

IB HANDBOOK



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WELCOME TO REGENT'S INTERNATIONAL SCHOOL IB DIPLOMA



Dr Peter R Jones
Head of Secondary

The aim of the International Baccalaureate Organisation (www.ibo.org) is to help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalising world. Founded in 1968, the IBO is currently working with nearly 4,000 schools in 150 countries to develop its challenging programmes. One of these programmes is the Diploma Programme, which we offer here at the Regent's School, Bangkok. Our school is one of nearly 2,000 IB World Schools offering this stand-alone programme.

The IBO's Mission Statement is very well aligned to our own. 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.



Mr D Gray
(IBDP Coordinator)

Students are required to acquire both a breadth and depth of knowledge studying subjects from six groups, thereby keeping future career pathways open. They are required to study two languages and increase their understanding of different cultures, including their own. They make connections between traditional academic disciplines and explore what 'knowledge' actually is (ToK). They also undertake an in-depth research project into an area of their own interest through one of their academic subjects in the Extended Essay (EE), whilst enhancing their personal and interpersonal development through creativity, action and service to others (CAS).



The IB Diploma Programme (DP) is an academically challenging, stimulating and balanced programme of education with a series of final examinations in Year 13 that prepares students for success at university and life beyond. The programme has gained recognition and respect from the world's leading universities. As preparation for university and the life beyond, it is our belief that, in the IB Diploma Programme, there is no better provision available for our students. The breadth of knowledge and skills in addition to the more holistic parts of the programme (CAS) provide our young people with the tools necessary for success in further education.

The Diploma Programme is challenging (just as anything worthwhile achieving usually is) and it demands of its students a high degree of determination, a well-established work ethic and a mind open to new challenges; the rewards from successfully completing the programme are, however, well worth the effort.

Read the information given in this document carefully and if you have any questions, please discuss these with Mr Gray, our IBDP Coordinator.

I look forward to you joining our IB Programme, where you can be confident that Regent's International School's staff will do everything they can to help you achieve your goals.

Warm regards,

A handwritten signature in black ink, appearing to read 'Peter R Jones', with a small dot at the end.

Dr Peter R Jones
Head of Secondary

A handwritten signature in black ink, appearing to read 'D Gray', with a stylized 'D' and 'G'.

Mr D Gray
(IBDP Coordinator)



PART ONE



THE IB CURRICULUM AT REGENT'S INTERNATIONAL SCHOOL



GUIDING STATEMENTS

VISION

To bring out the best in everyone.

MISSION

To guide students into becoming well-rounded, informed, responsible, principled and confident global citizens.

To develop an understanding of democratic governance; environmental stewardship; adventure, self-discovery and courage; leadership, compassion and service to others.

Characteristics

Our high-quality learning environment is typified by:

- first-class, well-qualified teaching staff;
- outstanding holistic teaching and excellent facilities;
- a positive, stimulating and differentiated learning;
- an enriching curriculum and an excellent co-curricular programme;
- thorough assessment and tracking of progress
- supported transition through the key stages of school;
- a positive, rewarding and efficient English-speaking environment;
- intercultural, international and national understanding;
- effective development of information technology skills;
- creating the home of well-rounded leaders of the future.



IB DIPLOMA PROGRAMME OVERVIEW

The International Baccalaureate Diploma Programme is taught over two years and is recognised throughout the world as a pre-university course by all leading universities in the UK, USA, and internationally. In order to obtain the IB Diploma, a student is required to study 6 subjects. In general, three courses are taken at Higher Level (HL) and three at Standard Level (SL). Additionally, all students follow a common course in the Theory of Knowledge and write an Extended Essay (personal research) of 4,000 words. The aim of the International Baccalaureate is to combine a liberal education in a range of disciplines with the opportunity to study a limited number of subjects in depth.

All IB courses include work externally assessed by examination and internally assessed work that is externally moderated. The proportion of the final grade determined by internally assessed coursework and final examination varies amongst subjects.



THE IB LEARNER PROFILE

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools, teachers and pupils, uniting them in a common purpose.

IB DIPLOMA PROGRAMME SUBJECT AREAS

One subject must come from each of the Groups 1-5. A sixth subject should be chosen from Group 6 or an additional subject from the other groups.

- Group 1: Studies in Language or Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts

In addition to these academic disciplines, the IBDP is founded on three core components for which the students are required to:

- complete a 4000-word research essay;
- undertake a two-year course of study in the Theory of Knowledge (TOK); and
- commit to a range of Creative, Action, and Service (CAS) oriented endeavours.

IB DIPLOMA PROGRAMME

Subject Group 1: Studies in Language or Literature

Language A: Language & Literature (English, Thai, Chinese)	HL	SL
Language A: Self-taught	-	SL

Subject Group 2: Language Acquisition OR a second Language A

English B	HL	SL
Chinese B	HL	SL
Spanish ab initio	-	SL
Mandarin ab initio	-	SL

Subject Group 3: Individuals and Societies

Business Management	HL	SL
Economics	HL	SL
Geography	HL	SL
History	HL	SL
Psychology	HL	SL

Subject Group 4: Sciences

Physics	HL	SL
Chemistry	HL	SL
Biology	HL	SL
Design Technology	HL	SL
Sports, Exercise & Health Science	HL	SL
Environmental Systems and Societies	-	SL

Subject Group 5: Mathematics

Mathematics: applications and interpretation	HL	SL
Mathematics: analysis and approaches	HL	SL

Subject group 6: The Arts

Visual Arts	HL	SL
Theatre Arts	HL	SL
Music	HL	SL

School life does not take place only in the classroom. On the contrary, students will be involved in all sorts of activities and services, where they will learn new skills, and meet people from outside the school. The school works hard to integrate into the broader community.

RECOMMENDED ENTRY REQUIREMENTS FOR IB DIPLOMA

Due to the course content the following recommendations are made regarding entrance into some subjects at different levels:

- B or higher is generally recommended at IGCSE to take subjects at HL;
- C or higher at IGCSE is recommended to take other subjects at SL;
- 5 A*-Cs is recommended to take IB at diploma or courses level.

The school will also consider CAT4 and/or CEM baseline data and teacher feedback.

ASSESSMENT

IB subjects are graded on a scale of 1 (minimum) to 7 (maximum). The students may gain up to another 3 points through the Theory of Knowledge and Extended Essay. The maximum number of points awarded for the IB Diploma is 45.

The following are the failing conditions of the IBDP:

- CAS requirements have not been met;
- the candidate's total points are fewer than 24;
- an N has been given for ToK, EE or for a contributing subject;
- a grade E has been awarded for one or both of ToK and EE;
- Level 1 has been awarded in a subject/level;
- Level 2 has been awarded three or more times (HL or SL);
- Level 3 or below has been awarded four or more times (HL or SL);
- the candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count); or
- the 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).

IB COURSES PROGRAMME OVERVIEW

IB subjects can also be taken on an individual basis and will be certified accordingly. To attain a Regent's High School Diploma, students need to select 5 IB students at any level.

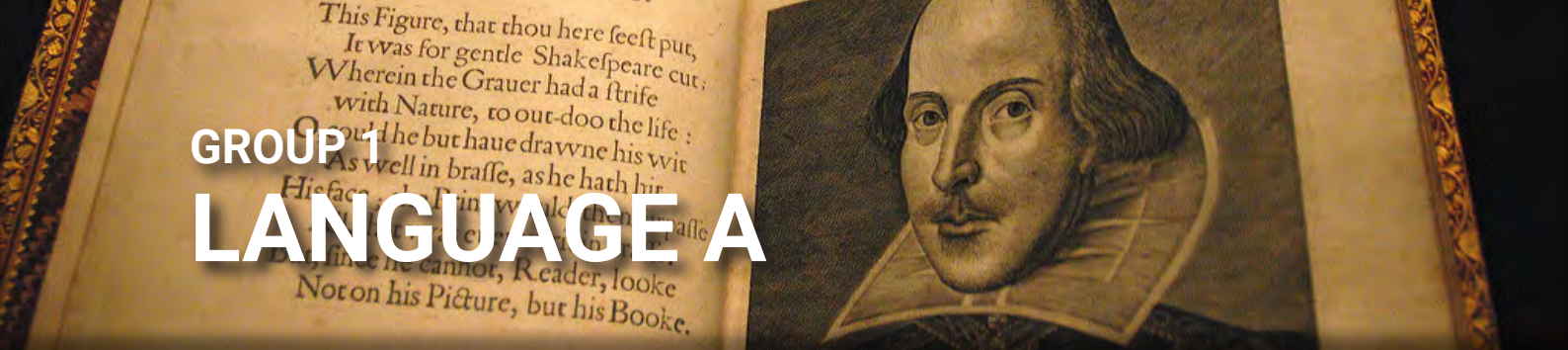
Completion of courses means students do not have to complete an EE or study ToK. To attain a Regent's High School Diploma, students need to pass CAS.

Courses is recognised by a number of universities and colleges around the world, but not as much as the IB Diploma.

PART TWO



SUBJECT AREA DESCRIPTIONS



GROUP 1 LANGUAGE A

These courses are designed for native speakers or students who have experience of using the language of the course in an academic context. The languages offered at the Regent's International School at this level are English, Chinese and Thai. The skills developed play a major part in supporting study across the IBDP curriculum. We also offer students to study self-taught (SL) in their mother tongue, and if sufficient demand, will aim to cater to other languages through the curriculum.

The focus of Language A is directed towards the study of a range of literary and non-literary texts, developing and understanding the constructed nature of meanings generated by language and the function of context in this process.

The courses involve a range of learning techniques, such as individual or group investigation and analysis; note-taking; discussion; as well as sharing and explaining research undertaken. In addition to the development of higher-order critical thinking skills, there is an increased emphasis on written and oral communication skills. The oral work will include critical analysis and various forms of presentation to an audience. Students produce regular essays and written tasks to improve and prepare for examinations and to develop understanding and improve powers of written expression

Group 1 Aims

The aims of Language A are to:

1. introduce students to a range of texts from different periods, styles and genres;
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections;
3. develop the 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; and
7. promote in students an enjoyment of, and lifelong interest in, language and literature.

The additional aims of the Language A courses are to:

- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts; and
- encourage students to think critically about the different interactions between text, audience and purpose.



English, Chinese & Thai A: Language and Literature

The English & Thai A: Language and Literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non-literary text-types. Formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

The new IB English, Chinese & Thai A: Language & Literature syllabus, introduced in 2019, which allows for great variety in how the course is constructed, is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

Syllabus & Assessment

Syllabus	SL	HL
Readers, Writers & Texts	Texts are chosen from a variety of sources, genres and media, including one literary work.	Texts are chosen from a variety of sources, genres and media, including two literary works.
Time & Space	Texts are chosen from a variety of sources, genres and media, including one literary work. Texts are chosen from a variety of sources, genres and media.	Texts are chosen from a variety of sources, genres and media, including two literary works.
Intertextuality	Two literary works and a variety of non-literary texts.	Two literary works, one of which is a work in translation.

External Assessment	SL	HL
Paper 1 Textual Analysis	1 hour 15 minutes: analysis of one of two unseen texts.	2 hours 15 minutes: analysis of two unseen texts.
Paper 2 Literary Essay	1 hour 45 minutes	1 hour 45 minutes



Internal Assessment	SL	HL
Individual Oral	15 minutes: commentary on a literary extract and a non-fiction text focused on a global issue	15 minutes: commentary on a literary extract and a non-fiction text focused on a global issue
HL Essay		1200 - 1500 word essay on one of the works or bodies of work studied.

CAREER & DEGREE OPPORTUNITIES

Language A courses are a frequent requirement at university across a range of disciplines. They are particularly useful in areas such as humanities, further literature, journalism, media studies, graphic design and the arts. The critical and communication skills developed are universally applicable in career and further educational situations.

LANGUAGE B

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and should be related to the cultures concerned.

Distinction between SL & HL

English and Chinese are available at SL and HL. The courses give students the possibility of reaching a high degree of competence in an additional language while exploring the cultures where that language is spoken. The courses aim to develop the students' linguistic competence and intercultural understanding. The principal difference in content is literature, which is only studied at HL.

Prior Learning

Many factors determine the Group 2 course that a student should take: the student's best second language, and any previous knowledge of the language of study. The most important consideration is that the Language B course should be a challenging educational experience for the student.

Syllabus Outline

Theme	SL	HL
Identities	Yes	Yes
Experiences	Yes	Yes
Human ingenuity	Yes	Yes
Social organisation	Yes	Yes
Sharing the planet	Yes	Yes
Literature (2 works)	No	Yes



Assessment

Assessment	HL	SL
Paper 1 Productive skills - writing	1 hour 15 minutes	1 hour 30 minutes
Paper 2 Receptive skills - reading & listening	1 hour 45 minutes	2 hours
Internal Assessment (IA)	A conversation based on a visual stimulus and one of the themes studied in class.	A conversation based on an extract from one of the literary works and one of the themes studied in class.

LANGUAGES AB INITIO

Language Ab Initio is an additional language-learning course designed for students with no experience of the language. It is studied only at SL. The main focus of the course is on language acquisition and development of language skills.

Themes

The themes studied are identities; experiences; human ingenuity; social organization; and sharing the planet.

The five themes are made up of a series of 20 topics. These topics serve as the foundation for the acquisition of the language and the study of different text types

Through the study of the five interrelated themes, students will develop the skills necessary to fulfil the assessment objectives of the Language Ab Initio course. Intercultural understanding provides the link between the three areas.

Assessment

Assessment	SL
Paper 1 Productive skills - writing	1 hour
Paper 2 Receptive skills - listening and reading	1 hour 45 minutes
Individual oral	A conversation with the teacher, based on a visual stimulus and at least one additional course theme

GROUP 3

INDIVIDUALS AND SOCIETIES

BUSINESS MANAGEMENT

Business Management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally.

Business Management also 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. It is the study of decision-making within an organization.

Students learn to analyse, 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 these organizations operate.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

Syllabus Outline

Modules:

1. Business Organisation and Environment	4. Marketing
2. Human Resource Management	5. Operations Management
3. Finance and Accounts	

Assessment:

	SL	HL
P1	35% (1hr 15)	35% (2hr 15)
P2	40% (1hr 45)	40% (2hr 15)
Internal Assessment	25% (Written Commentary)	25% (Research Project)



Career & Degree Opportunities

The course is ideally suited to students who want to pursue a career in business, management or finance. It is also useful to students looking to pursue other areas as it equips students with knowledge and skills that are vital to those entering the world of work in general. Some leading UK Universities (LSE and Warwick) have requested Mathematics HL to be studied also at IBDP for an Economics course.

ECONOMICS

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.

The Economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics);
- at the level of the government and the national economy (macroeconomics); and
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The Economics course requires no specific prior learning of Economics. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the Economics course are developed within the context of the course itself. However, the ability to understand and explain abstract concepts and write in a logically structured manner are distinct advantages in economics.

The aims of the economics course at SL and HL are to enable students 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 analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies; and
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.



Syllabus Outline

Higher Level and Standard Level students study the same sections set out below.

Section 1: Introduction to Economics

Section 2: Microeconomics;

Section 3: Macroeconomics;

Section 4: The Global Economy

Assessment:

	SL	HL
P1 (1hr 15)	30%	20%
P2 (1hr 45)	40%	30%
P3 (1hr 45)	-	20%
Internal Assessment	30% (Written Commentaries)	20% (Written Commentaries)

Career & Degree Opportunities

Economics is a good subject to take if you wish to study economics, business, finance, law, politics and other social sciences like sociology at degree level or if you have a desire to pursue a career in these fields in later life.

Some universities require Economics HL and Mathematics HL (some ask for HL Analysis & Approaches only) if you wish to study Economics at degree level. You are advised to check course requirements.

GEOGRAPHY

Geography is a dynamic subject that is firmly grounded in the real world; it seeks to identify trends and patterns and examines the processes behind them. It describes and helps to explain the similarities and differences between spaces and places. These may be defined by a variety of scales and from a range of perspectives.

Within Group 3 subjects, Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and respect for, alternative approaches, viewpoints and ideas.



The Geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

Basic Outline of IB Geography

Paper 1 – SL and HL students – 2 or 3 options – themes

- Freshwater
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments

Paper 2 – SL and HL students - SL/HL core, Changing Population; Global Climate, Vulnerability and Resilience; Global Resource Consumption and Security.

Paper 3 – HL students only – HL core, Power Places and Networks; Human Development and Diversity; Global Risks and Resilience.

Fieldwork Internal Assessment (SL/HL)

Fieldwork, leading to one written report (2500 words) based on a fieldwork question, information collection and analysis with evaluation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Career & Degree Opportunities

Geography is one of the most versatile subjects to study and can lead to career prospects in Management, Law, Education, City Planning and Government. Many universities consider it as a Science subject and it is useful for Geological Sciences, Journalism, Psychology, Politics and Resource management.



HISTORY

History matters because it seeks to explain the past, an understanding of which is vital if we are to make sense of our present and future. We must not only seek to find out when things happened but also why they happened. History is not about simply learning accepted “facts”, but challenging accepted ideas and offering possible alternative and personal views.

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

Basic Outline of IB History

Students who choose History at Higher Level or Standard Level study the following topics:

1. The Rise and Rule of Single-Party States – a study of the origins, ideology, organisation, nature and impact of totalitarian single-party states. The dictatorships of Hitler, Stalin and Castro will be compared to consider similarities and differences between regimes.
2. The Cold War - Superpower tensions and rivalries (20th Century) – a study of the mistrust, rivalry and accords between the two major superpowers of the time, the USA and the USSR, the impact of leaders such as Stalin and Truman, and the detailed study of two Cold War crisis events such as Berlin in 1948-9 and 1961 or the Cuban Missile Crisis of 1962
3. Prescribed subject 3: ‘The Move to Global War’ - a study of the interwar years 1919-39 with a particular focus on the nationalist, militarist and expansionist states of Japan, Italy and Germany during the 1930s

Students who choose History at Higher Level will also study a Regional option. Our Regional option is Europe and the Middle East, and the period is c.1840s – 1940s.

Assessment

Higher Level – 3 exam papers (80% of final mark) based upon all parts of the course plus an internally marked and externally moderated assessment essay (20%) – 2,000 words, which enables students to choose a topic of historical interest to them.

Standard Level – 2 exam papers (75% of final mark) plus an internally marked and externally moderated piece of coursework (25%) – usually a 2,000-word investigation.



Career & Degree Opportunities

IB History is usually required for students who wish to study History in Higher Education. A History degree, like most other purely academic degrees, can be a pathway into many possible careers. The study of History involves the development of many worthwhile and cross-curricular skills; therefore a History degree is often taken as proof of all-round ability and as such it can lead into such diverse areas as banking, accountancy, law, teaching, marketing, the media, the Civil Service, the military, industrial administration and information handling/ retrieval. Similarly, IB History can also be regarded as a route into many possible Higher Education courses that are not normally taught at school level.

PSYCHOLOGY

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

Aims:

In addition to the other Group 3 aims, students who study Psychology will:

- develop an awareness of how psychological research can be applied for the benefit of human beings;
- ensure that ethical practices are upheld in psychological inquiry;
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour;
- develop an understanding of alternative explanations of behaviour; and
- understand and use diverse methods of psychological inquiry.

Course Outline

Part 1: Core (SL/HL)

- The biological level of analysis
- The cognitive level of analysis
- The sociocultural level of analysis



Part 2: Options (1 Option for SL and 2 Options for HL)

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships

Part 3: Qualitative research methodology (HL only)

- Qualitative research in psychology

Part 4: Simple experimental study (SL/HL)

- Introduction to experimental research methodology

Assessment

Standard Level

External Assessment 75%

Paper 1 (2 hours)

- Section A: Three compulsory questions on part 1 of the syllabus.
- Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form.

Paper 2 (1 hour)

- Fifteen questions on part 2 of the syllabus. Students choose one question to answer in essay form.

Internal assessment 25%

- A report of a simple experimental study conducted by the student.

Higher Level

External assessment (4 hours) 80%

Paper 1 (2 hours)

- Section A: Three compulsory questions on part 1 of the syllabus.
- Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form.

Paper 2 (2 hours)


- Fifteen questions on part 2 of the syllabus. Students choose two questions to answer in essay form.

Paper 3 (1 hour)

- Three compulsory questions based on an unseen text, covering part 3 of the syllabus.

Internal assessment 20%

- A report of a simple experimental study conducted by the student.



GROUP 4

EXPERIMENTAL SCIENCES

At Regent's International School we offer a choice of four IB Experimental Sciences:

- Physics (SL or HL)
- Chemistry (SL or HL)
- Biology (SL or HL)
- Sports Exercise & Health Science
- Design Technology (SL or HL)
- Environmental Systems & Societies (SL only)

PHYSICS

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies.

Classical Physics is built upon the great pillars of Newtonian mechanics, electromagnetism and thermodynamics which went a long way to deepening our understanding of the universe. From Newtonian mechanics came the idea of predictability in which the universe was deterministic. However, at the end of the nineteenth-century, classical physics could not explain experimental discoveries and was eventually replaced with quantum mechanics.

In the IB Physics course, both theory and experiments will be undertaken which will complement one another naturally, as they do in the wider scientific community. The Diploma Programme Physics course allows students to develop traditional practical skills and techniques alongside learning new concepts. It also allows students to develop interpersonal skills and information and communication technology skills which are essential in modern scientific endeavour.

As well as gaining an understanding of the natural world, students will gain an understanding of how to change the world through the technological side of Physics. Here Physics principles can be applied to construct and alter the material world to suit our needs. The moral, ethical and social impact of Physics on society will be raised.

The topics covered in IB SL/HL are:

STANDARD & CORE HIGHER LEVEL

1. Measurements and Uncertainties
 2. Mechanics
 3. Thermal Physics
 4. Waves
 5. Electricity and Magnetism
 6. Circular Motion and Gravitation
 7. Atomic, Nuclear and Particle Physics
 8. Energy Production
- OPTION SL/CORE HL

HIGHER LEVEL

9. Wave Phenomena
 10. Fields
 11. Electromagnetic Induction
 12. Quantum and Nuclear
- OPTION AHL



The option is chosen from the following list:

Option A: Relativity

Option B: Engineering

Option C: Medical Imaging

Option D: Astrophysics

Assessment

Internal – The internal assessment, worth 20% of the final assessment, consists of one scientific investigation.

External – Written papers contribute 80% of the final grade.

Group 4 - Project 10hrs.

Career & Degree Opportunities

Engineering – aeronautic, civil, electrical, electronics, mechanical, materials, chemical, nuclear etc. Medicine and Pharmacy. Physics also seems a popular requirement for many non-science based disciplines.

CHEMISTRY

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is 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.

Syllabus Outline

The syllabus consists of a number of compulsory topic areas as well as options. The difference between studying Chemistry at Higher Level and Standard Level (HL or SL) is that at HL more aspects of every topic will be discussed, and in significantly greater depth.

The topic areas are:

STANDARD LEVEL (SL)

- 1: Stoichiometric relationships
- 2: Atomic structure
- 3: Periodicity
- 4: Chemical bonding and structure
- 5: Energetics/thermochemistry
- 6: Chemical kinetics
- 7: Equilibrium
- 8: Acids and Bases
- 9: Redox processes
- 10: Organic Chemistry
- 11: Measurement and data processing

ADDITIONAL HIGHER LEVEL (AHL)

12. Atomic structure
13. The periodic table—the transition metals
14. Chemical bonding and structure
15. Energetics/thermochemistry
16. Chemical kinetics
17. Equilibrium
18. Acids and bases
19. Redox processes
20. Organic chemistry
21. Measurement and analysis



Options:

- A. Materials
- B. Biochemistry
- C. Energy
- D. Medicinal Chemistry

Assessment

Practical work is an essential element of the Group Four experimental sciences.

HL students are required to spend 60 Hours, and SL students 40 Hours on practical investigative work. They will also spend 10 hours on the interdisciplinary Group Four Project. Practical work counts for 20% of the overall Chemistry grade.

At the end of the course, students are assessed externally by written examination which comprises 3 papers (multiple choice, structured answers and options).

Career & Degree Opportunities

A background in Chemistry at IB level aids a successful pursuit of a variety of studies, including medicine, dentistry, pharmacy, biological sciences, agriculture, food technology and dietetics, environmental studies, material sciences and physics. To enter certain courses, it may be required that Chemistry be studied in the IBDP.

BIOLOGY

Biology is the study of living organisms. This study is undertaken at a variety of levels from the molecule- land to that of the biosphere, each with distinctive approaches and methods. However, by the end of the course, the student should have developed an appreciation of the interactions between these levels and of the organisms and their functions within the biosphere.

The design of Science at IB level seeks to incorporate recent scientific thinking. Curriculum content has been selected with the realisation that because science is continuously and rapidly progressing both in breadth and depth, the contemporary science curriculum can never be considered to be stable.

The new emphasis in IB Biology is to provide students with ample opportunities to go beyond the understanding of concepts to include areas such as:

- Nature of Science
- Theory of Knowledge
- International Mindedness
- Cross-Curricular Links
- Application and Skills (including ICT)



Basic Outline of Biology

Students who choose Biology at Standard Level carry out 40 hours of practical work and study the following topics:

- Topic 1 Cell Biology
- Topic 2 Molecular Biology
- Topic 3 Genetics
- Topic 4 Ecology
- Topic 5 Evolution and biodiversity
- Topic 6 Human Physiology

Students who choose Higher Level Biology carry out 60 hours of practical work and study all of the core topics in more detail. In addition, they study:

- Topic 7 Nucleic Acids
- Topic 8 Metabolism, Cell Respiration and Photosynthesis
- Topic 9 Plant biology
- Topic 10 Genetics
- Topic 11 Animal Physiology

Options (students study ONE option from the list):

- Option A Neurophysiology and Behaviour
- Option B Biotechnology and Informatics
- Option C Ecology and Conservation
- Option D Human Physiology

Assessment

Internal - Practical work is assessed from one final individual investigation worth 20% of the final grade including 10 hrs of individual practical work.

External - written papers contribute to 80% of the final grade.

Career & Degree Opportunities

The breadth of biological sciences is reflected in the range of jobs available in these subjects; agro- culture, applied biology, biochemistry, biomolecular science, biophysics, botany, cell biology, environmental biology, marine biology, sports science, social biology, zoology just to mention a few. Opportunities are available in work related to medicine, as well as in many other areas such as with food, agriculture and water. Major employers include universities, hospitals, government laboratories and industry. Some biologists use their subject outside a laboratory in work such as medical sales, or in the production of pharmaceuticals or foodstuffs. Some areas of biology, e.g. conservation, ecology and wildlife are highly attractive careers where ability, determination and willingness are needed. Biology develops intellectual and personal skills which can be used in a wide variety of work as diverse as finance, computing, retailing and the armed services.



ENVIRONMENTAL SYSTEMS & SOCIETIES

Environmental Systems and Societies is the study of the environment from both a scientific and geographical basis. By the end of the course, students will have developed a good understanding of environmental issues from an ethical and political perspective as well as a theoretical one. This will be applied locally as well as globally.

Please note: ESS is also considered a Group 3 subject and bridges to Group 4. It has many common units with IB Geography.

As with the other science courses at IB, Environmental Systems and Societies incorporates recent scientific thinking and as a result, the curriculum offers ample opportunities for research and discovery.

Basic Outline of the Course

The course can only be studied at standard Level including:

- Topic 1 Systems and Models
- Topic 2 The Ecosystem
- Topic 3 Human Population, carrying capacity and resource use
- Topic 4 Conservation and Biodiversity
- Topic 5 Pollution Management
- Topic 6 The Issue of Global Warming
- Topic 7 Environmental Value Systems

Assessment

Internal – practical work is assessed regularly, accounting for 20% of the final grade.

External – written papers contribute to 80% of the final grade.

Career & Degree Opportunities

The breadth of this course opens up a wide range of possibilities in agriculture, environmental sciences and marine biology, earth sciences, geology, ecology, forestry, conservation and wildlife.



SPORTS, EXERCISE & HEALTH SCIENCE

Sports training programme design should not be left to chance. Rather, it should be designed thoughtfully and analytically after careful consideration of the physiological, biomechanical and psychological demands of the activity. This is the role of the sport and exercise scientist, who, regardless of the athletic event, should be equipped with the necessary knowledge to be able to perform this task competently.

Students taking this course will be given the opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. As well, students will have the chance to address issues of internationalism and ethics by considering sport, exercise and health relative to the individual and in a global context. Although it would be useful, you need not have previously studied IGCSE Physical Education to take this course.

Course Outline

There are 6 Core Topics and 2 Optional Topics for students choosing the standard level option and a further 7 topics for students opting for the higher level course. The topic areas are:

Standard Level (SL)

1. Anatomy
2. Exercise physiology
3. Energy systems
4. Movement analysis
5. Skill in sport
6. Measurements and evaluation of human performance

Additional Higher level (AHL):

7. Further anatomy
8. The endocrine system
9. Fatigue
10. Friction and drag
11. Skill acquisition and analysis
12. Genetics and athletic performance
13. Exercise and immunity

Options

- A. Optimizing physiological performance
- B. Psychology of sport
- C. Physical activity and health
- D. Nutrition for sport, exercise and health

Assessment - Standard Level

External assessment 80%

- Paper 1 - 45 minute multiple-choice question paper on the core syllabus. (20%)
- Paper 2 - 1 hour 15 minute question paper. (35%)
 - Section A: one data-based question and several short-answer questions on the core (all compulsory)
 - Section B: one extended-response question on the core (from a choice of three)
- Paper 3 - 1 hour question paper including several short-answer questions in each of the two options studied (all compulsory)(25%)

Internal assessment 20 %

Student undertake an individual sports related investigation (20%)



Assessment - Higher Level

External assessment 80%

- Paper 1 - 60 minute multiple-choice question paper with an even mix of core and higher level topics. (20%)
- Paper 2 - 2 hour 15 minute question paper (35%)
 - Section A: one data-based question and several short answer questions on the core and AHL topics (all compulsory)
 - Section B: two extended response questions on the core and AHL (from a choice of four)
- Paper 3 - 1 hour 15 minute question paper including Several short-answer and extended-response questions (all compulsory) in each of the two options studied. (25%)

Internal assessment 20 %

Student undertake an individual sports related investigation (20%)

NB. In response to learning time lost due to Covid19, students sitting exams in May/June of 2021 will not be required to sit paper 3

DESIGN TECHNOLOGY

The Diploma Programme in Design Technology is an academic two-year course, which deals with the fundamental concepts of creativity, design, and global technological issues.

This course will give you the knowledge to be able to design and make projects in school workshops, and also develop an understanding of technology in general.

It has a particular focus on global environmental issues. It covers core topics in human factors and ergonomics, resource management and sustainable production, modelling, raw materials to final production, innovation and design including classic design.

It also covers advanced higher level topics in user-centred design, sustainability, innovation and markets, and commercial production. The diploma is widely accepted worldwide for university entrance and is a good preparation for careers in areas such as engineering, architecture, product design, interior design, architectural design and teaching education.

Students should be fully aware that this IS NOT a fully practical subject, as it involves a wide range of written, analytical, design and documentary elements that must be completed if a student is to access higher level marks/grades, as well as 2 –SL and 3-HL exams at the end of the course to test the student's knowledge and understanding of the theory aspect of Product Design.

The Design Project starts in term 3 of year 12 and is finished during term 2 and is of the student's own choosing; the project is a great challenge and will be the most extended piece of coursework that students of this age will tackle in any subject.

Following IB Diploma in Design Technology at Regent's ISB students can continue different University routes in Design, Engineering, Manufacturing, Interior Design, Environmental Planning and Design, Architecture and Art & Design.



Syllabus Outline

Syllabus Content	Teaching Hours	
	SL	HL
Core content	90	
Human factors and ergonomics	12	
Resource management	22	
Modelling	12	
Raw material to final product	23	
Innovation and design	13	
Classic design	8	
Additional higher level (AHL)		54
User-centered design (UCD)		12
Sustainability		14
Innovation and markets		13
Commercial production		15
Practical work	60	96
Internal Assessment	40	60
Group 4 Project	10	10
Teacher-directed activities	10	26
Total teaching hours	150	240

EXAMS

Assessment	Papers	IA internal assessment	Time	Weight
SL	1		45 mins	30 %
	2		1 hour 30 mins	30 %
HL		Design project	40 mins	40 %
	1		1 hour	20 %
	2		1 hour 30 mins	20 %
	3		1 hour 30 mins	20 %
		Design project	60 hours	40 %



Purpose of DT IA's - internal assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. IA is 40% of the final assessment in the SL and the HL courses & it consists of 1 design project. It is recommended that a total of approximately;

- 40 hours (SL) for the coursework
- 60 hours (HL) for the coursework

Each criterion should be addressed in about 10 hours

Scope of the Major Project

SL approximately 34 A4 pages. The maximum page limit at SL is 38 A4 pages.

HL approximately 44 A4 pages. The maximum page limit at HL is 50 A4 pages.

These limits should be made clear to the students.

The teacher should not award any marks for work on pages over this limit.

<http://www.ruthtrumpold.id.au/destech/>

<http://www.bisnet.or.id/vle/course/view.php?id=155>

<http://msc-technology.wikispaces.com/IB+Design+Technology>

<http://www.ruthtrumpold.id.au/designtech/pmwiki.php?n=Main.Syllabus>

NB. In response to learning time lost due to Covid19, students sitting exams in May/June of 2021 will not be required to sit paper 1 or to complete the Group 4 Project.

THE GROUP FOUR PROJECT (G4P)

As part of the scheme of practical work in the Sciences, ALL science students in Year 12 take part in the G4P. This is a one-group activity as the name suggests, taking in all the students of science.

The group brainstorms for ideas, discusses these topics and then decides on one to investigate collectively. The product of such investigations is not assessed, In the past, a group chose "Surfing" as its title and investigated the physics, chemistry and biology of water pollution and the aerodynamics of the board.

Each student spends 10 hours of practical work on the G4P.

"There is no doubt that to some degree everyone is a mathematician. Everyone does mathematics on a regular basis as part of their everyday life, during such activities as buying produce in the market, consulting a timetable, reading a newspaper and timing a process. From this vast population there is a group who use mathematics to a greater degree and apply their knowledge to scientific tasks, for example: engineers, laboratory technicians and economists. Further there is the smaller group of people who are professional mathematicians involved with such projects as space research, statistical surveys and pure research. Thus it is clear that an exhaustive variety of mathematical experiences are available and these opportunities should not be missed." – IB General Guide Handbook

Basic Outline of IB Mathematics

There are 2 Mathematics courses available:

1. **Mathematics: Analysis and approaches** at SL and HL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.
2. **Mathematics: Applications and interpretation** SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

Assessment

Mathematics: Analysis and approaches

Standard Level assessment outline:

External assessments:

Paper 1 : 90 minutes - short and extended response - No technology required - 40%

Paper 2 : 90 minutes - short and extended response - technology required - 40%

Internal assessment:

Mathematical exploration - 20%

**Higher Level assessment outline:**

External assessments:

Paper 1 120 minutes - short and extended response - No technology required - 30%

Paper 2 120 minutes - short and extended response - technology required - 30%

Paper 3 60 minutes - extended response problem solving questions - 20%

Internal assessment:

Mathematical exploration - 20%

Mathematics: Applications and interpretation**Standard Level assessment outline:**

External assessments:

Paper 1 90 minutes - short response - technology required - 40%

Paper 2 90 minutes - extended response - technology required - 40%

Internal assessment:

Mathematical exploration - 20%

Higher Level assessment outline:

External assessments:

Paper 1 120 minutes - short response - technology required - 30%

Paper 2 120 minutes - extended response - technology required - 30%

Paper 3 60 minutes - extended response problem solving questions - 20%

Internal assessment:

Mathematical exploration - 20%

GROUP 6

THE ARTS

VISUAL ARTS

Aims

For all students to;

- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas

Details of what the course involves

Practices	Visual Arts in Context Artists and why they make Art	Visual Arts methods Ways of making artwork	Communicating Visual Arts Ways of presenting art
1. Theoretical Practice	Examine and compare the work of artists from different cultures, using a range of critical methodologies. Consider the cultural context (historical, geographical, political, social and technological factors) influencing their own work and the work of others.	Look at 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.
2. 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. Must use 2D, 3D and Photography.	Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skills, media and concept.



3. Curatorial Practice	Develop an informed response to work and exhibitions they have seen and experienced. Begin to formulate personal intentions for creating and displaying their own artworks.	Evaluate how their ongoing work communicates meaning and purpose. Consider the nature of “exhibitions” 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 judgements impact on overall presentation. Can be in any media.
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This will be achieved through a succession of projects.

In Year 12, the students will undertake the following; ‘Elements and Principles’, ‘A Cultural Perspective’, ‘World Issues’ and finish with their own choice of topic and an essay.

In Year 13, the students will undertake 2 projects based upon their own choice of topic.

How will the course be assessed?

Practices		SL	HL	%
1.	Comparative Study Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks from different cultural contexts	Compare at least 3 different artworks by at least 2 different artists, with commentary over 10-15 screens.	Compare at least 3 different artworks by at least 2 different artists, with commentary over 10-15 screens. Reflection on the extent to which their own work and practices have been influenced by the art/artists 3-5 screens	20%
2.	Process Portfolio Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.	9-18 screens The submitted work should be in at least two different art-making forms (2D, 3D, Photography)	13-25 screens The artwork should be in at least three different art-making forms.	40%



3.	Exhibition Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practises appropriate to visual communication.	4-7 pieces of Art Exhibition text for each A curatorial rationale- 400 words	8-11 pieces of Art Exhibition text for each A curatorial rationale- 700 words	40%
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The same content is taught at SL and HL with the main differences being the amount of work to submit.

MUSIC

The Diploma music 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. At Regent's, Bangkok prior musical experience is required as a performer at SL and as a performer and composer at HL. The IB Diploma music course demands both academic rigour and a high instrumental or vocal performance standard together with a creative approach to composition, particularly at HL. The student will be encouraged and often required to listen to and analyse a huge variety of music, from every era of Western classical music, to popular music and jazz, to music from many different world cultures. The student is guided to develop the tools to analyse and evaluate these various genres and cultures, identify differences, draw comparisons, and find insightful musical connections.

Aims

The diploma music course aims to develop students' knowledge and potential as musicians, both personally and collaboratively.

Course Outline

Students are encouraged to take part in as many different ensembles as possible and to attend live concerts to broaden their knowledge of the many different styles of music. Students study their first study instrument on a regular basis and are given performance opportunities throughout the course. Throughout Year 1 of the course the focus is on developing analytical skills and putting them into practice while studying the prescribed set works. During Year 2 the student will complete their musical investigation and be able to compare pieces of music using the appropriate musical terminology.



Assessment

External Assessment:

Listening paper 30%

SL – 2.5 hours

HL – 3 hours

Throughout the course students study prescribed set works in detail (HL study two, SL study one) and are taught to answer analytical questions on both and to make informed musical comparisons. In addition students study music from different parts of the work, cultures and time periods and are equipped with the analytical tools to analyse previously unheard music.

Musical Links investigation 20% - SL/HL

An individual study of music from different musical cultures – exploring, analysing and examining the connections between two or more pieces of music.

Internal Assessment (externally moderated)

HL students at Regent's study solo performing and creating in this unit.

Solo performing: 25%. Students submit a 20 minute recording of their solo performances taken from one or more public performance.

Creating: 25%. Students are required to produce three pieces of composing coursework, recordings and a written reflection.

SL students study solo performing. Solo Performing: 50%.

THEATRE ARTS

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

Course Outline

A variety of tasks, focusing on a number of genres, styles, plays and other stimuli, will be set. These tasks will be designed specifically for the group and will therefore be variable, depending on factors such as group numbers, individual strengths and interests. Students are required to investigate the core syllabus areas from the perspectives of creator, designer, director, performer and spectator. These core syllabus areas are Theatre in Context, Theatre Processes and Presenting Theatre. Within these areas students will create theatre based on theory, work with play texts, look at world theatre traditions and engage in creating collaborative, original theatre. Students must also keep a Theatre Journal throughout the course.



Assessment

External assessment tasks

Task 1: Solo theatre piece (HL only)

Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.

Task 2: Director's notebook (SL and HL)

Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.

Task 3: Research presentation (SL and HL)

Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.

PART THREE



CORE IB DIPLOMA REQUIREMENTS



EXTENDED ESSAY

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 3 HL subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own 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 subject chosen. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

The Extended Essay is:

- compulsory for all Diploma Programme students;
- 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;
- a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school;
- chosen from the list of approved Diploma Programme subjects, published in the Handbook of procedures for the Diploma Programme;
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student; and
- concluded with a short interview, or *viva voce*, with the supervising teacher (recommended).

In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for place at university, the extended essay has often proved to be a valuable stimulus for discussion.

THEORY OF KNOWLEDGE (TOK)

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP to which schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals.

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.



The course centres on the exploration of knowledge questions, a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?", or "What constraints should there be on the pursuit of knowledge?". While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

ASSESSMENT

There are two assessment tasks in the TOK course: an essay and an exhibition. The essay is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1,600 words.

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 marked by the teacher and externally moderated by the IB.

POINTS FROM THE CORE

Students achieve a maximum of three points from TOK and the EE. These points are awarded as shown in the matrix below. ToK and EE can therefore enhance a student's overall point score however it could potentially lead to a student failing to gain a diploma.

The diploma points matrix (May 2015 onwards):

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition



CREATIVITY ACTIVITY SERVICE (CAS)

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have met the following 7 learning outcomes:

- increased their awareness of their own strengths and areas for growth;
- undertaken new challenges;
- planned and initiated activities;
- worked collaboratively with others;
- shown perseverance and commitment in their activities;
- engaged with issues of global importance;
- considered the ethical implications of their actions.

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

All 7 outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome.

This focus on learning outcomes emphasizes that it is the quality not quantity of CAS activities (its contribution to the student's development) that is of most importance. Students are encouraged to participate in sustainable and long term activities and projects that they are genuinely interested in and will support them as confident and responsible citizens. There is no grade for CAS but failure to meet the CAS outcomes will lead to the student not gaining the IB Diploma

PART FOUR



STUDENT SUPPORT



Students are supported by tutors, teachers, the EE, ToK, CAS, University Coordinators, the IB Coordinator and the Head of Secondary. Students will be placed in tutor groups assigned at the beginning of the year. In these tutor groups they will have tutorial lessons on a regular basis where Diploma Programme matters are addressed. Students will get support from their tutors and the coordinators throughout the two years on the IBDP, this includes careers advice, information and guidance including applications through UCAS to the UK, to Thailand, Canada, USA, Australia and other countries.

The school also has fantastic IB study areas, the library and a common room to support learning.

UCAS.com provides detailed course information for each further education institution in the UK with relevant entrance requirements. Students have been shown how to use this website. Tutors and teachers can provide general guidance on subject selection but for requirements to specific institutions parents and students should check entrance requirements individually with each institution.

Unifrog is another platform now available to students of Regent's International school. This is where they can research university course requirements, as well as getting support for the application process. All students have their own account and have been shown how to use the platform.

PART FIVE



OTHER IB DIPLOMA MATTERS



ACADEMIC HONESTY

Students will exercise academic honesty in all aspects of their work and will receive sessions on this in tutor time. They will acknowledge the work of others, including material taken from other sources. They will not claim as their own the work of others. They will not give their work to others to pass off as their own. They will observe the integrity of the examination room.

IA DEADLINES

A calendar of deadlines will be published at the start of the academic year outlining all Internal Assessment coursework deadlines when work must be submitted. It is important that all students keep to these deadlines.

A NON-REGULAR DIPLOMA

If the conditions of entry into an institution of higher education require a candidate to offer a choice of subjects different from that specified in the regulations for the Diploma Programme, the candidate may be allowed to make a reasonable substitution on presentation to the IB of the appropriate documentary evidence. This evidence, which may take the form of pages from a university prospectus, must be submitted in support of all requests.

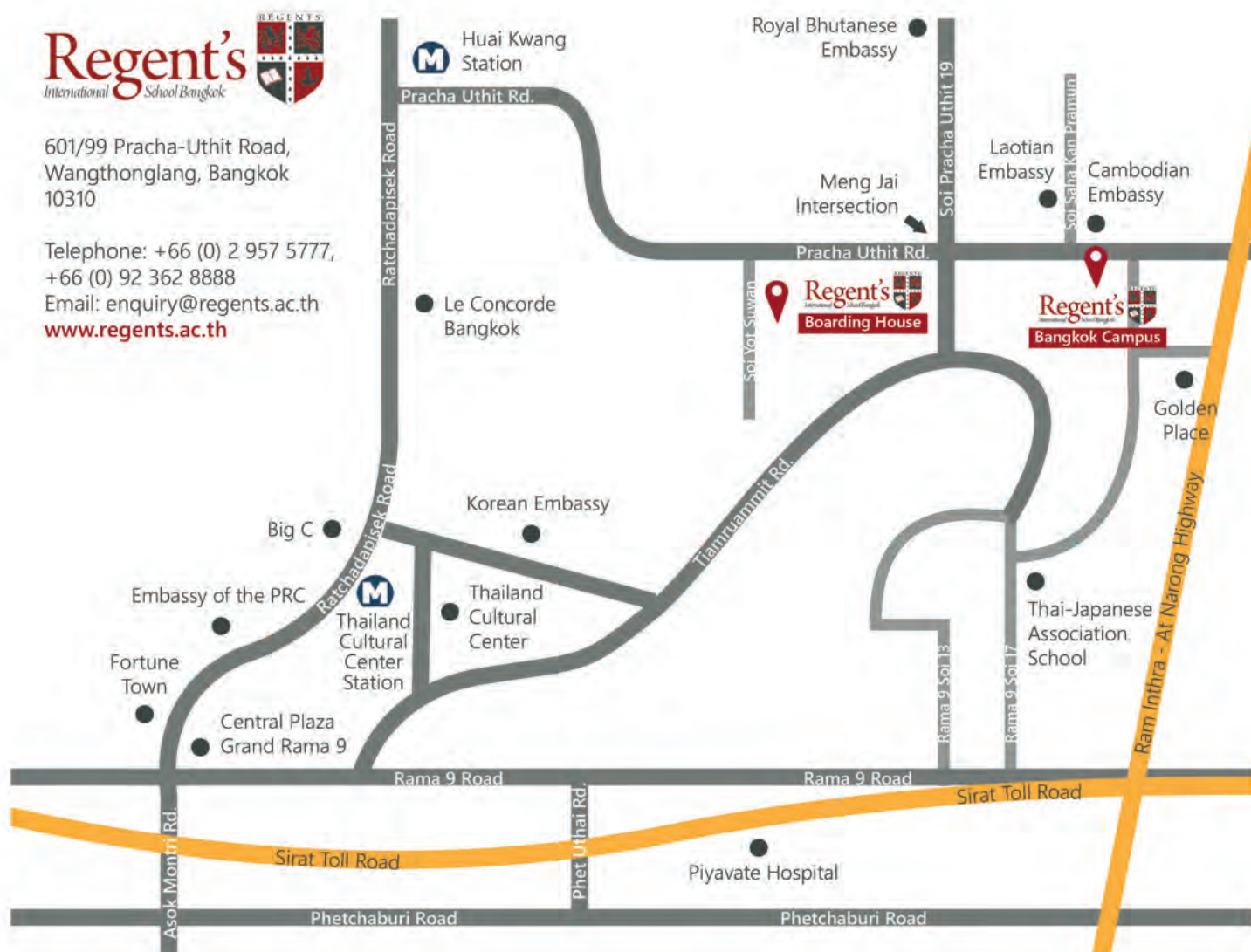
A candidate will generally be authorized to take a non-regular diploma only if the proposed higher education course allows no other alternative. The possibility of offering a subject as an additional seventh subject (that does not contribute to the diploma) must be considered before submitting a request for a non-regular diploma and is advised up to the approval of the request. In no circumstances will a candidate be exempt from taking a group 1 and a group 2 subject.

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REMARK

