



ST. PAUL'S CO-EDUCATIONAL COLLEGE

2012-2013

**F.4 Preparatory Year
Course Description Booklet**

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The IB Learner Profile

The Preparatory Year works towards developing in students the qualities outlined in the IB learner profile which is presented in the following:

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking

and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

(Source: www.ibo.org)

General Information

The F.4 Preparatory Year aims at offering a school based curriculum that will equip students with the skills necessary for the IBDP which they will follow in F.5 and F.6 while allowing them to develop their strengths and interests. It also aims at making clear the demands which a diploma student will face.

During this year students will receive a well-balanced and comprehensive education which is designed to enhance their knowledge base and various skills: critical thinking, research, time management, oral and written communication, experimentation and independent learning skills. It is also designed to lay the foundation for the future discussion of the Theory of Knowledge in each subject.

All preparatory year students will have to complete four compulsory subjects and three electives within the year. They will also need to work on a compulsory experiential learning component that aims to prepare them for the expectations and requirements of the Creativity, Action and Service (CAS) component in the IBDP. This compulsory programme will require students to display a commitment to community service, to personal physical development and to the enhancement of aesthetic and creative thinking skills.

The **four compulsory** subjects are: English
Chinese
Mathematics
Independent Learning and Thinking

The other **three electives** will be chosen from each of the following groups*:

<u>I</u>	<u>II</u>	<u>III</u>
Biology	Economics	Music
or	or	or
Physics	Geography	Spanish/French
or	or	or
Chemistry	History	1 more subject from I
		or
		1 more subject from II

* Students must take one subject from each of the three groups listed above. Any subjects which students are planning to study in F.5 and F.6 should be included in their F.4 programme. For your reference, the IBDP course choices that the school will offer in F.5 and F.6 are listed overleaf.

Subject Choices for F.5 and F.6 (IBDP years)

Group 1 – English A Literature	HL/SL
Chinese A Language and Literature	HL/SL
Group 2 – Chinese B*	HL/SL
English B *	HL/SL
Spanish / French ab initio**	SL
Group 3 – Economics	HL/SL
History	HL/SL
Geography	HL/SL
Group 4 – Biology	HL/SL
Chemistry	HL/SL
Physics	HL/SL
Group 5 – Mathematics	HL/SL
Mathematical Studies	SL
Group 6 – Music/Free elective***	HL/SL

* Intended for **external applicants** who only have a previous background of 2-4 years in the language.

**Intended for applicants who have no previous background in the language.

*** Students can choose any subject from Group 2 - 4 in lieu of Music.

Please note:

1. Any subjects which students are planning to take in F.5 and F.6 should be included in their F.4 programme.
2. Students from SPCC in general are expected to do both English and Chinese in Group 1; they are then not required to choose any language from Group 2. Should they desire to do a third language, they can study it as their Group 6 elective.

Subjects Offered in F.4 Preparatory Year

English

Course Description

The English course will focus on encouraging the enjoyment and understanding of literary works. Students will learn to analyze literature by employing critical techniques and will learn to develop and reflect on their personal responses to works of literature.

Syllabus Outline

The teaching of oral and written approaches to literary analysis will be integrated throughout the course. Students will study literary texts of different genres, periods and cultures. They will also be taught practical criticism in preparation for the IBDP.

Course Presentation

A variety of teaching and learning methods as well as the recognition of writing as a process will be adopted. Students will be encouraged to participate actively in lessons, both in small and large groups and to express themselves in formal, informal and creative contexts.

Assessment

Oral and written analyses of poetry and literature, formal written essays and formal reports will be assessed throughout the year and in timetabled examinations. Relevant grade descriptors will be used in marking.

Prerequisites

Students should have reached a level of English which enables them to read works of literature relatively easily and to cope with the demands of English as a first rather than a second language.

中國語文

課程描述 (Course Description)

本科總體教學目標為「博古通今，曉諭中西」，預備班授課內容主要由文學、語文及文化元素組成，希望學生能利用流暢通達之語文，分析文學作品、點評文化議題。

文學作品賞析方面，學生須博覽古今中外名家名篇，以提高鑑賞文本之能力；文化議題討論方面，學生須注意社會國際時事熱話，以建立關注世界之觸覺。學生能將課堂所學內化為一己之語文能力，在文字創作及口語表述上均能游刃有餘。

課程大綱 (Syllabus Outline)

本科將以主題單元為主要教學內容，從而培養學生閱讀能力、寫作能力、溝通能力及聆聽能力，以銜接初中語文科課程，並為國際文憑大學預科課程打好基礎。

本科擬於全年教授五大單元，從「個人的自我認知」出發，進而與學生探討「個人與家庭」、「個人與學校」、「個人與國家」、「個人與世界」等關係；小至青少年面對的問題，大至諸如環保、戰爭等國際議題，均被納入教學內容中。通過共同研讀文學作品以及討論新聞時事，學生得以建立正確的人生觀。

每單元均會教授若干篇古典、現代或當代文學作品，通過分析作品的內容、文體特色及寫作手法等，學生賞析能力將有所提升。此外，每單元的教學內容也將包括時事及文化議題，藉比較中西方觀點，開拓學生視野，培養其批判性思維能力，從而了解並包容文化差異。

寫作方面，每單元均有相關的寫作訓練。除教授各類實用文體外，本科亦鼓勵學生發揮創意，多運用不同的寫作模式，創作具自我風格的作品。

本科將規定學生須根據時事熱話作個人口頭報告，也將就單元重點進行小組討論，鼓勵同儕互評，以提高學生聆聽及口語表達能力。
教學材料：

- 先秦散文
- 古代名家散文
- 《詩經》選讀
- 唐詩選讀
- 宋詞選讀
- 新詩選讀
- 現、當代短篇小說選讀
- 現、當代優秀散文選讀
- 優秀翻譯作品選讀

教學模式 (Course Presentation)

本科教學模式多樣而豐富，並需學生掌握「自主學習」的能力。課堂活動除一般老師講評外，亦要求學生自行預習，於課堂內分享閱讀文學作品心得，兼有個人口頭報告，以分析文學作品。每單元之文化議題部分，須由學生準備材料，在課堂上進行討論，深入探討社會現象。

學生須定時完成不同寫作練習，以期在課程中全面掌握閱讀、口語表達及文字表達能力。

本科將以普通話作為主要教學語言，但為方便討論，令學生更容易表達己見，凡於口頭報告或小組討論時，學生皆可選擇以粵語進行相關活動。

評估方法 (Assessment)

本科評核方式參照國際文憑大學預科課程中國語文及文學科。學生須在學期內完成若干寫作作業，另外，課堂報告及討論亦計算於分數內。考試分兩卷，包括文學作品賞析及文化議題評論。

修讀條件 (Prerequisites)

學生須具備流利之粵語及普通話溝通能力，並能以流暢文字進行寫作。

中國語文特別課程（非華語學生適用）

課程描述（Course Description）

本課程旨在開拓學生的世界觸覺，並透過文本掌握中文聽說讀寫及分析能力，以及各種不同文體的寫作格式及要求。課程重視學生對中國文化、西方文化及世界大勢的觸覺，期望培養既關懷自身文化又具國際視野的青年。

課程大綱（Syllabus Outline）

課程由三大核心主題——「通訊和媒體」、「社會關係」、「全球問題」，以及五大選修主題——「文化差異」、「休閒活動」、「現代科技問題」、「傳統習俗」、「健康問題」構成，核心主題為必修，選修主題則從中選擇其二，並以此帶領學生探討。課程以主題單元為主要教學內容，著學生認識不同的文體，培養學生閱讀能力、寫作能力、溝通能力及思考能力，並為國際文憑大學預科課程在語言（包括詞彙、風格等）及文化學習兩方面打好基礎。另外，將因應學生程度引導其閱讀文學作品，以作延伸深化之用。

每單元均會基於主題教授若干篇現代或當代作家作品，通過分析作品的語言運用、表達技巧及思想內容，使學生對所學語言和文化有多元思考和理解。

寫作方面，主要訓練學生在處理實際問題上的能力，每單元均有相關寫作訓練。通過教授各類應用文，使學生掌握基本的文體格式，能流暢自然地運用所學語言。

本科將規定學生須根據所學單元的主題作個人口頭報告，也將就單元重點進行小組討論或模擬人物專訪，鼓勵同儕互評，以提高學生聆聽及口語表達能力。

教學材料:

- 新詩選讀
- 現、當代短篇小說選讀
- 現、當代優秀散文選讀
- 優秀翻譯作品選讀

教學模式 (Course Presentation)

本科教學模式多樣而豐富，並需學生掌握「自主學習」的能力。課堂活動除一般老師講評外，亦要求學生在課外關心時事，積極參與課堂討論，就青年問題、社會問題和全球問題等話題發表見解。

學生須定時完成閱讀及寫作練習，以期在課程中全面掌握閱讀、口語表達及文字表達能力。

本科將以普通話作為主要教學語言，但為方便討論，令學生更容易表達己見，凡於口頭報告或小組討論時，學生皆可選擇以粵語或普通話進行相關活動。

評估方法 (Assessment)

本科評核方式參照國際文憑大學預科課程中文 B 學科。學生須在學期內完成若干寫作作業，另外，課堂報告及討論亦計算於分數內。考試分兩卷，包括閱讀及一篇從眾多主題裡所選擇的寫作測驗。

修讀條件 (Prerequisites)

課程修讀對象為只研讀過中文約四至五年的學生。學生須具備一定的粵語或普通話溝通能力，並能以中文進行寫作。

Mathematics

Course Description

The Mathematics course in the Form 4 Preparatory Year will serve as a bridge between the junior form Mathematics curriculum and the IBDP Mathematics curriculum. Besides acquiring new mathematical knowledge, students will use appropriate technological devices as mathematical tools to explore mathematics and solve problems. The idea of internationalism will be embedded throughout the course in preparation for the learning of the IBDP Mathematics.

Syllabus Outline

To pave the way for the learning of Mathematics at IBDP level, students will be exposed to the following topics:

- Basic Usage of Graphic Display Calculator (GDC)
- Sets and Venn Diagrams
- Surds
- Quadratic Equations
- Functions and Graphs
- Relation and Mappings
- Basic Properties of Circles
- Constructions
- The Concept of Loci
- Exponents and Logarithms
- Trigonometry
- Population Sampling
- Measures of Dispersion
- Probability
- Logic
- Vectors

The Presumed Knowledge of the IBDP's Math SL or Math HL course will be taught where appropriate.

The following skills will be incorporated in the preparatory course:

- (a) use of GDC and mathematics software
- (b) comprehension of extended pieces of mathematical work
- (c) simple mathematical investigation and modelling

Course Presentation

Lessons will be supplemented by various learning activities such as reading mathematics works, using mathematics software and a GDC, doing investigation and modelling. Students are expected to take an active role in learning and exploring mathematics. As well as being encouraged to read different mathematics works and having the skills required for the IBDP Mathematics, students will also learn to express themselves in the subject coherently by using mathematics terminology with confidence.

Assessment

Formative assessment will consist of assignments, quizzes and class performance. Summative assessment will consist of uniform tests, portfolios of mathematical investigations and modeling and timetabled examinations. Relevant grade descriptors will be used in marking the portfolio work.

Prerequisites

Students should have a solid mathematics background in order to attain a level of mathematics which enables them to deal with the IBDP Mathematics. Students are expected to enjoy exploration and investigation of the subject. They should take the initiative to read mathematics reference books and works and be comfortable in using mathematics vocabulary to communicate. Students should possess good subject knowledge and calculation skills, and should be willing to use mathematics software and a GDC to assist their exploration of mathematics and their development of skills for solving mathematical problems.

Independent Learning and Thinking (ILT)

Course Description

Serving as a foundation to the Theory of Knowledge, this course aims to expand students' critical and reflective thinking skills to facilitate independent inquiry and reflection. In addition, students will practise academic writing and hone their research skills.

Syllabus Outline

This course will be allotted two lessons in a ten-day cycle. Approximately two-thirds of the instructional time will be used to enhance students' thinking skills through the exploration of topics including but not limited to current affairs, social issues and controversial matters as well as develop their skills of academic writing. Other focuses of the course will include research techniques and data analysis.

Course Presentation

In essence, the course will provide a platform for students to develop a skill set which will enable them to work independently. The topics mentioned above will be explored through teacher-facilitated discussion, student-led discussion and independent work. Students will also be given the chance to engage in personal reflection and to express their thoughts and/or ideas on a regular basis.

Assessment

The course is non-examinable. An ongoing formative evaluation of students' performance and understanding will be done through individual journal response writing, online discussion, and in-class

group interaction.

Prerequisites

Students should be able to communicate and express their ideas comfortably in both oral and written English.

Biology

Course Description

The course serves to prepare the students for the IBDP Biology and to develop and sustain their interest in the subject. Through learning the themes of “Methods of Statistical Analysis”, “Journey of water in the living world”, and “The classification system” the students will acquire generic skills for scientific investigation. The students will also have their studying skills and learning styles aligned with those specified in the IB Learner Profile.

Syllabus Outline

- 1 Journey of water in the living world.
 - 1.1 Properties and Importance of water
 - 1.2 How water enters and leaves cell
Use of water in plants
 - 1.3 Water as a medium for mass flow transport in flowering plants:
 - 1.3.1 Transport of water in xylem
 - 1.3.2 Transport of organic substances in phloem.
 - 1.3.3 Water loss to atmosphere through evapotranspiration
 - 1.4 Water cycle, water in ecosystem and world water problems

- 2 DNA Profiling and Phylogeny
 - 2.1 Chemical properties of DNA & Elucidation of DNA structure
 - 2.2 Central Dogma: DNA to RNA to Protein to physical characters
 - 2.2.1 DNA code
 - 2.2.2 Transcription
 - 2.2.3 Translation
 - 2.2.4 Similarities in DNA sequences

- 2.3 Principle of DNA profiling
 - 2.4 Application of DNA profiling to phylogeny of organisms
- 3 Classification of living organisms
- Biodiversity and Field study
- 3.1 Classification criteria and the three-domain approach of classification
 - 3.2 Binomial nomenclature and the hierarchy of taxa
 - 3.3 Diversity of viruses, prokaryotes, plants and animals
 - 3.4 Field study – Species diversity
Theory and practical skills
 - 3.5 Field study – Group project

Course Presentation

Student centered approach will be adopted throughout the course. Learning by enquiry, practical sessions and field studies will be employed to fulfill the aims and objectives. Different teaching pedagogies, for example the 5Es (engage, explore, explain, elaborate and evaluate), collaborative learning, mastery learning, will be used to attain the learning objectives.

Assessment

Continuous assessment will be based on assignments, classroom participation, practical performance, reports on laboratory practical and field studies, report of mini projects, tests and examinations. Relevant grade descriptors will be used in marking.

Prerequisites

A genuine interest in Biology and a good understanding of basic biological principles learnt in F.3.

Chemistry

Course Description

The course will provide a platform for building essential scientific knowledge and skills. Being an experimental science, Chemistry helps students to develop skills for making scientific enquiries and conducting experiments safely. The course will also provide opportunities for students to discuss science-related issues using the language of Chemistry and apply their acquired knowledge and skills to real life situations.

Syllabus Outline

The syllabus will cover the following topics:

1. Acids and bases
 - Properties of acids and bases
 - pH scale
 - Strong and weak acids and bases
2. Quantitative Chemistry
 - Mole concept and Avogadro's constant
 - Calculations based on chemical equations
3. Oxidation and reduction
 - Definitions of oxidation and reduction
 - Redox equations
 - Voltaic cells

Course Presentation

There will be a variety of approaches to the teaching of Chemistry. By its very nature Chemistry lends itself to an experimental approach and it

is expected that this will be reflected throughout the course.

Assessment

Student learning will be continuously assessed with course work, tests, term examinations and performance in practical work. Relevant grade descriptors will be used in marking.

Prerequisites

Students should have an interest in studying Chemistry and have a good understanding of bonding, structures and properties of substances.

Physics

Course Description

The course will serve as a continuation of the science curriculum at junior secondary level and equip students with the necessary knowledge and skills for the IBDP Physics curriculum. Based on students' prior knowledge and their everyday experience, elementary Physics topics will be introduced to provide a coherent and comprehensive view of the world of Physics with the following instructional goals:

1. Knowledge of Physics– basic knowledge with understanding of the discipline of Physics, including phenomena, concepts, principles and theories.
2. Experimental skills – the ability to use basic equipment safely and efficiently, make sensible estimates, take accurate measurements and make scientifically supported arguments.
3. Problem solving – the application of knowledge and principles of Physics to solve problems by the use of qualitative and quantitative reasoning and by experimental investigation.
4. Connections – the understanding of connections of Physics to other disciplines and to societal issues.

Syllabus Outline

The syllabus will cover the following topics:

- 1 Force and Motion
- 2 Optics
- 3 Nature and Properties of Waves
- 4 Electricity and Magnetism
- 5 Atomic Physics

Course Presentation

A variety of activities which involve different pedagogies will be deployed so that different learning targets can be attained effectively. These include questioning, demonstration, practical work, using IT and multimedia packages, whole-class and group discussion, reading and problem-solving. Students will be encouraged to take an active and independent role in learning.

Assessment

Student learning will be continuously assessed with assignments, lab reports, tests and scheduled examinations throughout the year. Relevant grade descriptors will be used in marking.

Prerequisites

A genuine interest in Physics and competence in elementary mathematical skills such as using expressions in decimal and scientific notation, using calculators to evaluate roots, powers, sine, cosine and tangent functions and their inverses and solving simple algebraic equations.

Economics

Course Description

The Economics course in the F.4 Preparatory Year will build upon the economic concepts introduced to students in F.3. Students will be taught concepts that serve as important foundation knowledge in the study of the IBDP Economics.

Syllabus Outline

The syllabus will explore the following topics:

1. Basic Economic Concepts
2. Firms and Production
3. Market and Price
4. Market Structure and Price Discrimination
5. Measurement of Economic Performance

In addition, emphasis is put on the teaching of essay-writing skills. Students are given opportunities to develop their skills in analysing current issues and topical phenomena using basic economic framework.

Course Presentation

A variety of teaching strategies will be used in delivering the course. Class discussions, case studies and presentations will be included to develop students' critical thinking skills. Students will be encouraged to become independent learners by conducting library research.

Teachers will encourage applied learning by using relevant local and international news, as well as case studies, so as to develop in students an awareness of local issues and an understanding of internationalism in economics.

Assessment

Student learning will be continuously assessed in class participation, oral presentations, written projects, commentaries, essays, tests and formal examinations.

Prerequisites

Students with solid mathematical background will have an advantage in handling the quantitative analysis as required in the IBDP Economics curriculum.

Geography

Course Description

The Geography course in the Preparatory Year will serve as a bridge between the junior form Geography curriculum and the IBDP Geography curriculum. Students will be introduced to a variety of geographical concepts and knowledge. Topics will be presented through case studies of different scales with equal emphasis on physical and human landscapes.

Syllabus Outline

The syllabus is mainly developed around the theme – “Patterns and Processes” with the following topics:

1. Population
2. Plate Tectonics
3. Spectacular Landforms
4. Transport Geography
5. Weather and Climate
6. Globalization

The following geographical skills will be incorporated throughout the syllabus:

1. Map Work – interpretation of a selection of maps
2. Statistical Techniques – analyses and presentation of spatial data
3. Fieldwork – collection of primary data for testing geographical hypotheses

Course Presentation

The teaching will integrate a variety of methods that will engage students in learning processes. Students will be encouraged to participate actively in discussions and presentations in lessons. Fieldwork will be included to enable students to apply their knowledge in a real-life environment. Teachers will use a variety of teaching aids such as maps, ground and aerial photographs, images, videos, Geographic Information Systems (GIS) to deliver the topics. Students will be encouraged to conduct library research or group projects to enrich their geographical knowledge.

Assessment

Student learning will be continuously assessed in formal written essays, fieldwork reports, group projects, participation in class and timetabled examinations throughout the year. Relevant grade descriptors will be used in marking.

Prerequisites

Students should have reached basic levels of map reading skills and English which enable them to read maps and text references.

History

Course Description

The Preparatory Year History course is designed to prepare students to study the IBDP History successfully. It will introduce the concepts and skills that will be necessary for analysing history and making sound judgements. It will help students develop an understanding of and empathy for people living in other periods and contexts.

Syllabus Outline

The students will be taught the essential developments in the 19th century world in a global context through the investigation of various primary historical sources and secondary historians' work. Knowledge of the 19th century world will serve as a solid foundation for the students to study the IBDP History.

Course Presentation

A variety of teaching and learning activities will be arranged to engage students actively in the learning process. Students will be encouraged to use a range of primary and secondary sources and communicate historical knowledge and judgements. Teachers will also use a variety of teaching aids to maximise the students' exposure to different historical sources. Students will be asked to conduct individual research as well as group investigation of historical issues.

Assessment

Continuous assessment will be carried out. Students will have to answer data-based questions, write essays, give presentations and participate actively in class discussions. Students will be required to conduct a

historical investigation, which is a trimmed version of the one they will have to do for the IB DP History.

Prerequisites

Students should have acquired basic historical concepts and skills in analysing different sources and in communicating historical knowledge and judgements.

Music

Course Description

The Preparatory Year Music course will challenge students to react to musical elements, devices and genres by posing five questions:

- Can you hear them? (listening and appraising at speed)
- Can you see them? (analysis of prescribed works)
- Can you manipulate them? (guided composition)
- Can you associate them with historical, social and geographical settings? (putting music in context)
- Can you communicate them? (performance)

Syllabus Outline:

Students will be taught the essential developments in western European art music (baroque, classical, romantic and 20th century styles) with listening assignments, analyses of scores, composition exercises and a general exploration of the societies in which composers worked. These activities will be synthesized for each period of music.

Running parallel to the above will be an introduction to music from different cultures (e.g. Indian classical music, Indonesian gamelan, the Celtic tradition) which will give further opportunities to appraise, compare and contrast musical styles.

The performance element will usually not be classroom based.

Prescribed scores:

- JS Bach: Brandenburg Concerto No. 2
- Haydn: Symphony No. 101
- Bizet: L'Arlesienne Suites Nos. 1-2

Course Presentation

The style of learning activities will range between closed questioning (such as specific questions in aural awareness exercises) to open-ended challenges (such as a composition brief where the student will take ultimate control of the outcome).

A variety of approaches will be used: teacher-directed; teacher-initiated, then student-developed: student-controlled.

Assessment

There will be a mixture of formative and summative assessment tasks: the former will be completed either in class or as a homework assignment; the latter in timed examinations.

Four major units (corresponding to the four major periods of music 1600- present day) will each assess aural discrimination ability, composing skills, analytical awareness and the understanding of how social contexts affected artistic creativity.

Prerequisites

Students should have theoretical understanding and a practical ability of at least grade 5 level of the ABRSM or Trinity Guildhall examinations.

Modern Languages: Spanish / French

Course Description

This is a language course which will prepare students for the IB DP Spanish B/ French B. The main focus will be on the acquisition of the language skills required for everyday social interaction and on heightening awareness of the culture(s) using the target language.

Syllabus Outline

The four language skills of listening, speaking, reading and writing will be developed in an integrative manner in the following topics:

- Self, family and personal relationships
- Home town and local area
- Home life and school life
- Holidays and special occasions
- Leisure activities
- Weather and climate
- People and customs
- Transportation and directions
- Tourism at home and abroad

Explanation of grammatical structures and vocabulary will also be integrated into the course.

Course Presentation

Various types of text that address the students' needs and interests will be used for each topic. Students will be familiarized with aspects of the everyday life and culture of the countries in which the language is spoken. Students will also be exposed to role play situations.

There will be a strong focus on grammar use in everyday communication, development of basic reading skills, and written composition with an emphasis on sentence structures used in description, summarization, and information sharing. Students will also develop fluency of speech in everyday conversational situations.

Assessment

There will be continuous assessment through writing tasks, oral presentations, role-playing, short tests and bi-yearly exams. All these assignments will be marked using established criteria.

Prerequisites

Students should have some previous experience of learning the target language (2 to 4 years).

Experiential Learning

Content Description

This component of the Preparatory Year aims to prepare students for the challenges and expectations associated with the CAS component of the IBDP which are to develop in students the ability to

- self-initiate activities that are valuable to them and the wider community;
- plan and manage both time and resources;
- understand the importance of self-reflection;
- work effectively as an individual and as a team;
- use feedback from teachers in planning and preparation effectively.

Students in the Preparatory Year will need to complete the following experiential learning tasks.

1. Display commitment to a variety of community service activities throughout their Preparatory Year; one activity must be organized in a group of no less than 4 of their SPCC IBDP peer students.
2. Show evidence of the development of their physical ability, or have engaged in a significant adventurous challenge that has taken them out of their comfort zone.
3. Show a development in their creative ability or creative thinking skills; this may be through the use of Art and Music or their ability to plan and use creative thinking.
4. Reflect all of the above activities in their Student Personal Profile.

There will be no allocated timetabled periods for these requirements and students will be expected to achieve the stated tasks in their own time.

Content Presentation

Students will receive a briefing at the start of the year that will outline the expectations of the programme. Half way through the first term they will be interviewed by a designated staff member to evaluate their progress. There will be a second interview half way through the second term. Students will be able to approach their designated teacher at any time during the year for advice or guidance on their particular activity plans.

Assessment

None.

Prerequisites

None, except those required for access to the IBDP.

General Assessment Policy

The assessment system adopted in the Preparatory Year is in line with that of the IBDP and its stated aims of:

1. encouraging good classroom practice and appropriate student learning;
2. arriving at subject grades that have a high level of reliability;
3. reflecting international-mindedness;
4. balancing development of the higher-order cognitive skills and the more fundamental cognitive skills;
5. ensuring that for each subject a suitable range of tasks are used to assess all objectives.

The grading system is criterion referenced. Each student's attainment of knowledge and skills will be measured against well defined levels of achievement. Hence, student performance is at all times evaluated against expected standards.

This evaluation, be it in the form of homework assignments, tests, oral presentations or exams, is then converted into a grade from 1-7 using either the percentage conversion tables of marks schemes or grade descriptors. In addition, all students are assessed on their academic honesty. Ethical conduct is expected at all times. All these policies are designed to help students and teachers identify weaknesses and strengths and to improve learning and performance for a successful completion of the Preparatory Year.

Procedures for Admission into F.4 Preparatory Year

Interested internal applicants are required to:

Attend the F.3 Parents Information Evening on 16th Dec.,11.



Fill in the meeting request form on the last page of this booklet and return it to the IB Coordinator at the latest by 3rd February, 2012.



Fill in an information sheet at school for the IB Coordinator before attending a mandatory individual conference with her in the third week of February, 2012.



Receive counseling from the Counsellor for Further Studies in April, 2012.



Complete the F.4 Preparatory Year Application Form which will be given out in May, 2012 and return it to the IB Coordinator on or before the admission deadline.



Release of application result on 1st August, 2012.

Please note that all applications will be considered by the school with regard to the applicant's general suitability to follow the IBDP programme, their work habits and their aptitudes. Their rank order in the internal examinations will also be considered.



Meeting with the IB Coordinator

Should you wish to follow the IBDP curriculum, please fill in the following and return this page to Ms Jennifer Lo, the IB Coordinator, at the latest by **3rd February 2012** so that a meeting can be arranged.

Name of student: _____ Form 3 _____

Signature: _____

Name of parent: _____

Signature of parent: _____

Date: _____