



# Shanghai Singapore International School

## The International Baccalaureate at SSIS



### Handbook for Students Cohort 2023

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## Introduction

At Shanghai Singapore International School (SSIS) we are guided in all that we do by three statements. They are as follows.

### ***Our Philosophy:***

SSIS believes in the holistic development of a resourceful, confident and independent learner within a caring and nurturing environment to become a global citizen.

### ***Our Vision:***

The realisation of a lifelong learner with strength of character and love of humanity.

### ***Our Mission:***

We are committed to develop in our students a passion for life and a love for learning through a holistic and well-balanced education.

The International Baccalaureate Diploma Programme was selected as a path for our grade 11 and 12 students because it also embodies this same purpose and these same ideals. In this guide, you will find the details of the Diploma Programme and how it is implemented at SSIS.

## IB Learner Profile

The aim of 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.

## IB Mission Statement – “EDUCATION FOR A BETTER WORLD”

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.

### 1. IB Programme at SSIS



SSIS offers two IB programmes:

#### IB Diploma Programme

- Students in the IB Diploma Programme must study 6 subjects in total with at least 3 subjects at Higher Level (HL) and at least 2 at Standard Level (SL) selected from the six groups / electives offered. In addition these students must complete an Extended Essay (EE), Theory of Knowledge course (ToK) and meet the Creativity, Activity, Service (CAS) requirements.
- At the end of the courses IB Diploma Programme, students will obtain the IB Diploma, DP Course Results, SSIS transcript, SSIS activity record, SSIS school leaving certificate and SSIS diploma.

#### DP Course Programme

- Diploma Programme Course Candidates at SSIS must study a minimum of 5 subjects and meet the Creativity, Activity, Service (CAS) requirements.
- Diploma Programme Course Candidates may pursue the course in Theory Of Knowledge and/or undertake an Extended Essay.
- Any subject or core requirement taken by a DP Course Candidate cannot subsequently contribute to the award of an IB Diploma.
- At the end of the course, IB courses students will obtain the DP Course Results, SSIS transcript, SSIS activity record, SSIS school leaving certificate and SSIS diploma.

## 2. The IB Diploma Programme

### 2.1. Recognition of the IB Diploma

The IB actively promotes wide recognition and acceptance of the IB diploma as a basis for entry to courses at universities and other institutions of higher education, but the requirements of individual institutions and the relevant authorities of a country are subject to change beyond the IB's control.

Candidates bear the responsibility of verifying the entry requirements of the universities and other institutions of higher education to which they are interested in applying.

## 2.2 Use of candidate data

Data relating to a candidate such as name, address, email addresses, date of birth, and phone numbers may be used for the following purposes:

- registering candidates in the DP and administering the DP
- to provide DP support and services for the candidate including providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)
- research and statistical analysis related to the IB Organization's mission
- advertising and promotional purposes for the IB Organization
- educational, training, commercial and other compatible purposes
- to engage in and process transactions with the candidate or school
- to fulfill statutory, regulatory, reporting and/or legal obligations.

Candidates or their legal guardians may inquire as to the nature of the candidate data processed about him or her by their school to the extent permitted under data protection or privacy law applicable to the candidate and their respective School.

## 2.3 Content of the IB Diploma Programme

Candidates for the IB diploma must satisfy assessment requirements in six subjects and the core, each studied over a period of two years.

- The six subjects must be selected from six groups as prescribed by the IB for the appropriate examination session.
- At least three and not more than four subjects being offered at Higher Level and the others at Standard Level.
- Approximately 240 hours to complete Higher Level courses and 150 hours to complete Standard Level courses
- In addition to the six subjects, candidates for the IB diploma must:
  - take a course in Theory Of Knowledge (TOK) and complete the required assessment. This 100 hour course runs over the two-year period of the Diploma Programme
  - complete an approved programme of extra-curricular activities known as CAS (Creativity, Action, Service)

Opportunities are created at SSIS for our students to be involved in creative pursuits, physical activities and service projects in the local, national and international contexts. These three elements of Creativity, Activity, Service are not mutually exclusive and students' involvement in these interwoven areas should challenge them to develop a value system which enhances their personal growth and fosters more caring and socially responsible attitudes.

- complete and submit for assessment an Extended Essay (EE) in a subject available for this purpose.

At SSIS, we conduct a briefing session for all students in the Diploma Programme to prepare them for the task of the Extended Essay. An introduction to academic writing and the research and writing process, a briefing on objectives and requirements, assessment criteria of the Extended Essay and a survey of good and bad research questions are some aspects that are included. After the session, students will be given some time to make their choice of subject and topic. Thereafter, a supervisor will be assigned to guide them through the research and writing process.

***Additional guidance will be provided through our Academic Writing curriculum.***

## **2.4 Registration**

All students must be registered by the school's DP coordinator for each intended examination session and must take the requisite courses and examinations within the school. Registrations and payment of fees must be made by the relevant deadlines.

The following categories of registration are available.

- Diploma: candidates intending to complete the requirements for the award of an IB diploma.
- DP Course: candidates taking one or more subjects who are not seeking the award of the diploma.
- Retake: Diploma candidates who are seeking to improve on their results. The highest grade obtained for a subject will contribute towards the IB diploma.

## **2.5 Responsibilities of candidates**

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of malpractice.

**Any form of malpractice may disqualify the candidate from the award of the Diploma.**

## **2.6 Assessment**

Examiners are appointed by the IB to assess candidates' work in Diploma Programme examinations and other forms of external assessment using common mark schemes. Most courses also require additional work which is internally assessed and externally moderated. (All components must be submitted for assessment to receive a grade for a course.)

## **2.7 Grades**

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Table 1: Point obtained and description of achievement

<b>Point</b>	<b>Description</b>
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Weak
2	Poor
1	Very Poor

Table 2: Point matrix for grades obtained for TOK and EE

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				

## 2.8 IB diploma requirements

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

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).

**A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The sessions need not be consecutive.**

## 2.9 Form of the results

Diploma Candidates

Successful IB Diploma Candidates will receive an IB Diploma and a document entitled "Diploma Programme (DP) Results" listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay. An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will



receive DP Course Results indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

#### Bilingual IB Diploma Candidates

The bilingual diploma is awarded to a successful candidate who fulfills one or both of the following criteria:

- 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.

#### Diploma Programme Course Candidates

DP Course Candidates receive Diploma Programme Course Results (DP Course Results) indicating the results obtained in individual subjects and the core requirements, as appropriate.

### **2.10 Enquiry upon results - EUR**

A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for internal assessment) as part of the enquiry upon results service, the details and fees for which can be obtained from the school's DP coordinator.

Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject.

### **2.11 Special cases**

A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately or as may otherwise be defined by law. The IB Organization is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements. Requests for this consideration are made through the school's DP coordinator.

If a candidate's performance has been affected by adverse circumstances, the final award committee may give special consideration to the case, provided that this would not give an advantage in comparison with other candidates. Requests for this consideration are made through the school's DP coordinator.

### **2.12 Candidates with incomplete assessment**

"Incomplete assessment" means that a candidate has not submitted one or more components of the assessment requirements in a subject. In cases of incomplete assessment in a subject, the IB Organization may, at its discretion, award a grade for the subject if an acceptable reason is provided by the school for the incomplete assessment being beyond the candidate's control, and the candidate has submitted sufficient work, leading to at least 50 per cent of the total marks available in that subject and including an externally assessed component. Any application for special consideration in cases of incomplete assessment must be submitted to the IB Organization by the school's DP coordinator on behalf of the candidate. The application must be received within 10 calendar days of the completion of the final assessment component of the subject

## 2.13 Malpractice

### Candidates suspected of academic misconduct

The IB Organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

### Procedure on malpractice

When a school, an examiner or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case.

Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. The School has an academic honesty policy shared on the web page of the school.

The outcome is determined by the School Administration and IB Organization.

**Note:** Section 2 of the SSIS Handbook for Students is based on *General regulations: Diploma Programme* published on behalf of the International Baccalaureate Organization. A copy of the complete document is available from the DP Coordinator.

## 2.14 IBDP Course Change Policy

SSIS conducts a pre-IB Diploma orientation session for the candidates prior to commencement of a new academic year, to familiarize students with the IBPD curriculum overview and subject options offered. Upon completion of the course selection procedure exceptions would be made if it was determined that students were in the wrong courses for academic reasons;

- the course is too challenging with little or no chance of a grade of 2 or above
- the course is not challenging enough so the chances of receiving a 6 or above on the exams *right now* is very high
- core math students - students taking the IGCSE core math exam need to have a parent meeting if they have not signed up for Studies
- no requests for transfers between SL to HL will be granted after T1 of grade 11
- transfers from HL to SL will be granted so long as there are 3 remaining HL courses to obtain the diploma

***The deadline for the course changes will be clearly communicated and will occur before the October National Holiday.***

### 3. Responsibility of IB Students

- There is an expectation that IB students model exemplary behaviour, conduct and appearance.
- All students must adhere to the discipline policy in the Student Planner.
- Maintain good standing at the school.
- Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of malpractice.
- IB students are required to attend classes on a regular basis to meet the minimum instructional hours set by the IB.

**Any form of malpractice may disqualify the candidate from the award of the Diploma.**

**Candidates who are not in good standing with the school are not eligible to take the IB exams.**

### 4. School Examinations and Assessments

#### 4.1 Assessment schedule

- Grade 11
  - End of year examinations will normally take place in the month of May/June.
  - Make up exams are available for students who, for some legitimate reason, can not take the exam at the regular hour. Legitimate excuses may include illness, death in the family, accident, requirement to appear in court, having too many exams in a 24 hour period according to the IBDP policy. Documentation is required. Students who miss an exam without any excuse will have no mark for that assessment. No mark for exam would result in an “Incomplete” (INC) appearing on transcript.

*Make up Exams: The structure of make up exams may differ from the format of the regularly scheduled exam, and is at the instructor's discretion. The instructor has flexibility and discretion regarding the nature of make up exams. The key point is that an instructor has provided the opportunity for make up work due to legitimate excuses.*

- Grade 12
  - Mock examinations will be held in March/April.
  - Lessons will resume after the mock examination and attendance is expected.
  - IB Diploma Programme examinations will normally commence in May.
  - There is no make-up for the mock exams.

After the IBDP exams Grade 12 students will only be expected to report to school for the prize-giving ceremony, graduation rehearsals and graduation.

#### 4.2 Predicted grades for university admittance

Colleges and universities frequently require predicted grades on applications for admission.

Predicted grades at the end of Grade 11 will be computed according to the DP Subject Guide assessment weightings for each subject.

- End of year exam grades will be used as external assessment grades in the computation.
- Internal assessment grades will be awarded by the teacher based on course work designated as internal assessment assignments.

- These predicted grades will be used for university applications until the Trimester 1 reports for Grade 12 are issued.

At the end of Trimester 1, teachers will enter an updated predicted grade into the school information system based on student performance in the course. Predicted grades sent to universities after the Trimester 1 reports for Grade 12 will use this update grade.

Note: Students who require Extended Essay (EE) grades for college/university applications must submit their final essay to their supervisor by 15 September.

### **REGULAR APPLICANT**

**JUNE - 1st Calculated Predicted Grade: UPG: DP Year 1** - End of Year Exam + Internal Assessment (calculation according to the subject guide) – entered in POWER SCHOOL – full disclosure – used for early applications and progress

**DECEMBER W1 - UPG Update: DP Year 2** – IF A CHANGE IS NECESSARY\* - Grade 12 Term 1 Assessments (external and internal assessments - Incursion Week) + Professional Judgment – entered in POWER SCHOOL – Full Disclosure - used for university entrances

**APRIL – 2<sup>nd</sup> Predicted Grade: DP Year 2** – Official DP IBIS Entrance – Confidential – used for professional development and teacher evaluation

### **EARLY APPLICANT**

**JUNE - 1st Calculated Predicted Grade: UPG: DP Year 1** - End of Year Exam + Internal Assessment (calculation according to the subject guide) – entered in POWER SCHOOL – full disclosure – used for early applications and progress

**OCTOBER W2 - UPG Update: DP Year 2** – IF A CHANGE IS NECESSARY\* - Grade 12 Term 1 Assessments (external and internal assessments - Incursion Week) + Professional Judgment – entered in POWER SCHOOL – Full Disclosure - used for university entrances

**APRIL – 2<sup>nd</sup> Predicted Grade: DP Year 2** – Official DP IBIS Entrance – Confidential – used for professional development and teacher evaluation

### **EARLY APPLICANTS MUST SUBMIT THEIR EE BY the SEPTEMBER W3.**

\* The change (lower or higher) does not necessarily have to reflect the Term grades or assessments. The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards.

### **UPG calculation examples**

#### **Biology HL or SL**

- External assessment – 80%
- Internal assessment – 20%

EOY exam grade – 6

IA work grade – 3

$$(6 \cdot .8) + (3 \cdot .2) =$$

$$4.8 + 0.6 = 5.4$$

$$\text{UPG} = 5$$

#### **IBDP Core**

#### **TOK**

- Essay – 67%
- Presentation – 33%

Essay – B  
Presentation – A  
 $(3 \times .67) + (4 \times .33) =$   
 $2.01 + 1.32 = 3.33$   
UPG = B

#### **4.3 Format of SSIS assessments**

Assessments as SSIS as much as possible mirror the assessments of the IB. In a particular term, one aspect of the syllabus or a particular assessment may be focused on in detail, and this focus will be given more weight in that terms marking.

The details of all IB DP assessments can be found in Appendix A

#### **4.4 Accessing Exam Results and Sending Results to Universities**

- All students registered for IB exams will receive a specific candidate code and PIN to gain access to their exam scores at <https://candidates.ibo.org>.
- The date to access the website for results is in early July. (To be confirmed by the IB at a later date.)
- The IB will send exam results to the appropriate universities/admission centre free of charge for the first six requests. (Only one request for exam results to universities/admission centres in the USA or Canada is free of charge.) Students must state this request to the DP Coordinator for this service prior to 1st May.
- After results are published, students may submit additional results requests directly to the IBO at <https://candidates.ibo.org>

#### **4.5 Internal Assessments**

- All assignments are due by the by the SSIS submission dates set out below. Please note that final deadlines (day/month) will be confirmed closer to the date by the subject teachers and communicated to the students and parents at that time. It is the student's responsibility to ensure that he/she makes a careful note of the due date for each assignment – for written work and oral presentations – and presents this work on time. IB Diploma deadlines are placed on the school website, are posted in the IBDP Coordinator's office, and are regularly communicated to the parents. The school will not accept that a student has not been informed of IB coursework deadlines.
- Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss strategies which will allow them to meet their commitments. Students with an absence for the day that an assignment was due must hand in the assignment by email where possible, or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

#### **5.0 Homework / Assignment**

- Homework is an extension of the regular daily school work and is given in all courses. The functions of homework are to help students prepare for classes, and develop the skills of organization, time management, independent responsibility, self-direction and self-discipline.
- Long-range assignments such as reports and projects take careful planning and organization on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counselors, and the learning support department.

- The amount of homework assigned normally increases as the student progresses through school and varies throughout the year.
- The nature of the homework will vary but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course.
- Getting work done on time requires careful planning, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that all assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class. IB Diploma deadlines are placed in the school's DP Handbook and made available to the parents.
- Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.
- Students with an absence for the day that an assignment was due should hand in the assignment by e-mail where possible or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

## APPENDIX A - Course Specific Details

### International Baccalaureate Diploma Programme Subject Briefs

The follow briefs, prepared by IBO provide an excellent summary of the structure and assessments in a given course.

In addition, each provides the amount of time given in each exam, and how the assessments are summed to generate a final grade.

<b>GROUP 1:</b> Studies in Language and Literature	<b>GROUP 2:</b> Language Acquisition	<b>GROUP 3:</b> Individuals and Societies	<b>GROUP 4:</b> Sciences	<b>GROUP 5:</b> Mathematics	<b>GROUP 6:</b> The Arts	<b>CORE</b>
<a href="#"><u>LANGUAGE AND LITERATURE SL &amp; HL (SAME COURSE STRUCTURE FOR BOTH CHINESE AND ENGLISH)</u></a>	<a href="#"><u>LANGUAGE B SL &amp; HL (SAME COURSE STRUCTURE FOR BOTH CHINESE AND ENGLISH)</u></a>	<a href="#"><u>BUSINESS MANAGEMENT HL</u></a>	<a href="#"><u>BIOLOGY HL</u></a>	<a href="#"><u>MATHEMATICS ANALYSIS AND APPROACHES SL &amp; HL</u></a>	<a href="#"><u>FILM SL &amp; HL</u></a>	<a href="#"><u>CREATIVITY, ACTIVITY AND SERVICE (CAS)</u></a>
<a href="#"><u>KOREAN LITERATURE SL &amp; HL</u></a>	<a href="#"><u>LANGUAGE AB INITIO SL (MANDARIN)</u></a>	<a href="#"><u>BUSINESS MANAGEMENT SL</u></a>	<a href="#"><u>BIOLOGY SL</u></a>	<a href="#"><u>MATHEMATICS ANALYSIS AND INTERPRETATION SL &amp; HL</u></a>	<a href="#"><u>MUSIC HL &amp; SL</u></a>	<a href="#"><u>EXTENDED ESSAY</u></a>
		<a href="#"><u>ECONOMICS HL</u></a>	<a href="#"><u>CHEMISTRY HL</u></a>		<a href="#"><u>VISUAL ARTS HL</u></a>	<a href="#"><u>THEORY OF KNOWLEDGE</u></a>
		<a href="#"><u>ECONOMICS SL</u></a>	<a href="#"><u>CHEMISTRY SL</u></a>		<a href="#"><u>VISUAL ARTS SL</u></a>	
		<a href="#"><u>GEOGRAPHY SL &amp; HL</u></a>	<a href="#"><u>COMPUTER SCIENCE HL</u></a>			
		<a href="#"><u>HISTORY SL</u></a>	<a href="#"><u>COMPUTER SCIENCE SL</u></a>			
		<a href="#"><u>HISTORY HL</u></a>	<a href="#"><u>PHYSICS HL</u></a>			
		<a href="#"><u>PSYCHOLOGY</u></a>	<a href="#"><u>PHYSICS SL</u></a>			
		<a href="#"><u>ENVIRONMENTAL SYSTEMS &amp; SOCIETIES (SL) – ALSO COUNTS AS SCIENCE</u></a>	<a href="#"><u>ENVIRONMENTAL SYSTEMS &amp; SOCIETIES (SL) – ALSO COUNTS AS HUMANTIES</u></a>			
			<a href="#"><u>DESIGN TECHNOLOGY (SL)</u></a>			
			<a href="#"><u>DESIGN TECHNOLOGY (HL)</u></a>			
			<a href="#"><u>SPORTS, EXERCISE AND</u></a>			

			HEALTH SCIENCE (HL & SL)			
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HL: Higher Level  
SL: Standard Level

Click [here](#) to access the International Baccalaureate's explanation for the difference between Standard Level and Higher Level classes

Here is a link to all the [IB DP Subject Briefs](#)

Here is a link to information on the [Career Program](#). The CP is designed for students interested in pursuing a career-related education in the final two years of secondary school. It is designed for students who are interested in exploring non-traditional university pathways. *Students who take opt for the Career Program do not earn an IB Diploma.*



## Appendix B - DP Core at SSIS

### Extended Essay in SSIS

In order to earn the International Baccalaureate Diploma, it is compulsory for all IB candidates to submit a 4000-word externally assessed Extended Essay (EE) on a topic of their choice, in one of the IB curriculum subjects. The purpose of the Extended Essay is to provide students with an opportunity to conduct independent high-level research, with an emphasis on the process of engaging in personal research, communication of ideas and information, and critical thinking. Students are required to devote a minimum of 40 hours, to the essay over the course of twelve months, beginning in grade 11.

Each student is supported throughout the process with advice and guidance from a subject teacher, knowledgeable in that area of study, and the Extended Essay Coordinator. Students are required to meet with their subject supervisor for a minimum of 3 times throughout the process: January, May/June, November. During these formal reflection sessions, the supervisor and student will discuss possible research questions and methodology, strategies for developing ideas, challenges encountered, advice needed, and create a summer work plan. After each of these sessions, students are required to write a written reflection which will be turned in along with their final paper. Students are also encouraged to arrange informal meetings with their supervisors, as necessary.

SSIS is also pleased to offer students an Academic Writing course once a week. The purpose of this course is to assist students in refining and enhancing their research, critical thinking, and writing skills. The course will also provide instruction in using academic language to communicate, crafting arguments and supporting claims effectively, citing sources and using in-text citations, and principles related to academic honesty and integrity.

To ensure that students are progressing satisfactorily and to aid in planning, SSIS has established 6 checkpoints beginning in grade 11. They are as follows: (1) outline due in February, (2) 600-word draft in April, (3) 2000 word draft in May (4) 4000 word draft in September, (5) 1<sup>st</sup> complete draft in early October, (6) Final draft due in late October. The timeline and checkpoints are shared with students at the beginning of Grade 11. The Extended Essay Coordinator will guide the students throughout the process during the weekly Academic Writing classes and via i-Learn.

Upon completion, the final essay will be submitted, by the Extended Essay Coordinator, to IB for grading. The final Extended Essay grade and Theory of Knowledge grade will be entered in the Diploma Points Matrix to award points towards the student's Diploma score.

### **Theory of Knowledge**

<b>Part 1: Essay on a prescribed title</b> (10 marks)  <b>One</b> essay on a title chosen from a list of six titles prescribed by the IB. Maximum length is <b>1600 words</b> .  All essays are externally assessed by the IB.	<b>67%</b>
<b>Part 2: The exhibition</b> (10 marks)  <b>One</b> exhibition commentary written by each individual student. Approximately 950 words.  <b>One</b> written exhibition commentary document (PDF file) for each student.  A sample from all the TOK exhibitions is selected and moderated by the IB	<b>33%</b>

### TOK in SSIS

TOK is a unique subject that challenges students to question the basis of knowledge. The aim of the course is to develop thinking based on analysis of evidence and expression of opinion through rational argument.

The course is taught over 3 terms in Grade 11 and the first term in Grade 12. In the first year, the students cover 5 Areas of Knowledge (AOK) that are connected to the other IB subjects, as well as 5 optional themes. In the second year, the students will focus on their final essay.

TOK is what makes the Diploma a superior and more demanding programme and sets it apart from all the others. The IB considers the skills and topics covered in the course very important and for that reason, TOK is a mandatory course.

**Theory of Knowledge and Extended Essay** are both marked on a letter scale (A, B, C, D, E) and are combined to contribute up to three points to the total score for the IB diploma. This chart can be found in section 2.7 of this document.

### **Creativity/Activity/Service – CAS in SSIS**

Creativity, Activity, Service (CAS) is at the heart of the Diploma Program at the Shanghai Singapore International School. CAS is about becoming an active member in the community, a journey of self-discovery; learning who you are and what your full potential can be. “As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others.” Cultivating a passion for a meaningful life, of being involved, open to new adventures, challenges and being a valuable asset to your local and global community.

CAS provides students with invaluable experiential learning opportunities that develop positive personal and interpersonal development. Our CAS program is designed to be personal, challenging and enjoyable; students have profound life-changing experiences. There is a high level of both support and expectations; students have regular contact time once a week to meet with the CAS coordinator scheduled into their timetables. These provide guidance with the planning, observing, and reflecting processes instrumental in making CAS experiences as valuable and meaningful as possible. In addition, it offers the students opportunities to collaborate and plan with one another and ensure the seven learning outcomes are being targeted and met. This is also an important time to monitor the students as they keep their portfolio in Managebac up to date.

At SSIS we have a tradition of students completing a wide range of CAS experiences and brilliant CAS projects that reflect issues of global significance that are explored through local perspectives. Student consult with the CAS coordinator and develop their own personalized CAS plan based on student’s interests, skills, talents, and areas for growth. It is amazing to see all of the ways that our CAS students excel and enrich the school and local community, for example: SISAC sports teams, MUN, debate, tutoring, coaching, year book planning. ACAMIS tournament helpers, dance, musicals, photography, and doing many different service projects. We also have some *traditional* CAS projects that have been so successful and important to the community and program that they have passed on from cohort to cohort, the migrant school, DP camp, Green Hoaloho, fall excursion, and contributions and planning for IFD day. We look forward to another successful year in CAS, and cannot wait to see and showcase our student’s achievements over the next year academic year.

## Appendix C

### Information Directory

IBDP Coordinator: Adam Crossley  
E-mail: adam\_crossley@ssis.asia  
Cell: 86 13701925690

TOK Coordinator: Jana Jackson  
E-mail: jana\_jackson@ssis.asia

CAS Coordinator: Nilan Senaratna  
E-mail: nilan\_senaratna@ssis.asia

Extended Essay Coordinator: Nicole Whitley  
E-mail: nicole\_whitley@ssis.asia

Senior School Principal: Steven Gaynor  
E-mail: steven\_gaynor@ssis.asia

## Appendix D – Changes to Course Syllabus Requirements

Due to Covid related changes there have been critical changes to the syllabus expectations in IB Courses. These changes are clearly understood by our teachers and have been clear communicated to students. You can read more about the changes in the following document:

**[2021 and 2022: Learning, teaching and assessment Guidance for schools on the 2021 and 2022 adapted assessment](#)**

