September 2025

IBDP Prospectus 2026-28

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Introduction

The purpose of this prospectus is to provide information that answers the questions students and parents may have about the academic programmes in Years 12 and 13. It is hoped that this information will help our students to make a successful transition to the Senior School. The programmes of study in Year 12 and 13 are the International Baccalaureate Diploma Programme (IBDP), International Baccalaureate Career-related Programme (IBCP) and the IB Courses Programme. Further details of the IBCP can be found at the following URL www.rchk.edu.hk/ibcp

At Renaissance College, we believe in the development of the student as a whole person, intellectually, emotionally, physically, and socially, so that when they leave us, they are prepared life-long learners ready for active world citizenship. We aim to equip them for future decision-making roles by presenting them with a rigorous educational programme aimed at the development of their talents and skills. At the same time, we aim to nurture in our students an understanding of themselves and others in a world of cultural diversity, in that this will lead to a sense of interdependence and open-mindedness. The International Baccalaureate Diploma Programme matches well with the overall aims of the culminating phase of our educational programme. We aim to uphold rigorous standards of learning and inquiry within an academic framework that is both broad and deep.

In order to accomplish these aims, Renaissance College seeks to provide a pleasant and stimulating environment for its students, in which the effective development of the whole person can take place. This is facilitated by caring and capable staff, by ongoing development of its academic resources, and by the provision of a lively extra-curricular programme of activities and events.

The IB Diploma Programme Overview

Who should take the IB Diploma?

The IB Diploma Programme is designed for students who have successfully completed their middle years of secondary schooling.

Various indicators of this success exist as possible pathways for entry into the IB Diploma Programme.

- Successful completion of the IB Middle Years Programme
- An average, or predicted average, of 5 Grade C's in the IGCSE examinations
- New applicants will be admitted to the college and the programme on the basis of school transcripts, written applications, interviews, and admission tests
- Students who have not completed these will still be considered on a case-by-case basis

Students successfully completing any of the above will normally be entered into the IB Diploma Programme. Students with grades lower than the requirement but who, in the judgement of the IB Diploma Coordinator, would be suitable candidates for Year 12 entry may be admitted as an IB Courses student. However, all cases will be evaluated on an individual basis, and the College reserves the right to accept or reject any application at its discretion. Students will be counselled on the correct choice of either full Diploma status or Courses status.

The IB Diploma Programme Curriculum Model

As this diagram shows, the curriculum consists of six subject groups. Every Diploma candidate must take at least one subject from each of Groups 1 to 5 and must then satisfy the Group 6 requirement.

Subjects are offered at two levels: Higher Level (HL) and Standard Level (SL). Those at Higher Level are widely recognised as being equivalent in merit to the British "A" Level or to the Advanced Placement in the United States. Subjects at Standard Level are less demanding.

IB Diploma Programme and IB Courses

For the IB Diploma Programme

- This programme is aimed at motivated and capable students
- Students take a total of 6 subjects: 3 subjects at Higher Level and 3 at Standard Level
- Students write a 4000-word Extended Essay based upon independent research
- Students follow a Theory of Knowledge (ToK) course
- Students complete the Creativity, Activity and Service (CAS) extra-curricular programme, which has a special emphasis on cooperative and community-based activities

For IB Courses

- This curriculum is aimed at students who will find the full IB Diploma unsuitable or not necessary
- Students are free to take whatever combination of subjects and levels the timetable allows
- Students will take external examinations in their IB subjects and receive certification from the IB
- Students complete the Creativity, Activity and Service (CAS) extra-curricular programme, which has a special emphasis on cooperative and community-based activities
- While completion of CAS is not an IB requirement for Courses, it is an internal requirement for graduation from Renaissance College

Please note that both IB Diploma students and IB Courses students are eligible for the Renaissance College High School Diploma if they complete their respective programmes.

The Application Process

Current Students

In October each year, there is a presentation to interested parents and students on the IB Diploma Programme. The IB Diploma Programme Coordinator outlines the details of the programme, while Heads of Department outline the details of each subject and its requirements. The Further Education Counsellors will also be available to answer any questions about the implications of subject choices on university applications. Students, in discussion with their parents and current teachers, then determine which courses in each subject group might be appropriate for them. This information is then submitted to the IB Diploma Programme Coordinator who may consult further with the student and their subject teachers as to the suitability of their choices.

Where there are concerns about the student's present level of achievement or commitment, the College reserves the right not to accept a student into the Diploma Programme. Such students may be guided into doing the IB Courses Programme.

Entering the IB Diploma Programme from another school

Students applying from outside of Renaissance College must complete the normal admissions procedures. The application will be reviewed and transcripts forwarded from their previous school.

Planning a course of study

Students need to be aware of their strengths and interests as they consider which subjects to take. They should carefully review school reports and subject teacher feedback in making their option choices. They should also take into account their future study and career plans. Students should become familiar with the requirements and expectations of the universities and colleges in the countries where they intend to apply. They are strongly encouraged to consult with the Further Education Counsellors and to undertake their own research through visiting the online admissions departments at their prospective universities and colleges.

Higher Level or Standard Level

For many students, once the individual subjects have been chosen, the greatest difficulty is in deciding what level of study is appropriate: Higher Level or Standard Level. Students need to carefully balance their own interests and abilities with university requirements. Students are urged to speak to the Heads of Department or their teachers to find out the differences between Higher Level and Standard Level. In some subjects, the difference between Higher Level and Standard Level is mainly the amount of work in the syllabus, and in others, it is a variation in the degree of difficulty.

Sample Programme of Study

Below are listed several programmes of study for students entering the IB Diploma Programme, and the type of university programme they might go onto. These are in no way definitive.

A native or near-native Chinese speaker with a strong interest in the Sciences, possibly leading to medicine or engineering:

- Higher Level: Mathematics, Chemistry, Physics
- Standard Level: Chinese A Literature, English Language and Literature, Business Management

A native or near-native English speaker who is interested in the Arts and Humanities:

- Higher Level: English A Literature, Visual Arts, History
- Standard Level: Mathematics, Biology, Spanish *ab initio*

A bilingual student with a strong interest and ability in languages:

- Higher Level: Chinese A Literature, English Language and Literature, Theatre Arts
- Standard Level: Chemistry, Mathematics, Geography

Overview of Subject Groupings

Subjects offered at Renaissance College

Each IB Diploma Programme Group offers a variety of subjects. From that broad list of subjects Renaissance College is currently offering the following:

Group 1: Studies in Languages and Literature	**Higher Level**	**Standard Level**
	English A Literature	English A Literature
	Chinese A Literature	Chinese A Literature
	English A Language and Literature	English A Language and Literature
	Chinese A Language and Literature	Chinese A Language and Literature Self-taught - Japanese, Korean, French, German *Other languages available upon request*
Group 2: Languages Acquisition	**Higher Level**	**Standard Level**
	Chinese B	Chinese B
		Chinese B (anticipated entry)
		Spanish Ab
		French Ab
Group 3: Individuals and Societies	**Higher Level**	**Standard Level**
	Business Management	Business Management
	Economics	Economics
	History	History
	Global Politics	Global Politics
	Geography	Geography
	Psychology	Psychology
	Environmental Systems & Societies	Environmental Systems & Societies
Group 4: Experimental Sciences	**Higher Level**	**Standard Level**
	Biology	Biology
	Chemistry	Chemistry
	Design Technology	Design Technology
	Physics	Physics

	Sports, Exercise and Health Science	Sports, Exercise and Health Science
	Environmental Systems & Societies	Environmental Systems & Societies
	Computer Science	Computer Science
		Food Science
Group 5: Mathematics	**Higher Level**	**Standard Level**
	Mathematics: Analysis & Approaches	Mathematics: Analysis & Approaches
	Mathematics: Applications & Interpretations	Mathematics: Applications & Interpretations
Group 6: Arts and Electives	**Higher Level**	**Standard Level**
	Music	Music
	Theatre Arts	Theatre Arts
	Visual Art	Visual Art
	Film*	Film*
	A second Group 3	A second Group 3
	A second Group 4	A second Group 4
	A third language	A third language

NB: Subject availability is not guaranteed

*The school may be able to offer some additional subjects (e.g. Film HL/ SL) through the IB's online provider, Pamoja. Details of available courses can be found at www.pamojaeducation.com and these come with an additional cost.

An Introduction to IBDP Languages

Languages offered at IB Diploma level are English, Chinese, Spanish and French. Students must take at least two languages as part of the IB Diploma: one as a Language A, and a second as a second Language A, if appropriate, or a Language B (second language course) or Language *ab initio* (beginners course). Please note that with regard to Language A in Chinese and English there are two courses, as described in the next section; (i) literature and (ii) a combination of literature and language. All courses may be taken at Higher Level or Standard Level except for *ab initio* Spanish and French, which are always Standard Level subjects.

Selection of the appropriate level in each language will depend on the student's previous study background and academic record. MYP Language A students are expected to progress to the relevant DP Language A course. Language A courses are designed for students with fluency in the target language. DP A Literature courses are exclusively literature-based while A Language and Literature courses combine language and literature study. Language B courses are for students who have already been studying a language B course like MYP Language B. *Ab initio* courses are for students with little or no prior experience of the language. Language B and *Ab initio* courses focus on developing communicative competence.

In exceptional cases, a student wishing to take more than two languages may elect to study a third language as a Group 6 subject. Only English, Chinese, Spanish, and French will be timetabled within the current timetable, thus further native languages must be taken as self-taught study. Self-taught candidates may take Language A at Standard Level only. While no instruction in the target language will be provided at the college, internal supervision and assistance with aspects of the course will be provided.

Group 1: Studies in Language and Literature

Language A - Language and Literature

Aims:

- To promote in students an enjoyment of and lifelong interest in language and literature.
- To explore how we make links between a variety of written and visual texts and how language is used.
- To develop text analysis skills and an understanding that texts can be both literary and non-literary.
- To encourage students to question the meaning generated by language and text.
- To become aware of the role of each text's wider context in shaping its meaning.

Course Description:

This course examines a range of literary and non-literary texts. There are three areas of exploration:

- **Readers, writers and texts** focuses on the investigation of the ways in which non-literary and literary texts communicate ideas.
- **Time and space** draws attention to the fact that texts reflect a range of historical and/or cultural perspectives.
- **Intertextuality: connecting texts** focuses on the connections between and among diverse texts, traditions, creators and ideas.

Each part of the course will consider six guiding conceptual questions:

Readers, writers and texts

- Why and how do we study language and literature?
- How are we affected by texts in various ways?
- In what ways is meaning discovered, constructed and expressed?
- How does language use vary amongst text types?
- How does the structure or style of a text affect meaning?
- How do texts both offer insights and challenges?

Time and space

- How important is cultural context to the production and reception of a text?
- How do we approach texts from different times and cultures to our own?
- To what extent do texts offer insight into another culture?
- How does the meaning and impact of a work change over time?
- How do texts engage with local and global issues?
- How does language represent social distinctions and identities?

Intertextuality: connecting texts

- How do texts adhere to and deviate from conventions associated with genre or text type?
- How do conventions evolve over time?
- In what ways can diverse texts share points of similarity?
- How valid is the notion of a 'classic' work?
- How can texts offer multiple perspectives of a single issue, topic or theme?
- In what ways can comparison and interpretation be transformative?

Assessment:

Student achievement is evaluated through three assessed components.

Standard Level		
Paper 1 – Guided textual analysis of one unseen literary passage	1hr 15mins	35%
Paper 2 – Comparative essay on literary works studied	1hr 45mins	35%
Individual Oral – Exploration of two texts through a global issue	15 mins	30%

Standard Level		
Paper 1 – Guided textual analysis of two unseen literary passages	2hrs 15mins	35%
Paper 2 – Comparative essay on literary works studied	1hr 45mins	25%
Individual Oral – Exploration of two texts through a global issue	15mins	20%

Higher Level Essay		
1200-1500-word formal essay on a literary or non-literary text		20%
An additional requirement is the Learner portfolio. The portfolio will be a collection and selection of a student's work, including all sorts of tasks students might develop in their interaction with the texts and in their preparation of all assessment components.		

Group 2: Language Acquisition

All students must study a second language; options are:

- Language B
- Language *ab initio*
- Second Language A

Language B

Many factors determine the Group 2 course that a student should take: the student's best language, the language(s) spoken at home and at school, and any previous knowledge of the language of study. The most important consideration is that the language B course should be a challenging educational experience for the student, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a culture different from the student's own. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgement to guide the students.

By the end of Language B courses students should be able to: communicate clearly and effectively in a range of situations in oral and written forms; understand and use a range of vocabulary select a register and style appropriate to various situations; understand and respond to moderately complex written and spoken material assess subtleties of the language in a range of forms, styles and registers; show an awareness of, and sensitivity to, the culture(s) related to the language studied.

Students attempting Higher Level courses are expected to demonstrate a wider range of knowledge and understanding and greater depth of analysis. Assessment comprises a taped oral presentation and two written examination papers.

Students can choose to take Chinese B SL anticipated entry if their language pathway dictates Chinese B HL but they have taken 3 other HL subjects. The content of the Chinese B SL anticipated entry course is the same as the BSL course but completed within the first academic year of the diploma programme.

Assessment:

Standard Level	
Paper 1 – Written Productive Skills	25%
Paper 2 – Receptive Skills	50%
Individual Oral Assessment	25%

Standard Level	
Paper 1 – Written Productive Skills	25%
Paper 2 – Receptive Skills	50%
Individual Oral Assessment	25%

Language *ab initio*

Ab initio is a language programme for beginners in the language (Spanish and French). The course develops the four language skills of listening, speaking, reading and writing. Courses focus on the acquisition of language required for purposes and situations usual in everyday social interaction. The language ab initio syllabus prescribes four topics for each of the five prescribed themes: (1) Identities, (2) Experiences, (3) Human ingenuity, (4) Social organisation and sharing the planet.

Students must complete oral coursework, which is externally moderated, and sit two external written examinations.

Assessment:

Standard Level	
Paper 1 – Written Productive Skills	25%
Paper 2 – Receptive Skills	50%
Individual Oral Assessment	25%

Career Pathways:

Language skills have wide currency in the job market. Language study may form the basis of a diverse range of careers. Students may choose a career specialising exclusively in languages, such as translator, interpreter, editor, language engineer or teacher. However, for many students a highly desirable option will be to study a language alongside another specialisation, enhancing employability in markets in which that language is used. Some disciplines, which notably lend themselves to this kind of career path, include business, economics, engineering and information technology.

Group 3: Individuals and Societies

Individuals and Societies enables students to develop a critical appreciation of:

- human experience and behaviour
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

The following subjects are studied in Group 3: Business Management, Economics, Geography, Global Politics, History, and Psychology - all at Higher and Standard Level. Each subject is designed to foster in students the ability to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of people and societies in a global context.

Business Management

Aims:

The IB Business Management programme is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The emphasis of the course is very much on management decision-making and the day-to-day business functions of marketing, operations management, human resource management and finance.

Course Description:

Four concepts underpin the subject (change, creativity, ethics and sustainability), which provide a valuable opportunity for students to develop interdisciplinary conceptual knowledge from a business management perspective. The course examines various business organisations from different sectors, as well as the broader socio-economic context these organisations operate in.

Students should acquire the skills necessary to become empowered participants in local and world affairs, in particular the ability to think critically and make decisions that take account of ethical concerns and social responsibility. The course also develops subject-specific skills including accounting and financial analysis.

All students also undertake a piece of internal assessment, which involves an in-depth analysis of an actual business. It is not necessary for students to have studied a similar course before and no prior knowledge will be assumed.

Assessment at SL:

Type of assessment	Format of assessment	Weight of final grade
External		70%
Paper 1	Based on a pre-released statement that specifies the context and background of the unseen case study	35%
Paper 2	Based on unseen stimulus material with a quantitative focus	35%
Internal		
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	30%

Assessment at HL:

Type of assessment	Format of assessment	Weight of final grade
External		80%
Paper 1	Based on a pre-released statement that specifies the context and background of the unseen case study	25%
Paper 2	Based on unseen stimulus material with a quantitative focus	30%
Paper 3	Based on unseen stimulus material about a social enterprise	25%
Internal		
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20%

Career Pathways:

Business Management is invaluable to those students planning university study or careers in business administration, marketing, human resources, logistics, or finance, as well as anyone interested in how the business world works.

Economics

Aims:

The IB Economics programme addresses how society allocates scarce resources to provide goods and services. Emphasis is placed on students developing skills in analyzing, and evaluating current events and recognizing their own tendencies for bias. It is not necessary for students to have studied a similar course before and no prior knowledge will be assumed, however for Higher Level students it is recommended that they take DP Maths at either level for ease of syllabus accessibility.

Course Description:

The course is designed to develop students' understanding of the concept of scarcity and the problem of resource allocation within the domestic and international stages. Although economics involves the formulation of theory, it is not a purely theoretical subject as economic theories will be applied to real-world examples and the analysis of current affairs. Graphical interpretations and analysis allow the students to predict and react to stimuli in real-world contexts. Students learn through a mixture of textbook, teacher notes and outside media such as video lectures, newspapers and magazines.

The course is divided into four modules at both Standard Level and Higher Level. These modules are: Introduction to Economics, Microeconomics, Macroeconomics, The Global Economy. Higher Level students study extra units within each module.

Assessment:

All students also undertake a piece of Internal Assessment which consists of a portfolio containing three commentary pieces based on articles relating to the real-world application of economic concepts. The remainder of the formal assessment comes from the external examination at the end of the course.

Assessment at HL

Internal Assessment	Weighting	External Assessment	Weighting
Portfolio of 3 commentaries	20%	Paper 1	20%
		Paper 2	30%
		Paper 3	30%

Assessment at SL

Internal Assessment	Weighting	External Assessment	Weighting
Portfolio of 3 commentaries	30%	Paper 1	30%
		Paper 2	40%

Career Pathways:

The study of Economics is invaluable to those planning to take a university course in

the subject or careers in banking, law, politics, commerce or non-profit organizations. It is also an indispensable subject for those who want to gain further insights into global financial markets, such as foreign exchange and equity markets.

Environmental Systems and Societies

This course is a transdisciplinary subject that counts as both Groups 3 and 4. Please see the course description in the Group 4 section of this document for more details.

Geography

Aims:

Geography at IB Diploma level encourages students to develop a world perspective and a sense of global interdependence, enabling them to understand the interrelationship between people, places and the environment and to develop a responsibility for environmental stewardship and sustainability. Students gain an understanding of the need to plan and manage for future generations and to appreciate the relevance of geography in analysing contemporary world issues. Students will be able to develop and modify their values and attitudes in relation to geographical problems and issues.

Course Description:

Both HL and SL students will study the Core 1 to 3 Units with a focus on 'change', which provide an overview of the key global issues of our times. The purpose is to provide a broad, factual and conceptual introduction to each topic. Many of these global issues also provide an introduction to the UN Sustainable Development Goals (SDGs) in particular those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability.

The concept of the Circular Economy will also form an integral component of the course. The core also develops knowledge of the causes and impacts of global climate change and examines the consumption and security of our global resources. The HL students will also study the Core 4 to 6 Units with a focus on 'interactions', which will provide an overview of the global networks, flows and exchanges arising from the disparities that exist between places. Students will gain an understanding of the roles of globalization, geopolitical power and influence and the multidimensional process of development as well as global risks and resilience from internet security to pollution. The option units studied in both Years 12 and 13 are designed to show a breadth of geographical knowledge across both the physical and human spheres.

Throughout the course, a wide range of skills are taught as “tools to geographers” which will be applied to the exams and the internal assessment. As an internal assessment project, students do an original hypothesis-testing fieldwork study requiring collection and analysis of primary data. This provides a stimulating and practical application of classroom learning.

Assessment:

Assessment at HL

Internal Assessment	Weighting	External Assessment	Weighting
2500-word report	20%	Paper 1 Option Unit (3 structured questions, one extended answer for each optional unit)	35%
		Paper 2 Core 1 to 3 (3 structured questions, one per core unit, plus 1 visual stimulus question and 1 extended answer question from a choice of 2).	25%
		Paper 3 Core 4 to 6 (1 extended answer question consisting of 2 essays from a choice of 3)	20%

Assessment at SL

Internal Assessment	Weighting	External Assessment	Weighting
2500-word report	25%	Paper 1 Option Unit (2 structured questions and one extended answer for each optional unit)	35%
		Paper 2 Core 1 to 3 (3 structured questions, one per core unit, plus 1 visual stimulus question and 1 extended answer question from a choice of 2)	40%

Career Pathways:

Geography prepares students to undertake university courses in many areas including sustainability resource management, international relations, development studies, environmental studies, town and country planning, regional planning, hazard management and tourism management.

Global Politics

Aims:

Global Politics is an exciting and dynamic subject that draws on the social sciences and humanities, and largely reflects on the interconnectedness and often complex nature that political issues emerge and develop. The study of Global Politics enables students to critically engage with a range of perspectives of current and relevant issues: generating understanding of the rapid changes and challenges that occur within the political arena.

Course Description:

People, power and politics are concepts that lie at the very core of Global Politics with students exploring the complexities and nuances of political systems, power dynamics and global issues. By encouraging critical thinking and engagement, the course is designed to help students become informed, active and internationally-minded global citizens.

The curriculum is built around the central theme of "people, power, and politics" and consists of a core unit and three thematic studies.

Key Concepts:

The four key concepts in IB Global Politics are Power, Sovereignty, Legitimacy, and Interdependence. They form the conceptual backbone of the course, helping students to analyze global issues by understanding the distribution of influence, the authority of states, the acceptance of government, and the mutual reliance between actors in the international system. The key concepts are as follows:

- **Power:** focuses on the contested meanings of power, and how it operates at different levels (local, national, global). There is also an examination into how power is distributed and exercised.
- **Sovereignty:** focuses on the authority of states, and how it is being challenged by globalisation, intergovernmental organisations, and political stakeholders such as multinational corporations, non-governmental organisations and labour movements.
- **Legitimacy:** focuses on gaining knowledge of various theories to develop understanding of the authority of states, and how power is exercised and maintained in both authoritarian and democratic systems.
- **Interdependence:** examines the mutual reliance and cooperation of states and intergovernmental organisations, and how their actions can impact regional and global economies, financial systems and security.

Thematic Studies:

The IB Global Politics thematic studies provide a framework for students to apply core political concepts to specific, real-world issues and challenges. The three thematic studies are as follows:

- **Rights and Justice:** This topic examines the contested meanings of human rights, justice and equality across different cultures and political contexts. Students explore how concepts of rights and justice are defined and debated, including the tension between universal human rights and cultural relativism. There is further exploration into the role of actors in protecting and enforcing human rights through international law and conventions.
- **Development and Sustainability:** This unit builds upon the traditional economic definitions of development by encompassing broader ideas of human development, societal wellbeing and environmental sustainability. Students will analyse the different measures of development by comparing economic indicators (GDP, inflation, government debt etc.) with more holistic ones such as the Human Development Index and Human Poverty Index. There will also be an examination into the factors that promote and inhibit development.
- **Peace and Conflict:** This unit examines the multifaceted meanings and dynamics of peace, conflict and violence. Students analyze the different forms that conflict can take, such as interstate wars, ethnic rivalries, or resource competition, and the various causes behind them. Students learn about the various methods of conflict resolution and peacebuilding, including the roles of international organizations and non-state actors.

HL Extension:

The HL Extension is centred around Paper 3, a stimulus-based external assessment focused on global political challenges. The research that students conduct throughout the course is intended to prepare them for this paper. Students will conduct independent research on case studies related to a set of global political challenges, which include Security, Borders, Poverty, Identity, Environment, Technology, Equality and Health. Students are expected to understand the interconnectedness between these challenges rather than treat them in isolation. For example, a deep dive into a current interstate war could include issues related to security, borders, poverty, health and technology.

Assessment:

Assessment at HL

Internal Assessment	Weighting	External Assessment	Weighting
Engagement Activity - a 2400-word written report on a political issue explored through engagement and research	20%	Paper 1: Stimulus-based paper on a topic from one of the four core units	20%
		Paper 2: Extended response paper on the four core units	30%

	Paper 3: stimulus-based paper related to the HL extension syllabus (global political challenge)	30%

Assessment at SL

Internal Assessment	Weighting	External Assessment	Weighting
Engagement Activity - a 2000-word written report on a political issue explored through engagement and research	30%	Paper 1: Stimulus-based paper on a topic from one of the four core units	30%
		Paper 2: Extended response paper on the four core units	40%

Career Pathways:

IB Global Politics provides valuable skills like critical thinking, research, analysis, and communication, making it beneficial for further education and careers in law, journalism, international relations, politics, public policy, business, finance, diplomacy, and the non-profit sector. The course fosters an understanding of global issues, diverse perspectives, and interconnectedness, which are essential for navigating an increasingly globalized world and for roles requiring nuanced global understanding.

History

Aims:

IB History is a dynamic course that allows students to engage with and interpret past events. The course allows students to gain a better understanding of the world today by exploring events in the recent past. In history, students utilize a wide range of sources when exploring past events with emphasis placed on the development of analytical and evaluative skills. The history course explores a range of global topics to promote intercultural awareness and international mindedness.

Course Description:

In correlation with the aims, the course offered at Renaissance College is a conceptual and modern course that explores topics within national, regional and global contexts. It provides focus on the concepts of Protest and Change. There will also be an examination in the rise and rule of authoritarian states with a focus both on specific case studies and on the underlying historical concepts. Higher Level topics will involve a more in-depth investigation of the major political, economic, social and cultural events that occurred in China, Japan, and Korea in the Twentieth Century. Overall, the topics will focus on relevant and current concepts such as globalization, democracy, race, gender, religion and nation building; and therefore, relates perfectly to the study of economics, politics and international relations.

Overall the aim of the course is for students to gain a deeper understanding of the events and ideas that have shaped the world that we live in today. These include political ideologies, democracy, human rights, conflict, peace-building and international cooperation. This course is ideally suited to those that seek to enhance their analytical, evaluative and interpretive skills within topics that explore political, economic, social and cultural issues and developments.

Assessment:

Assessment at HL

Internal Assessment	Weighting	External Assessment	Weighting
Internal Assessment, 2200 words	20%	Paper 1 – Protest & Change (context still to be released by the IB)	20%
		Paper 2 – Authoritarian Rule (context still to be released by the IB)	25%
		Paper 3 – History of Asia and Oceania (context still to be released by the IB)	35%

Assessment at SL

Internal Assessment	Weighting	External Assessment	Weighting
Internal Assessment, 2200 words	25%	Paper 1 – Protest & Change (context still to be released by the IB)	30%
		Paper 2 – Authoritarian Rule (context still to be released by the IB)	45%

*Please note there may be some variation from year to year with module options available.

Career Pathways:

History prepares students for further study at university, both in the subject area as well as other pathways. Careers linked to history include law, publishing, marketing, advertising, journalism, government, commerce, public relations and education.

Psychology

Aims:

Psychology at IB Diploma level explores how we make links between biological, cognitive and sociocultural influences on human behaviour. The course enables students to achieve a greater understanding of themselves and others by generating an appreciation of how psychological knowledge is generated, developed and applied. The course also promotes an in-depth understanding of psychology's approaches to researching behaviour and looks at the ethical concerns raised by the methodology and application of psychological research.

Course Description:

The DP psychology course aims to develop students' knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nation of knowledge. They will acquire the ability to seek new information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

The aims of the Psychology Course are for students to:

- Develop knowledge and understanding of psychological concepts, content and contexts including models and theories
- Students will think critically and creatively about behaviour and cognitive processes
- They will also engage with problems facing individuals, groups and societies using psychological understanding and skills

It is not necessary for students to have studied a similar course before and no prior knowledge will be assumed, however, Psychology uses a range of scientific processes so students will be expected to have a good level of understanding in these areas. A willingness to do extensive reading and an ability to write analytically, and formulate an argument in response to a specific question is also essential for success in this course.

Assessment:

Assessment at HL

Internal Assessment	Weighting	External Assessment	Weighting
2200-word experimental report	20%	Paper 1 (Integration of concepts)	25%
		Paper 2 (Applying concepts)	25%
		Paper 3 (Data analysis & interpretation of research data)	30%

Assessment at SL

Internal Assessment	Weighting	External Assessment	Weighting
TBC March 2025*	30%	Paper 1 (Integration of concepts)	35%
*(Undergoing IB curriculum led update)		Paper 2 (Applying Concepts)	35%

Career Pathways:

Psychology is valuable for students with a genuine interest in studying and researching human behaviour from multiple perspectives. It will prepare students for university study or careers in clinical, experimental or counselling psychology, social work and education, as well as any field where substantial interaction with people is a primary focus, such as business, marketing or hospitality.

Group 4: The Experimental Sciences

Renaissance College offers Biology, Chemistry, Computer Science, Environmental Systems and Societies (ESS), Physics, Design Technology and Sports, Exercise and Health Science at both Standard and Higher Level. One course is offered at Standard Level only; Food Science.

Higher Level courses are advanced rigorous courses which will prepare students for further study at university level; indeed many students who are awarded good grades in Higher Level Science subjects receive advanced credit at many major U.S. universities. The level of study therefore is comparable with undergraduate requirements in the U.S. Standard Level IB Diploma Sciences are intended for those with an interest in the subject but no intention of pursuing it at university level. ESS, Food Science and Computer Science courses, however, would provide a good platform for students wishing to study in these specific areas at University.

There are no prerequisites for any Science subject, but students who have not achieved a science level 5 or above in MYP Sciences often find Higher Level IB Diploma Sciences very difficult and final grades tend to be low. Such students are normally better served by choosing to do a Science subject at Standard Level.

The Sciences follow a common assessment model, as prescribed by the IBO. 80% of the final grade is determined by performance in a written exam at the end of the course. The other 20% is determined by performance in internal assessment. This comprises 40 hours of practical work at Standard Level and 60 hours at Higher Level. For Design Technology this split is 60%/40%. It is a requirement for successful completion of the IB Diploma that all students participate in the Collaborative Sciences Project (CSP). The CSP takes about 10 hours of curriculum time and is an interdisciplinary activity between all group 4 subjects that focuses on collaboration, communication and problem solving.

Biology

Aims:

The IB Diploma Programme biology course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science and genetics, among many other topics to further their understanding of and learning about biology.

Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Course Description:

The course consists of four units.

Unit	Sub-topics
Unity and diversity	Core: Water, Nucleic acids, Cell structure, Diversity of organisms, Evolution and Speciation, Conservation of biodiversity
	HL only: Origins of cells, Viruses, Classification and cladistics
Form and Function	Core: Carbohydrates and lipids, Proteins, Membranes and membrane transport, Organelles and compartmentalisation, Cell specialisation, gas exchange, Transport, Adaptation to environment, Ecological niches
	HL only: Muscle and motility
Interaction and interdependence	Core: Enzymes and metabolism, Cell respiration, Photosynthesis, Neural signalling, Integration of body systems, Defense against disease, Populations and Communities, Transfer of energy and matter
	HL only: Chemical signalling
Continuity and change	Core: DNA replication, Protein Synthesis, Mutations and gene editing, Cell and nuclear division, Water potential, Reproduction, Inheritance, Homeostasis, Natural selection, Sustainability and change, Climate change
	HL only: Gene expression

In total, core content will take approximately 110 hours with an additional 70 hours for higher level content.

As part of the course, all students must complete an individual internal assessment which consists of 10 hours of lab work. This is an open-ended task where each student designs their own Biology scientific investigation based on a research question of their choosing. The student will gather and analyse their data to answer this research question in the form of a written report.

In addition to the 10 hours of lab time for the student's internal assessment, SL and HL students must complete an additional 20 hours and 40 hours of lab work, respectively. Their final 10 hours of lab work will be devoted to a collaborative sciences project.

Assessment:

Component	Format of assessment	Time (SL)	Time (HL)	Weighting
Paper 1	A: Multiple Choice Questions; B: Data-based questions	1.5 hr	2 hr	36%
Paper 2	Data-based, short-answer, and extended-response questions	1.5 hr	2.5 hr	44%
Internal Assessment	Open-ended task where the student gathers and analyses data to answer their research question (3000 words)	10 hr		20%

Career Pathways:

IBDP Biology at Higher Level will allow for university entry followed by a career pathway which might include Biology, Ecology and conservation, Neuro Science, Medicine, Medical Research and Teaching. At Standard Level, Biology is an excellent choice for those thinking of general science and environmental courses such as Natural Resource Management and Environmental Law. It is also an advantage for any course or career where a student needs to demonstrate effective manipulative and research skills and the cooperation, independent learning skills, perseverance and responsibility appropriate for problem-solving.

Chemistry

Aims:

Chemistry is the study of materials and how they change. The IB chemistry course is designed to provide students with the basic knowledge in this fundamental science subject. This course is excellent preparation for both biology and chemistry at the university level. Students also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours—and are important life-enhancing, transferable skills in their own right. Students also study the impact of chemistry on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of chemists.

Course Description:

The course consists of six units:

Unit	Sub-topics
Models of the particulate nature of matter	Core: Introduction to the particulate nature of matter, The nuclear atom, Electron configurations, Counting particles by mass: The mole, Ideal gases
	HL: Mass spectra, Successive ionization energies
Models of bonding and structure	Core: The ionic model, The covalent model, The metallic model, From models to materials
	HL Resonance Benzene, Hybridization, Formal charges, expanded octet
Classification of matter	Core: The periodic table: Classification of elements, Functional groups: Classification of organic compounds
	HL: Colored complexes, IR, H1NMR
What drives chemical reactions?	Core: Measuring enthalpy change, Energy cycles in reactions, Energy from fuels
	HL only: Entropy and spontaneity
How much, how fast and how far?	Core: Measuring enthalpy change, Energy cycles in reactions, Energy from fuels, Entropy and spontaneity
	HL: Rate equations and expressions, Gibbs free energy
What are the mechanisms of chemical change?	Core: Proton transfer reactions, Electron transfer reactions, Electron sharing reactions, Electron-pair sharing reactions
	HL: Lewis acid base, electrolysis

In total, core content will take approximately 110 hours with an additional 70 hours for higher level content. As part of the course, all students must complete an individual internal assessment which consists of 10 hours of lab work. This is an open-ended task where each student designs their own Chemistry scientific investigation based on a research question of their choosing. The student will gather and analyse their data to answer this research question in the form of a written report.

In addition to the 10 hours of lab time for the student's internal assessment, SL and HL students must complete an additional 20 hours and 40 hours of lab work, respectively. Their final 10 hours of lab work will be devoted to a collaborative sciences project.

Assessment:

Component	Format of assessment	Time (SL)	Time (HL)	Weighting
Paper 1	A: Multiple Choice Questions; B: Data-based questions	1.5 hr	2 hr	36%
Paper 2	Data-based, short-answer, and extended-response questions	1.5 hr	2.5 hr	44%
Internal Assessment	Open-ended task where the student gathers and analyses data to answer their research question (3000 words)	10 hr		20%

Career Pathways:

IBDP Chemistry at Higher Level will allow for university entry in most science subjects. The study of Chemistry offers a diverse array of career choices including Medicine, Engineering (Mechanical, Electrical & Electronic, Chemical), Agriculture, Pharmaceuticals, Computer Science, Industrial Chemistry (Plastics, Paper, Dyes, Fabrics etc.), Research, Finance, and Teaching.

At Standard Level, Chemistry is an excellent choice for those thinking of general science and technology courses. It is also an advantage for any course or career where a students needs to demonstrate effective manipulative and research skills and the cooperation, independent learning skills, perseverance and responsibility appropriate for problem solving.

Computer Science

Aims

DP computer science is a stimulating and intellectually challenging course that draws on a broad range of computer systems knowledge. By fostering algorithmic thinking and programming skills, it empowers students to innovate, explore, and acquire further knowledge. The course is underpinned by the computational thinking process, which involves specifying problems, decomposing them, abstracting their key elements, and testing solutions. Through the study of machine learning, emerging technologies, and the consideration of ethical implications, DP computer science equips students with the tools to address complex real-world challenges in a computational context.

The course enables learners to:

- Gain a comprehensive understanding of computer science, connecting different areas and fostering interdisciplinary connections.
- Master essential computer science skills by acquiring and applying relevant knowledge, methods, tools, and techniques.
- Critically evaluate solutions developed through computational thinking in various contexts.
- Approach challenges with innovation and adaptability.
- Leverage computational thinking to design and implement solutions for local and global issues.
- Appreciate the potential and limitations of computer science.
- Assess the impact of emerging technologies in the field.
- Communicate and collaborate effectively with others.
- Develop awareness of the environmental, economic, cultural, and social implications of computer science, its applications, and ethical considerations.

Course Description

The IB Computer Science course requires an understanding of the fundamental concepts of computing systems and the computational thinking process to solve problems in the real world.

To achieve this, the course is organized into two key themes:

A: Concepts of computer science

B: Computational thinking and problem-solving

Theme A focuses on how computing systems work with a specific focus on computer fundamentals, networking, databases, and machine learning. Theme B focuses on how students can use computing systems to solve real-world problems through computational thinking and practical programming. The course design is very much future-facing and ensures all learners explore machine learning as well as an unseen case study on emerging technologies. Finally, the course has an internally assessed

practical programming component that consists of the development of a computational solution within a recommended 35 hours of teaching hours.

Assessment at SL

Type of Assessment	Format of Assessment	Weighting of final grade
External: 2h 30m (70% of the final grade)		
Paper 1 (1 hour 15 minutes) A.1 Computer fundamentals A.2 Networks A.3 Databases A.4 Machine learning	This paper contains questions focused on the four topics in theme A: "Concepts of computer science". The paper also consists of three questions related to a case study on emerging technologies.	35%
Paper 2 (1 hour 15 minutes) B.1 Computational thinking B.2 Programming B.3 Object Oriented Programming (OOP)	This paper contains questions on the three topics in theme B: "Computational thinking and problem-solving". Students can answer questions in either Java or Python.	35%
Internal: 35 hours (30% of the final grade)		
The computational solution	Students will create a programmed solution to a real-world problem of the student's own choosing. The solution should use the concepts, skills and tools acquired in the course and the computational thinking process.	30%

Within the SL course, programming is required to answer some of the questions on Paper 2. Questions that require programming will have equivalent versions for students to choose from: one in Java and the other in Python. Whilst students are eligible to answer in either language in their exam, Python will be considered the primary language for the demonstration of programming concepts at Renaissance College.

Assessment at HL

Type of Assessment	Format of Assessment	Weighting of final grade
External: 4 hours (80% of the final Grade)		
Paper 1 (2 hours) A.1 Computer fundamentals A.2 Networks A.3 Databases A.4 Machine learning	This paper contains questions focused on the four topics in theme A: "Concepts of computer science". The paper also consists of three questions related to a case study on emerging technologies.	40%
Paper 2 (2 hours) B.1 Computational thinking B.2 Programming B.3 Object Oriented Programming (OOP) B.4 Abstract data types (HL only)	This paper consists of questions focused on the three topics in theme B: "Computational thinking and problem-solving". Higher Level students will also be challenged with questions on object oriented programming and abstract data types. Students can answer questions in either Java or Python.	40%
Internal: 35 hours (20% of the final grade)		
The computational solution	Students will create a programmed solution to a real-world problem of the student's own choosing. The solution should use the concepts, skills and tools acquired in the course and the computational thinking process.	20%

Within the HL course, programming is required to answer some of the questions on Paper 2. Questions that require programming will have equivalent versions for students to choose from: one in Java and the other in Python. Whilst students are eligible to answer in either language in their exam, Python will be considered the primary language for the demonstration of programming concepts at Renaissance College.

Career Pathways

The IB Computer Science pathway is invaluable to those students who are planning to

read computing-related directions at university or have a desire to enter computer science-related careers beyond their IB studies. Learners with an aptitude and passion for problem solving, creativity, and innovation driven pathways should be encouraged to consider this course option.

Physics

Aims:

Physics is perhaps 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. Physicists seek to acquire knowledge of the natural world by forming theories which are then tested by experiment. In the IB Diploma Physics course, students develop practical skills and improve their ability to use Mathematics, which is the language of Physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours—and are important life-enhancing, transferable skills in their own right. Students also study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

Course Description:

The course consists of five units:

Unit	Sub-topics
Space, time and motion	1. Kinematics *
	2. Forces and momentum *
	3. Work, energy and owner *
	4. Rigid body mechanics ***
	5. Galilean and special relativity ***
The particulate nature of matter	1. Thermal energy transfers *
	2. Greenhouse effect *
	3. Gas laws *
	4. Thermodynamics ***
	5. Current and circuits *
Wave behaviour	1. Simple harmonic motion **
	2. Wave model *
	3. Wave phenomena **
	4. Standing waves and resonance *
	5. Doppler effect **

Unit	Sub-topics
Fields	1. Gravitational fields **
	2. Electric and magnetic fields **
	3. Motion in electromagnetic fields *
	4. Induction ***
Nuclear and quantum physics	1. Structure of the atom **
	2. Quantum physics ***
	3. Radioactive decay **
	4. Fission *
	5. Fusion and stars *

Key to table:

* Topics with content that should be taught to all students

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

*** HL content only

In total, core content will take approximately 110 hours with an additional 70 hours for higher level content. As part of the course, all students must complete an individual internal assessment which consists of 10 hours of lab work. This is an open-ended task where each student designs their own Physics scientific investigation based on a research question of their choosing. The student will gather and analyse their data to answer this research question in the form of a written report.

In addition to the 10 hours of lab time for the student's internal assessment, SL and HL students must complete an additional 20 hours and 40 hours of lab work, respectively. Their final 10 hours of lab work will be devoted to a collaborative sciences project.

Assessment:

Component	Format of assessment	Time (SL)	Time (HL)	Weighting
Paper 1	A: Multiple Choice Questions; B: Data-based questions	1.5 hr	2 hr	36%
Paper 2	Data-based, short-answer, and extended-response questions	1.5 hr	2.5 hr	44%
Internal Assessment	Open-ended task where the student gathers and analyses data to answer their research question (3000 words)	10 hr		20%

Career Pathways:

IBDP Physics at Higher Level will allow for university entry followed by a career pathway which might include Physics, Astronomy, Engineering (Mechanical, Electrical & Electronic, Civil, Marine, Aerospace), Architecture, Surveying, Computer Science, Mathematics and Teaching.

At Standard Level, Physics is an excellent choice for those thinking of general science and technology courses. It is also an advantage for any course or career where a students needs to demonstrate effective manipulative and research skills and the cooperation, independent learning skills, perseverance and responsibility appropriate for problem solving.

Environmental Systems and Societies

Aims:

As an interdisciplinary course, environmental systems and societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). By choosing to study an interdisciplinary course such as this as part of their diploma, students are able to satisfy the requirements for both groups 3 and 4 of the hexagon.

The environmental systems and societies course is offered at both HL and SL. The course is grounded in both the scientific exploration of environmental systems in terms of their structure and function, and in the exploration of cultural, economics, ethical, political and legal interactions of societies with environmental and sustainability issues.

Through this course, students gain a holistic understanding from the various topics studied, undertake research and investigations, and participate in philosophical, ethical, and pragmatic discussions about the issues involved from a local to a global level.

Course Description:

The HL course comprises 8 units and 3 HL lenses, which total 240 teaching hours. The SL course comprises 8 units, which total 150 teaching hours.

The units are (1) Foundation of environmental systems and societies, (2) Ecology, (3) Biodiversity and conservation, (4) Water, (5) Land, (6) Atmospheric and climate change, (7) Natural resources, and (8) Human populations and urban systems. The three HL lenses are (a) Environmental Law, (b) Environmental Economics, and (c) Environmental ethics.

Practical work is done throughout the course and includes lab work and field-work. The practical work including CSP and Individual Investigation, totals 50 hours.

Assessment SL:

Internal Assessment	Weighting	External Assessment	Weighting
Individual Investigation (10 hours)	25%	Paper 1 – Case Study (1 hr)	25%
		Paper 2 – short answers and structured essay (2 hr)	50%

Assessment HL:

Internal Assessment	Weighting	External Assessment	Weighting
Individual Investigation (10 hours)	20%	Paper 1 – Case Study (1 hr)	30%
		Paper 2 – short answers and structured essay (2.5 hr)	50%

Career Pathways:

IBDP Environmental Systems and Societies will allow for university entry followed by a career pathway that might include environmental science, environmental law and any number of general science and technology courses or other types of interdisciplinary pathways that include a science component. Additionally, it can fulfil the requirements of a course where students need to demonstrate effective manipulative and research skills and the cooperation, independent learning skills, perseverance and responsibility appropriate for problem solving. It is also an advantage for any career requiring breadth of knowledge, for example, environmental law, environmental ethics or environmental economics.

Design Technology

Aims:

- Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP science subjects
- Acquire and apply a body of knowledge, methods, tools and techniques that characterise design technology
- Develop the ability to analyse, evaluate and synthesize information and claims relating to technological systems
- Develop the ability to approach unfamiliar situations and wicked problems with creativity and resilience
- Design, model and implement solutions to local and global problems to meet the requirements of clients, users and systems
- Develop an appreciation of the possibilities and limitations of design, technology and engineering systems
- Develop the ability to evaluate the impact of products and technologies on a range of stakeholders
- Develop the ability to communicate and collaborate effectively
- Develop awareness of the ethical, environmental, economic, cultural and social impact of design technology
- Develop an understanding of the role of the designer when engaging with changing products, processes, systems and technologies.

Course Description:

The Design Technology Diploma Programme (DP) seeks to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. The course draws on a wide spectrum of knowledge that enables and empowers innovation, exploration and the acquisition of further knowledge. The program actively promotes the act of learning by experience through topics designed for practical exploration that often raise ethical issues in design. The program is underpinned by design thinking which involves the ability to understand users, challenge one's own assumptions, redefine complex problems and create innovative

solutions that can be modelled and tested that utilize an experimental and inquiry-based approach to problem-solving. Students engage with empathy, definition, ideation, prototyping and testing. Learners appreciate how theoretical and practical limitations affect the extent to which problems can be solved.

Assessment:

Assessment at SL

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade	
		SL	HL	SL	HL
External		2.5	4	60%	70%
Paper 1	Multiple-choice questions	1	1.5	20%	25%
Paper 2	Short answer & extended-response questions	1.5	2.5	40%	45%
Internal		50		40%	30%
Design Project	Individual design project	50		40%	30%

Course content:

	A: Design theory	B: Design in practice	C: Design in context
1. People	A1.1 Ergonomics	B1.1 User-centred design	C1.1 Responsibility of the designer C1.2 Inclusive design C1.3 Beyond usability (HL only)
2. Process	A2.1 User-centred research methods A2.2 Prototyping techniques	B2.1 The IB DP Design process B2.2 Modelling and prototyping	C2.1 Design for sustainability C2.2 Design for a circular economy
3. Product	A3.1 Material classification and properties A3.2 Introduction to structural systems (HL only) A3.3 Introduction to mechanical systems (HL only) A3.4 Introduction to electronic systems (HL only)	B3.1 Material selection B3.2 Structural systems application and selection (HL only) B3.3 Mechanical systems application and selection (HL only) B3.4 Electronic systems application and selection (HL only)	C3.1 Product analysis and evaluation C3.2 Life cycle analysis (HL only)
4. Production	A4.1 Manufacturing techniques (HL only)	B4.1 Production systems (HL only)	C4.1 Design for manufacture strategies (HL only)

Career Pathways:

Architecture, Graphic Design, Green Design, Industrial Design, Product Design, Fashion Design, User Experience Design, Sustainable Design, Interior Design, Mechanical Engineering, Electrical Engineering, Computer Science, Robotics, Materials Science, Innovation and Entrepreneurship, Digital Media Design, Game Design, Animation, Web Development, Human-Computer Interaction, Systems Engineering, Multimedia Technology

Sports, Exercise and Health Science

Aims:

The course is organized under three main themes: exercise physiology and nutrition of the human body; biomechanics; sports psychology and motor learning. These themes are distinct, but also share many overlapping features; studying the similarities and connections between them is a central component of the course.

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

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Course Description:

As one of the sciences subjects in the IB Diploma Programme, sports, exercise and health science (SEHS) is primarily concerned with the scientific study of human physiology, biomechanics and psychology. Scientists working in these fields attempt to make sense of human physical and mental health and performance through a variety of approaches and techniques, controlled experimentation, and collaboration with other researchers. DP SEHS enables students to engage constructively with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings,

skills and techniques which can be applied across their studies and beyond.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**110**	**180**
A. Exercise Physiology and nutrition of the human body		
A.1 – Communication	23	28
A.2 – Hydration and nutrition	16	22
A.3 – Response	8	19
B. Biomechanics		
B.1 – Generating movement in the body	12	17
B.2 – Forces, motion and movement	11	31
B.3 – Injury	7	9
C. Sports psychology and motor learning		
C.1 – Individual differences	4	10
C.2 – Motor learning	12	12
C.3 – Motivation	8	16
C.4 – Stress and coping	5	7
C.5 – Psychological skills	4	9
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

Assessment:

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.25**	**76**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	1.75	36
Paper 2	Short answer and extended-response questions	1.5	2.5	40
Internal		**10**		**24**

Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,200 words.	10	24

Career Pathways:

Sports Exercise and Health Science (SEHS) can lead to careers in clinical physiotherapy; nutritional and dietary consultancy; branches of medical science such as microbiology, neurology, orthopedic surgery; pharmaceutical studies. It can also provide access to more common sport-related careers such as fitness training, becoming a biomechanics analyst, a sports journalist, a sport/commercial lawyer or even a registered sports psychologist. The potential to advance and take a progressive step forward within higher education is made easier by the versatility that this challenging and enlightening subject delivers.

Food Science

Aims:

- 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 synthesize scientific information, develop a critical awareness of the need and value of effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- 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 Description:

In correlation with the aims, the course offered at Renaissance College is a conceptual and modern course that explores topics within national, regional and global contexts. Food Science demands the direct application of scientific knowledge to practical settings within the Food Laboratory. An emphasis on appropriate and sustainable food production and processing is also practiced on this course. Students will gain a deeper understanding of technological innovations within the food industry and will look into the wide needs of individuals and the even broader needs of the community. Physical, chemical, nutritional and microbiological properties of food must be studied and used in conjunction with student innovation and creativity to enable the design and realisation of new solutions that meet local and global needs.

Assessment:

Internal Assessment	Weighting	External Assessment	Weighting
Internal Assessment	20%	Paper 1 (1 hour)	30%
		Paper 2 (2 hour)	50%

Assessment:

Food technologist, Food Health and safety inspector, Nutritional therapist, Nutritionist, Product/process development scientist, Food Production manager, Food Quality manager, Food Regulatory affairs officer, Food and Beverage technical advisor

Group 5: Mathematics

Students are required to undertake one of four mathematics courses offered within the DP. The courses on offer come under two subject names:

- Mathematics: Analysis and approaches
- Mathematics: Applications and interpretation

Both of these courses will be available to students at SL and HL. All of these courses share the common aim of enabling students to:

- enjoy mathematics and develop an appreciation of its elegance and power
- develop an understanding of the principles and nature of mathematics
- increase logical, critical and creative thinking skills
- apply and transfer skills to alternative situations

Mathematics: Analysis and approaches

Aims and subject description:

The name reflects the emphasis on calculus and algebraic, graphical and numerical approaches. This subject at SL and HL is appropriate 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 the use of technology. Students who take Mathematics: Analysis and approaches, will be those who enjoy the thrill of mathematical problem solving and generalisation.

Assessment:

Assessment	Standard Level		Higher Level	
	Time	Weighting	Time	Weighting
Paper 1	1.5 hr	40%	2 hr	30%
Paper 2	1.5 hr	40%	2 hr	30%
Paper 3	/	/	1.25 hr	20%
Internal Assessment	30 hr	20%	30 hr	20%

Career Pathways:

This subject is aimed at students who will go on to study subjects with substantial mathematics content, such as mathematics itself, engineering, physical sciences or economics.

Mathematics: Applications and interpretation

Aims and subject description:

The name emphasises the applied nature of the subject, and also that interpretation of results in context is an important element of mathematics. This subject at SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

Assessment:

Assessment	Standard Level		Higher Level	
	Time	Weighting	Time	Weighting
Paper 1	1.5 hr	40%	2 hr	30%
Paper 2	1.5 hr	40%	2 hr	30%
Paper 3	/	/	1.25 hr	20%
Internal Assessment	30 hr	20%	30 hr	20%

Career Pathways:

This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, or design.

Group 6: The Arts

Aims of the arts subject are to enable students to:

- 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 culture
- Develop perceptual and analytical skills

Theatre

Aims:

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, risk taking and in the presentation of ideas to others.

The IB Diploma Programme theatre course is a multifaceted theatre- making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting, and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

The basis of theatre is inquiry into the human condition; what makes us human, the action we take and the stories we tell, how we interact and how we share our visions.

Theatre is a form of expressive communication to a public and students are therefore required to think about the responsibilities of theatre making, considering carefully what they wish to communicate and how best to present their ideas.

Through the study of theatre, students strengthen their awareness of their personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

Distinction between SL and HL:

The syllabus clearly indicates a distinction between SL and HL. It allows for greater breadth and depth in teaching and learning at HL through an additional assessment task which requires students to immerse themselves in the works of key theatre theorists. The theatre course at both SL and HL requires no previous experience.

Assessment:

External Assessment	%
Research Presentation Students at SL and HL plan, deliver and video record an individual research presentation (15 mins maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition that they have not previously studied. Each student submits the following. a) A video recording of the student's research presentation (15 mins maximum) b) A list of all sources cited and any additional resources used by the student during the presentation.	30% (SL) 20% (HL)
Collaborative project Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7 - 10 mins) created from a starting point of their choice. The piece is presented to an audience as a fully realised production. Each student submits the following. a) A project report (a maximum of 10 pages of written text and images with written text not exceeding 4000 words) plus a list of all sources used. b) A video recording of the final piece (10 mins maximum)	40% (SL) 25% (HL)

Solo theatre piece (HL Only) Students at HL research a theatre theorist that they have not previously studied. Identify an aspect of theory and create and present a solo theatre piece. (4- 7 minutes) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following: a)A report of 2500 words maximum plus a list of all primary and secondary sources cited. b)A continuous unedited video recording of the whole solo theatre piece (4 - 7 mins)	35% (HL)
Internal Assessment	
Production Proposal Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following. a) A production proposal (a maximum of 12 pages of written text and images with written text not exceeding 4000 words) plus a list of all sources cited	30% (SL) 20% (HL)

<u>Career Pathways:</u>

The IB Theatre course will give students access to all post-secondary opportunities relating to Theatre and Drama. It is also a great choice for students who wish to pursue journalism, creative writing, multi-media, law and public relations, for example. Students who study IB Theatre tend to be interested in careers that involve a human aspect - communication, collaboration, teamwork and creative problem solving.

Music

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study. A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity

Syllabus Components

Exploring Music In Context

When exploring music in context, students will learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. Students will demonstrate diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts.

Experimenting with Music

When experimenting with music, students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this

theoretical and practical work as researchers, creators and performers, students will learn to experiment with a range of musical material and stimuli from the areas of inquiry across local and global contexts.

Presenting Music

When presenting music, students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, students expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as

researchers, creators and performers.

The Contemporary Music Maker (HL only)

Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course, and is inspired by real-life practices of music-making.

Career Pathways:

The DP Music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers, such as music criticism, music therapy, teaching and music composition. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

Film

Film is offered as a Standard or Higher Level online course. Because of the nature of the learning environment, in particular the need for independent learning, this course will not be suitable for all students. Students will be supervised by a member of staff on campus to ensure that they are meeting expectations, but this contact is limited and study will be overseen by the online tutor. In addition, because of the online delivery of the course, there is an additional charge to cover the costs of the course provider. 43

Film is both a powerful communication medium and an art form. The DP film course aims to develop students' skills so they become adept both in interpreting others' work and in creating their own films. Through the study and analysis of film texts and exercises in filmmaking, the DP film course explores film theory and history. The course will develop students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film.Students are encouraged to develop the professional and technical skills (including organisational skills) needed to express themselves creatively in film. The IB film course emphasises the importance of working individually and as a member of a group.

At the core of IB film is a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis achieved through practical engagement in the art and craft of film.

Visual Arts

Aims:

The IB Diploma Programme Visual Arts develops a students passion for learning and passion for creating art that leads them to explore their connection with the world. Students will be on a journey of discovery, developing analytical and creative skills as they approach their own personal theme. In addition to exploring and comparing the visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and reflect upon a wide range of contemporary artistic practices and media. Throughout the course students are expected to experience working with a variety of different art-making forms from 3D to digital.

At RCHK, we have created a visiting artists programme, within which we try to organise a number of visiting artists throughout the academic year. Students also benefit from regular trips, gallery and museum visits as well as Life Drawing classes in order to gain primary sources. These give them authentic opportunities to relate to Art in the world around them.

Course Content:

The Visual Arts core syllabus at Higher Level (HL) and Standard Level (SL) will consist of three interrelated areas within each level: Art-making inquiries portfolio (AIP) - HL & SL, Connections Study (SL only), Artist project (HL only), Resolved artworks (SL only) and Selected resolved artworks (HL) only.

Art-making inquiries portfolio (AIP) - Standard Level - 40%
Art-making inquiries portfolio (AIP) - Higher Level - 30%
Connections Study (CS) - Standard Level - 20%
Artist project (AP) - Higher Level - 30%
Resolved artworks (RAW) - Standard Level - 40%
Selected resolved artworks (SRAW) - Higher Level - 40%

Assessment:

SL Assessment tasks	%
Part 1: Art-making inquiries portfolio (AIP) The art-making inquires portfolio in an externally assessed task that both Standard-level (SL - 40%) and Higher-level (HL - 30%) candidates must complete. It is a curated collection of visual evidence of students' art-making practice presented in a maximum of 15 screens, supported by no more than 3000 words.	40%
Part 2: Connections Study (CS) The Connections study is an assessment for Standard-level students only and is worth 20% of the total mark for Visual Arts. It is made up of two document files, one that contains the study and a second with a list of the students' sources, which is then uploaded to the IB for external assessment. For the study, students will choose one of their selected resolved art-works to situate. Students will situate the artwork by making connections between it, themselves and the audience. Students will then investigate the context and cultural significance of each of these.	20%
Part 3: Resolved artworks (RAW) The Resolved art-works at Standard-level (SL), are internally assessed components that evaluate the success of the students' art-making endeavors. Within the task, students will demonstrate their ability to create a resolved, coherent body of work. The work must communicate their conceptual intentions by using technical skills they have developed throughout the visual arts course and is worth a total of 40% of the total marks for the course. Students must submit a PDF consisting of two screens using a maximum of 700 words. The screens should explain their main ideas which they aim to communicate through their body of work.	40%

HL Assessment tasks	%
Part 1: Art-making inquiries portfolio (AIP): The art-making inquires portfolio in an externally assessed task that both Standard-level (SL - 40%) and Higher-level (HL - 30%) candidates must complete. It is a curated collection of visual evidence of students' art-making practice presented in a maximum of 15 screens, supported by no more than 3000 words.	30%
Part 2: Artist project (AP) The Artists project is a Higher-level, stand-alone ambitious art project that students will situate within context in relation to an audience. The AP is worth 30% of the total marks for the course. One of the fundamental features of the AP is a careful consideration of the context and location in which the artwork is presented and the interaction of the audience experiencing it.	30%

Part 3: Selected resolved artworks (SRAW) The Resolved art-works at Higher-level (HL), is an internally assessed component that evaluates the success of the students' art-making endeavors. Within the task, students will demonstrate their ability to create a resolved, coherent body of work. The work must communicate their conceptual intentions by using technical skills they have developed throughout the visual arts course and is worth a total of 40% of the total marks for the course. Students must submit a PDF consisting of up to eight screens using a maximum of 1700 words in two sections. The first section is similar to the Standard level. Students can use three screens and a maximum of 700 words to explain their main ideas. As at Standard-level, students should also provide information about their technical, conceptual and stylistic choices. However, they must also justify their reasons for selecting the individual artworks they have included. On the third screen, students should also include the selection chart. This shows the five artworks selected for this body of work and three additional artworks that were not selected. Information taken from: Visual Arts Course Companion, 2025 Edition	40%

Career Pathways:

The creative economy employs nearly 30 million people worldwide and is becoming big business in the visual world we live in. Many students from RCHK go on to study Visual Arts at Higher Education Institutions worldwide. This can lead onto careers within the fashion industry, graphic design, illustrator, painter, textile design, commercial artist, art direction, art historian, jeweller, sculptor, ceramist, photographer, multi-media artist, art teacher, workshop facilitator, art therapist, glass designer art conservator amongst many more.

Overview of the Diploma Core

Other Curriculum Requirements

Creativity, Activity, Service (CAS)

The CAS programme provides individual student challenges in Creativity, Activity and Service. The challenge is extended by developing a spirit of discovery and self-reliance and encouraging individual skills. The programme reflects the aims of our mission statement in complementing the academic disciplines of the curriculum and meeting our college goals regarding growth of the whole person.

Creativity, Activity, Service (CAS) is a fundamental part of the IB Diploma Programme. CAS places emphasis on experiential learning and students are expected to be involved in a balanced range of activities for at least 18 months over the two-year programme equivalent to an average of at least 3 to 4 hours per week. Students should aim to be involved in long-term activities that encompass all three areas. CAS requires students to personally reflect on experience and identify their learning, working towards the achievement of seven CAS learning outcomes. Students are expected to keep a portfolio of their involvement and learning in the CAS programme. In addition to keeping a portfolio of experiences and reflections, CAS requires students to take part in a range of experiences and at least one project. The project should involve:

- real, personal activities,
- personal challenge,
- careful consideration planning and reflection.

References and testimonials forwarded to colleges and universities include comments on student personal growth through commitment and contribution to the programme.

Creativity can cover a wide range of arts and other forms of creative expression, and can include creativity by the individual student in designing and carrying out service projects:

- Music
- Entertainment at an elderly home
- Teaching
- Drama or Theatre Projects
- Creating promotional videos for charity
- Choreographing a dance performance

Activity involves physical exercise as part of a healthy lifestyle, including expeditions, sports or physical training:

- Water Safety
- Hiking
- Yoga
- Marching band
- Windsurfing
- Extra-curricular Sporting Activities
- Hong Kong Award for Young People
- Tree planting

Service involves social service, including environmental and international projects:

- Music
- Entertainment at an elderly home
- Teaching
- Drama or Theatre Projects
- Creating promotional videos for charity
- Choreographing a dance performance

Theory of Knowledge

The IB defines Theory of Knowledge (ToK)as a “course (that) plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing (ToK Guide First Assessment 2022, p.6).” So essentially, in ToK students think about how knowledge is produced, acquired and shared, and the limitations of these processes in academia, in knowledge communities as potentially disparate as skateboarders and philatelists and crucially, in their own relationships and in their own minds. As such, students are not really expected to learn new content as they do in their other subjects. They are however expected to take what for many will be an entirely new approach as they think deeply about what they already know and what they are currently learning, both inside and outside of school.

The IB states that students must study how knowledge is created in the following Areas of Knowledge: Mathematics, History, the Human Sciences, the Natural Sciences, The Arts. In addition the IB requires that at least two from five Knowledge Themes are covered, the themes being: Knowledge and Politics, Knowledge and Language, Knowledge and Religious Knowledge Systems, Knowledge and Indigenous Knowledge Systems, Knowledge and Technology.

At RCHK, in order to reflect the way that knowledge is produced in the real world, wherever possible we integrate the aforementioned Knowledge Themes into units covering each of the Areas of Knowledge. We ensure that over the duration of the two year course, that each of the Knowledge Themes is covered at least once, with the majority being covered multiple times. Furthermore, where possible we create units that cover both a primary and secondary Area of Knowledge in order to show the relatedness of these areas, and where possible, the crossdisciplinary nature of academia.

In Year 12, assessments are increased in complexity and length in order to gradually reflect more closely the IB's external assessments as well as to remain true to the IB's mission of making ToK a discursive course where each student gets to learn from expressing their views and asking questions, both orally and in writing.

At the end of Year 12 RCHK students take part in a Virtual Exhibition which is shared with the whole school and the wider community.

In Year 13 students are assessed based on the final draft of their exhibition write-ups (which counts for one-third of their overall final score) and a 1600-word essay (which counts for two-thirds of their overall final score). They will also complete a unit exploring Art and Mathematics.

Extended Essay

The IB defines the Extended Essay as “an in-depth study of a limited topic within a subject.” The 4000 word essay provides students with the opportunity to conduct independent research at an introductory level. Skills required to produce a successful essay in any given subject are generally those a student uses in the relevant course. Students are introduced to the Extended Essay process in November and December of year one of the programme with supervisor allocation occuring in February.

Students should choose an area they find most interesting. For example, a student who chooses History must be interested in working with primary sources. Those selecting a science topic are advised to undertake experimentally-based investigations rather than library-based surveys. In Language A, students should be interested in the independent critical analysis of literary works. While the IB allows students to undertake the Extended Essay in any subject area it is recommended that students confine their choices to subjects they are studying, or to their Higher Level subjects.

When the student has chosen a subject area for their Extended Essay they discuss the proposed topic with their supervisor. The student submits an Extended Essay plan, including a specific research question for discussion. As an independent piece of research, it is critical that the student is self-disciplined and adheres to all deadlines. Students must submit the first draft of the essay by the end of September of the second year of the programme. The complete essay is submitted to the supervisor and to the IB Diploma Coordinator by late November of the second year of the programme.

The complete essay is submitted to the supervisor and to the IB Diploma Coordinator by late November of the second year of the programme.

The Two-Year Programme

IB Diploma Programme Year One: Year 12

- Students begin their IB Diploma Programme
- Teachers explain subject requirements and issue students with a copy of the syllabus
- Critical deadlines for subject assessment are outlined
- Any minor alterations to the options choices are finalised by mid-September
- The CAS Coordinator introduces students to the CAS programme and guides them through the process of performing CAS activities and keeping their records updated
- In coordination with the IB Diploma Programme Coordinator, Advisors and the Head of Year will monitor the academic and pastoral progress of students (as the programme progresses, students require advice on how to monitor their time, extra curricular commitments, etc.)
- Semester reports and mid-semester reports are issued
- Subject assessment is ongoing
- Some subject assessment meets Internal Assessment requirements for individual subjects
- Students are introduced to the Extended Essay process in November and December of year one of the programme with supervisor allocation occuring in February
- Science CSP takes place

IB Diploma Programme Year Two: Year 13

- Internal Assessment deadlines for individual subjects are ongoing
- Semester reports, trial examination results and mid-semester reports are issued
- Formal examination entries are completed
- Complete Extended Essays sent to IB Diploma Programme Coordinator in late November
- The Extended Essay Viva Voce takes place in December
- Literature A, Language and Literature A, Language B and Language Ab orals conducted in September to February
- Trial Examinations take place in January and are intended to familiarise students with the structure of a Diploma examination and assess the academic standard of students
- Most Internal Assessment is completed by February and forwarded to the IB
- Conditional and unconditional university placement offers are made
- Final school reports are issued in April
- Students go on study leave in late April
- IB Diploma examinations begin in late April and conclude by late May
- Renaissance College Graduation Ceremony is held in late May

- IB Diploma results are issued early July (around the 6th) and results are available online

IB Assessment and Moderation Procedures

Consistent with the general and subject-specific objectives of the IB Diploma Programme, assessment procedures are designed to emphasise process rather than content and to achieve a balanced assessment of a candidate's performance. Various assessment methods are used in order to take account of different learning styles and cultural experience, ensuring that all students have the opportunity to demonstrate their abilities. Conventional external examination techniques are complemented by internal assessment of coursework conducted by teachers.

Assessment of Subjects

The method of subject assessment is defined with reference to specific assessment criteria and will consist of some or all of the following:

External Assessment: Written Examinations

- These may include essays and short answer questions, document and data-based questions, multiple choice tests, comprehension exercises, etc

Oral Examinations

- These are conducted according to procedures established by the IB

Internal Assessment

- According to the requirements of the subject, this may take the form of guided coursework, project work, fieldwork, practical and/or laboratory work
- All Internal Assessment is subject to external moderation by the IB, which is rigorously conducted and reported upon

Extended Essay

- The Extended Essay must be based on one of the subjects of the IB Diploma curriculum under the supervision of a qualified teacher at the school
- The Extended Essay is externally assessed

Theory of Knowledge

- ToK is based on a programme outline provided by the IB
- The course is designed and implemented by a team of ToK teachers

Creativity, Activity and Service

- CAS is designed and implemented by the school and all CAS activities are monitored by the CAS Coordinator, who reports to the Vice Principal with responsibility for the IB Diploma Programme
- Renaissance College is proud of its CAS initiatives in local and international communities

IB Grading System and the Award of the Diploma

- The award of the final grade in each subject is the responsibility of the Chief Examiner
- In each subject a part of the programme may be internally assessed and externally moderated by the Chief Examiner
- A grade will not be awarded for a candidate in any subject for which any of the required assessment components have not been completed
- The grading scheme in use for IB Diploma examinations is a 1 to 7 scale, where 7 is an excellent performance

Theory of Knowledge and Extended Essay Points

The Theory of Knowledge (ToK) and Extended Essay (EE) contribute up to a maximum of 3 points towards a Diploma student's final score. However, a candidate who fails to submit any work for Theory of Knowledge, or the Extended Essay, will fail their IB Diploma and score no extra points. Performance in either, or both, the Extended Essay and Theory of Knowledge of an elementary standard (a grade E) is a failing condition for the Diploma.

Conditions for awarding or not awarding the IB Diploma

The IB Diploma will be awarded to candidates whose total score reaches or exceeds 24 points. Apart from this simple condition, there are 9 fail codes, for example:

- CAS requirements have not been met.
- The candidate's total points are fewer than 24.
- An N has been given for theory of knowledge, extended essay or for a contributing subject.
- A grade E has been awarded for one or both of theory of knowledge and the extended essay.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).

- Candidate has gained fewer than 12 points on HL subjects
- Candidate has gained fewer than 9 points on SL subjects

Excluding conditions

The IB Diploma cannot be awarded, whatever the total score, to candidates who have:

- not submitted an Extended Essay
- not followed a course in Theory of Knowledge
- not engaged in CAS activities to fulfil IB requirements

Arbitration

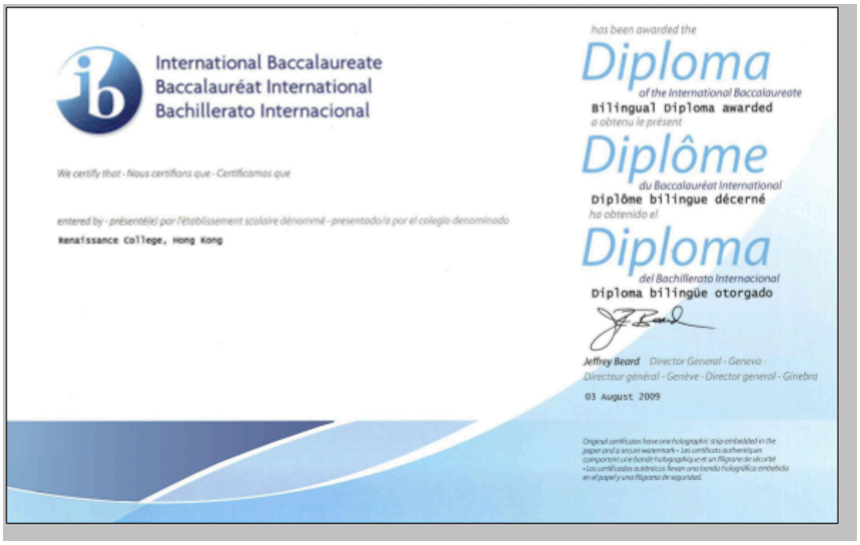
The Arbitration Committee will review the results of candidates whose performance may have been affected by special circumstances duly reported by the school to the IB.

Award of the IB Diploma: Bilingual Diploma

Candidates who have taken examinations in at least one of the subjects from Groups 3 or 4 in a language other than their Language A, or who have offered two Languages A (with grades of 3 or above), will be awarded a 'Bilingual' Diploma.

Award of IB Certificates

Candidates who do not fulfill the requirements above for the award of the Diploma will receive a Certificate from the IB indicating the results obtained. Passes in individual subjects, particularly at Higher Level, are treated with respect by many institutes of further education.



Internal Assessment and Reports

Achievement Grades

All subjects in Year 12 and Year 13 are assessed using IB Diploma subject specific criteria. The scale is a 1 to 7 scale similar to that used in the IB MYP, where 7 represents the highest grade awarded. Students in every subject area are given a copy of the subject specific assessment criteria in the first week of Year 12.

Approaches to Learning Descriptors

For each subject, teachers will indicate ATL strengths and ATL areas of improvement.

An ATL strength indicates skills that students have demonstrated or developed in the subject, and ATL areas of improvement indicate skills that students would benefit from focusing on moving forward.

For each subject, a student will have up to two strengths and up to two areas of improvement. The table below shows the five ATL clusters, and examples of specific skills for each of these.

Please note, not all ATLs may be reported on during a reporting period, as not all ATLs will be covered during a unit or term for each subject.

ATL clusters	The student
Self-management	- Meets deadlines and brings necessary equipment to class - Organises information in a logical and appropriate manner - Uses technology effectively - Demonstrates persistence, perseverance and resilience
Thinking	- Makes connections within or between subjects - Considers ideas from multiple perspectives - Creates solutions to problems - Applies skills and understanding in unfamiliar situations
Communication	- Paraphrases accurately and concisely - Takes effective notes in class - Organises information logically - Uses effective speaking techniques

Research	- Presents information effectively in a variety of formats - Analyses data and information to identify solutions and form conclusions - Creates references and citations, and constructs bibliographies - Meets RCHK's Academic Integrity expectations
Social	- Takes responsibility for their own actions - Listens to and negotiates with other ideas and perspectives - Delegates and shares responsibility for decision making - Participates effectively in a group

Classroom expectations

Students will receive an overall indicator for each subject based on their attitude and behaviour within and towards the subject.

Excellent	The student frequently exceeds expectations
Very Good	The student sometimes exceeds expectations
Good	The student meets expectations
Developing	The student often doesn't meet expectations

Examples of classroom expectations:
The student - Is respectful of themselves and others in the classroom - Is actively engaged in lessons - Contributes to class discussions, asks or answers questions - Is punctual to class - Uses technology appropriately - Meets deadlines - Follows guidance

Further Education

Further Education advice

Advice and guidance concerning further education are of great importance for senior school students. Students will have access to post-secondary information sessions, Further Education Core classes, opportunities to attend university fairs and workshops and talks by guest lecturers. The Further Education Counsellors will focus student awareness on the following:

Further Education: researching choices; critical evaluation of the claims of institutes of further education; examination and entrance requirements; application procedures.

Career Guidance: researching careers; visits to workplaces; guest speakers; information sessions; evaluation of aims and aspirations through workshops and FE Core classes.

In Year 12 and early in Year 13, one-to-one consultation sessions take place with the Further Education Counsellors to ensure that the necessary research is in progress, and that tertiary applications are being made. Deadlines are set and applications checked rigorously.

Academic Transcripts and Certificates of Study

Transcripts, based on the 1-7 scale, will be available upon request to students leaving either during the IB Diploma Programme, or having completed the full two-year programme. Certificates of Study indicating enrolment period will also be available.

Admissions officers in most institutions and countries, including China, USA, Canada, Singapore and Thailand, will require internal grades for Years 10 to 13. A profile of the school grading system will accompany each transcript. The Further Education Counsellors will provide this service to all graduating students.

Transcripts of IB results will be sent by the IB to the university, and to specified institutes of further education in July at the request of the student.

Entry to Institutes of Further Education

Students can receive advice and information about entry requirements to their choice of institution. Because IB students have the opportunity to attend universities worldwide, it is important that they spend time researching entry requirements independently.

IB Single Subject Certificates

Certificates, particularly at Higher Level, will be recognized by some institutions, particularly in North America, for purposes of placement or credit. However, they may also require entrance tests, SAT and/or ACT tests or English proficiency tests. Although more and more institutions are now offering places based on Certificate results, successful completion of IB Certificate courses is no guarantee in itself of entry to institutes of further education.

Renaissance College Graduation Diploma and ESF Advanced Diploma

The Renaissance College Graduation Diploma and the ESF Advanced Diploma may be used in conjunction with the academic transcript for applying to colleges whose entrance requirements include documentary evidence of continuous internal assessment at the senior secondary level.

External Tests

Advice will be provided for students wishing to sit external tests such as the Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), American College Testing (ACT) and English proficiency tests such as TOEFL and IELTS. Preparatory resources are made available to students needing to sit these tests.

What can parents do to support the university applications process?

Start the conversation about careers

Encourage your child to develop a tentative career goal. Of course it will change – often! – but it's the thought process that counts. Help your child to identify interests, likes and dislikes, not just in academics but in all areas. This will help your child focus on what is important to them. Encourage your child to discuss career options with others, such as the school counselor, teachers and recent college graduates who are working professionals in the community.

Suggest CAS activities

Encourage your child to actively take part in a sport, school club, music or drama group, or community volunteer activity. Remember that universities would rather see real involvement in one activity than a loose connection to several activities. Also try to be supportive of your child's participation in a school activity or volunteer effort. CAS activities help students develop time-management skills and enrich the school experience.

Meet with the Further Education Counsellor

You can make an appointment to come in during the school year with your child and discuss future plans with the FE Counsellor.

Encourage participation in meaningful summer activities

There are a myriad of summer opportunities available for students. Many universities offer summer school programmes for high school students, while some companies are willing to hire students for (usually unpaid) internships. These activities can provide practical ways of finding out more about potential career choices.

Encourage your child to take external tests

Tests such as the PSAT, SAT & TOEFL provide valuable feedback, and students can then work on academic weaknesses while there is still ample time to improve them.

Attend university and career fairs

These often take place in September - December at various locations around Hong Kong. Many universities also visit our school, during break and lunch times, and after school. There are a growing number of virtual opportunities to connect with post-secondary institutions as well. Encourage your child to attend as many of these visits as possible. Please regularly check our Inspire newsletter for reminders.

Tour university campuses

If possible, take advantage of vacation or other family travel opportunities to visit universities and see what they're like. Even if there is no interest in attending the university you are visiting, it will help your child learn what to look for in a university.

Practical Arrangements

Student Timetable

Full Diploma Candidates	Number of Periods (80 minutes periods) per week
3 X Higher Level Subjects	3 periods per subject
3 X Standard Level Subjects	2 periods per subject
Theory of Knowledge	1 period
Science of Wellbeing Programme	0.5 period
CAS	Outside of lesson time

Single Subject Certificates Candidates	Number of Periods (80 minutes periods) per week
3 X Higher Level Subjects *	3 periods per subject
3 X Standard Level Subjects *	2 periods per subject
Science of Wellbeing Programme	0.5 period
CAS	Outside of lesson time

* the number of subjects taken overall or at HL and SL can be specifically tailored to meet a student's individual needs

In addition to the above, students in Year 12 and 13 are offered compulsory IB core sessions that cover further education, Extended Essay, and CAS matters from 1pm to 2pm on a Friday afternoon.

Who to contact

Head of Secondary School: **Mr. Wheeler** (extension 513)

- Overall responsibility for the Secondary School

Vice Principal (Secondary): **Ms. Davey-Peel** (extension 451)

- General questions about the IB Diploma Programme
- All issues relating to the IBDP, IB courses and IBCP
- All policy and procedural questions
- Guidance on student subject option choices

Further Education Counsellors: **Ms. Cheung, Ms. Rossiter and Mr. Van Engelen** (extension 449)

- Information on university policies relating to the IB Diploma
- Information regarding IB subject choices and university entry

CAS Coordinator: **Mr. Chiang** (extension 596)

- All matters pertaining to the CAS programme and student involvement and requirements

Head of Department

English A	**Mr. Walker**	*For questions regarding individual IB Diploma subjects, and suitability for a particular IB subject level (Higher or Standard)*
Chinese A, B and *Ab initio* languages	**Ms. Li**	
Humanities	**Mr. Thomas**	
Science	**Ms. So**	
Mathematics	**Mr. Lacey**	
Design Technology	**Ms. King**	
Theatre Arts and Music	**Ms. Houghton**	
Visual Arts	**Mr. Deakin**	
Theory of Knowledge	**Mr. Jones**	
Sport, Exercise and Health Science	**Mr. Burns**	

Head of Year 13 & 12: **Ms Thompson and Ms. Dentry**

Advisory Teachers

- Issues regarding individual student time management
- Individual student academic and pastoral progress
- General concerns

IB Diploma Teachers

- Questions about individual student progress in a particular subject
- Questions about a particular subject curriculum

Extended Essay Coordinator: **Ms. Norton**

- Questions about individual student work on the Extended Essay

Learning Enhancement Team Coordinator: **Ms. Woolcott-Brown**

- Questions regarding special educational needs support at Renaissance College

Please visit Renaissance College website at www.rchk.edu.hk to find further IBDP subject information.