
2. Acquire and apply a body of knowledge, methods and techniques that characterize science and technology
3. Develop an ability to analyse, evaluate and synthesize scientific information
4. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
5. Develop experimental and investigative scientific skills including the use of current technologies
6. Become critically aware, as global citizens, of the ethical implications of using science and technology
7. Develop an appreciation of the possibilities and limitations of science and technology
8. Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

### Prior Learning /Skills to be Developed
Chemistry is a complicated and abstract subject. However, students with a good background in science and a solid foundation in mathematics are usually successful. Time-management, note-taking, independent inquiry and examination preparation skills will be developed simultaneously with the subject matter.

### Internal Assessment
Students will perform and write-up a personal laboratory investigation, of 10 hours duration, to be assessed by the teacher using the following criteria: Personal Engagement, Exploration, Analysis, Evaluation and Communication. This work counts towards 20% of the final IB grade.

### External Assessment
- **Paper 1:** Multiple choice questions on the main topics, worth 20% of the final grade
- **Paper 2:** Short and longer written answer questions on the main topics. Worth 40% of the final grade (36% HL)
- **Paper 3:** Short and longer written answer questions on the main and optional topics. Worth 20% of the final grade (24% HL)
Course Descriptions

**Mathematical studies SL** is a standard level course designed for students with varied mathematical backgrounds and abilities. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies course in their future studies. Mathematical studies SL has an emphasis on applications of mathematics. It includes an individual project, an extended piece of work based on personal research, involving the collection, analysis and evaluation of data.

**Mathematics SL** caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. It is expected that the majority of these students will need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

**Mathematics HL** caters to students with a good 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, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

**Distinction between HL/SL**

**SL:** Students study the entire syllabus, which contains topics from algebra, functions, trigonometry, vectors, statistics & probability, and calculus.

**HL:** Students study the same topics listed above, but in greater depth. Also, students study an additional option. The options for mathematics HL are calculus, sets, discrete mathematics, or statistics & probability.

**Aims**
1. Develop an understanding of the principles and nature of mathematics
2. Develop logical, critical and creative thinking, and patience and persistence in problem-solving
3. Apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
4. Employ and refine powers of abstraction and generalization

**Prior Learning /Skills to be Developed**
Mathematics is a linear subject, and it is expected that most students embarking on a Diploma Programme mathematics course will have studied mathematics for at least 10 years. Most will have some background in arithmetic, algebra, geometry, trigonometry, probability and statistics. All three courses will develop skills in the following areas to varying degrees: Algebra, Trigonometry, Statistics & Probability and Calculus

**Internal Assessment**
Internal assessment in mathematical studies SL is an individual project. This is a piece of written work based on personal research involving the collection, analysis and evaluation of data. Internal assessment in both mathematics SL and mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

**External Assessment**

**Mathematical Studies:** Students sit two papers. A graphical calculator device (GDC) is required for both papers. Paper 1 consists of 15 short-response questions, while paper 2 consists of 6 extended-response questions of varying length.

**Mathematics SL:** Students sit two papers. Paper 1 is a mixture of both short-response and extended-response questions. A GDC is not allowed for paper 1. Paper 2 is also a mixture of both short-response and extended-response questions, and a GDC is required for paper 2.

**Mathematics HL:** Students sit three papers. Paper 1 is a mixture of both short-response and extended-response questions. A GDC is not allowed for paper 1. Papers 2 and 3 are also mixtures of both short-response and extended-response questions, and a GDC is required for papers 2 and 3. Paper 2 covers material from the core syllabus, and paper 3 covers material from the option.
**Course Description**

Visual Arts is a rigorous pre-university course of study designed to empower students to become knowledgeable and inquiring. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary to respect and evaluate a range of perspectives in visual arts. The first year of the course will focus on a variety of media, art history and methods of expression in visual arts. The second year is mostly student-directed. For this course, students are expected to be highly self-motivated and self-managed. Over the course, students need to develop and present their artworks (**exhibition**), recordings of their artmaking process, experiments and refinement (**process portfolio**), and their analysis on specific artworks (**comparative study**).

**Distinction between HL/SL**

Major distinction between HL and SL in this course is the volume. Below is the explanation on each area.

**Exhibition**: SL students submit 4-7 pieces of resolved artworks using at least two art-making forms, each selected from separate areas. HL students submit 8-11 resolved artworks using at least three art-making forms, selected from a minimum of two areas (areas: Two-dimensional / Three-dimensional / Lens-based, electronic and screen-based).


**Comparative Study**: SL students submit 10-15 screens analysing and comparing 3 different artworks by at least 2 artists. HL students submit 10-15 screens analysing and comparing 3 different artworks by at least 2 different artist. HL students also need to submit a reflection on the extent to which their works and practices have been influenced by artworks/artists they analyzed.

**Aims**

1. Understand the possibilities of visual expressions and communications.
2. Become informed and critical observers of visual culture and media.
3. Develop skills, techniques and processes in order to communicate concepts and ideas. Create artworks that are influenced by personal and cultural contexts.

**Prior Learning/Skills to be Developed**

Skills that will be developed during the course:
- Knowledge and understanding of specified content
- Application and analysis of knowledge and understanding
- Synthesis and evaluation
- Select, use and apply a variety of appropriate skills and techniques.

**Internal Assessment**

**Exhibition of Artworks / Art Making Practice (40%)**: Exhibition of artworks created in this course, by using the medium/media of drawing, painting, printmaking, graphics, sculpture, designed objects, site-specific works, textiles, time-based and sequential art, lens media, digital/screen-based works.

**External Assessment**

**Comparative Study (20%)**: A study that analyses, compares and contrasts the work of different artists and relates them to students own work.

**Process Portfolio / Theoretical Practice (40%)**: A selection of work from journals and sketchbooks to demonstrate students’ experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the course.

**Group 6**

Music
# Course Description
The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants. The course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas. While prior music experience is not mandatory at SL, it is recommended. At HL, prior music experience is very strongly recommended. The course will consist of the following syllabus areas: **Part 1** Musical Perception (SL students must choose one of the following options) **Part 2** Creating, **Part 3** Solo Performing OR Group Performing.  

## Distinction between HL/SL
<table>
<thead>
<tr>
<th>SL:</th>
<th>Students will study the above Part 1 syllabus areas and will choose one of the Part 2 or Part 3 options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL:</td>
<td>Students will study all above Parts of the syllabus areas.</td>
</tr>
</tbody>
</table>

## Aims
1. Give students the opportunity to explore and enjoy the diversity of music throughout the world
2. Encourage students to develop perceptual skills through a breadth of musical experiences, where they will learn to recognize, speculate, analyse, identify, discriminate, and hypothesize in relation to music
3. Enable students to develop creatively their knowledge, abilities, and understanding through performance and composition
4. Assist students to develop their potential as musicians both personally and collaboratively, in whatever capacity, to the full.

## Prior Learning /Skills to be Developed
- Knowledge, understanding and perception of music in relation to time, place and cultures
- Use of appropriate musical terminology to describe and reflect their critical understanding of music
- Comparative analysis of music in relation to time, place and cultures
- Creative skills through exploration, control and development of musical elements (SLC, HL)
- Performance skills through solo music making (SLS, HL) or group music making (SLG)
- Critical-thinking skills through reflective thought

## Assessment Outline - **Higher Level**
<table>
<thead>
<tr>
<th><strong>External assessment</strong></th>
<th><strong>Internal assessment</strong></th>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening paper (2 hours 30min)</td>
<td>5 musical perception questions including two Prescribed Works</td>
<td>30%</td>
</tr>
<tr>
<td>Musical links investigation</td>
<td>A written media script of no more than 2000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures</td>
<td>20%</td>
</tr>
<tr>
<td>Internal assessment</td>
<td>Creating</td>
<td>3 pieces of coursework, with recordings and written work (3-6 minutes each)</td>
</tr>
<tr>
<td></td>
<td>Solo Performing</td>
<td>A recording selected from pieces presented during one or more public performance(s) 20 minutes</td>
</tr>
</tbody>
</table>

## Assessment Outline – **Standard Level**
<table>
<thead>
<tr>
<th><strong>External assessment</strong></th>
<th><strong>Internal assessment (choose one)</strong></th>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening paper (2 hours)</td>
<td>4 musical perception questions including one of the Prescribed Works</td>
<td>30%</td>
</tr>
<tr>
<td>Musical links investigation</td>
<td>A written media script of no more than 2000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures</td>
<td>20%</td>
</tr>
<tr>
<td>Internal assessment</td>
<td>Creating</td>
<td>2 pieces of coursework, with recordings and written work (3-6 minutes each)</td>
</tr>
<tr>
<td></td>
<td>Solo Performing</td>
<td>A recording selected from pieces presented during one or more public performance(s) 15 minutes</td>
</tr>
<tr>
<td></td>
<td>Group Performing</td>
<td>A recording selected from pieces presented during two or more public performances, 20-30 minutes</td>
</tr>
</tbody>
</table>
**Theory of Knowledge**

**Course Description**
TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them in such a way that the student can become aware of his or her own perspectives. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them. The material of TOK is knowledge itself. Students think about how knowledge is arrived at in the various disciplines, what the disciplines have in common and the differences between them. The fundamental question of TOK is “how do we know that?” In this sense TOK is concerned with knowing about knowing.

**Distinction between HL/SL**
There is no HL/SL in TOK.

**Aims**
The aims of the TOK course are for students to:
1. Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
2. Develop an awareness of how individuals and communities construct knowledge and how this is critically examined
3. Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
4. Critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
5. Understand that knowledge brings responsibility which leads to commitment and action

**Prior Learning /Skills to be Developed**
The TOK course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. It is expected that by the end of the TOK course, students will be able to:
1. Identify and analyse the various kinds of justifications used to support knowledge claims and formulate, evaluate and attempt to answer knowledge questions
2. Examine how academic disciplines/areas of knowledge generate and shape knowledge
3. Understand the roles played by ways of knowing in the construction of shared and personal knowledge and demonstrate an awareness and understanding of different perspectives and be able to relate these to one’s own perspective
4. Explore a real-life/contemporary situation from a TOK perspective in the presentation.

**Internal Assessment**
One presentation to the class by an individual or a group (a maximum of three persons in a group). The emphasis in the TOK presentation is on demonstrating an understanding of knowledge at work in the world, and is in a sense an extensive TOK reflection on a single example (the real-life situation). Approximately 10 minutes per student is allowed for the presentation. The presentation is completed at the conclusion of the TOK course, which is March of Grade 12.

**External Assessment**
One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. Students are required to show their TOK thinking skills in the discussion of a prescribed title that may be primarily conceptual in nature. The essay is submitted in Grade 12. The maximum length for the essay is 1,600 words. All essays are externally assessed by the IB.