



**Grade 11 and 12
Academic Pathways**
at IGBIS

Igniting Minds • Impacting Lives

www.igbis.edu.my

Welcome

At IGB International School, our Grade 11 and 12 programme is designed to prepare students to graduate with the International Baccalaureate Diploma Programme (IBDP), the International Baccalaureate Careers Programme (IBCP), IGBIS High School Diploma (IGBISD) or IB Course Certificates. This ensures all students follow pathways to graduation that are both challenging and fulfilling. Our courses of study also help prepare students for life after graduation from IGBIS through an emphasis on service learning activities and the study of the philosophy of learning. All students have the opportunity to also attain the IGBIS High School Diploma.

This guide is designed to give parents and students information about the courses on offer at IGBIS.

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For more information on any of the G11 and G12 Academic Pathways, contact the IGBIS Diploma Programme Coordinator:

Mary Boyd

e: mary.boyd@igbis.edu.my

t: +60 3 6145 4688

The IB Diploma Programme

The International Baccalaureate Diploma Programme, created in 1968, is an academically challenging and balanced programme of education designed for motivated secondary school students aged 16 to 19. The programme has earned a reputation for rigorous assessment, giving IB diploma holders access to over 2000 of the world's leading universities and preparing them for success in further studies and life beyond. The Diploma Programme's grading system is criterion-referenced: each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next.



The programme is a comprehensive two-year international curriculum that is taught through a variety of languages in over 140 countries. The Diploma Programme incorporates the best elements of multiple national systems, without being based on any one. Internationally mobile students are able to transfer from one IB school to another and have few issues moving back into their national systems, if required. Students who remain closer to home benefit from a highly respected international curriculum that offer further opportunities.

The programme was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view. It has been designed to address the intellectual, social, emotional and physical well-being of students.

The programme has the strengths of a traditional and broad curriculum with students studying six academic subjects concurrently, but has the addition of a core component featuring three important and unique features. Students are able to make connections across traditional academic disciplines and explore the nature of knowledge through the critical thinking based Theory of Knowledge (TOK) course. For their Extended Essay students undertake in-depth and independent research into an area of interest through the lens of one or more academic disciplines, guided by a teacher supervisor and gaining valuable experience in developing an academic research paper at a university level. And by leading and participating in activities that support the Creativity, Action, and Service (CAS) aspect of their studies, students enhance their personal and interpersonal development through experiential learning.

Source: www.ibo.org

The Learner Profile

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

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open Minded

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

Caring

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

Risk-Takers

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

Balanced

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

Reflective

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

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

The IB continuum of education



	PYP (3-11 years old)	MYP (11-16 years old)	IBCP (16-19 years old)	DP
Nature	Framework Inclusive: all students	Framework Inclusive	Framework based around core elements, DP courses and career studies Prepares students for higher education, career and technical vocations	Prescribed curriculum Prepares students for higher education and employment
Structure	Learning organized around transdisciplinary units of inquiry Prescribed concepts Inquiry based	Interdisciplinary and disciplinary units organise learning in eight subject groups Prescribed concepts in a global context Inquiry based	Disciplinary courses and interdisciplinary courses connected by the IBBCP core	Disciplinary and interdisciplinary courses are organized into 6 subject groups connected by the DP core
How the programme is assessed	Internal assessment of all aspects of a student's learning	Internal assessment based on subject-specific criteria; moderated personal project; optional (inter)disciplinary eAssessments and ePortfolios	External moderation of internally assessed work and external examination	External moderation of internally assessed work and external examination
Pedagogy	Approaches to learning Approaches to teaching	Approaches to learning Approaches to teaching	Approaches to learning Approaches to teaching	Approaches to learning Approaches to teaching
Learning through experience	Action	Action	Community and service	Creativity, action, service
Language learning	Support for mother-tongue development	Support for mother-tongue development/language and literature	Support for mother-tongue development: school supported. Self-taught language A courses (optional)	Support for mother-tongue development: school supported, self-taught language A courses
	School's additional language (from age 7)	Acquisition of another language (in each year of the programme)	Language development as a component of the IBCP core	Acquisition of another language (in each year of the programme)
Culminating experience that synthesizes learning	Exhibition	Community project (in final year of MYP in schools that do not offer year 5) Personal project (year 5)	Reflective project	Extended essay

Pathways to graduation

The Complete IB Diploma Programme

Classes in Grade 11 and 12 are offered at two different levels – Standard Level (SL) and Higher Level (HL). These classes prepare students to sit the external International Baccalaureate examinations in May of their Grade 12 year, which are a requirement for receiving an IB Diploma. To be eligible to take a Diploma Programme class, students must satisfy the pre-requisites for the subject prior to starting their studies. In addition to the six academic subjects, students must take part in the IBDP Core that requires them to pass the Theory of Knowledge (TOK) course and complete an Extended Essay (EE) to a satisfactory standard. They must also complete the requirements for Creativity, Activity and Service (CAS) over the two years of the course.

The IB Careers Programme (IBCP)

The International Baccalaureate Careers Programme is the newest of the IB Programmes, consisting of a minimum of two DP subjects, although at IGBIS we recommend 3 or 4, a CP Core of 4 components and a Career Related Programme. At IGBIS, IBCP students are expected to do Business Management or Economics, Mathematics SL or Mathematical Studies, English A or English B and one other subject. For their Career Related Programme, at IGBIS, IBCP Students will study for ICAEW's CFAB, where ICAEW are the world-renowned Institute of Chartered Accountants in England and Wales and CFAB is the globally recognised Certificate in Finance, Accounting and Business.

The IGBIS Diploma (IGBISD)

IGBISD students can take IBDP courses at SL from any subject group, but also have the option of taking an IGBISD course in the Individuals and Societies and Experimental Sciences subject groups (when they are offered). For the IBDP courses, prior academic performance and consultation with the IBDP Coordinator will be used to identify which subjects are appropriate for each student. For the IGBISD courses, students must attain a minimum grade of 3/7 in order to successfully complete the course and receive an academic credit from IGBIS.

IBDP and IGBISD courses are two years in length and culminate with final examinations in May of the Grade 12 year. Students have the option to sit for the IBDP examination in the IBDP SL courses they are taking and receive an *IBDP Course Result* if all assessment requirements are met. If an IGBISD student chooses not to sit for IBDP examinations in a particular course, they will take an equivalent set of final examinations created at IGBIS. In addition to studying six subjects, IGBISD students must participate in the IGBISD Core. This consists of a Personal and Professional Skills course, Reflective Project, and Community and Service.

To obtain the IGBISD, students must accumulate 24 course credits from Grades 9 to Grade 12 and meet all subject area requirements. These credits are attained from successfully studying IGBIS subjects or from approved credits from prior schools.

Students with diagnosed learning or social disadvantages may be eligible for a more flexible credit system than the criteria listed above. For example, these students may attain an additional subject credit in lieu of an Additional Language credit.

The requirements for graduation and attainment of the IGBIS Diploma are:

1. Successfully study six subjects at Grade 11 and Grade 12 levels
2. Complete all additional requirements
3. Satisfy the school Attendance Policy

The Head Of School shall approve any exceptions to the normal graduation requirements.

IGBIS Leavers Statement

Students who are unable to meet the above graduation requirements will be eligible to receive the IGBIS Leavers Statement. This statement is a record that states that the student has studied Grade 11 and Grade 12 and lists the subjects studied during their time at IGB International School along with subject results.

Attendance Requirements

Students must fulfil the IGBIS Attendance Policy, which requires a minimum attendance of 85% in each subject for each semester. This includes days/lessons missed due to illness, extended vacations, and late arrival or early departure at the beginning and end of the school year respectively. The Secondary School Principal and Diploma Programme Coordinator will review each student's case at the end of each semester.

Transfer Students

IGBIS will recognise the credentials of any student transferring into the school from other accredited educational systems for graduation purposes. Entry into our IB Diploma Programme will be dependent on the student fulfilling all IGBIS enrolment requirements, including a review of their grades and the compatibility of their subjects previously studied with those offered at IGBIS.

Assessing Student Work and Awarding the IBDP, IBCP and IGBISD

For over 45 years, the International Baccalaureate has been the leader in international education and in providing high-quality and rigorous assessments to students in over 140 countries. The IB's unique assessment model ensures a high level of validity and reliability that has resulted in consistent IB diploma pass rates with no grade inflation over time.

IB assessments are designed to emphasise the development of higher-order cognitive skills. They are criterion-related and focus on students' ability to think analytically and critically, to integrate and apply their learning, to work collaboratively and to communicate what they have learned in writing and orally. The assessments use varied tasks that evaluate students' abilities in these areas and may include: oral presentations, examination questions, portfolios, essays, and artistic exhibitions and performances. Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Grades reflect attainment of knowledge and skills relative to set standards applied equally to all schools. Top grades are not, for example, awarded to only a certain percentage of students. Responsibility for all academic judgments about the quality of candidates' work rests with over 6,500 trained IB examiners worldwide, led by chief examiners with international authority in their fields. The IB will assess over 150,000 students in 2014. Each year approximately 80% of candidates who attempt the diploma succeed in earning it.

Most Diploma Programme subjects have at least three or four separate assessment components, including both internal and external assessments. Internal assessments are administered and marked by the teachers at IGBIS and internally moderated for consistency between classes. The IGBIS teachers' marking is then moderated by the IB through an extensive sampling and moderating process involving examiners across the globe. External assessments are constructed using a two to three year process involving multiple authors and careful standardisation procedures to ensure consistency between each examination session. During the three week written examination period in May, careful planning of timezone distribution of materials and school security ensures that all students across the globe are given the same assessment opportunities. The balance between internal and external assessment ensures that all objectives of the course are adequately and appropriately assessed.

The IB diploma is awarded to students who meet the subject requirements, receive a minimum score of 24 points, and satisfactorily complete the core studies. The highest total available for a Diploma Programme student is 45 points. Scores are based on the grades of 1 to 7 awarded for each of the six subjects, for a total of 42 points, and up to 3 additional points for the core components. The global average score for the IB Diploma has been 30 points for many years. Grade distributions on the IB assessments vary by subject. Students who complete standard level or higher level subjects are well prepared for success in that subject in university. Only approximately 7% receive the top grade of a 7, and more than 50% of all grades fall between 4 and 5.

Source: Understanding the IB Diploma Programme Scores, 2010

The IBCP is awarded when the CFAB has been completed successfully, has been assessed and validated by ICAEW. A grade 3 or more in at least two of the DP courses registered for the Career-related Programme has been awarded. A grade of at least D for the reflective project has been obtained. Personal and professional skills, service learning and language development requirements have been met. No penalty for academic misconduct has been given.

The following page shows the grade descriptors used to determine final grades. Although percentage weighting of assessment items provides a good judgement for teachers, the grade descriptors are useful when results are close to a grade boundary. Also shown is the table used to determine the additional points that can be gained from TOK and the Extended Essay, reproduced from the IB.

IGBIS Grade 11 & 12 Assessment Descriptors

Level of Achievement	Descriptor
7 (Excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6 (Very good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5 (Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4 (Satisfactory)	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3 (Mediocre)	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2 (Poor)	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1 (Very poor)	Minimal achievement in terms of the objectives.

IGBIS Grade 11 & 12 Grade Matrix for TOK & Extended Essay

		Theory of Knowledge					
Grade		A	B	C	D	E	N (No grade)
Extended Essay	A	3	3	2	2	Fail	Fail
	B	3	2	2	1	Fail	Fail
	C	2	2	1	0	Fail	Fail
	D	2	1	0	0	Fail	Fail
	E	Fail	Fail	Fail	Fail	Fail	Fail
	N (No grade)	Fail	Fail	Fail	Fail	Fail	Fail

Further information on assessment types can be found in the subject descriptors later in this handbook. Details on assessment policies can be found in the *IGBIS Secondary School Handbook*.

Selecting Subjects

A typical IB Diploma Programme course of study consists of one subject from each group. A **Bilingual Diploma** can be awarded if a student successfully studies two subjects in Group 1. The following table indicates the subjects that may be offered at IGBIS for IB Diploma Programme students.

Subject Group	Subject ¹	HL	SL
Group 1: Studies in Language and Literature	English A Language and Literature		
	Chinese A Literature		
	Malay A Literature		
	Japanese A Literature		
	Self-Taught		
Group 2: Language Acquisition	English B		
	French B		
	Mandarin B		
	Mandarin Ab Initio		
	Spanish B		
	Spanish Ab Initio		
	Bahasa Malaysia Ab Initio		
Group 3: Individuals and Societies	History		
	Geography		
	Business & Management		
	Psychology		
	Economics		
Group 4: Sciences	Biology		
	Physics		
	Chemistry		
	Design Technology		
Group 5: Mathematics	Mathematics HL		
	Mathematics SL		
	Mathematical Studies SL		
Group 6: The Arts	Visual Arts		
	Music		
	Theatre		

Notes: ¹ All subjects listed may not be offered every academic year at IGBIS, depending on demand

University & Careers Counselling and Guidance

The goal of the college and career counselling program at IGBIS is to assist student in finding a best-fit pathway for further study. By reflecting on experiences and linking these to future goals students will embark on a journey of self-discovery to find a college or university program that best-fits their needs.

To be competitive for entrance into college or university for further study, students should be earning grades of 5 or above in subjects throughout Grades 9-12, though there are plenty of opportunities for further study for everybody. Students taking IBDP classes are able to apply to over 2000 colleges and universities globally, with those meeting the requirements of the IB Diploma highly sought after. Students may earn advanced credit for their HL courses depending on the college or university and the grade they receive in these courses.

We plan for our IGBIS Secondary School Diploma to be accredited with the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC), allowing students who attain our Diploma to also seek entry to a range of colleges and universities.

Careers Counselling and Guidance

Counselling and guidance on further education issues are of utmost importance to students in Grades 11 and 12. At IGBIS International School, the Counsellor along with the IBDP Coordinator, will assist students with the following tasks:

- Researching career options through discussions with teachers, use of the school career and further study resources, and researching a wide variety of digital materials.
- Using Naviance software, a state of the art college and planning application system, IGBIS students will build their professional portfolio, complete and analyse their personality, career and strength surveys, and explore potential college and career pathways.
- Organising presentations at IGBIS by visiting universities and colleges from around the world, giving students the opportunity to meet and question admissions staff. In addition, students should attend higher education fairs conducted in Kuala Lumpur to assess a wider range of study and career options.
- Investigating entry requirements for specific institutions and assisting students to prepare applications accordingly.

While assistance is given it is the students who make the step from school to college or university so emphasis is placed on the students to take ownership and make the transition happen. Personal responsibility and time management skills are attributes that students will build through this process and our counsellor is always willing to advise students on how to grow in these areas.

IGBIS have access to electronic submission of applications using Naviance for colleges and universities that accept this type of delivery, and through the IB Coordinators website can have final IB results sent directly to universities selected by the students. Our counsellor will help register students with testing centres offering PSAT/SAT, IELTS/TOEFL, or other available tests, if required, and will ensure that testing dates are promoted to students well in advance. It is the student's responsibility to send external test scores to the colleges and universities requiring them.

IGBIS

INTERNATIONAL SCHOOL

IGB International School

Owned by Detik Harapan Sdn. Bhd. (790342-W)

Jalan Sierramas Utama, Sierramas,
47000 Sungai Buloh, Selangor DE, Malaysia.
GPS **N** 3.203176 **E** 101.588897

T +60 3 6145 4688

E enquiries@igbis.edu.my