

Grade 10 Options Evening



ST ANDREW'S

INTERNATIONAL SCHOOL



OVERVIEW



01

Housekeeping



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Introduction to IBDP at SAIS

- DP Coordinator



03

Subject Presentations

- Heads of Departments
- Subject Specialists



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The IB Core (EE, TOK, CAS)

- DP Coordinator



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Next Steps



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Q & A Session





WHY IB?

IB students:

- Gain **maturity** and prepare for life at university
- Experience university level course **content** and **expectations**
- Can save money through **scholarships** and **course credits**



ALUMNI TESTIMONIALS

"Quite honestly without the IB I wouldn't have had the confidence to push myself at Georgetown in the ways that I have: the courses I've taken, the clubs that I've joined and the work experiences I've pursued."

*



Nick Knowles, Graduated SAIS 2015
Georgetown University, Senior Year

When I was first presented with the option to complete the IB and obtain my diploma, I was strongly against it. I was not convinced that the IB diploma would enhance or lessen my experiences following it. However, I was completely wrong: I was academically challenged in a way that I had never been before. The IB is rigorous and I had to work very hard to obtain my diploma. However, when I received my IB diploma I had never felt more proud and accomplished. It was hard for me to believe that I did not want to complete the IB in the beginning. I am so glad that I ended up finishing the IB diploma programme.

*



Brooke Assee, Graduated SAIS 2017
City University of NY Hunter College, Freshman Year

**Voice-overs only*

WHAT DO WE OFFER AT SAIS?



Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	mandatory
English A: Language & Literature	French OR Spanish	Business Management OR Geography OR History	Biology OR Physics OR SEHS (SL)	Mathematics: Analysis and Approaches OR Mathematics: Applications and Interpretations	Visual Arts OR Theatre OR Music OR Chemistry	TOK/ Extended Essay/ PSE/ CAS requirement

Students then choose to study each subject at either Standard Level (SL), Higher Level (HL)

OPTIONS OVERVIEW



GROUP 1



ENGLISH A: LANGUAGE & LITERATURE

- **SL and HL** - Same teaching time, differences include the HL essay (similar to the Extended Essay) SL to study at least 4 core texts, HL to study at least 6 core texts. IA worth more for SL students.
- **Non-literary texts** such as blogs, newspaper/online articles, advertising campaigns, appeals travel writing, speeches and other text types such as memoir, reports, photographs, artwork, comics, cartoons or even tweets
- **Literary works** - at the core of this course is student choice in collaboration with the teacher - comprehensive list of world literary texts to choose from
- **Academic course** open to all to build skills of literacy, oral presentation and a thorough grounding in all elements of academic study
- **Skills taught** - writing essays; reading, viewing, communicating, collaborating, understanding global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings, research, secondary sources, a higher level of analysis, critical thinking, TOK principles



ENGLISH A: LANGUAGE & LITERATURE**Course Assessments...**

- **Grade 11** - (Paper 1) Guided Textual Analysis & (IA) Individual Oral Presentation* based on literary and non literary works studied in Grade 11; (Ex Assessed) 1500 word essay (HL)
- **Grade 12** - 1500 word essay (HL); Guided Textual Analysis & (Paper 2) Comparative Essay based on two or three texts studied in Grade 12

*Individual Oral Presentation Title - *"Examine the ways in which a global issue is presented through the content and form of two of the texts you have studied"*



GROUP 2



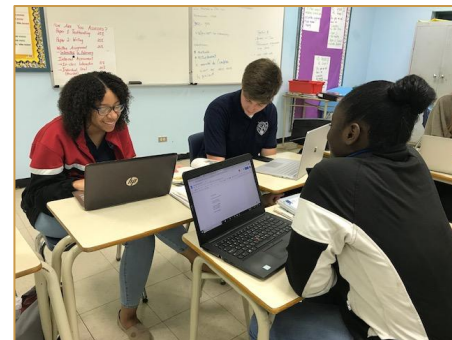
FRENCH

LANGUAGE B

- Available at Higher (HL) and Standard (SL) Level

Le bonheur est
parfois caché
dans l'inconnu.

HL entails the study of literary works in the target language



The programme will be delivered through the use of five themes and related topics:

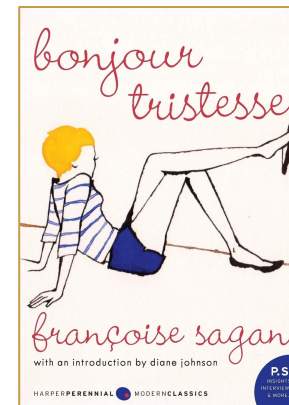
Identities: lifestyles, health and wellbeing, beliefs and values, subcultures, language and identity.

Experiences: leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration

Human ingenuity: entertainment, artistic expressions, communication and media, technology, scientific innovation

Social organization: social relationships, community, social engagement, education, the working world, law and order.

Sharing the planet: the environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment.



GROUP 2 CHOICES

SPANISH

Paper 1: Writing

1 hr 15 min SL 1 hr 30 min HL

25% weighting

Paper 2: Receptive skills – listening and reading (separate sections)

Listening comp. – 45 min SL 1 hr HL

Reading comp. – 1 hr

50% weighting

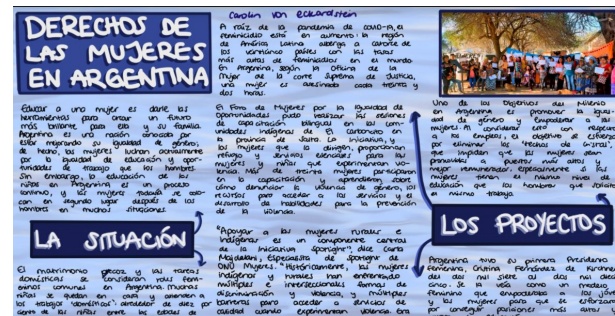
Internal Assessment: Individual oral

12-15 min + 15 min SL and 20 min HL of preparation

25% weighting



La Violencia del Narcotráfico en Michoacán, México



GROUP 3



BUSINESS MANAGEMENT

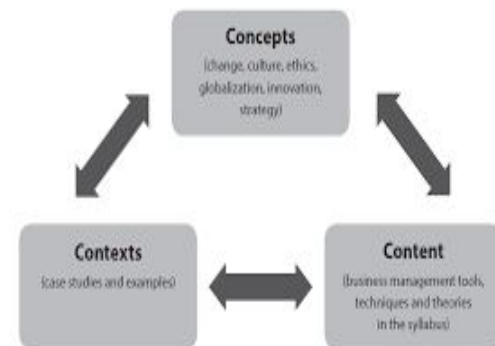
The new assessment model

Assessment Component	Standard Level		Higher Level	
	Time	Weight	Time	Weight
Paper 1 Based on a pre-released statement that specifies the context and background for the unseen case study	1 hour and 30 minutes	35%	1 hour and 30 minutes	25%
Paper 2 Based on unseen stimulus material with a quantitative focus	1 hour and 30 minutes	35%	1 hour and 45 minutes	30%
Paper 3 Based on unseen stimulus material with a social entrepreneurship focus	-	-	1 hour and 15 minutes	25%
Internal assessment Business research project of up to 1,800 words	20 hours	30%	20 hours	20%

Business Management is a dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments.

Areas of Concentration:

- Introduction to Business Management
- Human Resource Management
- Marketing
- Finance & Accounts
- Operations Management
- Business Management Toolkit



GEOGRAPHY

Paper 1: Optional Themes:

HL complete all topics, SL only complete 2:

- Urban Environments
- The geography of food or health OR Extreme Environments
- Hazards and disasters—risk assessment and response

Paper 2: Core theme (all students)

Unit 1: Changing population,

Unit 2: Global climate - vulnerability and resilience,

Unit 3: Global resource consumption and security

Paper 3: HL only

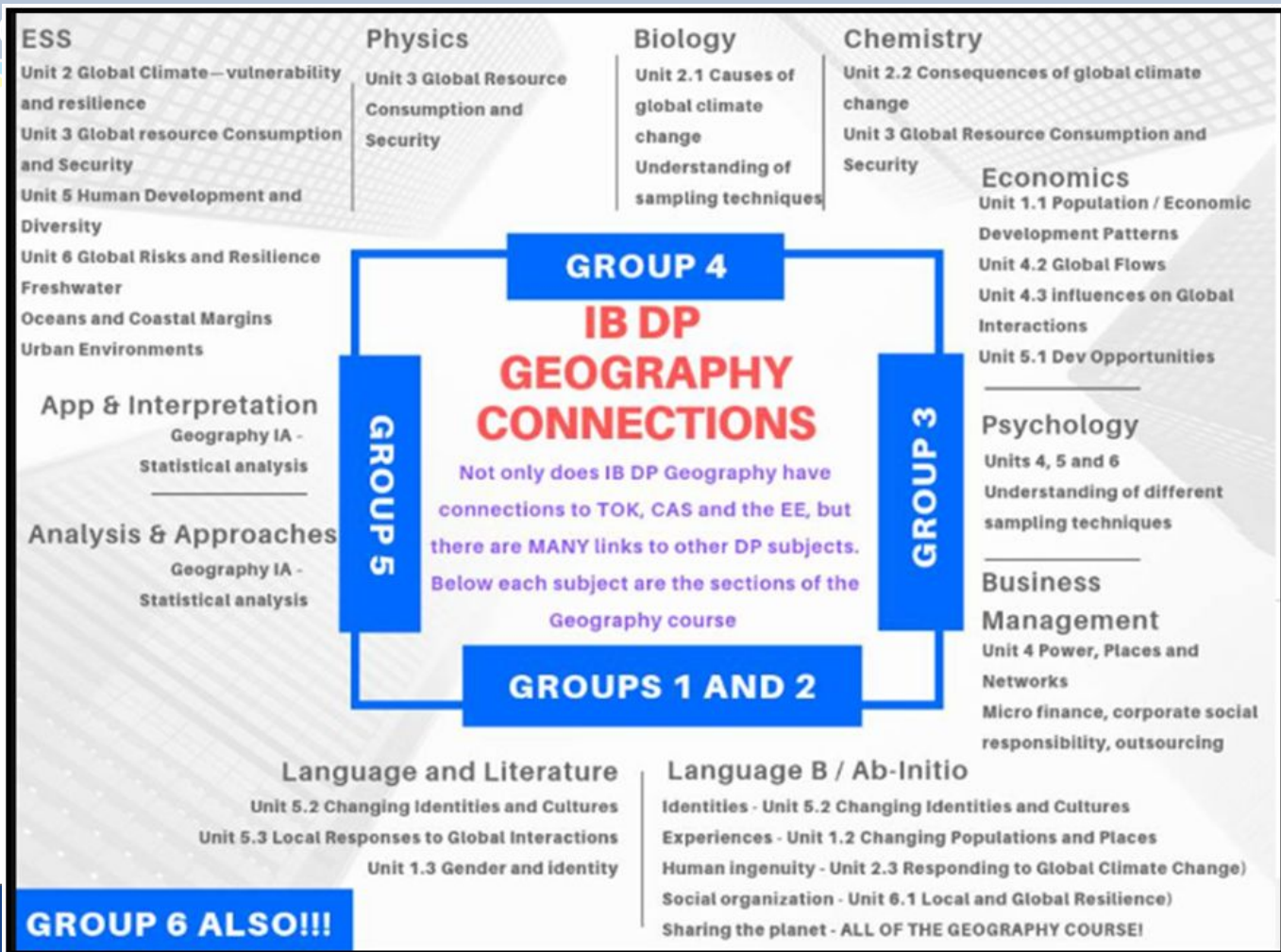
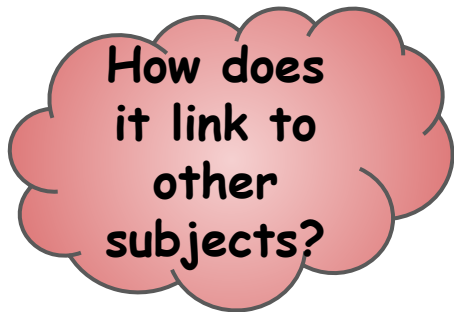
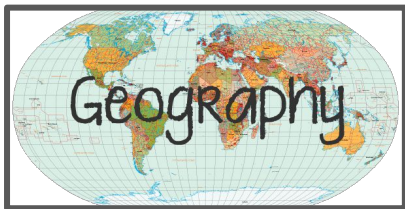
- Power, places and networks
- Human development and diversity
- Global risks and resilience

Employability. Geography graduates are very **employable**, with the skills, knowledge and understanding gained during a **geography degree** held in high regard by employers. The nature of working lives is changing. ... If your career path is to be varied, you will need transferable skills and flexibility.



"So many of the world's current issues - at a global scale and locally - boil down to geography, and need the geographers of the future to help us understand them." Michael Palin

GROUP 3 CHOICES



HISTORY

Topics we will study

Content (both SL and HL will in addition write an IA on a subject of their choosing, does not have to be a subject studied)

Paper 1

HL/SL → The Move to Global War



Case study 1: Japanese expansion in East Asia (1931-1941)
Case study 2: German and Italian expansion (1933-1940)

Paper 2

HL/SL → The Cold War & Causes and effects of 20th Century wars



20th Century Wars

- First World War (1914-1918)
- Chinese Civil War (1927-1949)
- Spanish Civil War (1936-1939)
- Second World War (1939-1945)

Cold War

- Causes, events and end of the Cold War
- Leaders and nations
- Detailed study of two Cold War crises from different regions

Paper 3

HL → History of the Americas



- The Great Depression in the Americas
- The Second World War in the Americas
- The Cold War in the Americas

GROUP 3 CHOICES

GROUP 4



BIOLOGY

Both Higher and Standard level students study the core topics of cell and molecular biology, physiology, genetics, ecology and biodiversity. There are then several option topics available such as neurobiology and behaviour, biotechnology and bioinformatics. Higher level students then go on to study these subject areas in greater depth together with further topics such as plant biology.

Assessment

Paper	SL %	Time (h)	HL%	Time (h)
1	20	$\frac{3}{4}$	20	1
2	40	$1\frac{1}{4}$	36	$2\frac{1}{4}$
3	20	1	24	$1\frac{1}{4}$
Coursework	20	10	20	10

Entry requirement of 6 or higher in IGCSE Biology and Math for HL Biology.

Biology is a popular Group 4 option choice for many of our students. Often combined with the study of Chemistry, it provides a thorough grounding for students to go on to study a wide range of courses at university. These range from medicine and dentistry to forensic science, genetics, biomedical science and environmental management, to name but a few.



GROUP 4 CHOICES

PHYSICS

IB Physics is a very wide-ranging course covering aspects of the subject from highly theoretical areas, such as quantum theory, to highly practical areas such as structural engineering. The core themes focus on many principles which will be familiar to students from IGCSE. However, they are studied in more depth and with greater mathematical rigour. Topics range from the concept of energy and the study of kinematics, to the modern theories of relativity and sub-atomic physics. At both Higher and Standard level an option is chosen from amongst the four topics of Astrophysics, Engineering Physics, Imaging and Relativity.

Entry requirement of 6 or higher in IGCSE Physics and Math

IB Physics is very well-regarded preparation for any university "STEM" course (Science, Technology, Engineering and Mathematics). The IB Physics course is excellent preparation and often required preparation for the plethora of university courses in engineering, whether it be bio-engineering or design engineering, marine or aeronautical, micro-electronic or material engineering.

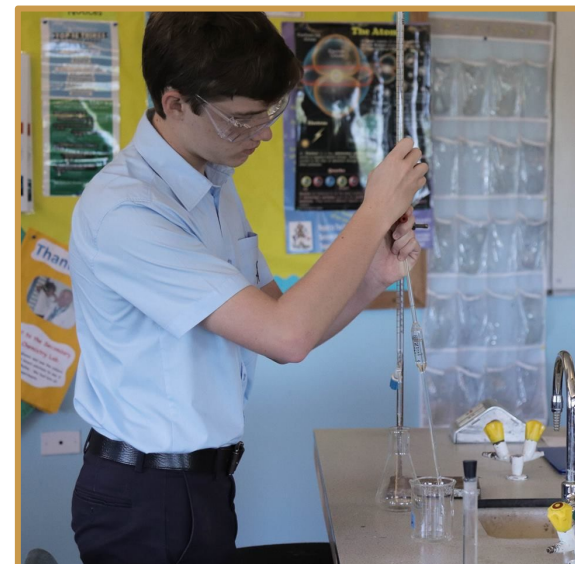


CHEMISTRY

Both Higher and Standard level students study the core topics of chemical reactions, atomic structure, the periodic table, energetics, acids and bases, organic chemistry and measurement in chemistry. Higher level students study each topic in greater depth. Students will study one of the options from materials, biochemistry, energy and medicinal chemistry.

Assessment

Paper	SL %	Time (h)	HL%	Time (h)
1	20	$\frac{3}{4}$	20	1
2	40	1 $\frac{1}{4}$	36	2 $\frac{1}{4}$
3	20	1	24	1 $\frac{1}{4}$
Coursework	20	10	20	10



Entry requirement of 6 or higher in IGCSE Chemistry and Math for HL Chemistry.

Chemistry is an increasingly popular choice of Group 4 subject and is often successfully combined with either Physics or Biology. Students who choose Chemistry are ideally placed to apply to many university courses; those among the most popular being chemical engineering, medicine, pharmacy and forensic science.



GROUP 6 CHOICES

Sports, Exercise & Health Science SL

Standard Level

Paper 1: (45 minutes @ 20%)

30 multiple-choice questions on the core syllabus

Paper 2 - (1 hour and 15 minutes @ 32%)

A: Students answer one data-based question and several short-answer questions on the core. B: Students answer one of three extended-response question on the core.

Paper 3 (1 hour @ 24%)

short-answer questions (all compulsory)

Internal Assessment:

Group 4 Project & Investigations (25%)

Core Curriculum:

1. Anatomy
2. **Exercise Physiology**
3. Energy Systems
4. **Movement Analysis**
5. Skill in Sport
6. Measurement of **Human Performance**

Option Component: (Must complete 2)

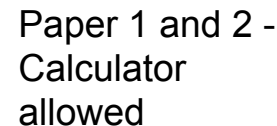
- A. Optimizing physiological performance
- B. **Psychology of sport**
- C. Physical activity and health
- D. **Nutrition for sport, exercise and health**

SEHS (SL) involves the study of the science that underpins physical performance. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance



GROUP 5





MATH: APPLICATIONS & INTERPRETATION

SL & HL: Mathematics: Applications and Interpretation is a course offered which entails more of an emphasis on statistics, modelling and use of technology. It is appropriate for students with an interest in the applications of Mathematics and how technology can support this.

St Andrews is only offering SL in this category.

Appropriate for students who would like to:

Social Sciences, Natural Sciences, Medicine, Statistics, Business, Psychology, Accounting and Design

Entry recommendations are:

Grade 5 or better at iGCSE to have a comfortable understanding of the course.



MATH: ANALYSIS & APPROACHES

SL & HL: Mathematics: Analysis and Approaches is a course offered which entails more of the pure element of Mathematics and has more of an emphasis on calculus.

Appropriate for students such as:

Pure Mathematicians, Engineers, Scientists, Economists and those with an interest in Analytic Methods

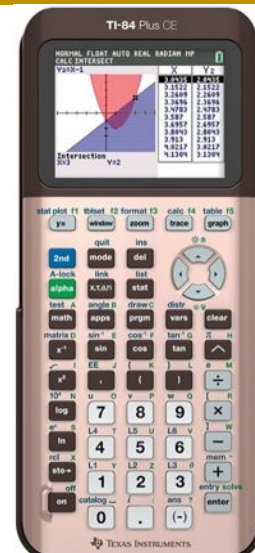
Students who will go on to study subjects with substantial mathematical content such as: Mathematics itself, engineering, physical sciences and some economics.

Entry requirements are:

Grade 6 or better at iGCSE to study SL

Grade 8 or better at iGCSE to study HL

Pre IB accelerated class Grade 5 or better



GROUP 5 CHOICES

GROUP 6



MUSIC

Students broaden their knowledge by engaging with diverse musical material from **personal, local and global contexts**. They develop their musical identities by considering music and its functions in four **areas of inquiry**.

Music for sociocultural and political expression (Protests Songs, Liturgical Songs, National Anthems...)

Music for listening and performance (Western chamber music, cool jazz, experimental music...)

Music for dramatic impact, movement and entertainment (Movies, ballet, musical theatre...)

Music technology in the electronic and digital age (Electronic music, technology in popular music production...)

An exploration portfolio: Written work demonstrating engagement with, and understanding of, diverse musical materials, along with practical exercises in creating and performing




An experimentation report: Written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing.

Musical Presentation: Finished works in creating and performing, supported by programme notes.



VISUAL ARTS

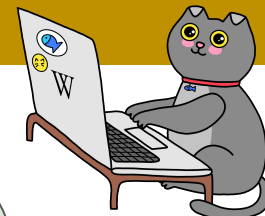
IB Art HAS THREE (3) COMPONENTS:

- 
1. **PROCESS PORTFOLIO-The Journey**- (40%) for each artwork created, screens involved are; ARTISTIC INVESTIGATION * CONCEPT DESIGN * PROCESS * REFLECTION & REFINEMENT*SOURCES (APA format)
 2. **COMPARATIVE STUDY- Art History Research** (20%) Minimum requirements> 3 artworks from at least 2 different cultures. For each artwork cited screens involved are; FORMAL ELEMENTS * CULTURAL/HISTORICAL ASPECTS & FUNCTION & PURPOSE. COMPARISONS BETWEEN EACH ARTWORK. SOURCES (APA format)
Additional screens for HL involve; CONNECTIONS TO STUDENT ARTWORK.
 3. **EXHIBITION- The Art Show** (40%) Display of student artwork in a gallery setting (can be virtual) for each artwork; CREDIT INFORMATION, a mini CRITIQUE and a CURATORIAL RATIONALE (concept & layout of exhibition)
- 
- 



****Students wanting to take HL must have received a B or higher in BGCSE Art.**

VISUAL ARTS

**EXACTLY HOW MUCH WORK IS NEEDED FOR EACH COMPONENT?**

SL	HL
10-15 Screens	
	3-5 screens Your artwork Connection
Sources (APA) 1-2 screens	

Comparative Study, 20% EA

SL	HL
9-18 screens	13-25 screens
Sources (APA) 1-2 screens	

Process Portfolio, 40% EA

SL	HL
4-6 resolved artwork	7-10 resolved artwork
Curatorial Rationale 400 words max	Curatorial Rationale 700 words max

Exhibition 40% IA



1B Theatre Arts Tasks

Thursday, 24th March

THEATRE ARTS

CREATORS

DIRECTORS

DESIGNERS

PERFORMERS

This course explores the underlying agencies of Theatre Arts. From research to performance, learners will explore theories; customs and traditions; and skills in order to create solo and ensemble theatre experiences for a variety of audiences. Learners will actively engage as directors, creators, designers and performers, having a plethora of opportunities for individual and collaborative projects.

There is NO academic PreRequisite for 1B Theatre Arts!

Key Skills: Research, Collaboration, Public Speaking, Critical Thinking, Reflection, Academic Report Writing, **CREATIVITY!**



Task #1: Solo Theatre Project



Task #2: Director's Notebook

from the
director's
notebook

Task #3: Research Presentation



Task #4: The Collaborative Project

GROUP 6 CHOICES

IB CORE



THE CORE - TOK / EE / CAS

Theory of Knowledge

- Understanding the nature of knowledge
- Assessment:
 - Exhibition (3 objects, 950 word commentary)
 - Essay (1600 words on a given prompt)

Extended Essay / Research Paper

- 4000 word Extended Essay - IB Diploma
- 2000 word Research Paper - 1Yr/ IB Certificates
- Working with a faculty advisor

CAS

- Creativity, Activity, and Service
- CAS Project



ACHIEVING THE IB DIPLOMA

In order to get the IB Diploma, a candidate must:

- Score a total of at least 24 points
- Score at least 12 points in HL subjects
- Achieve a passing grade of D or better on the Extended Essay and in TOK
- Not have received a grade of N for any subject or component (academic dishonesty)
- Complete all CAS requirements



NEXT STEPS



TIMELINE

Online option choice form will open to students on 28th March at 5:00 p.m. and it will close on 31st March at 9:00 a.m.

Course confirmation emails will be sent to parents and students by the week ending 29th April, 2022.



THE CHOICE PROCESS

Students will make their selections via a Google Form which opens at 5pm on March 28th

Students must be logged in to their St Andrew's Google account before completing the choice form. They should indicate which subjects they would like to choose.

Students will indicate a first and second choice in each group.

Courses will be filled on a first come, first served basis. Submissions are time-stamped to ensure fairness.

Section 3 of 3

Group 3 Options

Now select your Group 3 subject and level:

In Option Block 2, my first choice is: *

- ☐ SL Business Management
- ☐ HL Business Management
- ☐ SL Geography
- ☐ HL Geography
- ☐ SL History
- ☐ HL History

Failure to complete the form promptly or correctly may result in students not accessing their first choices.



ADVICE ON CHOOSING COURSES



Choose a subject because:

You will enjoy it.

You have a strong interest in it.

You are good at it.

It will help you in your future University/career plans.



Do not choose a subject because:

Your friends have chosen it.

You think it will be easy.

You have been told it involves less work.

You just like your current teacher.

You want to do something new for the sake of it.



ADDITIONAL INFORMATION



REGISTRATION FEES

These are the fees associated with the IB Diploma Programme. Current costs are:

Subject Registration (per subject)	\$150
CAS Fee	\$10
Shipping and Handling	\$200

Students who have chosen the IB Certificates option will have to pay the subject fee for each subject they are enrolled in. A fee of \$10 is added for each CORE component (TOK, EE and CAS) that the Certificates candidate is registered for.

Parents have the option to pay for these across Grades 11 and 12

Final payment is due by November 1st of grade 12



SATs and BGCSEs

SATs

- Several testing dates throughout the year
- Students can retake as many times as they wish

BGCSEs

- Optional
- Taken in Grade 11 (recommended)



LEADERSHIP OPPORTUNITIES

- Prefects
- House Prefects
- Head Boy/Girl & Deputies
- Student Council
- Prom Committee



ANY OTHER QUESTIONS

- **Sonia Adderley**
sonia.adderley@st-andrews.com
- **Nivia Bodie**
nivia.bodie@st-andrews.com
- **Ashish Bowen**
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Q & A Session



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