



# Academic Handbook

## Grades 11 & 12

Updated August 2024

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# 1. GUIDING STATEMENTS

## **Our Vision**

One Life. Realize your Potential. Be a catalyst for positive change.

## **A Shared Mission**

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

## **Our Distinct Identity**

To empower our students to become transformational leaders who explore new frontiers for the greater good of Asia and beyond

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# 2. LEADERSHIP AT UWC ISAK JAPAN

A unique and core component of UWC ISAK Japan is our focus on leadership. Our leadership programme is integrated into all aspects of living and learning on campus.

## Who is a transformational Leader?



A transformational leader is someone who consistently identifies what is most important and what is needed, takes purposeful action in the face of discomfort, uses diversity as a strength, and supports others in this practice. With continuous practice, a transformational leader creates positive change within self and the community at large.

## Leadership is a Practice

Leadership is not a position or status that a selective group of people earn, whether by the virtue of their economic or social position in society or their innate demeanor or personality. No matter what our background or personality, we can all engage in practices that support our growth in leadership skills and mindsets to become positive change makers. While developing these core skills and mindsets, UWC ISAK Japan offers a human-centered environment where each of us can find our own strengths, and our authentic ways to creating positive change.

## Key Components of Leadership programme for IBDP Students (G11-12)

### Leadership Projects

Across G11 and G12, all students engage in Leadership Projects, in which students in teams create and develop a project to bring about positive change to an issue of global significance. These projects are

student-led, with support from external professionals and faculty members as needed. Through the development of these projects, students practice the leadership skills and mindsets learned in Grade 10, and further develop important hard skills, such as action planning and project management to bring their projects to life. In the past, students have developed a variety of projects from supporting the revitalisation of earthquake affected areas in Nepal to working with local businesses to improve tourism in Karuizawa. Students can also join projects led by faculty members, in which they can explore leadership roles without being required to initiate a project.

Across all years at UWC ISAK Japan, further practice opportunities are provided in academic courses, outdoor education, residential life, advisory, service and volunteering opportunities and activities to nurture the core leadership skills and mindsets. These include acting as residential assistants, student ambassadors, leading and navigating outdoor education trips, and creating and leading student-led activities.

## How Do We Gauge Our Success?

At UWC ISAK Japan, we believe that ultimate success is achieved when the entire UWC ISAK Japan community is committed to the practice of transformational leadership; engaged in getting better at Awareness, Connecting, Action-Taking, Self-Discipline, and Creativity; and making visible positive impact for the greater good of Asia and beyond.

## Leadership Portfolio & Leadership Diploma

In order for students to track their engagement in the leadership practice and growth in their leadership skills and mindsets, each student designs and creates their own web-based leadership portfolio across all years at UWC ISAK Japan. They use this space to showcase major artifacts of their leadership practices, and reflect on their growth as leaders.

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## 3. ACADEMIC HONESTY

**Definition:** The School defines malpractice as behavior that results in, or may result in, the student or any other students gaining an unfair advantage in assessment components. Malpractice includes the following:

**(a) Plagiarism:** This is defined as the act of presenting someone else's ideas, work, or content, including those generated by artificial intelligence, as one's own without proper attribution

**(b) Collusion:** This is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.

**(c) Duplication of work:** This is defined as the presentation of the same work for different assessment components and/or diploma requirements.

**(d) Any other behavior that gains an unfair advantage for a student or affects the results of another student.** For example, taking unauthorised material or devices into an examination room, misconduct



during an examination, falsifying a CAS record, disclosure of information to and receipt of information from students about the content of an examination paper within 24 hours after a written examination.

If malpractice is proven, no grade will be given in that subject and the diploma will not be awarded, instead certificates in other subjects may be issued. The student will be barred from retaking examinations for at least one year.

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## 4. AWARD OF DIPLOMA

### UWC ISAK Japan High School Diploma

UWC ISAK Japan students are eligible to receive a diploma from the Japanese Ministry of Education (MEXT). Sufficient class attendance and successful academic attainment in Grades 10-12 will enable students to receive an ISAK High School Diploma, which may also have equivalency in other countries.

#### IB Course Certificate

This category applies to students registering for any combination of individual subjects and/or core elements who are not entering for the full diploma. The participation and attendance for CAS and TOK is required for school mission and MEXT purposes.

#### IB Diploma Certificate

The diploma is awarded to students who gain at least 24 points (each IB course is graded on the IB 1-7 point scale), subject to certain minimum levels of performance across the whole diploma and to satisfactory participation in Creativity, Activity and Service (CAS).

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. Please see in the Diploma Points Matrix how EE and TOK are awarded these points.

#### Core requirements:

- Students must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements - see the detailed requirements below.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

#### Additional requirements:

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.

- There is no grade E awarded for TOK and/or the EE.
- 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.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

## Bilingual Diploma

A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria:

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language.
- Attainment of a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

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## 5. ACADEMIC PROGRAM (GRADES 11-12)

### Course Selection

All Grade 11 and 12 courses at UWC ISAK Japan are IB courses, except for Physical Education, which is a MEXT required course. Students should start the process of choosing IB Diploma programme (IBDP) courses by consulting the list of subjects offered at the school.

As well as considering personal strengths in individual subjects, when making course selections students should also take into account their future education and career plans, if they exist. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply, as different universities in different countries have different entrance requirements. It is important that students are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of choice. The following chart lists *some* of the prerequisites required for certain university degrees in the UK, Canada, US, Australia, and Japan. More detailed information about universities around the world is available from the school's university advisors.

We strongly recommended that students spend as much time as possible discussing your options with as many people as possible, including parents and teachers. Decisions made at this stage in a student's education may have real consequences, so it is vital that choices are made only after full research and consultation.

The chart below lists some of the IBDP courses that may be required for various programs at universities in the UK, Canada, USA, Australia, and Japan.

## University Prerequisites Chart

	UK	Canada	US	Australia	Japan
Architecture	may require HL Mathematics; HL Physics; Art or Design Technology; portfolio	may require HL or SL Mathematics; may require two Sciences (GCSE may satisfy one)	recommend HL Mathematics and HL Science for B.ARCH.	may require HL Mathematics and/or Physics; may encourage portfolio	General admissions requirements <b>No English Courses</b> <b>-Japanese language ability required</b> JLPT1 highly recommended 日本留学試験 -- Examination for Japanese University Admission for International Students (EJU)
Art & Design	portfolio/audition usually required; relevant IBDP subject usually required	portfolio/audition usually required; relevant IBDP subject usually required	portfolio/audition usually required; relevant IBDP subject usually required	portfolio/audition usually required; relevant IBDP subject usually required	General admissions requirements <b>No English Courses</b> <b>-Japanese language ability required</b> JLPT1 highly recommended 日本留学試験 -- Examination for Japanese University Admission for International Students (EJU)
Business	may require SL Mathematics	may require HL or SL Mathematics	no specific prerequisites; IB Business usually not required	may require HL or SL Mathematics	General admissions requirements <b>May require Japanese language ability</b>
Economics	often require HL Mathematics; may require SL Mathematics	may require at least SL Mathematics	no specific prerequisites; IB Economics usually not required	may require at least SL Mathematics	General admissions requirements
Engineering	usually require HL Mathematics and HL Physics	may require HL or SL Mathematics; usually requires two Sciences (Chemistry often required)	recommend SL or HL Mathematics and one or more HL Sciences	may require HL or SL Mathematics; and Chemistry or Physics	General admissions requirements Require (or highly recommends) HL Mathematics and one HL Science (Chemistry, Physics)
Science	may require SL or HL Mathematics and one or more HL Sciences	May require HL or SL Mathematics; usually requires two Sciences	recommend HL Mathematics and one or more HL Science	may require SL Mathematics and one HL Science	General admissions requirements May require two HL Sciences (Chemistry, Physics)
Law	may require English A; essay-based subjects recommended (e.g., History)	Not available as an undergraduate option	Not available as undergraduate option	may require English A	General admissions requirements <b>No English Courses</b> <b>-Japanese language ability required</b> JLPT1 highly recommended 日本留学試験 -- Examination for Japanese University Admission for International Students



					(EJU)
English /Literature	recommend IBDP English A: Literature	Recommend IBDP English A: Literature	Recommend IBDP English A: Literature	recommend IBDP English A: Literature	General admissions requirements
Medicine	requires two HL Sciences; HL Chemistry and usually HL Biology	Not available as undergraduate option	Not available as undergraduate option	usually require Chemistry and may require Physics or Mathematics (HL or SL)	General admissions requirements Recommends JLPT1 or 2 日本留学試験 -- Examination for Japanese University Admission for International Students (EJU)
Psychology	may require at least SL Mathematics; may require one HL from Biology, Chemistry, Mathematics or Physics	may require at least SL Mathematics	no specific prerequisites; IBDP Psychology usually not required	may require at least SL Mathematics	General admissions requirements <b>No English Courses -Japanese language ability required</b>

## IBDP Required Subjects

The IBDP is an internationally respected two year pre-university program. It is academically rigorous, promotes diversity and tolerance, and allows students to set personal challenges. Its standards and assessments are high quality. To be eligible for the IB Diploma, each student is required to follow six IB subjects, with one subject taken from each group in the curriculum model:

- **Group 1:** Studies in language and literature (Language A)
- **Group 2:** Language acquisition (Language B and Ab Initio)
- **Group 3:** Individuals and societies
- **Group 4:** Sciences
- **Group 5:** Mathematics
- **Group 6:** The Arts (OR, an additional subject from Groups 1- 4)

Furthermore, all IB Diploma students must choose:

- Three courses at **Higher Level (HL)**
- Three courses at **Standard Level (SL)**

## Courses offered at UWC ISAK Japan\*

Group	Subjects
<b>Group 1</b>	<ul style="list-style-type: none"> <li>• Chinese A Literature (HL &amp; SL)</li> <li>• English A Language and Literature (HL &amp; SL)</li> <li>• English A Literature (HL &amp; SL)</li> <li>• Japanese A Language and Literature (HL &amp; SL)</li> <li>• School Supported Self-taught Language A Literature (SL only)</li> </ul>
<b>Group 2</b>	<ul style="list-style-type: none"> <li>• English B (HL)</li> <li>• Mandarin, Japanese and Spanish are offered at ab initio (SL) and/or B (SL &amp; HL) levels.</li> </ul>

<b>Group 3</b>	<ul style="list-style-type: none"> <li>• Economics (HL &amp; SL)</li> <li>• Global Politics (HL &amp; SL)</li> <li>• History (HL &amp; SL)</li> <li>• Environmental systems and societies (HL &amp; SL)</li> </ul>
<b>Group 4</b>	<ul style="list-style-type: none"> <li>• Biology (HL &amp; SL)</li> <li>• Physics (HL &amp; SL)</li> <li>• Chemistry (HL &amp; SL)</li> <li>• Computer Science (HL &amp; SL)</li> <li>• Environmental systems and societies (HL &amp; SL)</li> </ul>
<b>Group 5</b>	<ul style="list-style-type: none"> <li>• Mathematics: Applications and Interpretations (SL only)</li> <li>• Mathematics: Analysis and Approaches (SL &amp; HL)</li> </ul>
<b>Group 6</b>	<ul style="list-style-type: none"> <li>• Film (HL &amp; SL)</li> <li>• Theater (HL &amp; SL)</li> <li>• Visual Arts (HL &amp; SL)</li> </ul>
<b>Core Elements</b>	<ul style="list-style-type: none"> <li>• Extended Essay</li> <li>• Theory of Knowledge</li> <li>• Creativity, Activity, Service</li> </ul>

*\*Course availability is also subject to the number of students signed-up*

In addition, all IB Diploma students must complete:

- **A course in the Theory of Knowledge (TOK)**
- **A 4000-word Extended Essay in a subject of their choice**
- **A Creativity, Activity, & Service (CAS) programme**

## Request for subject and level changes

Students are authorized to make modifications to their IB subjects/levels in accordance with the established procedure. Changes to subjects are permissible until mid-October, while adjustments to levels can be made until the end of November. It is strongly advised that students finalize their subject and level selections promptly and no later than the release of the first quarter report.

Students who are considering a subject/level change should first consult with their advisor, current and receiving teachers, university advisors and parents before meeting with the Diploma (DP) Coordinator.

Changes in either subject or level can only be made after a Request Form has been completed and signed by the DP coordinator and approved by the Head of Learning. Upon completion of the form, the student will be informed of whether the requested change is possible, and in the case that the subject/level change is not possible, explaining the reasons.

## IB Diploma Programme Assessment

### External Assessment:

Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions (limited use of these).

There are additional externally assessed assignments as well, such as the Theory of Knowledge essay and the Extended Essay. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

### Internal Assessment:

Teacher assessment is also used for most courses. This includes: oral work in languages, fieldwork, laboratory work in the sciences, investigations in mathematics, artistic performances. Assessments are moderated by the IB external examiners and normally contribute between 20% and 30% of the total mark.

Some of the arts courses, for example Theater or Visual Arts, have assessment of major practical components, which can account for as much as 40% of the total mark.

### The Diploma Points Matrix

The IB Matrix is used to determine the number of points earned from TOK and the EE. Incomplete CAS programmes or inadequate work on the EE or TOK will result in the failure of the IB Diploma.

#### Guidelines in case of missing major assessment deadlines:

In situations where students have not met deadlines or have not taken the G12 mock exams or G11 End of Year exams, UWC ISAK Japan will apply the Assessment Policy for the academic year, which outlines the procedure to be followed in such instances.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

### UWC ISAK Japan Attainment Indicators

UWC ISAK Japan uses its own set of internal attainment indicators, which allow us to focus on student learning and provide for cohesion across grade levels. In addition, they allow us to harmonise both the IB and Japanese Ministry of Education grading requirements.

UWC ISAK Level	Attainment Grade	Descriptors
7	Excellent	Skills Development - Consistent and thorough evidence of the ability to apply skills both widely and flawlessly. Content Acquisition - Consistent and thorough evidence of near-mastery of targeted subject knowledge. Conceptual Understanding - Consistent and thorough evidence of high

		quality analysis, synthesis and evaluation. Consistent and thorough evidence of originality and insight.
<b>6</b>	<b>Very Good</b>	Skills Development - Consistent and thorough evidence of the ability to apply skills widely. Content Acquisition - Frequent evidence of near-mastery of targeted subject knowledge. Conceptual Understanding - Frequent evidence of high quality analysis, synthesis and evaluation. Frequent evidence of originality and insight.
<b>5</b>	<b>Good</b>	Skills Development - Frequent evidence of the ability to apply skills to most situations. Content Acquisition - Frequent evidence of good targeted subject knowledge. Conceptual Understanding - Frequent evidence of good analysis, synthesis and evaluation. Occasional evidence of originality and insight.
<b>4</b>	<b>Satisfactory</b>	Skills Development - Evidence of the ability to apply skills effectively in some situations. Content Acquisition - Occasional evidence of targeted subject knowledge. Conceptual Understanding - Occasional evidence of analysis, synthesis and evaluation.
<b>3</b>	<b>Underdeveloped Attainment</b>	Skills Development - Limited evidence of the application of appropriate skills. Content Acquisition - Limited evidence of targeted subject knowledge. Conceptual Understanding - Limited evidence of analysis, synthesis and evaluation.
<b>2</b>	<b>Low Measurable Attainment</b>	Skills Development - Very limited evidence of the application of appropriate skills. Content Acquisition - Very limited evidence of targeted subject knowledge. Conceptual Understanding - Very limited evidence of analysis, synthesis and evaluation.
<b>1</b>	<b>No Measurable Attainment</b>	Minimal evidence demonstrated of required expectations

## What other skills and qualities do we look to assess?

When the school sends home report cards, students, and their families, receive their attainment level per subject and also narrative comments where teachers and advisors discuss the students' growth and provide feedback on their approaches to learning. Among these skills and qualities, teachers and advisors may discuss "awareness", or the students' capacity to observe oneself and the environment and to understand what is important for the greater good. Teachers and advisors may also discuss "connecting", or how the student empathizes with members of the community, understands diverse potentials and supports others towards a common goal. Teachers and advisors may also discuss "action taking", or how the student steps out of their comfort zone and acts with courage. Teachers and advisors may also discuss "Self-Discipline", or how the student responds to challenges with measured reflection, resilience and optimism. Teachers and advisors may also discuss "Creativity", or how students' generate ideas and build upon the ideas of others.

## 6. UWC ISAK JAPAN COURSE SELECTION

### Group 1: Studies in language and literature (Language A)

#### Chinese A: Literature

##### Course Description

The IB DP Chinese A Literature course at UWC ISAK Japan offers students a comprehensive exploration of Chinese literature, language, and culture. Designed for students passionate about the Chinese language and eager to delve into its rich literary heritage, this course fosters critical thinking, analytical skills, and cultural awareness. Students will develop a deep understanding of the complexities and nuances of the Chinese language and its representation in literature through studying various literary texts and genres.

##### Course Objectives:

1. **Literary Analysis:** Students will develop the ability to critically analyze and interpret a diverse range of Chinese literary works, including classical and contemporary texts. They will explore themes, motifs, narrative techniques, and cultural contexts, enhancing their literary appreciation and analysis skills.
2. **Language Proficiency:** Through the study of literature, students will enhance their Chinese language proficiency, both in terms of vocabulary and complex sentence structures. They will also improve their written and oral communication skills through discussions, essays, and presentations.
3. **Cultural Insight:** The course aims to deepen students' understanding of Chinese culture, history, and society by examining how literature reflects and shapes cultural identities, values, and social dynamics.
4. **Cross-Cultural Connections:** By comparing Chinese literature to works from other cultures, students will develop a broader perspective on universal themes and global literary trends, fostering intercultural competence.
5. **Independent Inquiry:** Throughout the course, students will engage in independent research projects, allowing them to explore areas of personal interest within the realm of Chinese literature. This will promote self-directed learning and intellectual curiosity.

##### Course Outline

###### Unit 1: Introduction to Chinese Literature

- Introduction to the course and its objectives
- Overview of Chinese literary history and major periods
- Analysis of classical and modern Chinese texts
- Discussion of literary elements and techniques

###### Unit 2: Cultural Context and Literary Analysis

- Exploration of cultural, historical, and societal influences on literature

- In-depth analysis of selected texts from different periods
- Study of narrative techniques, symbolism, and literary devices
- Guided class discussions on themes and interpretations

### Unit 3: Genre Studies: Poetry and Prose

- Examination of classical and modern Chinese poetry
- Analysis of poetic forms, structures, and themes
- Study of classical Chinese prose and essays
- Comparisons of different literary genres and their significance

### Unit 4: Comparative Literature

- Comparative study of Chinese literature with works from other cultures
- Identification of cross-cultural influences and themes
- Analysis of translation challenges and its impact on meaning
- Assessment of cultural sensitivity in interpreting texts

### Unit 5: Individual Oral Presentations

- Selection of a literary work for individual analysis
- Preparation and delivery of an oral presentation
- In-depth exploration of themes, literary devices, and cultural contexts
- Evaluation of communication skills and critical thinking

### Unit 6: Works in Translation

- Analysis of works by Chinese authors translated into other languages
- Discussion of the role of translation in conveying cultural nuances
- Examination of the challenges and opportunities in translation
- Comparison of original texts and their translated versions

## Book List

### Part 1: Works in translation

- Doll's House《玩偶之家》/《玩偶之家》(Henrik Ibsen)
- Rashomon《罗生门》/《羅生門》(Akutagawa Ryunosuke)
- The Metamorphosis《变形记》/《變形記》(Franz Kafka)

### Part 2: Detailed study

- 李白《李太白集》
- 柳宗元《柳宗元散文选》/《柳宗元散文選》
- 苏轼《苏轼词选》/ 蘇軾《蘇軾詞選》

### Part 3: Literary genres

- 张爱玲《红玫瑰与白玫瑰》/ 張愛玲《紅玫瑰與白玫瑰》
- 沈从文《边城》/ 沈從文《邊城》
- 白先勇《永远的尹雪艳》/ 白先勇《永遠的尹雪豔》



**Part 4:** Options (in which works are freely chosen by the teacher)

- 曹禺《雷雨》
- 钱钟书《围城》/ 錢鍾書《圍城》
- 曹雪芹《红楼梦》第15-25回 / 曹雪芹《紅樓夢》第15-25回

**Assessments**

Assessment Outline - SL

First assessment 2021

Assessment component	
<b>External assessment (3 hours)</b>	<b>70%</b>
<b>Paper 1: Guided literary analysis (1 hour 15 minutes)</b> The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	<b>35%</b>
<b>Paper 2 Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	
<b>Internal assessment</b> This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>35%</b>
<b>Individual oral (15 minutes)</b> Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	<b>30%</b>

Assessment Outline - HL

First assessment 2021

Assessment component	Weighting
<b>External assessment (4 hours)</b>	<b>80%</b>
<b>Paper 1: Guided literary analysis (2 hours 15 minutes)</b>	<b>35%</b>

The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	
<b>Paper 2 Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	<b>25%</b>
<b>Higher level (HL) essay</b> Students submit an essay on one literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.	<b>20%</b>

## Skills Developed

- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections develop the students' powers of expression, both in oral and written communication
- Encourage students to recognise the importance of the contexts in which texts are written and received
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts promote in students an enjoyment of, and lifelong interest in literature
- Develop in students an understanding of the techniques involved in literary criticism
- Develop the students' ability to form independent literary judgments and to support those ideas

## Language A: English Language and Literature

### Course Description

Language and literature comprises three units or areas of exploration- Readers, Writers and Texts, Time and Space and Intertextuality.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

In view of the international nature of both the UWC movement and the IB, and both's commitment to intercultural understanding, the language A: language and literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to our academic learning programme because it contributes to developing a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

### Course Outline

#### DP1 Semester 1: Readers, Writers and Texts

Key concepts: Identity, Culture, Representation, Perspective

Inquiry questions: How are problems with one's identity represented in texts? How do interpretations of motives differ according to the contexts of reception?

Formative Assessment: Paper 1 and 2 (practice)

#### DP1 Semester 2: Time and space

Key concepts: Perspective, Communication, Creativity

Inquiry questions: How do perspectives on issues vary according to one's gender or position? How are these perspectives communicated through language such as through word play?

Formative Assessment: Individual orals (practice)

## DP2 Semester 1: Intertextuality: connecting texts

Key concepts: Creativity, Transformation, Representation, Culture

Inquiry questions: How are ideas of power, strength and justice explored in the texts? How do the treatments of some of these ideas transform culture and societies? Should literary texts be more creative or realistic to have transformational purposes?

Summative Assessment: Actual HL essay and Individual Orals

## DP2 Semester 2

Revision, mock exams and final exam preparation.

Summative Assessment: Paper 1 and 2

## Skills Developed

- Analyse literature contextually
- Analyse literary elements
- Compose literary analytical essay
- Analyse the power of language
- Analyse the power of media
- Presentation skills
- Collaborative skills
- Time management

## Assessments

### Assessments SL

<b>External Assessment</b>	<b>70%</b>
Paper 1: Textual analysis (1 hour 15 minutes) The paper consists of two unseen language texts. Students write an analysis of one of these texts.	35%
Paper 2: Comparative essay (1 hour 45 minutes) In response to one of four questions, students write an essay based on two of the literary texts studied.	35%
<b>Internal Assessment</b>	<b>30%</b>
Individual oral Students comment on a chosen global issue using a language text and literary work studied in the course. (10 minutes of commentary followed by 5 minutes of interaction with the teacher)	30%

## Assessments HL

<b>External Assessment</b>	<b>80%</b>
Paper 1: Textual analysis (2 hours 15 minutes) The paper consists of two unseen language texts. Students write an analysis of both of these texts separately.	35%
Paper 2: Comparative essay (1 hour 45 minutes) In response to one of four questions, students write an essay based on two of the literary texts studied.	25%
HL essay Students submit an essay based on either a body of language texts or a literary work studied with their own enquiry question. (1200-1500 words)	20%
<b>Internal Assessment</b>	<b>20%</b>
Individual oral Students comment on a chosen global issue using a language text and literary work studied in the course. (10 minutes of commentary followed by 5 minutes of interaction with the teacher)	20%

## Language A Japanese : Language and Literature (言語A 日本語:言語と文学)

### Course Description (コース概要)

対象: 該当言語が母語レベルの生徒

「言語A 言語と文学」では、母語を尊重しつつ、言語を通じて国際性と多様な文化の理解への取り組みを行う

- ・ 様々な形式の文学作品やテキストタイプ (広告、ブログ、演説、インタビュー、漫画等) で表現されたものを通して、言語がどのような役割を担っているかの理解を深め、言語そのものの特性を学び、言語がアイデンティティや文化、価値観にどのように影響されるかを学ぶ。またテキストの分析や解釈の方法を学ぶ
- ・ 言語が意味によって構築されていること、創られた文と解釈に変化が起こっている可能性があることを認識することによって文脈の機能を理解する。また、文学的表現技法について理解を深め、文学作品を独自に批評する力をつける
- ・ コミュニケーションを通じて言語運用能力を高め、口述、記述のスキルを洗練させる

### Course Outline

授業時間: HL 240時間以上 SL 150時間以上

- ・ 文学: HL 6冊以上、SL 4冊以上

選書はIBOが選出したPrescribed reading list (指定作品リスト)と、その他の作品の中から、ジャンル、時代や地域などの指定に基づく。

Grade11	Grade12
「Go」金城一紀 「名人伝・山月記」中島敦 谷川俊太郎 詩集 「ペスト」カミュ	「父と暮らせば」井上ひさし 「セールスマンの死」アーサーミラー 鷲田 清一 随筆・評論

Part 1: 翻訳文学 / Part 2: 精読 / Part 3: ジャンル別作品 (Paper 2 比較論評の筆記) / Part 4: 自由選択

言語: 文学作品の他、広告文、新聞記事や政治演説、インタビュー、名言、ニュースなど 非文学テキスト 体系のものを定められた Areas of Exploration の分析軸を基に各テキストを分析

#### 【作品を分析する軸、関連させる視点】

3つの探究領域: 読者、作者、テキスト / 時間と空間 / テキスト間相互関連性

7つの概念: アイデンティティ / 文化 / 創造性 / コミュニケーション / 観点 / 変換 / 表現

グローバル問題

### Assessments

<b>External Assessment</b> HL 80% SL 70%	<b>Paper 1</b> 設問付テキスト分析	HL 35% 2時間15分 SL 35% 1時間15分 初見の非文学テキストを分析して設問に答える
	<b>Paper 2</b> 比較小論文	HL 25% 1時間45分 SL 35% 1時間45分 設問から1つ選び、それに対して既習の文学作品を2つを比較しながら論ずる



	<b>HL小論文</b>	HL 20% SL なし 既習の作品について、テーマを設定し、小論文を作成する 2400～3000字
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<b>Internal Assessment</b> HL 20% SL 30%	個人口述 及び質疑応答	HL 20% 15分 SL 30% 15分 既習の文学作品から1つ、非文学作品体系から1つ、抜粋を利用して口頭発表、質疑応答する。グローバルな問題が作品、作品体系の内容と形式を通じてどのように表現されているか分析する
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Criteria A: 知識、理解 解釈 / B: 分析と評価 / C: 焦点と構成 / D: 言語

## Spanish A Language and Literature

### Course Description

In the language A: language and literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and visual and audio elements work independently or together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

UWC ISAK Japan's mission and vision puts a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect different points of view and therefore be able to become leaders of the future. The study of literature in translation from other cultures is especially important to our students because it prepares them to better understand and accept other cultures, gives them a global perspective and helps them become real citizens of the world.

### Course Outline

The model for language A: language and literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that is equivalent in teaching and learning time.

In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary body of work, or a literary work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

The course outline is built on the notion of conceptual learning in which students engage with central concepts of the discipline in order to become flexible, critical readers of all types of texts.

The study of Language and Literature and the development of the relevant skills, is divided into three areas of exploration—the exploration of the nature of the interactions between **readers, writers and texts**; the

exploration of how texts interact with **time and space** and the exploration of **intertextuality** and how texts connect with each other.

### **Area of exploration—readers, writers and texts**

This area introduces students to the nature of language and literature and its study. The investigation undertaken involves close attention to the details of texts in a variety of types and literary forms so that students learn about the choices made by creators and the ways in which meaning is communicated through words, image, and sound. At the same time, study will focus on the role receivers play in generating meaning as students move from personal response to understanding and interpretation influenced by the classroom community. Students will learn to understand the creativity of language, the relationship between language and thought and the aesthetic nature of literature. Students will see that texts are powerful means to express individual thoughts and feelings, and that their own perspectives as experienced users of language are integral to the effect and success of a communicative act.

### **Area of exploration—time and space**

This area of exploration focuses on the idea that language is a social capacity and as such is intertwined with community, culture and history. It explores the variety of cultural contexts in which texts are produced and read across time and space as well as the ways texts themselves reflect or refract the world at large. Students will examine how cultural conditions can affect language and how these conditions are a product of language. Students will also consider the ways culture and identity influence reception.

Students will investigate ways in which texts may represent, and be understood from, a variety of cultural and historical perspectives. Through this exploration students will recognize the role of relationships among text, self and other, and the ways in which the local and the global connect.

### **Area of exploration—intertextuality: connecting texts**

This area of exploration focuses on the concerns of intertextuality, or the connections between and among media, text and audience involving diverse traditions and ideas. It focuses on the comparative study of texts so that students may gain deeper appreciation of both unique characteristics of individual texts and complex systems of connection. Throughout the course, students will be able to see similarities and differences among diverse texts. This area allows for a further exploration of literary and linguistic concerns, examples, interpretations and readings by studying a grouping of texts set by the teacher or set in close conversation with a class or groups of students. Students will gain an awareness of how texts can provide critical lenses to reading other texts and of how they can support a text's interpretation by expanding on it or question it by providing a different point of view.

### **Text Types**

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

In the Language and Literature course we include oral, written and visual materials present in society. For instance, images with or without text, literary and non-literary written texts and extracts, films, radio and television programmes and their scripts, video-sharing websites, web pages, SMS messages, blogs, wikis, etc. Oral texts will include readings, speeches, broadcasts and transcriptions of recorded conversation.

### **Book List**

Across the three areas of exploration at least four literary works must be studied in the SL course and at least six literary works must be studied in the HL course.

These are the works of literature that students will read throughout the two years course.

- PLA: La casa de Bernarda Alba, Federico García Lorca, drama, mid 20th century, Spain
- PLT: Casa de muñecas, Henrik Ibsen, drama, 19th century, Norway
- PLT: Cumbres borrascosas, Emily Brontë, novel, 19th century, England
- PLA: Todos los fuegos. El fuego, Julio Cortázar, short stories, 20th century, Argentina
- PLA: La Celestina, Fernando de Rojas, novel, 15th century, Spain
- PLA: Canciones, Joaquín Sabina, lyric, 21st century, Spain

## Skills Developed

The aims of language A: language and literature higher level courses are to:

1. Introduce students to a range of texts from different periods, styles and genres
2. Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. Develop the students' powers of expression, both in oral and written communication
4. Encourage students to recognise the importance of the contexts in which texts are written and received
5. Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. Promote in students an enjoyment of, and lifelong interest in, language and literature.
8. Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
9. Encourage students to think critically about the different interactions between text, audience and purpose.

## Assessment

### Assessment SL

<b>External Assessment</b>	<b>70%</b>
Paper 1 (1 hour 15 minutes): Guided textual analysis. The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it	35%
Paper 2 (1 hour 45 minutes): Comparative essay: The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	35%
<b>Internal Assessment</b>	<b>30%</b>

<p>Individual oral commentary (15 minutes). This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.</p>	
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## Assessment HL

<b>External Assessment</b>	<b>80%</b>
<p>Paper 1 (2 hours 15 minutes): Guided textual analysis</p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.</p>	35%
<p>Paper 2 (1 hour 45 minutes): Comparative essay. The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.</p>	25%
<p>HL essay: Students submit an essay on one non-literary body of work, or a literary work studied during the course. The essay must be 1,200-1,500 words in length.</p>	20%
<b>Internal Assessment</b>	<b>20%</b>
<p>Individual oral commentary (15 minutes). This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.</p>	

## School Supported Self Taught (SSST) Language A Literature

### Course Description

The self-taught course name is a bit of a misnomer. The course is supported by a member of faculty as well as private tutors arranged through the school. UWC ISAK Japan believes in the importance of mother tongue language ability in assisting in further language acquisition, and more importantly in helping a student retain their cultural identity while in a foreign boarding situation. The content of the course is selected by the students with assistance from the UWC ISAK Japan teacher and the arranged tutor. Texts are chosen from a prescribed list of authors (PLA) from the IBO, and in a non-supported language, the text list generated by the student is sent to the IBO for approval. **Taking this course as a Higher Level course is not an option.**

The SSST tuition fee is not included in the school fees and needs to be covered by the students who decide to take the course. For students who receive financial aids from the school, they may have their SSST tuition fee partially covered. The details are to be discussed between each SSST student and the SSST programme coordinator.

### Course Outline

#### Year 1: Introduction to Literary Analysis and Textual Exploration

1. Introduction to the course and its expectations.
2. Selection of a personalized reading list in consultation with the teacher.
3. Literary analysis techniques and strategies.
4. Exploring themes, characters, and narrative techniques.
5. Guided reading and annotation of selected texts.
6. Introduction to literary theories and critical lenses.

#### Year 2: In-depth Analysis and Examination Preparation

1. Continued guided reading and analysis of selected texts.
2. Independent reading and reflective journaling.
3. In-depth exploration of cultural and contextual elements.
4. Practice in crafting literary commentaries and essays.
5. Preparation for the individual oral presentation and literary essay.
6. Examining connections between literature, culture, and society.
7. Revision and examination strategies

### Skills Developed

- Understand the content of the work and the qualities of the work as literature
- Respond independently to the work by connecting the individual and cultural experience of the reader with the text
- Recognise the role played by cultural and contextual elements in literary works
- Acquire detailed knowledge and understanding of the works studied
- Demonstrate appropriate analytical responses to specific genres



- Show how particular effects are achieved through language use, and analyse elements such as character, theme and setting
- Engage with the details of works in order to develop a considered and informed response
- Acquire a clear sense of the literary conventions of the selected genre
- Understand the ways in which content is delivered through the literary conventions of the selected genre
- Compare the similarities and differences between the chosen works

## Assessment

Assessment component	Weighting
<b>External assessment (3 hours)</b> <b>Paper 1: Guided literary analysis (1 hour 15 minutes)</b> The paper consists of two passages, from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	70% 35%
<b>Paper 2 Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	35%
<b>Individual oral (SSST variant)</b> This component consists of an individual oral that is externally assessed by the IB.  <b>Individual oral (15 minutes)</b> Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 15 minutes to the following prompt:  Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	30%

## Group 2: Language acquisition (Language B and ab initio)

### English B

#### Course Description

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills.

We use textbooks and literary texts (e.g. novels, short stories, poems), but we also work with a wide range of authentic materials (e.g. podcasts, TED talks, video-clips, movies). We also encourage learning through social interaction. By doing so, we promote an atmosphere of understanding and respect, we expose cultural stereotypes, challenge and reduce second-hand ideas and prejudices, and increase ideas and beliefs that are thought through and argued in depth.

We aim to provide students with a basis for their further studies and future careers, while offering them opportunities for enjoyment, creativity and intellectual stimulation. Finally, in line with our school's and the UWC mission, our English B students are challenged to become 'catalysts for positive change' by recognising and using the power of language to promote peace and a sustainable future in their everyday life.

#### Course Outline

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP. Students and teachers of language B with experience of the Primary Years Programme (PYP) or the MYP will recognize that the themes are inspired by the transdisciplinary themes of the PYP and the global contexts of the MYP. In this way, the DP language B course can enhance the continuity of the educational experience of long-standing IB students, while also being suitable for students who are new to the IB.

## Text Types

In the course of the two years, all students become familiar with the following text types: article, column, blog, brochure, leaflet, flyer, pamphlet, advertisement, essay, interview, news report, report, review, set of instructions, guidelines, written correspondence (letter, email, ...), short story, novel, poem.

## Works of Literature

Both SL and HL students read two works of literature in the course of the two years. The study of literature is required for HL students only.

- Adichie, Chimamanda Ngozi. Purple Hibiscus. North Carolina: Algonquin books, 2012.
- Sachar Louis. Holes. New York: Random House, 1998.

## Skills Developed

- Communicate clearly and effectively in a range of contexts for a variety of purposes
- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
  - Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
  - Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

## Assessment

### HL Paper 1 (1 hour 30 minutes)

Productive skills—writing (30 marks)

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

### Paper 2 (2 hours)

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (1 hour) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Individual oral assessment HL

Interactive skills

Duration: 12–15 minutes (plus 20 minutes for preparation) Weighting: 25%

The individual oral assessment is based on an extract of up to approximately 300 words taken from one of the literary works studied in class as part of the language B HL course.

**SL Paper 1 (1 hour 15 minutes)** Productive skills—writing (30 marks)

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

**Paper 2 (1 hour 45 minutes)**

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

**Individual Oral assessment SL**

Interactive skills:

Individual oral assessment Duration: 12–15 minutes (plus 15 minutes for preparation) Weighting: 25% The individual oral assessment is based on the course themes: identities, experiences, human ingenuity, social organization, sharing the planet.

## Japanese B

### Course Description

Japanese B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. The course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Japanese is spoken.

This course develops students' linguistic abilities through the development of receptive, productive and interactive skills. During the two-year course, exposure to a wide variety of audio and written material provides students with the opportunity to exercise and develop the four skills mentioned above, and to learn to use the language confidently and competently in various contexts. Students will also acquire a good understanding of the cultural background of the Japanese language, as well as the way in which it affects their use of it.

Diversity and intercultural understanding are two of the main principles that inspire UWC ISAK Japan's mission and vision. Hence through the learning of the target language, students become aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). At UWC ISAK Japan we strongly encourage our students to seek opportunities to use and be exposed to the target language in situations away from the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

### Course Outline

The Japanese B course can be studied at two levels, standard level (SL) or higher level (HL).

Through the study of the five prescribed themes at SL and HL, plus two literary works at HL, students reach the objectives of the Japanese B course through the expansion of their receptive, productive and interactive skills.

The five prescribed themes are:

- **Identities:** focus on exploring the nature of the self and what it is to be human. Some subtopics that could be covered under this theme include: lifestyles, health and well-being, beliefs and values, subcultures and language and identity, among others
- **Experiences:** focus on exploring and telling the stories of the events, experiences and journeys that shape our lives. Some subtopics that could be covered under this theme include: leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration, among others
- **Human ingenuity:** focus on exploring the ways in which human creativity and innovation affect our world. Some subtopics that could be covered under this theme include: entertainment, artistic expressions, communication and media, technology, scientific innovation, among others
- **Social organization:** focus on exploring the ways in which groups of people organize themselves, or are organized, through common systems or interests. Some subtopics that could be covered under this theme include: social relationships, community, social engagement, education, the working

world, law and order, among others and

- Sharing the planet: focus on exploring the challenges and opportunities faced by individuals and communities in the modern world. Some subtopics that could be covered under this theme include: the environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment, among others.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

HL students read two works of literature in the course of the two years. The study of literature is part of the assessment of HL students only. It is highly recommended that students in SL also read works of literature to improve their level of acquisition but it is not mandatory for them. The following works of literature are required study for HL students:

- 『オツベルと象』宮沢賢治
- 『走れメロス』太宰治

## Text Types

In the course of the two years, all students will become familiar with written, visual, audio and audio-visual texts into three broad categories: personal, professional and mass media texts that includes: articles, columns, blogs, brochures, leaflets, flyers, pamphlets, advertisements, essays, interviews, news reports, reviews, sets of instructions, guidelines, written correspondence (letters, emails, etc), short stories, novels, poems, among others.

## Skills Developed

- Develop students' intercultural understanding
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students' awareness of the role of language in relation to other areas of knowledge
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

## Assessment

### Assessment SL

Assessment Component	Weighting
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<b>External assessment</b>	<b>75%</b>
<b>Paper 1 (1 hour 15 minutes)</b> Productive skills—writing One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
<b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) Reading comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal assessment</b>	<b>25%</b>
<b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.	

## Assessment HL

Assessment Component	Weighting
<b>External assessment</b>	<b>75%</b>
<b>Paper 1 (1 hour 30 minutes)</b> Productive skills—writing One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
<b>Paper 2 (2 hours)</b> Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) Reading comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal assessment</b>	<b>25%</b>
<b>Individual oral assessment</b> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.	

## Japanese ab Initio

### Course Description

Language plays a central role in understanding diverse cultures, in obtaining international perspectives, and in cultivating critical thinking, which is essential for awareness as a member of a global society. Language acquisition is a process involving appreciation and understanding of other cultures: not only learning linguistic elements, but also developing the skills to communicate with people of other cultures is essential to understand them deeper.

Japanese ab initio is a two-year course which is targeted mainly at students who have no/little knowledge about Japanese language. Throughout the course, students will acquire the ability to comprehend written and spoken language, the ability to write and speak Japanese correctly and effectively, and the ability to understand and respond effectively to written and spoken language. Language acquisition should be coordinated through receptive, productive, interactive skills and abilities.

### Course Outline

Learning includes basic grammar, vocabularies, pronunciation, and intonation necessary to develop basic communication skills in Japanese in a variety of everyday situations. Students develop these skills through a range of individual and group tasks using different types of texts in the language. Japanese culture and events will be incorporated into lessons and units where appropriate. Ultimately students will gain more confidence and knowledge to apply the language in and out of class.

This course fulfills the basic requirements of the IB curriculum. Communication skills are reinforced with using audio-visual materials and with preparing presentations based on the IB topics. Three topics (individuals and society, leisure and work, urban and rural environments) will be covered. By working on these topics with a variety of materials, students will acquire skills necessary for the assessment of language ab initio.

### Skills Developed

Students will be able to:

- Understand and use accurately the basic structures of the language.
- Understand and use an appropriate range of vocabulary.
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Engage in conversations, provide and obtain information, express feelings and emotions, exchange opinions, give decisions, commands and suggestions.
- Understand and interpret written and spoken language on a variety of topics.
- Communicate with native-speaking Japanese clearly and effectively in a range of situations.
- Use a register and a format that are appropriate to the situation.
- Read and write Hiragana, Katakana and basic Kanji (200 characters).
- Write an essay or diaries on a topic given with 400 syllable letters.
- Understand and use formal and informal style speech patterns effectively.
- Demonstrate an awareness and understanding of the intercultural elements related to the given topics.
- Participate in projects and activities based on research and class learning.



- Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied, and the concept of culture through comparisons of the cultures studied and their own.
- To use the language both within and beyond the school setting.

## Syllabus

Lessons will be taught based on Genki I or みんなの日本語 I

## Assessment

<p><b>External assessment (2 hours 45 minutes)</b></p> <p>Paper 1 (1 hour)</p> <p>Productive skills—writing (30 marks)</p> <p>Two written tasks of 70–150 words (150-300 ji) each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes)</p> <p>Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b></p> <p>A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<p>25%</p>

## Mandarin B

### Course Description

Our Mandarin B programme takes student on a journey across the process of learning Mandarin through varied texts, multimedia and activities. Students are group into Standard Level (SL) and Higher Level (HL)

according to their prior experience and proficiency with Mandarin. The course aims to nurture the learner to go beyond the course materials and to learn about the world through a second language.

We begin by understanding each learner's prior knowledge and experience with the language and culture, reviewing language acquisition skills and concepts, and move into intermediate level materials to hone in on learners' linguistic skills in reading, writing, listening and speaking. The course focuses on application of acquired knowledge and skills and the assessments aim to evaluating a learner's readiness in using Mandarin in a real-life situation.

The course contents include three themes: Communication, Social Relationships, and Global Issues. Students will develop their receptive (reading and listening), productive (writing and speaking) and interactive skills (transfer of learning and cultural understanding) through exploring the course materials and participating in the class activities. Students are encouraged to choose and explore different learning, research and memorisation strategies as they progress.

In addition to the three core themes, as a class, the students could choose two non-core themes from the following five topics: Cultural Diversity, Customs and Traditions, Health, Leisure and Science and Technology. Teaching and learning materials are collected from news websites, blogs, educational videos, interactive online forums, and magazines. HL students will also read two works of literature. A list of the current reading is available upon request.

The programme purports to develop self-initiating and inquisitive learners. As the delivery of vocabulary, idioms, grammars, formal and informal languages becomes more complex, students will learn new words and use their prior knowledge and creativity to produce new sentences and expressions. Taking risks, using linguistic and cultural concepts, analysing complex structures and meanings, integrating their own knowledge about different languages, and experimenting with new way of constructing sentences, forming meaning and composing paragraphs--in other words, the fluid ways of thinking--define student success. These elements are the integral part of assessment and learning outcome.

## **Course Outline**

### **Grade 11**

- Overarching language acquisition
- Basic concept in Mandarin language and culture
- Aspects of reading, writing, listening and speaking
- Tense in Mandarin language
- Concepts of language acquisition through comparison and contrast
- Research, reference tools and dictionaries

### **Language content**

- Text types in Mandarin (what they are and how to compose a specific text)
- Extensive self-introduction with formal language and etiquette
- Social interaction through making conversation, collaborative tasks and teamwork
- Mandarin grammar and word order
- Using cohesive devices to form complex sentences
- Vocabulary, expressions, idioms and four-character phrases
- Fluency in speech both in sentence construction and thoughts
- Strategies to read large volume and texts quickly
- Critical analysis of Chinese texts

- Introduction of texts and multimedia contents covering both core and non-core subjects

## Grade 12

- Overarching language acquisition
- Forming quality and cohesive sentences to fully express one's meaning
- Expanding learner's cultural and linguistic understanding through prior knowledge
- Self-directed inquiry and learning strategies

## Language content

- Expanding and deepening the use of the language
- Complex and formal text and multimedia pieces covering both core and non-core subjects
- Fluency and dexterity in using vocabulary, expressions, idioms and four-character phrases
- Understanding the importance of word choice to fully expression one's own meaning

## Skills Developed

- Ability to create complex sentences and expressions
- Familiarity with word order and cohesive devices
- Fluency in making impromptu conversations and speeches
- Development of language learning strategies
- Collaboration, interaction and communication skills
- Comprehension of linguistic and cultural concepts
- Capacity to use comparison and contrast between languages and cultures to progress
- Critical thinking and analysis: using prior knowledge to form new knowledge
- Confidence in acquiring more new materials independently
- Self-reflective and resourceful for discovering new tools and strategies

## Assessment

### Assessment SL

Assessment Component	Weighting
<b>External assessment</b>	<b>75%</b>
<b>Paper 1 (1 hour 15 minutes)</b> Productive skills—writing One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
<b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) Reading comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal assessment</b>	<b>25%</b>
<b>Individual oral assessment</b>	

A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.	
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## Assessment HL

Assessment Component	Weighting
<b>External assessment</b>	<b>75%</b>
<b>Paper 1 (1 hour 30 minutes)</b> Productive skills—writing One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
<b>Paper 2 (2 hours)</b> Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) Reading comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal assessment</b>	<b>25%</b>
<b>Individual oral assessment</b> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.	

## Mandarin Ab Initio

### Course Description

Our Mandarin Ab Initio programme takes students on a journey across the process of acquiring a new language. We begin by introducing the basic concepts about language acquisition and move into basic components of the Mandarin language in reading, writing, listening and speaking. The course focuses on application of acquired knowledge and skills and the assessments aim to evaluate a learner's readiness in using Mandarin in a real-life situation.

The course contents include three core themes: Individual and Society, Leisure and Work, Global Issues. Students will develop their receptive (reading and listening), productive (writing and speaking) and interactive skills (transfer of learning and cultural understanding) through exploring the course materials and participating in the class activities. Teaching and learning materials are collected from resource books, blogs, educational videos, interactive online forums, and magazines. Students are encouraged to choose and explore different learning, research and memorisation strategies as they progress.

The programme purports to develop self-initiating and inquisitive learners. As the delivery of vocabulary, idioms, grammars, formal and informal languages becomes more complex, students will learn new words and use their prior knowledge and creativity to produce new sentences and expressions. Taking risks, using linguistic and cultural concepts, analysing complex structures and meanings, integrating their own knowledge about different languages, and experimenting with new way of constructing sentences, forming meaning and composing paragraphs--in other words, the fluid ways of thinking--define student success. These elements are the integral part of assessment and learning outcome.

### Course Outline

#### Grade 11

- Overarching language acquisition
- Basic concept in Mandarin language and culture
- Aspects of reading, writing, listening and speaking
- Tense in Mandarin language
- Concepts of language acquisition through comparison and contrast
- Research, reference tools and dictionaries
- Language content
- Self-introduction
- Basic greeting
- Social interaction
- Personal preferences (animals, colours, hobbies, family)
- Leisure and work
- Mandarin grammar and word order
- Creating simple sentences
- Using cohesive devices to form complex sentences

#### Grade 12

- Overarching language acquisition
- Forming quality and cohesive sentences to fully express one's meaning
- Expanding learner's cultural and linguistic understanding through prior knowledge

- Self-directed inquiry and learning strategies

### Language content

- Expanding on the unit of Individual and Society with more details and complex sentences
- Expanding on the unit of Leisure and Work
- New unit on Urban and Rural Environment

### Skills Developed

- Ability to create new simple sentences
- Familiarity with word order and cohesive devices
- Fluency in making impromptu conversations and speeches
- Development of language learning strategies
- Collaboration, interaction and communication skills
- Comprehension of linguistic and cultural concepts
- Capacity to use comparison and contrast between languages and cultures to progress
- Critical thinking and analysis: using prior knowledge to form new knowledge
- Confidence in acquiring more new materials independently
- Self-reflective and resourceful for discovering new tools and strategies

### Assessment

Assessment component	Weighting
<b>External Assessment</b>	<b>75%</b>
<b>Paper 1 (1 hour)</b> Productive skills—writing Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25%
<b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading Listening comprehension (45 minutes) 25% Reading comprehension (1 hour) 25% Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal Assessment</b>	<b>25%</b>
<b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus and at least one additional course theme. Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course. Part 1: Presentation of a visual stimulus (from a choice of two) by the student. Part 2: Follow-up questions on the visual stimulus.	

Part 3: General conversation including at least two questions on the written assignment.	
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## Spanish B

### Course Description

Spanish B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. The course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken.

This course develops students' linguistic abilities through the development of receptive, productive and interactive skills. During the two-year course, exposure to a wide variety of audio and written material provides students with the opportunity to exercise and develop the four skills mentioned above, and to learn to use the language confidently and competently in various contexts. Students will also acquire a good understanding of the cultural background of the Spanish language, as well as the way in which it affects their use of it.

Diversity and intercultural understanding are two of the main principles that inspire UWC ISAK Japan's mission and vision. Hence through the learning of the target language, students become aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). At UWC ISAK Japan we strongly encourage our students to seek opportunities to use and be exposed to the target language in situations away from the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

### Course Outline

The Spanish B course can be studied at two levels, standard level (SL) or higher level (HL).

Through the study of the five prescribed themes at SL and HL, plus two literary works at HL, students reach the objectives of the Spanish B course through the expansion of their receptive, productive and interactive skills.

The five prescribed themes are:

- Identities: focus on exploring the nature of the self and what it is to be human. Some subtopics that could be covered under this theme include: lifestyles, health and well-being, beliefs and values, subcultures and language and identity, among others
- Experiences: focus on exploring and telling the stories of the events, experiences and journeys that shape our lives. Some subtopics that could be covered under this theme include: leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration, among others
- Human ingenuity: focus on exploring the ways in which human creativity and innovation affect our world. Some subtopics that could be covered under this theme include: entertainment, artistic expressions, communication and media, technology, scientific innovation, among others
- Social organization: focus on exploring the ways in which groups of people organize themselves, or are organized, through common systems or interests. Some subtopics that could be covered under this theme include: social relationships, community, social engagement, education, the working



world, law and order, among others and

- Sharing the planet: focus on exploring the challenges and opportunities faced by individuals and communities in the modern world. Some subtopics that could be covered under this theme include: the environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment, among others.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

HL students read two works of literature in the course of the two years. The study of literature is part of the assessment of HL students only. It is highly recommended that students in SL also read works of literature to improve their level of acquisition but it is not mandatory for them. The following works of literature are required study for HL students:

- Los renglones torcidos de Dios, Torcuato Luca de Tena, 1979
- Arrugas, Paco Roca, 2007

## Text Types

In the course of the two years, all students will become familiar with written, visual, audio and audio-visual texts into three broad categories: personal, professional and mass media texts that includes: articles, columns, blogs, brochures, leaflets, flyers, pamphlets, advertisements, essays, interviews, news reports, reviews, sets of instructions, guidelines, written correspondence (letters, emails, etc), short stories, novels, poems, among others.

## Skills Developed

- Develop students' intercultural understanding
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students' awareness of the role of language in relation to other areas of knowledge
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

## Assessment

### Assessment SL

Assessment Component	Weighting
External assessment	75%

<b>Paper 1 (1 hour 15 minutes)</b> Productive skills—writing One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
<b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) Reading comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal assessment</b>	<b>25%</b>
<b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.	

## Assessment HL

Assessment Component	Weighting
<b>External assessment</b>	<b>75%</b>
<b>Paper 1 (1 hour 30 minutes)</b> Productive skills—writing One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
<b>Paper 2 (2 hours)</b> Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) Reading comprehension (1 hour) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal assessment</b>	<b>25%</b>
<b>Individual oral assessment</b> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.	

## Spanish Ab Initio

### Course Description

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

In the language ab initio course, students develop the ability to communicate in the target language through the study of **language**, **themes** and **texts**. In doing so, they also develop **conceptual understandings** of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the *what* of language—is reinforced and extended by understanding the *why* and *how* of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language ab initio students must study authentic texts that explore the culture(s) of the target language.

Diversity and intercultural understanding are two of the main principles that inspire UWC ISAK Japan's mission and vision. Hence through the learning of the target language, students become aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). At UWC ISAK Japan we strongly encourage our students to seek opportunities to use and be exposed to the target language in situations away from the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

### Course Outline

The Spanish ab initio course is divided into five prescribed themes, all of which are well suited to fostering an international perspective.

The five prescribed themes are:

- **Identities:** focus on exploring the nature of the self and how we express who we are. Some subtopics that could be covered under this theme include: personal attributes, personal relationships, eating and drinking, physical well-being, among others
- **Experiences:** focus on exploring and telling the stories of the events, experiences and journeys that shape our lives. Some subtopics that could be covered under this theme include: daily routine, leisure, holidays, festivals and celebrations, among others
- **Human ingenuity:** focus on exploring the ways in which human creativity and innovation affect our world. Some subtopics that could be covered under this theme include: transport, entertainment, media,

technology, among others

- **Social organization:** focus on exploring the ways in which groups of people organize themselves, or are organized, through common systems or interests. Some subtopics that could be covered under this theme include: neighborhood, education, the workplace, social issues, among others and
- **Sharing the planet:** focus on exploring the challenges and opportunities faced by individuals and communities in the modern world. Some subtopics that could be covered under this theme include: climate, physical geography, the environment, global issues, among others.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Language acquisition will be achieved through the development of receptive, productive and interactive skills and competencies. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation.

**Receptive skills:** the ability to comprehend straightforward written and spoken language. Receptive skills entail not only understanding the message but also its cultural and contextual connotations.

**Productive skills:** the ability to write and speak the target language effectively. Productive skills entail producing and delivering a message or text that is not only coherent but also appropriate to context and purpose.

**Interactive skills:** the ability to understand and respond effectively to written and spoken language. Interactive skills entail not only conveying messages and responding to written and spoken language but also demonstrating an awareness of social context.

## Text Types

Authentic texts are considered to be those that were originally produced for users of the target language, although for the purposes of a language ab initio course they may have been edited or simplified. Whenever possible the use of textbooks should be supplemented by a variety of materials (for example, authentic texts, songs, pictures, films, poems).

During the course, students are taught to understand and produce a variety of texts. In the context of the language ab initio course, a text can be spoken, written or visual organized into three broad categories: **personal**, **professional** and **mass media texts**.

The guiding principle for using texts in this course is to develop students' receptive, productive and interactive skills in the target language by focusing their attention on the ways in which good communicators consider the audience, context and purpose of what they want to say or write in the process of choosing and developing an appropriate text type to convey a message.

In the course of the two years, all students will become familiar with the following text types: articles, columns, blogs, brochures, leaflets, flyers, postcards, invitations, messages, pamphlets, advertisements, essays, interviews, news reports, reviews, sets of instructions, guidelines, and written correspondence (letters, emails, etc).

## Skills Developed

- Develop students' intercultural understanding
- enable students to understand and communicate clearly and effectively in a range of situations and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students' awareness of the role of language in relation to other areas of knowledge
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

## Assessment

Assessment component	Weighting
<b>External Assessment</b>	<b>75%</b>
<b>Paper 1 (1 hour)</b> Productive skills—writing Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25%
<b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading Listening comprehension (45 minutes) 25% Reading comprehension (1 hour) 25% Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
<b>Internal Assessment</b>	<b>25%</b>
<b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus and at least one additional course theme. Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course. Part 1: Presentation of a visual stimulus (from a choice of two) by the student. Part 2: Follow-up questions on the visual stimulus.	

Part 3: General conversation including at least two questions on the written assignment.	
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## Group 3: Individuals and Societies

### Economics

#### Course description

This course looks specifically at the way markets operate (*microeconomics*), then more broadly at how countries operate (*macroeconomics*) and finally to the global perspective - the degree to which countries are connected, such as via trade (*the global economy*). The course also considers the disparity between rich and poor countries in terms of causes, effects and possible solutions (*the global economy*).

As students begin to master the above Economic thinking, the information is then applied to real world situations. This may be to explain what has happened in the past, what we believe is happening right now and less successfully, what we predict for the future. Economists use a combination of theory, recent historical examples and data as the basis for their analysis. IB students are also expected to effectively use Economic diagrams as part of their explanations.

Key course skills include the following: The writing of extended answers (essays) to explain an economic idea, situation or appropriate solutions. There is a focus on both explanation and critical evaluation. Students must also relate their discussion to a detailed real world example. This is Paper 1 in the final exam. Secondly, students spend time analysing media articles and associated statistics and other data. Questions are then asked that combine article information and Economic theory. This is Paper 2 in the exam. High level (HL) students will also work on mathematical and diagram analysis and application. This is where numbers are applied to the theory! This is Paper 3 (HL only) in the exam. For internal assessment (IA), student's write *commentaries* that critically discuss 3 media (newspaper) articles. All areas of the course, however, require applied knowledge. That is, can you use the content and skills you have learned and effectively apply them to a real world or theoretical situation? Economics is not a subject that you can simply memorise, as you must apply what you have learned - in a way that suits a particular situation.

#### Course Outline

1. Introduction to Economics
2. Microeconomics

Includes areas such as

- Supply and demand
  - Elasticity (how price sensitive are we?)
  - Government intervention (such as providing affordable housing)
  - Market failure (such as where private transactions cause wider problems like CO2 emissions)
3. Macroeconomics

Includes areas such as

- Economic growth (the country produces more goods and services than previously)
  - Unemployment (job losses)
  - Inflation (price rises)
  - Management of the economy by the government (fiscal policy) and the central bank (monetary policy)
4. The Global Economy

Includes areas such as

- Benefits of trade
- Trade protection (such as tariffs & subsidies)
- Exchange rates (such as why is the ¥ so low and the effects of this)
- Barriers to economic development & strategies for overcoming those

### **Skills developed**

- Application of Economic theory
- Problem solving: Cost-benefit decisions, scenario planning, and policy analysis based on evidence.
- Critical and analytical approach: think clearly and in a structured way about complex issues.
- Data and quantitative skills including use of formulas and interpretation of data
- Application of Economic diagrams to various scenarios
- Communication: Organising and presenting ideas
- Collaboration - working effectively as part of a small group

### **Assessment**

#### **Assessment SL**

<b>Assessment Component</b>	<b>Weighting</b>
<b>External assessment</b>	<b>70%</b>
Paper 1 (1hr 15mins) Extended response essay (1) on microeconomics or macroeconomics or the global economy	30%
Paper 2 (1hr 45 mins) Data response paper covering all topics	40%
<b>Internal assessment</b>	<b>30%</b>
Three commentaries based on different sections of the syllabus and on published extracts from the news media.	30%

#### **Assessment HL**

<b>Assessment Component</b>	<b>Weighting</b>
<b>External assessment</b>	<b>80%</b>
Paper 1 (1hr 15mins) Extended response essay (1) on microeconomics or macroeconomics or the global economy	20%
Paper 2 (1hr 45 mins) Data response paper covering all topics	30%
Paper 3 HL extension paper on all syllabus content (mathematics including application to diagrams; qualitative responses based on data)	30%



<b>Internal assessment</b>	<b>20%</b>
Three commentaries based on different sections of the syllabus and on published extracts from the news media.	20%

# Global Politics: People, Power & Politics

## Course Description

The 21st century is characterised by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

Our global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasised as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power.

## Course Outline

**SL and HL courses share the same core syllabus.**

**Core:** People, power and politics.

**Unit 1:** Power, Sovereignty, and International Relations

**Unit 2:** Human Rights

**Unit 3:** Development

**Unit 4:** Peace and Conflict

**Engagement Activity:** The engagement activity provides students an opportunity to explore the central unifying theme of the course—people, power and politics—in practice and outside of the classroom. In the course of their engagement activity, students may, for example, learn about the local manifestations of a global issue, engage with primary sources and experience the dynamics and consequences of decision-making on individuals and communities. Although the emphasis of the task is on active engagement rather than primarily on research, it is expected that students make use of the key concepts, theories and ideas they are learning in the classroom and undertake further reading to inform their planning and actions, and their discussion of the political issue raised in their activities. In brief, the task aims at active and reflective engagement. The engagement activity work culminates in a 2,000-word written report. More information on the assessment of the written report is given in the “Internal assessment” section of

this guide.

**There are three parts to the engagement activity work:**

- undertaking an engagement
- doing complementary research
- writing a report

Although the written report is the assessed component of the engagement activity, students' planning, actions, further reading and discussion are interconnected; all are required for a good end result. Moreover, students can expect to go back and forth between the different elements of the work: for example, they should do some preliminary research on the context of their activities before they engage, and while writing their report, they may discover areas for which additional research is needed to balance the perspectives acquired through the engagement.

**HL Extension: global political challenges** – The HL extension gives students the opportunity to explore important global political challenges through a case studies approach. HL students must study **two** of the following six topics.

1. Environment
2. Poverty
3. Health
4. Identity
5. Borders
6. Security

There is no additional prescribed content for the HL extension. For each of the two topics chosen students must undertake a detailed case study, culminating in two 10-minute video recorded oral presentations. These case studies provide an opportunity for students to conduct an in-depth analysis of complex political issues in real-life situations. The approach also familiarises students with the case study as an important method of gaining knowledge in the social sciences and allows them to practice skills considered important for students of the politics subject area, such as research and presentation skills.

**Skills Developed**

- capacity to develop rigorous and cogent arguments
- ability to make reasoned judgments
- understanding the purposes, values and limitations of a range of sources of information
- critical thinking
- emotional intelligence
- analysis, synthesis and interpretation of information
- construction of substantiated analyses about the past
- research and selection of materials
- communication and writing
- organisation and self-management
- storytelling
- Collaboration

## Assessment

### Assessment SL

Assessment Component	Weighting
<b>External assessment</b>	<b>75%</b>
Paper one (1 h 15 min) Stimulus-based paper on a topic from one of the four core units.	30%
Paper two (1 h 45 min) Extended response paper based on the four core units. Students must write two essays from a choice of eight, each selected from a different core unit (75 marks)	45%
<b>Internal assessment</b>	<b>25%</b>
Engagement activity (20 hours) A written report (2,000-word maximum) on a political issue explored through engagement and research	25%

### Assessment HL

Assessment Component	Weighting
<b>External assessment</b>	<b>60%</b>
Paper one (1 h 15 min) Stimulus-based paper on a topic from one of the four core units. Four compulsory short-answer/structured questions (25 marks)	20%
Paper two (2 h 45 min) Extended response paper based on the four core units. Students must write three essays from a choice of eight, each selected from a different core unit (75 marks)	40%
<b>Internal assessment</b>	<b>40%</b>
Engagement activity (20 hours) A written report (2,000-word maximum) on a political issue explored through engagement and research	20%
Two video recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics (20 marks) Political issues in two of the following six global political challenges researched and presented through a case-study approach: Environment, poverty, health, identity, borders, security.	20%

## History - Culture and Identity in the Modern World

### Course Description

History is not about the memorisation of dates and names. History is in fact the story of trends, movements and ideas. Here at UWC ISAK Japan our IB History programme explores time and place but also culture and identity: it is an exciting and dynamic course crammed full with human endeavor and economic tragedy; scientific achievement and social polarization; revolution and terror; truth and reconciliation. Our History programme strives to meet the UWC mission by asking our students to speak for those without a voice and hold those in power to account.

Our History programme takes students on a journey across the world of the 19th and 20th centuries. We begin in the Americas by exploring the Cuban independence and revolutionary movements before crossing the Atlantic to examine the rise of Fascism in Italy and the extremes of Weimar and Nazi Germany,. Having made our way from the Americas across Europe we emerge in East Asia where we shall study Japan's Meiji Restoration, the shifting fortunes of Korea, the collapse of the Qing dynasty and the Chinese revolution. Having visited the two cultural superpowers of the region we journey to South East Asia to learn about the Vietnamese independence movement inclusive of the wars with France and the US. Finally, our journey loops back around the globe settling in Africa, where students select topics.

In addition to the major themes and ideas of the History we shall study (and how they interact), the programme places a great emphasis on document analysis skills, short and extended essay writing, independent research, collaborative projects, debate and discussion, critical thought, balanced judgements, empathy and compassion, and the power of persuasion. It has a subject matter that involves issues of credibility, plausibility and probability; and a method of disciplined study that deals in arguments and interpretations, not in certainties.

History helps us to understand the beliefs of other civilisations. It fosters respect and curiosity for cultures both similar and distinct from our own. As a result, the study of history encourages informed, passionate and respectful participation in contemporary societies.

### Course Content

SL and HL courses share the same core syllabus.

**Part 1:** Causes and Effects of War—prescribed subjects; HL and SL students study the following two case studies: the foreign policy of Italy and Germany and Japanese expansion.

**Part 2:** World History—topics; HL and SL students study the two topics listed below:

Authoritarian States (20th Century) and Evolution and Development of Democratic States (1848–2000). Student will also explore aspects of Independence Movements (1800-2000) and Causes and Effects of 20th Century Wars.

**HL options** – HL students are required to undertake an in-depth study of a period of history. UWC ISAK Japan follows the aspects of the history of Asia and Oceania with a particular emphasis on Challenges to Traditional East Asian Societies (1700-1868), Early Modernisation and Imperial Decline in East Asia (1860 – 1921), China and Korea (1910-1950) and The People's Republic of China (1949-2005).

## Skills Developed

- Capacity to develop rigorous and cogent arguments
- Ability to make reasoned judgments
- Understanding the purposes, values and limitations of a range of sources of information
- critical thinking
- Emotional intelligence
- Analysis, synthesis and interpretation of information
- Construction of substantiated analyses about the past
- Research and selection of materials
- Communication and writing
- Organisation and self-management
- Storytelling
- Collaboration

## Assessment

### Assessment SL

Assessment Component	Weighting
<b>External assessment</b>	<b>75%</b>
Paper 1 (1hour) Source-based paper based on the prescribed subject: Conflicts and Intervention. Answer four structured questions. (24 marks)	30%
Paper 2 (1 hour 30 minutes) Extended-response paper based on the 12 world history topics. Answer two extended-response questions on two different topics. (30 marks)	45%
<b>Internal assessment</b>	<b>25%</b>
Students are required to complete a historical investigation into a topic of their choice. (25 marks)	25%

### Assessment HL

Assessment Component	Weighting
<b>External assessment</b>	<b>80%</b>
Paper 1 (1hour) Source-based paper based on the five prescribed subject: Conflicts and Intervention. Answer four structured questions. (24 marks)	20%
Paper 2 (1 hour 30 minutes)	25%

Extended-response paper based on the 12 world history topics. Answer two extended-response questions on two different topics. (30 marks)	
Paper 3 (2 hours 30 minutes) Answer three extended-response questions from the selected region: Aspects of Asia and Oceania. (45 marks)	35%
<b>Internal assessment</b>	<b>20%</b>
Students are required to complete a historical investigation into a topic of their choice. (25 marks)	20%

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## Group 4: Sciences

### Biology

#### Course Description

Biology is the study of life.

The first organisms appeared on the planet over 3 billion years ago and through natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Even with at least five periods when very large numbers of species became extinct, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge. An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end is the scale biologists investigate the interactions that make whole ecosystems function. In this course, we will explore together the current understanding of Biology from the cellular to the ecosystem level.

Biology is still a young science and great progress is expected in the 21st century through experimentations and advancement of technology. We will conduct many laboratory work to build scientific skills so that we can participate in breaking new ground in the field of Biology.

#### Course Outline

##### Core:

- Cells
- Molecules
- Metabolism
- Genetics
- Equilibrium
- Body Systems
- Plant systems
- Biodiversity
- Nutrition
- Ecosystems
- Human Impacts

##### Additional higher Level (AHL):

AHL students will study the same core topic areas but in each and every topic they will study in greater depth and with a greater breadth of examples.



## Skills Developed

- Enable students to apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills
- Develop and apply the students' information and communication technology skills in the study of science
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop an appreciation of the possibilities and limitations associated with science and scientists
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

## Assessment

### Tests & Quizzes

IB Biology requires students to develop in-depth understanding of broad topics, and an ability to interpret and analyse data. Hence students will receive periodic tests and quizzes to both build skills in data analysis and check for their understanding in all topics.

### Practical Work

IB Biology requires students to engage in a variety of practical work in both collaborative and independent format.

### Assessment SL

Assessment Component	Weighting
<b>External assessment</b>	<b>80%</b>
Paper 1A + 1B: 30 Multiple choice questions and 4 data-based questions related to experimental work and the syllabus on SL material	36%
Paper 2 (sections A + B): Data-based, short answer and extended response questions on SL material	44%
<b>Internal assessment</b>	<b>20%</b>
Internal Assessment: Scientific investigation of your choice, which can range from a hands-on laboratory investigation to analysis of secondary data; assessed on four criteria - research design, data analysis, conclusion and evaluation. (Maximum: 3000 words).	20%

### Assessment HL

<b>Assessment Component</b>	<b>Weighting</b>
<b>External assessment</b>	<b>80%</b>
Paper 1A + 1B: 40 Multiple choice questions and 4 data-based questions related to experimental work and the syllabus on SL and AHL material	36%
Paper 2 (sections A + B): Data-based, short answer and extended response questions on SL and AHL material	44%
<b>Internal assessment</b>	<b>20%</b>
Internal Assessment: Scientific investigation of your choice, which can range from a hands-on laboratory investigation to analysis of secondary data; assessed on four criteria - research design, data analysis, conclusion and evaluation. (Maximum: 3000 words).	20%

# Computer Science

## Course Description

Computer Science is an enthralling and ever-evolving field that plays a vital role in shaping the modern world. From its historical roots with pioneers like A.M. Turing breaking war codes using analog computers to its present-day impact on virtual/augmented reality, cryptocurrencies, machine learning, and artificial intelligence, Computer Science has revolutionized various aspects of our lives (Hidden Creative 2010, VICE 2019, Science Time 2020, WSJ 2019, DW 2020). This dynamic discipline continually inspires and challenges young minds, offering a wealth of possibilities and innovations for the future.

At UWC ISAK Japan, Computer Science education goes beyond theory. Students enthusiastically engage in exciting projects that bridge the gap between Computer Science and other fields like Art, Neuroscience, Meteorology, Economics, Data Science, and Biology. These hands-on projects provide an authentic learning experience, allowing students to master the syllabus and cultivate essential Computational Thinking Skills. Furthermore, they gain invaluable insights into the far-reaching consequences of modern technologies on society, making their education both relevant and impactful for the world. By studying Computer Science, students embark on a journey of exploration, empowerment, and discovery, becoming equipped to comprehend, contribute, and shape the technological advancements that lie ahead, thus becoming a better leader for the interconnected world.

*"Computational thinking represents a universally applicable attitude and skill set everyone, not just computer scientists, would be eager to learn and use."* (Wing, Jeanette M. 2006)

The Computer Science program offers a carefully designed two-year structure. In the first year, students engage in project-based learning, which proves to be the most captivating aspect of their journey. This approach allows them to develop computational thinking skills and intuition for crafting software solutions using the design cycle. They relish the real-life context of these projects and discover the direct link between their natural talents and the fascinating world of Computer Science. The syllabus is presented in a nonlinear manner, fostering authentic disciplinary work and giving students the freedom to explore topics at their own pace. This flexible framework adequately supports them in tackling the creation of their projects for internal assessment.

Moving into the second year, the focus shifts to a more traditional lecture-centered approach, dedicated to reviewing topics and honing essential skills for the external examination. Students pursuing the Higher Level (HL) track have the exciting opportunity to explore advanced topics in Computer Science, delving deeper into complex concepts. Additionally, the yearly case study offers a chance to apply their analytical and problem-solving abilities to real-world scenarios. The combination of project-based learning and traditional lectures ensures that students not only gain practical experience but also solid theoretical knowledge, preparing them to excel beyond both internal assessments and external examinations. This comprehensive and dynamic two-year structure equips students at UWC ISAK Japan with the skills and expertise to become leaders for positive change.

## Course Outline

SL and HL courses share the same core syllabus:

Topic 1: System fundamentals (20 hours)

Topic 2: Computer organization (6 hours)

Topic 3: Networks (9 hours)

Topic 4: Computational thinking, problem-solving and programming (45 hours)

### **HL extension**

Topic 5: Abstract data structures (23 hours)

Topic 6: Resource management (8 hours)

Topic 7: Control (14 hours)

### **Case Study**

The Case Study is issued annually by the IB. The purpose of the case study is to expand the students' knowledge of a new subject-related topic through investigative study. This will allow students to investigate in greater depth current issues in computer science that are not included in the syllabus.

### **Option**

Four course options are available; databases, modeling and simulation, web science, object oriented programming (OOP).

### **Internal Assessment-Solution**

Practical application of skills through the development of a product and associated documentation.

Internal Assessment (IA) in Computer Science provides a great opportunity for the students to apply their computational thinking and programming skills to develop a software product for a client that they choose.

### **Programming Languages Explored**

The programming languages explored in this course include: Python, C, Javascript, HTML+CSS, SQL

### **Skills developed**

- Computational Thinking skills (Abstraction, Decomposition, Pattern Recognition, Algorithmic thinking)
- Dominion of modern programming languages.
- Science Communication skills.

### **Assessment**

#### **Assessment SL**

<b>Assessment Component</b>	<b>Weighting</b>
<b>External assessment</b>	<b>70%</b>
Paper 1: (1 hour 30 minutes) Maximum mark: 70	45%
Paper 2: (1 hour) Maximum mark: 45	25%
Internal Assessment: Solution, Duration: 30 hours	30%

#### **Assessment HL**

<b>Assessment Component</b>	<b>Weighting</b>
<b>External assessment</b>	<b>80%</b>
Paper 1: (2 hours 10 minutes) Maximum mark: 100	40%
Paper 2: (1 hour 20 minutes) Maximum mark: 65	20%
Paper 3: (1 hour) Maximum mark: 30	20%
<b>Internal assessment</b>	<b>20%</b>

## Chemistry

### Course Description

Chemistry has come a long way from the days of alchemy, where practitioners spent most of their time trying to convert base metals into gold! However, some of the key principles of Chemistry have remained the same, such as the systematic study of matter and creating new materials and substances with properties that we desire. With advances in the understanding of the quantum world made at the turn of the 20th century, chemists now have to be able to think about matter in a dizzying variety of magnitudes, from the quantum to the macroscopic world.

Chemistry is a 6-period per week course for IB students. It combines practical and theoretical understanding of chemistry at standard and higher levels. Students are expected to carry out practical work that combines lab experiments, data bases and simulation including an individual investigation of 10 hours to complete the course. Students are also expected to complete a collaborative science project in small groups that aims to create solutions for a given contemporary problem.

Over the two year IB Chemistry course, students learn some of the key vocabulary and concepts that are regularly used in Chemistry and also about their drawbacks and weaknesses. Practicals completed mostly illustrate topics covered in theory classes and focus on the development of their individual investigation.

The general Chemistry topics studied in this course are Stoichiometric Relationships, Atomic Structure, Periodicity, Chemical Bonding and Structure, Energetics and Thermochemistry, Chemical Kinetics, Equilibrium, Acids and Base equilibria, Electrochemistry and Organic Chemistry.

### Skills Developed

- Enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- Develop an ability to analyze, evaluate and synthesize scientific information
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.
- Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills
- Develop and apply the students' information and communication technology skills in the study of science
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop an appreciation of the possibilities and limitations associated with science and scientists
- Understand the need for modeling and assumptions in complex systems

### Assessment

#### Tests & Quizzes

IB Chemistry requires students to develop in-depth understanding of broad topics on a number of levels and the ability to communicate about these topics using accurate terminology. Students should be able to interpret experimental data from their own practical work and the practical work and models of other scientists. Students will receive periodic formative and summative assessments to build communication

skills and check for their understanding. Summative assessments will include tests, short quizzes, assignments and lab investigations to verify student growth for internal grades and reporting.

Final IB grades are determined by two externally marked exam papers in the fourth semester and an internally marked individual investigation, which is submitted as a lab report at the end of the third semester. Predicted grades of students are calculated using the results from their summative assessments for 2 years.

### Practical Work

IB Chemistry requires students to engage in a variety of practical work in both collaborative and independent format, both to develop manual skills and to reinforce topics covered in theory lessons.

### Assessment SL

Assessment Component	Weighting
<b>External assessment</b>	<b>80%</b>
Paper 1: Multiple choice questions which test knowledge of the course content and Data-based question which will require students to analyze a given set of data. The questions are designed to be short, one- or two-stage problems.	36%
Paper 2: Short answer questions, and extended response questions, which may involve writing a number of paragraphs, solving a substantial problem, or carrying out a substantial piece of analysis or evaluation.	44%
<b>Internal assessment</b>	<b>20%</b>
Internal Assessment: Scientific investigation of your choice, which can range from a hands-on laboratory investigation to analysis of secondary data; assessed on five criteria - personal engagement, exploration, analysis, evaluation and communication.	

### Assessment HL

Assessment Component	Weighting
<b>External assessment</b>	<b>80%</b>
Paper 1: Multiple choice questions which test knowledge of the course content and Data-based question which will require students to analyze a given set of data. The questions are designed to be short, one- or two-stage problems.	36%
Paper 2: Short answer questions, and extended response questions, which may involve writing a number of paragraphs, solving a substantial problem, or carrying out a substantial piece of analysis or evaluation.	44%
<b>Internal assessment</b>	<b>20%</b>

Internal Assessment: Scientific investigation of your choice, which can range from a hands-on laboratory investigation to analysis of secondary data; assessed on five criteria - personal engagement, exploration, analysis, evaluation and communication.	
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## Environmental Systems & Societies (SL and HL)

### Course description

The world's population is 8.2 billion people. They farm intensively and use fossil fuel in manufacturing. They produce great quantities of waste.

ESS is where science, economics and politics meet. We look at how humans have increased the carrying capacity for their own species, improving housing, food supply and lifespans.

We examine rice terraces in Thailand, marine protection in the Philippines and conservation in Hokkaido, Japan. We look at how the government of Russia encourages families to have children. We consider the merits and costs of supermarket suppliers discarding fruit because it looks ugly. We look at the benefits and drawbacks of using fertiliser on fields in Canada and the problems of water abstraction in Israel. The Fukushima disaster forced Japanese politicians to swerve away from nuclear power. But if we are to limit global warming, Japan needs to fire up its reactors once again.

Some problems have a clear solution. Many do not. During the ESS course students will consider the ecological footprint and of the society they want to live in. They gain the knowledge needed to turn good intentions into action at home and abroad.

### Course outline

## Grade 11

#### Topic 1: Foundations

Feedback, resilience and sustainability

#### Topic 2: Ecology

Populations, feeding relationships and energy

#### Topic 3: Biodiversity

Diversity, evolution and conservation

#### Topic 4: Water

Its availability to humans, fishing and aquatic pollution

## Grade 12

#### Topic 5: Land

Farming, soil quality and food yields

#### Topic 6: Atmosphere and climate change

Stratospheric ozone and the greenhouse effect. What we can and cannot do to prepare for climate **change**.

#### Topic 7: Natural resources

Sustainable use, electricity generation and waste disposal

## Topic 8: Human populations

How these change, how we design cities and control urban air pollution.

### Skills developed

- Acquire an understanding of environmental systems at local and global scales
- Apply the knowledge, methodologies and skills to analyse environmental systems and questions
- Appreciate the connections between environmental systems and societies, and the changes under way
- Value the roles of personal, local and global perspectives in informed decisions and taking action on environmental issues
- Be aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- Develop awareness of the diversity of environmental value systems
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- Engage with the controversies that surround a variety of environmental issues
- Create solutions to environmental issues by engaging in local and global contexts

### Assessment

IB ESS requires students to understand broad topics. They must also interpret data. They are often asked to justify responses to complex problems.

Students receive formative assessments to build writing skills and check for their understanding in all topics. Summative assessments will include tests, assignments and investigations to verify student growth for internal grades and reporting.

Final IB grades are determined by three assessments: a personal research project to be completed before the end of Semester 3 (fall of Year 2), and two exam papers written at the end of Semester 4 (spring of Year 2).

### Assessment weighting

Assessment Component	SL	HL
<b>External assessment</b>	<b>75%</b>	<b>80%</b>
Paper 1 Case study (40 marks)	25%	30%
Paper 2 Section A: short response (25 marks - 19%)  Section B: essay response (40 marks - 31%)	50%	50%

<b>Internal assessment</b>	<b>25%</b>	<b>20%</b>
Individual Investigation (30 marks)	25%	20%

# Physics

## Course Description

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP physics course are to enable students to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and Technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge

## Course Outline

- The structure of this physics syllabus is intended to promote concept-based learning and teaching that can be connected through three concepts: energy, particles and forces. These three concepts appear throughout the physics syllabus in each of the themes.
- There are five organizing themes in the physics syllabus.

### A. Space, time and motion

A.1 Kinematics • A.2 Forces and momentum • A.3 Work, energy and power • A.4 Rigid body mechanics \*\*\* A.5 Galilean and special relativity \*\*

## **B. The particulate nature of matter**

B.1 Thermal energy transfers • B.2 Greenhouse effect • B.3 Gas laws • B.4 Thermodynamics \*\*\* B.5 Current and circuits •

## **C. Wave behaviour**

C.1 Simple harmonic motion \*\* C.2 Wave model • C.3 Wave phenomena \*\* C.4 Standing waves and resonance • C.5 Doppler effect \*\*

## **D. Fields**

D.1 Gravitational fields \*\* D.2 Electric and magnetic fields \*\* D.3 Motion in electromagnetic fields • D.4 Induction \*\*\*

## **E. Nuclear and quantum physics**

E.1 Structure of the atom \*\* E.2 Quantum physics \*\*\* E.3 Radioactive decay \*\* E.4 Fission • E.5 Fusion and stars •

- Topics with content that should be taught to all students
- \*\* Topics with content that should be taught to all students plus additional HL content
- \*\*\* Topics with content that should only be taught to HL students

## **Skills Developed**

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire a body of knowledge, methods and techniques that characterise science and technology
- Apply and use a body of knowledge, methods and techniques that characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Develop and apply 21st century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding relationships between scientific disciplines and their influence on other areas of knowledge.

## **Assessment**

IB Physics requires students to develop in-depth understanding of broad topics, and an ability to interpret and analyse data as well as solve problems. Hence students will receive periodic formative assessments to build skills in problem solving and check for their understanding in all topics. Summative assessments will include tests, assignments and investigations to verify student growth.

## **Assessment HL & SL**

Assessment Component	Weighting
<b>External assessment</b>	<b>80%</b>
Paper 1: Multiple choice questions	36%
Paper 2: Short answer and extended response questions	44%

<b>Internal assessment</b>	<b>20%</b>
IB Physics requires students to engage in a variety of practical work in both collaborative and independent format. The final submission will be an individual investigation of 6-12 pages.	20%

## Group 5: Mathematics

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics. These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the world and to other subjects. Each course is designed to meet the needs of a particular group of students. Mathematics: analysis and approaches (HL and SL) and Mathematics: applications and interpretation (SL).

Both Mathematics courses share a common core but with very different approaches. In both courses, students in these subjects are expected to have a sound mathematical background. Students aiming for the Higher Level, need to be particularly adept and knowledgeable with functions and the manipulation of mathematical expressions.

### Mathematics: analysis and approaches (HL & SL)

#### Course Description

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

#### *Mathematics: analysis and approaches: Distinction between SL and HL*

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at a higher level will have strong algebraic skills and the ability to understand proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

#### Course Outline

**Mathematics SL and HL courses share the same core syllabus.**

#### Course Outline SL

**Grade 11:** Topic 1, topic 2, topic 4

**Grade 12:** Topic 3, Topic 5

## **Course Outline HL**

Grade 11: Topic 1, topic 2, topic 3, topic 6

Grade 12: Topic 4, Topic 5

### **TOPICS:**

**Topic 1: Number and algebra** - Number and algebra allow us to represent patterns, show equivalencies and make generalizations which enable us to model real-world situations. Algebra is an abstraction of numerical concepts and employs variables which allow us to solve mathematical problems.

**Topic 2: Functions** - Models are depictions of real-life events using expressions, equations or graphs while a function is defined as a relation or expression involving one or more variables. Creating different representations of functions to model the relationships between variables, visually and symbolically as graphs, equations and tables represents different ways to communicate mathematical ideas.

**Topic 3: Geometry and trigonometry** - Geometry and trigonometry allows us to quantify the physical world, enhancing our spatial awareness in two and three dimensions. This topic provides us with the tools for analysis, measurement and transformation of quantities, movements and relationships.

**Topic 4: Statistics and Probability** - This unit consists of two sections. The first one focuses on basic probability and statistics, through the concepts of data collection, manipulation and analysis, and is linked to modelling through linear regressions. The second part focuses on the study of probabilistic events described by probability distributions, such as the normal distribution.

**Topic 5: Calculus** - Calculus describes rates of change between two variables and the accumulation of limiting areas. Understanding these rates of change and accumulations allow us to model, interpret and analyze real- world problems and situations. Calculus helps us to understand the behaviour of functions and allows us to interpret the features of their graphs.

### **Aims**

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives



- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

## Assessment

### Assessment SL

Assessment Component	Weighting
<b>External assessment</b>	<b>80%</b>
Paper 1: (90 minutes) – No technology allowed. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	40%
Paper 2: (90 minutes) – Technology required. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus	40%
<b>Internal assessment</b>	<b>20%</b>
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration (20 marks) Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	20%

### Assessment HL

Assessment Component	Weighting
<b>External assessment</b>	<b>80%</b>
Paper 1: (120 minutes) – No technology allowed. (110 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	30%
Paper 2: (120 minutes) – Technology required. (110 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	30%

Paper 3: (60 minutes) – Technology required. (55 marks) Two compulsory extended response problem-solving questions.	20%
<b>Internal assessment</b>	<b>20%</b>
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration (20 marks)</p> <p>Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.</p>	20%

## Mathematics: applications and interpretation (SL only)

### Course Description

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

### Course Outline

**Grade 11:** Topic 1, topic 2, topic 3, topic 4, topic 5

**Grade 12:** Topic 6, topic 7

**Topic 1 Number and algebra:** Number and algebra allow us to represent patterns, show equivalencies and make generalizations which enable us to model real-world situations. Algebra is an abstraction of numerical concepts and employs variables to solve mathematical problems.

**Topic 2 Functions:** Models are depictions of real-life events using expressions, equations or graphs while a function is defined as a relation or expression involving one or more variables. Creating different representations of functions to model the relationships between variables, visually and symbolically as graphs, equations and/or tables represents different ways to communicate mathematical ideas.

**Topic 3 Geometry and trigonometry:** Geometry and trigonometry allow us to quantify the physical world, enhancing our spatial awareness in two and three dimensions. This branch provides us with the tools for analysis, measurement and transformation of quantities, movements and relationships.

**Topic 4 Statistics and probability:** Statistics is concerned with the collection, analysis and interpretation of quantitative data and uses the theory of probability to estimate parameters, discover empirical laws, test hypotheses and predict the occurrence of events. Statistical representations and measures allow us to represent data in many different forms to aid interpretation.

Probability enables us to quantify the likelihood of events occurring and so evaluate risk. Both statistics and probability provide important representations which enable us to make predictions, valid comparisons and informed decisions. These fields have power and limitations and should be applied with care and critically questioned, in detail, to differentiate between the theoretical and the empirical/observed. Probability theory allows us to make informed choices, to evaluate risk and to make predictions about seemingly random events.

**Topic 5 Calculus:** Calculus describes rates of change between two variables and the accumulation of limiting areas. Understanding these rates of change allows us to model, interpret and analyze real-world problems and situations. Calculus helps us understand the behaviour of functions and allows us to interpret the features of their graphs.

### Aims

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

## Assessment

Assessment Component	Weighting
<b>External assessment</b>	<b>80%</b>
Paper 1: (90 minutes) - Technology required. (80 marks) Compulsory short-response questions based on the syllabus.	40%
Paper 2: (90 minutes) - Technology required. (80 marks) Compulsory extended-response questions based on the syllabus.	40%
<b>Internal assessment</b>	<b>20%</b>
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

## Group 6: The Arts

### Film

#### Course Description

Film is a powerful and stimulating art form and practice.

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

#### Course Outline

##### Grade 11

There are six (6) UNITS that you will be completing this year: :

- Unit 0 Intro to Film
- Unit 1 Signs and Symbols
- Unit 2 Story
- Unit 3 Intertextuality
- Unit 4 Ideology
- Unit 5 Frames & Images

##### Grade 12

In grade 12 we start focusing on the IB DP Tasks (read exam pieces).

- Task 1 - Textual Analysis (TA)
- Task 2 - Comparative Study (CS)
- Task 3 - Film Portfolio (FP)
- Task 4 - Collaborative Film Project (CFP) HL Only

#	Unit Name	Description	Skills
1	Looking at Movies	<ul style="list-style-type: none"><li>• What is a movie?</li><li>• Ways of looking at movies</li><li>• Invisibility and cinematic language</li><li>• Cultural invisibility</li><li>• Implicit/Explicit meaning</li></ul>	Inquiry, Action and Reflection is at the core of DP Film. The students will be exploring, experiencing and considering how film is constructed and

		<ul style="list-style-type: none"> <li>Formal &amp; cultural analysis</li> </ul>	<p>what it means through the stated focus of the unit by:</p> <ul style="list-style-type: none"> <li>Reading Film</li> <li>Contextualising Film</li> <li>Exploring Film Production Roles</li> <li>Collaboratively Making Film</li> </ul>
2	Principles of Film Form	<ul style="list-style-type: none"> <li>Form and content</li> <li>Form and expectations</li> <li>Patterns</li> <li>Realism, antirealism, formalism</li> <li>Cinematic language</li> </ul>	
3	Types of Movies	<ul style="list-style-type: none"> <li>Narrative</li> <li>Narrative, documentary, and experimental movies</li> <li>Hybrid movies</li> <li>Genre: gangster, film noir, sci-fi, horror, the Western, and musicals</li> <li>Evolution and transformation in genre</li> <li>Animation</li> </ul>	
4	Elements of Narrative	<ul style="list-style-type: none"> <li>Narrative structure</li> <li>The screenwriter</li> <li>Elements of Narrative</li> <li>Story/Plot, order, events, duration, suspense vs. surprise, repetition, setting, scope</li> </ul>	
5	Mise-en-Scène	<ul style="list-style-type: none"> <li>What is mise-en-scène?</li> <li>Design</li> <li>Lighting</li> <li>Composition</li> <li>Kinesis</li> <li>Approaches</li> </ul>	
6	Cinematography	<ul style="list-style-type: none"> <li>What is cinematography?</li> <li>Director of photography</li> <li>Cinematographic properties of the shot</li> <li>Framing (implied proximity, depth, angle and height, movement)</li> <li>Speed and length of shot</li> <li>Special effects</li> </ul>	
7	Editing	<ul style="list-style-type: none"> <li>What is editing?</li> <li>The film editor</li> <li>Functions</li> <li>Approaches: continuity, discontinuity</li> </ul>	

		<ul style="list-style-type: none"> <li>Editing techniques and transitions</li> </ul>	
8	Sound	<ul style="list-style-type: none"> <li>What is sound?</li> <li>Sound production</li> <li>Describing film sound</li> <li>Sources: Diegesis</li> <li>Types: vocal, environmental, music, silence</li> <li>Functions: Awareness, expectations, POV, Rhythm, characterization, continuity, emphasis</li> </ul>	
9	Film History	<ul style="list-style-type: none"> <li>What is film history?</li> <li>Approaches: aesthetic, technological, economic, social history</li> <li>Overview of film history</li> <li>Modern movements and developments in international cinema - UK, Denmark, Germany, Austria, Japan, China, India, Middle Eastern and North African, Latin American</li> <li>New American cinema</li> </ul>	
10	How the Movies are Made	<ul style="list-style-type: none"> <li>Money, methods, and materials</li> <li>Film and digital technologies</li> <li>How a movie is made</li> <li>The studio system</li> <li>The independent system</li> <li>Financing in the industry</li> <li>Marketing and distribution</li> <li>Production in Hollywood today</li> </ul>	
IBDP Exam Work	Task 1 - Textual Analysis (TA)	A written textual analysis on a prescribed title	<ul style="list-style-type: none"> <li>Reading Film</li> <li>Contextualising Film</li> </ul>
	Task 2 - Comparative Study (CS)	A recorded multimedia comparative study	<ul style="list-style-type: none"> <li>Reading Film</li> <li>Contextualising Film</li> </ul>
	Task 3 - Film Portfolio (FP)	Film reel with accompanying portfolio pages	<ul style="list-style-type: none"> <li>Contextualising Film</li> </ul>

			<ul style="list-style-type: none"> <li>Exploring Film Production Roles</li> <li>Collaboratively Making Film</li> </ul>
	Task 4 - Collaborative Film Project (CFP) HL Only	A completed film with a project report	<ul style="list-style-type: none"> <li>Contextualising Film</li> <li>Exploring Film Production Roles</li> <li>Collaboratively Making Film</li> </ul>

## Skills Developed

Inquiry, Action and Reflection is at the core of DP Film. The students will be exploring, experiencing and considering how film is constructed and what it means through the stated focus of the unit by:

- Reading Film
- Contextualising Film
- Exploring Film Production Roles
- Collaboratively Making Film

## Assessment

Assessment Type	Assessment Format	Weighting of final grade (%)	
		SL	HL
External Assessments		60	75
Textual Analysis	Students at both SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text, based on a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements in their analysis, which is written using appropriate subject-specific terminology. Each student submits the following for assessment. 1. A written textual analysis (1,750 words maximum) and a list of all sources used.	30	20
Comparative Study	Students at SL and HL carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Each student submits the following for assessment.	30	20



	<ol style="list-style-type: none"> <li>1. A recorded multimedia comparative study (10 minutes maximum).</li> <li>2. A list of all sources used.</li> </ol>		
Collaborative Film Project (HL Only)	<p>Making clear links to films and filmmakers they have encountered, concepts and contexts explored, and skills and techniques acquired, students at HL work collaboratively to plan and create an original completed film. Students work in core production teams of two to four students for this project, with each individual writing a project report that supports and evidences their chosen film production role taken during the production phases. The focus of this task is on the nature of collaboration throughout the creative process and on the individual student's ability to effectively contribute to the successful realization of the group's agreed intentions.</p> <p>Each student submits the following.</p> <ol style="list-style-type: none"> <li>1. A project report (2,000 words maximum) and a list of all sources used.</li> <li>2. A completed film (7 minutes maximum).</li> </ol>	n/a	35
<b>Internal Assessment</b>		<b>40</b>	<b>25</b>
Film Portfolio	<p>Students at SL and HL undertake a variety of filmmaking exercises in a range of film production roles in order to fulfill defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. Students reflect on how learning has further contributed to their understanding of film production roles and the extent to which their filmmaker intentions were fulfilled.</p> <p>Each student submits a film portfolio for assessment, containing the following.</p> <ol style="list-style-type: none"> <li>1. Portfolio pages (9 pages maximum: 3 pages maximum per film production role) and a list of all sources used.</li> <li>2. A film reel (9 minutes maximum: 3 minutes maximum per film production role, including one completed film).</li> </ol>	40	25
	3.		
<b>TOTAL</b>		<b>100</b>	<b>100</b>

## Theatre

### Course Description

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

### Course Outline

#### Grade 11

There are six (6) major units that you will be completing this year:

- Introduction to Theatre
- Being a Theatre-Maker
- Staging Play Texts
- Exploring World Theatre Traditions
- Collaboratively Creating Theatre
- Performing Theatre Theory

*Note: Within each unit, students will be exposed to theatre traditions, theatre texts, theorists of theatre, and the devising processes of collaborative theatre groups.*

#### Grade 12

Each Unit for this year is focused on the completion of remaining IBDP Tasks (read exam pieces).

#	Unit Name	Description	Skills
1	Intro to DP Theatre (Year 1, Semester 1)	Understanding the core elements of DP Theatre, the importance of research and reflection in the creative process, and the key relationships between performers and audiences	<ul style="list-style-type: none"><li>• Inquiring</li><li>• Exploration of self through movement, performance and reflection</li></ul>
2	Becoming a Theatre-Maker (Year 1, Semester 1)	Understanding the theatre-making process, examining four perspectives of	<ul style="list-style-type: none"><li>• Inquiring</li><li>• Developing</li></ul>

		<p>theatre-making, looking at staging (performance spaces and elements and production elements), discovering theatre-maker intentions, and exploring moments of Tension, Emotion, Atmosphere, and/or Meaning (T.E.A.M.)</p>	<ul style="list-style-type: none"> <li>• Voice and body in theatre-making</li> </ul>
3	Staging Play Texts (Year 1, Semester 1)	<p>Reading, examining, and interpreting play texts with an eye toward turning text into action.</p>	<ul style="list-style-type: none"> <li>• Inquiring</li> <li>• Developing</li> <li>• Theatre processes</li> <li>• Presenting</li> </ul>
4	Exploring World Theatre (Year 1, Semester 1)	<p>Researching significant world theatre traditions, examining the performance conventions of them, and developing a personal practice to better understand the performance convention.</p>	<ul style="list-style-type: none"> <li>• Inquiring</li> <li>• Developing</li> <li>• Presenting</li> <li>• Evaluating</li> </ul>
5	Collaboratively Creating Theatre (Year 1, Semester 2)	<p>Working collaboratively and exploring the devising practices of theatres to create original theatre.</p>	<ul style="list-style-type: none"> <li>• Inquiring</li> <li>• Developing</li> <li>• Presenting</li> <li>• Evaluating</li> </ul>
6	Performing Theatre Theory (Year 1, Semester 2)	<p>Researching and applying the theories of theatre practitioners to create original, solo performances while influencing other aspects of interpretation and performance.</p>	<ul style="list-style-type: none"> <li>• Inquiring</li> <li>• Developing</li> <li>• Presenting</li> <li>• Evaluating</li> </ul>
IBDP Exam Work Units	Research Presentation (Year 1, Semester 1)	<p>Preparing and delivering a 15-minute presentation on a world theatre tradition as well as a demonstration of a convention of that tradition through a moment of theatre</p>	<ul style="list-style-type: none"> <li>• Inquiring</li> <li>• Developing</li> <li>• Presenting</li> <li>• Role: Performer</li> </ul>
	Production Proposal (Year 2, Semester 1)	<p>Developing, documenting, and reflecting on ideas regarding how a play text could be staged for audiences</p>	<ul style="list-style-type: none"> <li>• Inquiring</li> <li>• Developing</li> <li>• Roles: Director &amp; Designer</li> </ul>
	Collaborative Project (Year 2, Semester 1-2)	<p>Collaborating, creating, performing, and reflecting on an original piece of theatre to</p>	<ul style="list-style-type: none"> <li>• Inquiring</li> <li>• Developing</li> <li>• Presenting</li> </ul>

		a specified target audience using the devising methods of a chosen theatre company	<ul style="list-style-type: none"> <li>Evaluating</li> <li>Roles: Creator, Director, Designer, Performer</li> </ul>
	Solo Theatre Piece (HL Only) (Year 2, Semester 1-2)	Creating and presenting a solo theatre piece based on aspects of a chosen theatre theory	<ul style="list-style-type: none"> <li>Inquiring</li> <li>Developing</li> <li>Presenting</li> <li>Evaluating</li> </ul> Roles: Creator, Director, Designer, Performer

## Skills Developed

The four core elements of the IB theatre-making process are:

- Inquiring
- Developing
- Presenting
- Evaluating

In addition, the aims of the theatre course are to enable students to:

- explore theatre in a variety of contexts and understand how these contexts inform practice (inquiring)
- understand and engage in the processes of transforming ideas into action (developing)
- apply theatre production, presentation and performance skills, working both independently and collaboratively, reflect on processes (presenting and evaluating)
- understand and appreciate the relationship between theory and practice (presenting and evaluating).

## Assessment

Assessment Type	Assessment Format	Weighting of final grade (%)	
		SL	HL
External Assessments		70	80
Solo Theatre Piece	Research a theatre theorist you have not previously studied, identify an aspect of theory and create and present a solo theatre piece that demonstrates the practical application of this theory to a theatre piece for an audience.	n/a	35
Collaborative Project	Collaboratively create and perform an original piece of theatre created from a starting point of your choice.	40	25
Research Presentation	Deliver and video record an individual research presentation in which you provide evidence of your academic and practical exploration and learning of a world theatre tradition you have not previously studied.	30	20

Internal Assessments		30	20
Production Proposal	Formulate a vision for the design and theoretical staging of an entire play text for an audience.	30	20
<b>TOTAL</b>		<b>100</b>	<b>100</b>

## Visual Arts

### Course Description

The IB Visual Arts course at UWC ISAK Japan is a course that cherishes creativity and growth, with studio experience and making at its core. It encourages students to challenge and expand their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as independent and authentic art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

### Course Outline

SL and HL courses share the same core syllabus.

Throughout the course students are expected to experience working with a variety of different art-making and conceptual forms. SL students should, as a minimum, experience working with at least two art-making forms, HL students should, as a minimum, experience working with at least three art-making forms.

### G11 Semester 1

#### Investigating Art-Making Processes:

Students are introduced to different approaches to art-making and the use of the Art Journal to develop ideas and critical self-evaluation. Skills are developed in different media: drawing, printing, screen-based work.

### G11 Semester 2

#### Investigating Art-Making Processes:

Students further explore approaches to art-making and the use of the Art Journal to develop a more personal direction and artistic identity. Skills are developed in different media: 3D, photography, painting, printing, digital, generative AI.

#### Comparative Study

- How can artworks be analysed through different critical perspectives?
- Analysis of formal qualities, evaluation of cultural context and significance, understanding of function and purpose.
- A set of 15 screens analysing three artworks from contrasting cultures and times

### Grade 12

#### G12 Semester 1

#### Exhibition

- What are the elements that bring coherence to the artworks created?
- What elements can be developed further?
- How can critical investigation into art and artists be used to develop artistic practice?
- How can one articulate the connections between artworks and the development of artistic practice?

- 8 resolved artworks; Exhibition texts; 16 Process Portfolio screens

## G12 Semester 2

### Comparative Study

- Final editing of the Comparative Study (+ linking of studio practice for HL students)
- 15 complete screens, fully cited and plagiarism checked, creatively presented + 5 screens for HL connecting to artistic practice + bibliography. Presented as a single PDF + biography

### Process Portfolio

- Selection and editing of existing screens. Creation of new screens to fill gaps identified by analysing the existing screens against the assessment criteria

### Exhibition

- Selection of works for Exhibition
- Exploring coherence – skills/techniques/media/imagery/conceptual + resolution
- SL – 4 to 7 works; HL – 8 to 11 works
- Creation of Curatorial Rationale & Exhibition texts  
SL - 400 words, fully cited, plagiarism checked; HL - 700 words, fully cited, plagiarism checked
- Creation of Exhibition
- Selection of space and arrangement in line with the curatorial rationale

## Skills Developed

The aims of the arts subjects are to enable students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills
- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas

## Assessment

### Assessment SL

Assessment Component	Weighting
<b>External assessment</b>	<b>60%</b>
Comparative study: 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists; A list of sources used	20%
Process Portfolio: 9-18 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40%

<b>Internal assessment</b>	<b>40%</b>
Exhibition: 4-7 works that form a coherent exhibition; a curatorial rationale that explains the structure and content of the exhibition (700 words); exhibition texts (stating the title, medium, size and intention) for each artwork	40%

## Assessment HL

<b>Assessment Component</b>	<b>Weighting</b>
<b>External assessment</b>	<b>60%</b>
Comparative study: 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists; 3–5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined; A list of sources used	20%
Process Portfolio: 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40%
<b>Internal assessment</b>	<b>40%</b>
Exhibition: 8-11 works that form a coherent exhibition; a curatorial rationale that explains the structure and content of the exhibition (700 words); exhibition texts (stating the title, medium, size and intention) for each artwork	40%



## Core Elements (Academic)

### Theory of Knowledge (TOK)

#### Course Description

The aim of Theory of Knowledge (TOK) is to help students to think critically about the world around them and the other IB subjects they are taking. It looks at the questions: What do we know? How do we know it? In answering the question of 'how do we know', students explore their own world through the Core Theme—Knowledge and the Knower—and various optional themes like Knowledge and Language, Knowledge and Technology, etc. The Areas of Knowledge (AOKs) encompass all of the subjects and fields in which knowledge has been constructed and continue to grow and expand. There are five AOKs—The Arts, History, the Natural Sciences, the Human Sciences and Mathematics. Students understand how and why knowledge is constructed in these AOKs, digging deeply into the nature of knowledge.

Grounding these explorations are knowledge questions which are general, debatable, and about knowledge. The purpose of knowledge questions is to frame research into a question that can be explored in multiple ways. Real-life situations usually provide support for the exploration of knowledge questions in the real world.

Theory of Knowledge is a core of the IB Diploma programme and is important for future success beyond UWC ISAK Japan as students are required to think critically, ask searching questions, and understand who they are and how their own values, beliefs and opinions shape how they grow and learn.

#### Course Outline

##### Grade 11

The Core Theme: Knowledge and the Knower

Optional Themes (students have to study any two of these): Knowledge and Technology, Knowledge and Language, Knowledge and Politics, Knowledge and Religion, Knowledge and Indigenous Societies

Assessment: The TOK Exhibition (internal assessment)

##### Grade 12

The Areas of Knowledge (students have to study all): History, Arts, Human Sciences, Natural Sciences, Mathematics

Assessment: The TOK Essay (external assessment)

#### Skills Developed

- Capacity to develop rigorous and cogent arguments
- Ability to make reasoned judgments
- Understanding the purposes, values and limitations of a range of sources of information
- Critical thinking
- Analysis, synthesis and interpretation of information
- Research and selection of materials
- Communication and writing
- Organisation and self-management

- Storytelling
- Collaboration

## **Assessment**

Assessment 1: The TOK Exhibition (internal assessment) - a 950-word commentary on three objects chosen by the student, grounded in any one of 35 IA prompts. Max marks: 10; Weighting: 33 per cent

Assessment 2: The TOK Essay (external assessment) - a 1600-word essay on one of 6 essay titles published each year by the IB. Max marks: 10; Weighting: 67 per cent

## Extended Essay (EE)

### Description

The Extended Essay (EE) is an exciting opportunity for students to undertake independent research, within a particular subject area of your choice. The extended essay helps prepare students for success at university by promoting academic research and writing skills, providing students with an opportunity to engage in personal research that leads to a major piece of formally presented, structured writing.

The World Studies Extended Essay (WSEE) gives students an opportunity to undertake an in-depth and independent investigation into a topic of their choice that considers the relationship between subjects and allows for meaningful connections to be made in relation to their chosen area of research. The WSEE is required to be transdisciplinary which means that it should be clearly connected with two IB subjects.

### Assessment

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34.

**The EE is graded out of 34 points; broken into five main sections.**

- A: Focus and method [6 points]
- B: Knowledge and understanding [6 points]
- C: Critical thinking [12 points]
- D: Presentation [4 points]
- E: Engagement [6 points]