



ST. PAUL'S CO-EDUCATIONAL COLLEGE

**An Introduction to the International Baccalaureate
Diploma Programme**

2016 -2017

Dear Parents and Students,

This information booklet sets out to provide a general introduction to the International Baccalaureate Diploma Programme (IBDP) and other issues relevant to its implementation at SPCC.

Inside you will find an overview of the IBDP, brief course descriptions and answers to questions frequently asked about the programme.

SPCC offers the curricula of the local DSE and the IBDP in parallel. This booklet is the first of other publications on the IB and the DSE to be prepared by the school for you and your child. Briefing sessions will also be hosted in F.2 and F.3 for you to receive updates and to ask questions. We hope, by doing so, to assist you and your child to make an informed choice in Form 3 on which curriculum to follow in F.4 and thereafter.

Yours sincerely,



Dr. Anissa Chan

Principal

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Mission statement of St Paul's Co-educational College

1. To uphold the founding Christian spirit of our schools: 'Faith, Hope and Love'.
2. To nurture academic excellence and lifelong learning.
3. To cultivate exemplary conduct, proper attitudes and correct values.
4. To develop an appreciation for the arts and competence in other activities.
5. To develop a global perspective, foster environment stewardship and serve humanity.
6. To advocate strong communication and interpersonal skills to promote harmony, mutual respect, appreciation and peace among humankind.
7. To adopt a shared and inclusive governance model.
8. To provide the best possible facilities and environment conducive to studies.
9. To maintain a professional and caring academic and administrative staff.

Mission Statement of the International Baccalaureate (IB)

“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.”

The IB

Founded in 1968, the IB is a non-profit educational foundation that aims at promoting internationally recognized programmes of study which focus on the development of the whole student. The IB is based in Geneva, Switzerland and administered by the International Baccalaureate Curriculum and Assessment Centre in Cardiff, United Kingdom.

Educational Programmes of the IB

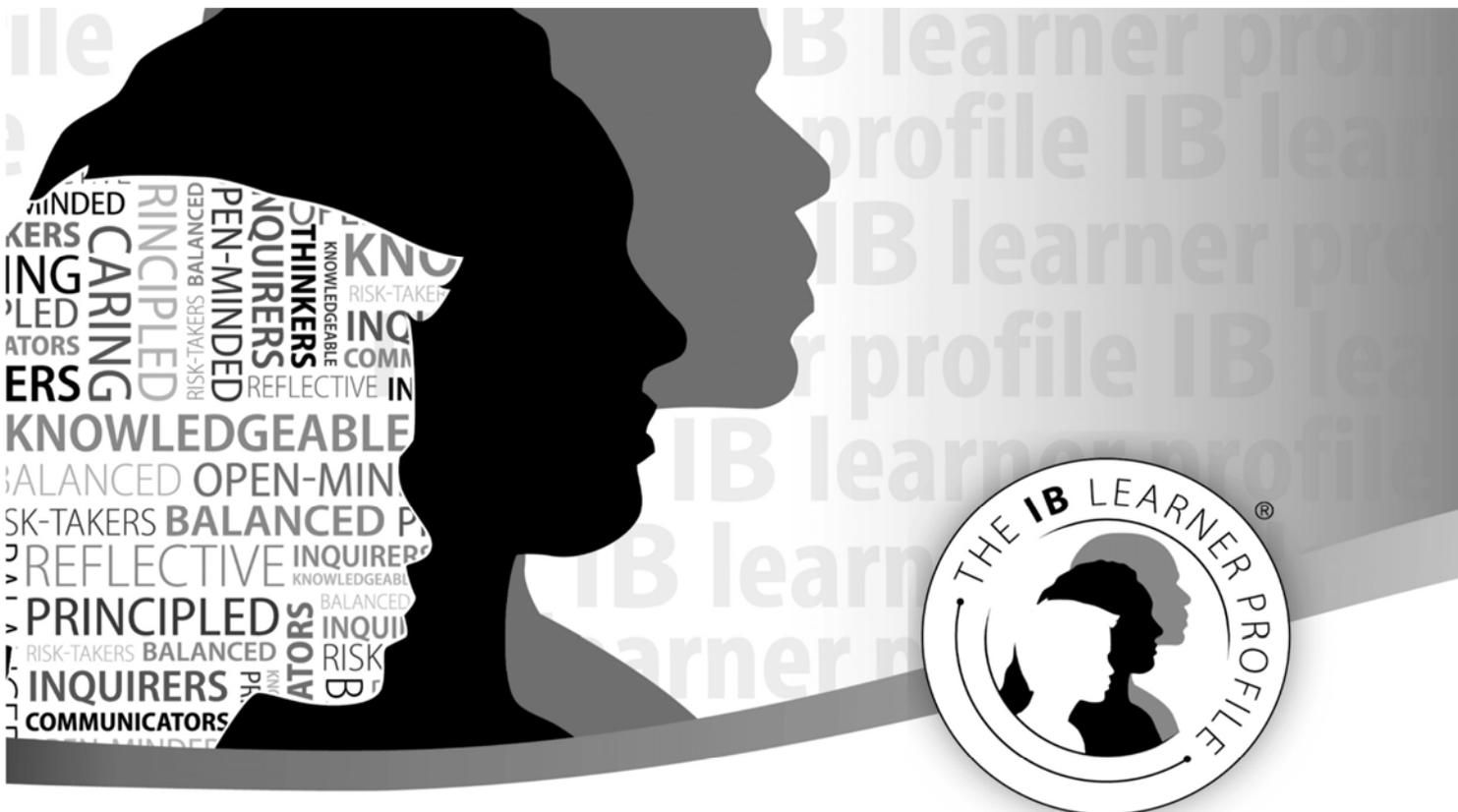
The International Baccalaureate (IB) offers four educational programmes for a worldwide community of schools:

- the Primary Years Programme (PYP) for students aged 3-12
- the Middle Years Programme (MYP) for students aged 11-16
- the Diploma Programme (DP) for students aged 16-19
- the IB Career-related Certificate (CC) for students aged 16-19

Only schools authorized by the IBO may offer the IB curriculum. At SPCC, only the Diploma Programme is offered. This programme aims at preparing students for university studies.

The Rationale for SPCC to Offer the IBDP

The parallels between the educational philosophy at SPCC and the IB in developing students into life-long learners and responsible global citizens are what attracted the school to offer dual curricula, the HKDSE and the IBDP. The School Council strongly believes that the provision of two academically challenging programmes enables the school to better cater to its diverse student body, which encompasses a broad array of talents, interests and different learning styles.



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

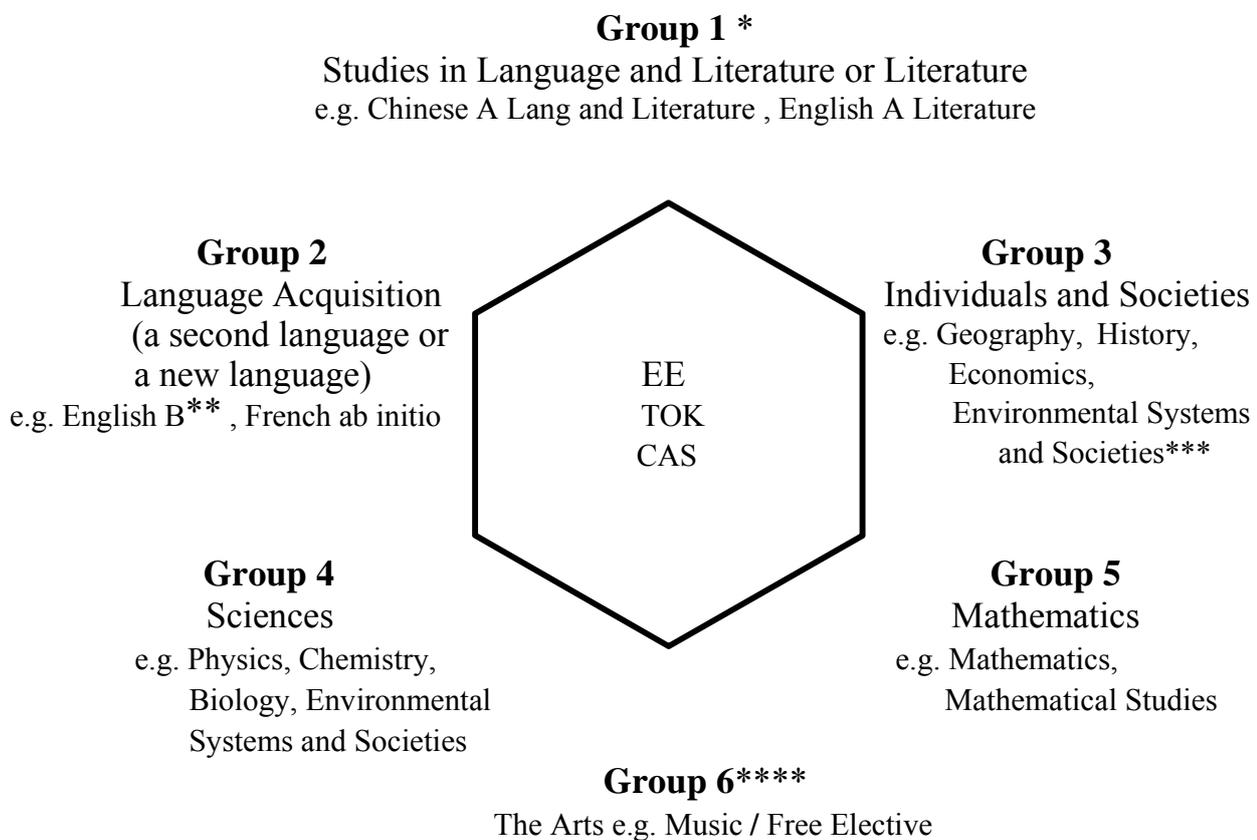
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

An Overview of the IBDP Curriculum Structure at SPCC

The IBDP curriculum is a two-year programme that comprises a suite of six groups with equal focus on both the humanities and the sciences. Students must select one subject from each of these six groups – two languages (one from Group 1 and one from Group 2 or two from Group 1), a humanities subject from Group 3, a science subject from Group 4, a Mathematics option from Group 5 and a subject from Group 6, ‘The Arts’.

Students also have to complete three components which are central to the IBDP - Theory of Knowledge (TOK), Creativity, Activity and Service (CAS) and Extended Essay (EE).



*SPCC students who do two languages in Group 1 will be following a bilingual diploma.

**SPCC students who do Chinese A in group 1 and English B in group 2 will also be following a bilingual diploma as they use English to complete subjects from group 3 and group 4.

***Environmental Systems and Societies –interdisciplinary (groups 3 and 4)

****The subject that is presently offered at SPCC is Music. Students may choose a subject from among those offered from Group 1 to Group 4 in lieu of Music.

While the IBDP allows students to gain a broader view of the world, it also requires them to conduct in-depth study of some academic disciplines. They therefore have to decide which three of their six subjects will be followed at Higher Level (HL) and which three at Standard Level (SL). They may opt to study four subjects at HL and two at SL. HL subjects require a greater depth of study across a broader range of content.

The Three Core Elements

TOK - Theory of Knowledge

The TOK course is central to the educational philosophy of the International Baccalaureate. It stimulates both teachers and students to reflect critically on the different areas of knowledge and the diverse ways we arrive at them, taking into consideration the strengths and weaknesses of each of these diverse ways of knowing. TOK provides coherence for the students by linking academic subject areas as well as transcending them.

The TOK course is based on the underpinning knowledge framework as a foundation on which to explore the methodology, historical development and discipline-specific terminology of various Areas of Knowledge, such as the Natural Sciences, the Arts and Mathematics. An awareness of the impact of culture on knowledge plays an essential role in helping students to reflect on the factors affecting their own knowledge of the world. In the first year of IB students will give a presentation, alone or in a pair, on a real-life situation analysed from a TOK perspective. The TOK course culminates in the essay, where students select one title from a list of six set by the IB and, under the supervision of their TOK teacher, complete this essay in the second year of IB. In essence, TOK seeks to address the question ‘How do we know?’ in a variety of contexts and develops students’ critical thinking and skills and spirit of enquiry.

EE – Extended Essay

The EE is a 4,000-word research project which provides the opportunity for students to develop individual research skills. They are required to choose a research topic and complete an in-depth investigation that will take them

beyond the confines of the syllabus.

Each student is allocated an Extended Essay Supervisor according to his or her choice of research topic. The supervisor provides advice and guidance. For example, he or she might advise students on how to formulate a research question, access appropriate resources, gather and analyse data, and document sources.

CAS – Creativity, Activity and Service

The aim of these three strands of experiential learning in CAS is to enhance the personal and interpersonal development of the students. Such ‘experiential education’ provides an arena for students to develop many of the attributes described in the IB learner profile. Participation in CAS fosters in them a value system by which their spirit of open-mindedness, discovery and self-reliance is enhanced. It also helps in their development of new skills and the sharing of special talents.

CAS is an extension to subject work and students are required to engage in activities that display a reasonable balance between creativity, activity and service. The focus is on the quality of the activities which are self-initiated by the students. Successful completion of CAS is a requirement for the award of the IB diploma.

Mode of assessment for the TOK and the EE

Presentations of the TOK work in class are assessed internally. The written work completed in the course and the Extended Essay are graded externally from Level A to E with Level A awarded to work of the highest standard.

A General Outline of the Six Subject Groups

Group 1 - Studies in Language and Literature*

Each diploma candidate must do a language from Group 1. This is the site where the IB recognizes the right of all students to study their mother tongue at the same level as other DP subjects. Students can also choose to do a language in which they show a high level of competency, irrespective of whether it is their first language or not.

Students who choose to study two languages from Group 1 instead of one each from Groups 1 and 2 will be candidates for a Bilingual Diploma.

Students who choose to study one language from group 1 will also be candidates for a Bilingual Diploma if they complete one of the subjects from group 3 or group 4 in a language that is not the same as their nominated group 1 language.

Group 2 - Language Acquisition*

This is for students to acquire or develop an additional language and to promote an understanding of other cultures through the study.

Two options are offered in this group:

- an *ab initio* language which students have little or no experience with.
- *Language B* which is designed for students who possess a degree of knowledge and experience in the target language.

*As far as group 1 and group 2 are concerned, students are thus required to study:

- one group 1 and one group 2 subject, or two group 1 subjects
- a third language – from either group 1 or 2 – could be studied instead of a group 6 subject

Group 3 - Individuals and Societies

Subjects in this group, for example History, Geography, Economics, help students develop a critical appreciation of human experience and behaviour,

understand the varieties of physical, economic and social environments that people inhabit and acquire historical knowledge of social and cultural institutions. Students are encouraged to understand that human attitudes and opinions are very diverse and to understand that a study of society requires appreciation of such diversity.

Group 4 - Sciences

Subjects in this group, for example Physics, Chemistry, Biology, stimulate and challenge students to explore scientific study and creativity within global contexts. Their awareness of the moral, ethical, social, economic and environmental implications of using science and technology will be raised and their appreciation of the possibilities and limitations associated with science and scientists will be enhanced.

A common curriculum model applies to all the subjects in this group. Both HL students and SL students will study a core of materials supplemented by the study of options. There are three kinds of options: those specific to SL students, those specific to HL students and those which can be taken by both SL and HL students.

All students are required to do a group 4 project which is an interdisciplinary activity for all DP science students. The objective is for students from the different group 4 subjects to analyze a common topic or problem. The focus of this collaborative project is on the processes involved in rather than the product.

Group 5 - Mathematics

The prevalence of Mathematics in our lives is a self-explanatory rationale for making this subject compulsory in the IBDP. Mathematical knowledge is important to our understanding of the world in which we live.

The two Mathematics courses, Mathematics and Mathematical Studies, offered at SPCC serve to accommodate the range of needs, interests and abilities of our students.

Group 6 - The Arts

Subjects in this group emphasize both creativity and practical research. They are essentially interpretive in approach and allow for adaptability to different cultural contexts, strengths and interests in the classroom.

Interdisciplinary subjects

The IB also offers interdisciplinary subjects which enable students to satisfy the requirements of two groups while studying one course. At SPCC, *Environmental Systems and Societies* is the interdisciplinary course that is offered. It is designed to combine the techniques and knowledge associated with Group 4 (Sciences) with those associated with Group 3 (Individuals and Societies). Students opting to do this subject can select another subject from any hexagon group to complete the requirement of six.

The Grade Descriptors

The subjects in the six groups, be they followed at SL or HL, are to be evaluated on a point scale of 1 (the lowest) to 7 (the highest).

Grade	Criteria
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. 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. 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 where appropriate.
3 Marginal	Limited achievement against most of the objectives, or clear difficulties in some of the 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 demonstrates a limited understanding of 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. Work that has been completed is well below that required for satisfactory performance. Work may be superficial or irrelevant to the assignments. Assignments may not have been handed in.

Mode of assessment

- up to 50% internal and up to 80% external assessable components across all academic subjects
- internal assessments which are internally marked and externally moderated are integrated into the teaching programme
- internal assessments are spread over the two years of the programme
- criterion-referenced assessment with performance measured against well-defined levels of achievement applied equally to all schools

Award of the Diploma

Performance in each subject as shown in the table above is graded on a scale of 1 to 7 points. A maximum of 3 points is awarded for the combined performance in the TOK and the EE. The maximum total point score is 45.

Group 1 First Language	Group 2 Second Language	Group 3 Individuals and Society	Group 4 Sciences	Group 5 Mathematics	Group 6 The Arts / Elective	Additional Points EE& TOK	Total
7	7	7	7	7	7	3	45

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

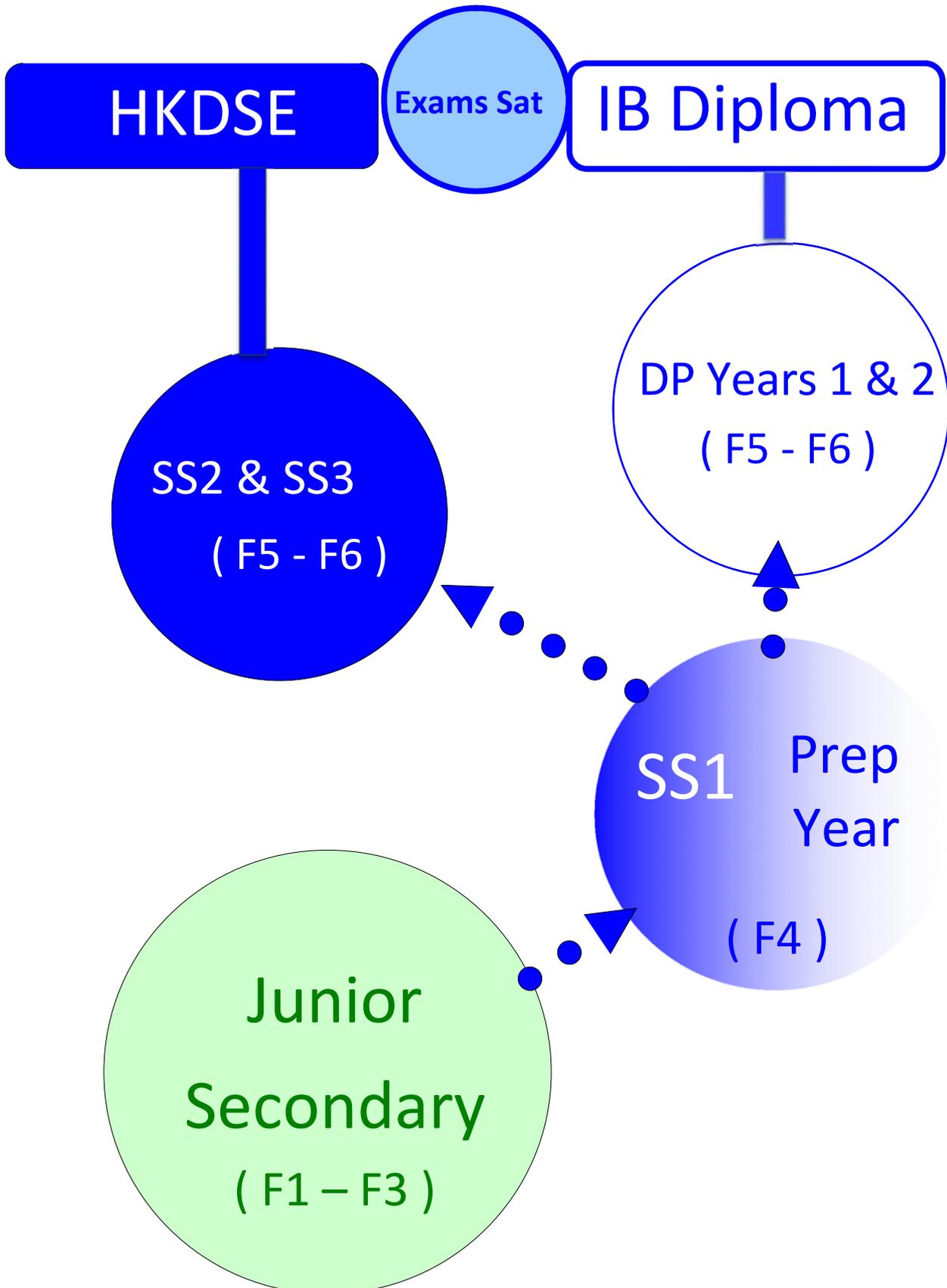
- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

The following is the matrix for the award of additional points based on the combined performance in the extended essays and theory of knowledge requirements.

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

Dual Curricula at SPCC



Frequently Asked Questions

1. How is the IBDP different from the DSE? Is one better than the other?

While neither programme is better than the other, they each have different emphases. The DSE is a three-year programme aiming to provide students with successful transitions to post-secondary education, university level education as well as the workplace while the IBDP is a two-year programme which prepares students primarily for university level education.

The DSE permits students to choose 3 or 4 electives freely on top of the core subjects of English, Chinese, Mathematics and Liberal Studies. The IBDP on the other hand, requires students to take one course from each of the six IB subject groups plus the three core elements of TOK, CAS and EE.

For students who intend to do the IBDP, their F.4 year will be an induction year. This is not an IBO mandated programme but is one which is designed by SPCC to help acclimatize students to the IB educational philosophy. It also aims at developing their study skills and knowledge in curricular content so that they are well prepared for the two-year programme that follows.

2. As a student, how should I decide whether to take the IBDP or the DSE?

This is a complex issue and one that should be discussed with your parents, teachers and Counsellor for Further Studies. You need to make an informed choice and to have a genuine understanding of yourself, both strengths and constraints. Reflect on your learning experiences in school and seriously consider your own learning style, your interest, aptitude and personalities.

Some students would do better to choose the DSE curriculum if they are strongly inclined to do either the humanities or the sciences. For the IBDP, besides having to do both the humanities and sciences groups, there is the extra components of the TOK and the Extended Essay which involve an extra time and energy commitment in extensive reading and writing.

3. As a parent, how can I help my child prepare for the IBDP?

Students who plan to take the IBDP should begin their preparation early. Encourage your child to develop and practise good study habits and to work on time management skills. Proficiency in both English and Chinese is essential. He / she needs to develop good reading and writing skills. Developing independence and encouraging self-motivation are important factors especially in IB study.

4. When and how to choose between Higher Level and Standard Level?

Students do not have to choose until the end of the F.4 Preparatory Year. Such choices should be made based on individual strengths and interests. Very often the HL subjects are those that students may want to pursue at tertiary level.

5. What is the class size for every subject?

Our school recommends a maximum of 25 students per class for every subject.

6. How many marks do students need to obtain to get into a highly competitive university?

It varies from university to university. Each university sets its own policy. You are advised to check with the Counsellor for Further Studies and visit university website to check entrance requirements. A section of the IBO website is dedicated to providing recognition policies and contact information for many universities worldwide. Go to www.ibo.org → 'University admission'.

7. Is the IBDP more suitable for students who aim for overseas universities? Can IBDP students apply local universities?

The IBDP is well-recognized by both local and overseas universities. When applying for local universities, IB students will apply through NON-JUPAS admission which has no quota set on students who have the right of abode in Hong Kong.

8. What is the nature of interaction between the IB students and the rest of the school?

Students in the IB programme will interact with the larger framework of the school like any student at SPCC. There will be equal opportunities for every student to participate in the school's extra-curricular activities.

9. Can one decide to do the IBDP only when one is in F.4?

No. There will be a deadline at the end of F.3 for students to express their desire to enrol on the Preparatory Year. After this deadline it is no longer possible to change to the IB programme. Once again, the emphasis is on making a carefully planned decision before entry into F.4. By doing your research and planning now, you will be able to choose a program that meets your needs.

10. Where can I get more information?

You are most welcome to contact Ms Jennifer Lo, Vice-principal, at SPCC. You may also find it useful to explore the IB website to learn more about this international community. Visit www.ibo.org.