



Grade 11 and 12 **Academic Pathways**

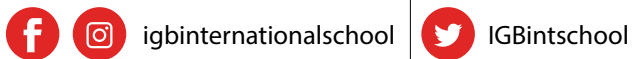


Vision

To provide an innovative international education that inspires learners to make a positive impact on the world.

Mission

To provide an inclusive learning community, embracing diversity by offering a challenging IB education which empowers its members to be caring, global citizens.





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Welcome

At IGB International School, our Grade 11 and 12 programme is designed to prepare students to graduate with the International Baccalaureate Diploma Programme (DP), the International Baccalaureate Career-related Programme (CP), 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 attain the IGBIS High School Diploma.

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

For more information on any of the Grade 11 and Grade 12 Academic Pathways, please email us at:

enquiries@igbis.edu.my

The Academic Integrity Philosophy at IGBIS

At IGB International School (IGBIS) we believe that the IB Learner Profile describes important behaviours that we nurture, value and respect in ourselves and others. All members of the IGBIS community are committed to behaving in an honest, principled manner at all times and in all situations, within the School environment and beyond. All Grade 11 and Grade 12 students must agree and adhere strictly to our Academic Integrity Policy and the Academic honesty policy set out by the IBO.

The Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising 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 recognise 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

IB mission statement				
IB learner profile				
Programme standards and practices				
	PYP	MYP	CP	DP
	(3-11 years old)	(11-16 years old)	(16-19 years old)	
Nature	<p>Framework</p> <p>Inclusive: all students</p>	<p>Framework</p> <p>Inclusive</p>	<p>Framework based around core elements, DP courses and career studies</p> <p>Prepare students for higher education, career and technical vocations</p>	<p>Prescribed curriculum</p> <p>Prepares students for higher education and employment</p>
Structure	<p>Learning organised around transdisciplinary units of enquiry</p> <p>Prescribed concepts</p> <p>Inquiry based</p>	<p>Interdisciplinary and disciplinary units organise learning in eight subject groups</p> <p>Prescribed concepts in a global context</p> <p>Inquiry based</p>	<p>Disciplinary courses and interdisciplinary courses connected by the CP core</p>	<p>Disciplinary and interdisciplinary courses are organised into 6 subject groups connected by the DP core</p>
How the programme is assessed	<p>Internal assessment of all aspects of a student's learning</p>	<p>Internal assessment based on subject-specific criteria; moderated personal project; optional (inter)disciplinary eAssessments and ePortfolios</p>	<p>External moderation of internally assessed work and external examination</p>	<p>External moderation of internally assessed work and external examination</p>
Pedagogy	<p>Approaches to learning</p> <p>Approaches to teaching</p>	<p>Approaches to learning</p> <p>Approaches to teaching</p>	<p>Approaches to learning</p> <p>Approaches to teaching</p>	<p>Approaches to learning</p> <p>Approaches to teaching</p>
Learning through experience	<p>Action</p>	<p>Action</p>	<p>Community and service</p>	<p>Creativity, action, service</p>
Language learning	<p>Support for mother-tongue development</p>	<p>Support for mother-tongue development / language and literature</p>	<p>Support for mother-tongue development: school supported. Self-taught language A courses (optional)</p>	<p>Support for mother-tongue development: school supported, self-taught language A courses</p>
Culminating experience that synthesises learning	<p>School's additional language</p>	<p>Acquisition of another language (in each year of the programme)</p>	<p>Language development as a component of the IBCP core</p>	<p>Acquisition of another language (in each year of the programme)</p>
	<p>Exhibition</p>	<p>Community project (Grade 8)</p> <p>Personal project (Grade 10)</p>	<p>Reflective project</p>	<p>Extended essay</p>

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 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 emphasise 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.

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.

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.

** Source: ibo.org*

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 set out in the Transition Booklet, prior to starting their studies. In addition to the six academic subjects, students must take part in the DP 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.



Awarding the IB Diploma

The IB diploma is awarded to students who meet the subject requirements, receive a minimum score of 24 points overall, including more than 12 points for HL, more than 9 points for SL subjects, no grade 1, gain less than 3 grade 2 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: ibo.org

The IB Career-related Programme

The IB Career-related Programme (CP) is an innovative educational framework for students aged 16 to 19. This is the newest and fastest-growing IB programme. The CP provides students with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce. The CP combines highly regarded and internationally recognised IB Diploma Programme (DP) courses with an approved career-related study and a unique CP score.

CP students engage with a rigorous study programme that genuinely interests them while gaining transferable and life-long skills in applied knowledge, critical thinking, communication, and cross-cultural engagement. They are well prepared to succeed at institutions of higher learning.

The CP framework is built around three interconnected elements:

- at least two DP courses
- a CP core that includes approaches to learning, community and service, language development and a reflective project
- an approved career-related study

DP courses provide and enhance the theoretical underpinnings and academic rigour of the CP. The CP core components give context to the DP courses and the career-related study, drawing all aspects of the framework together.

Through the CP core, students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning.

IGBIS chooses the career-related study most suited to our local conditions and the needs of our students.

* Source: ibo.org



IGBIS High School Diploma

The IGBIS High School Diploma (IGBIS HSD) is designed to meet the graduation requirements that are common to high schools in the United States of America. IGBIS is a member school of the Council of International Schools (CIS) and is currently at the end of a self-study process for CIS and the New England Association of Schools and Colleges (NEASC), an accrediting body from the United States.

The IGBIS HSD follows a model that requires students to gain a minimum of 24 credits in the following courses over 4 years (G9-G12). One credit means the completion of a one-year course, with a grade examination average of 3 or more.

DP and IGBIS HSD courses in grades 11 and 12 are two years in length and culminate with final examinations in May of the Grade 12 year. IGBIS HSD students have the option to sit for the DP examination. If they choose not to sit for DP examinations in a particular course, they will take an equivalent set of final examinations created at IGBIS. In addition to studying six subjects, IGBIS HSD students must participate in the IGBIS HSD Core. This consists of a Creativity, Activity & Service (CAS), Reflective Project and Wellness.

IGBIS HSD students can take DP courses at SL or HL from any subject group. For the DP courses, prior academic performance and consultation with the DP Coordinator will be used to identify which subjects are appropriate for each student. For the IGBIS HSD courses, students must attain a minimum grade of 3 out of 7 in order to successfully complete the course and receive academic credit at IGBIS.

IGBIS HSD Credit Requirements

√	First language	4 credits
√	Second language	3 credits
√	Humanities	3 credits
√	Science	3 credits
√	Mathematics	3 credits
√	Technology	2 credits
√	Arts	2 credits
√	Electives	4 credits

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 HSD are:

1. Earn 24 credits
2. Complete the IGBIS HSD Core
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.

Transfer Students

IGBIS will recognise the credentials of any student transferring into the school from other accredited educational systems for graduation purposes. Entry into Grade 11 and 12 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.



IGBIS Grade 11 & 12 Assessment Descriptors

Level of Achievement	Descriptor
7 (Excellent)	A consistent and thorough understanding of the required knowledge, concepts, and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown 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, concepts, and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5 (Good)	A consistent and thorough understanding of the required knowledge, concepts, 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, concepts, 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, concepts, 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, concepts, 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.

Grade Matrix for ToK & Extended Essay

		Theory of Knowledge (ToK)						
		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.

Bilingual Diploma - To receive a Bilingual IB Diploma, students must fulfill 1 or both:

- Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

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 students in finding a best-fit pathway for further study. We strive to find a college or university program that best-fits each student's 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 all students. Students taking DP 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.

Students who attain our IGBIS High School Diploma also may 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, the Counsellor along with the DP 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 planning and application system for colleges and universities, IGBIS students 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 has access to electronic submission of applications using Naviance for colleges and universities that accept this type of delivery, and through the IB Coordinators website final IB results are 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

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