



Garden International School
Eastern Seaboard, Ban Chang

International Baccalaureate Diploma Programme Handbook 2018-19



Your choice. Their future. Our family.



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Introduction

The International Baccalaureate Diploma Programme (IBDP) is the world's leading pre-university course of study. At Garden International School, the IBDP begins in Year 12 after students have completed their IGCSE courses.

The IB course finishes almost two years later in Term 3 of Year 13. For those students wishing to have a head start in their career, *their* choice of university worldwide or advanced placement at a Thai university, the IB Diploma is the only real option.

GIS is the most experienced IB school in the region. For over 20 years GIS has been at the forefront of delivering the Diploma Programme, boasting an excellent coordinating team and enthusiastic, experienced staff whose high standards and practices reflect the demands of the Diploma. The 'IB', as it is known globally, is proud of its pursuit of lifelong learning, academic excellence, and the celebration of cultural diversity. By adopting these ideals into its own mission statement, GIS is perfectly positioned to offer students a passport to success, via the IB Diploma.




An important part of the IBDP is 'CAS'. CAS stands for Creativity, Activity and Service and is an essential part of the Diploma programme. At GIS, IB students in Years 12 and 13 spend time engaged in CAS activities. These activities can range from teaching English at a local Thai school to learning new skills or taking on a challenge. CAS is often about helping others, and these ideals are mirrored by the caring, nurturing atmosphere which exists at GIS. They are also qualities which universities regularly rank as highly important, alongside academic excellence. We also offer student leadership opportunities, which are highly valued by universities.

The History of IB











The International Baccalaureate Organisation (IBO), founded in 1968, is a non-profit educational foundation based in Geneva, Switzerland. It offers three programmes: Diploma Programme (DP), Middle Years Programme (MYP) and Primary Years Programme (PYP).


- There are more than 3,600 authorised IB schools.
- More than 1.1 million students study in an IB programme every year.
- The IB is available in 146 countries around the world.
- It is highly regarded by the world's leading universities and employers.

10  **Diploma Programme**

Reasons


why the IB Diploma Programme (DP) is ideal preparation for university

- 1**  **It increases academic opportunity**
Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.
- 2**  **IB students care about more than just results**
Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.
- 3**  **It encourages you to become a confident and independent learner**
For example, the extended essay requires independent research through an in-depth study.
- 4**  **It's an international qualification**
The DP is recognized globally by universities and employers.
- 5**  **Graduates are globally minded**
Language classes encourage an international mindset, key for increasingly globalized societies.
- 6**  **The IB encourages critical thinking**
Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.
- 7**  **DP students have proven time management skills**
Take good study habits and strong time management to further education and the working world.
- 8**  **It assesses more than examination techniques**
Learn to understand, not just memorize facts or topics and prepare for exams.
- 9**  **Subjects are not taught in isolation**
Theory of knowledge (TOK) classes encourage you to make connections between subjects.
- 10**  **It encourages breadth and depth of learning**
You are able to choose courses from six subject groups and study subjects at different levels.

 International Baccalaureate®
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*Based on IB research - www.ibo.org/research

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Why IB at GIS?

Here are 10 reasons why Garden International School is the best place for your child to study for the IB Diploma.

1) Our teachers are highly experienced, having taught IB Diploma subjects for many years. Several teachers are also official IB examiners.

2) GIS is based in Ban Chang, which offers a safe, secure, semi-rural environment for your child. We offer full or weekly boarding.

3) We have an excellent track record. In 2016, 2017 and 2018 we had a 100 per cent pass rate and our points' average was far higher than the global average. In recent years, GIS students have gone on to study at world-famous institutions such as UCLA and Berklee College of Music in the US and the University of Warwick and Durham University in the UK.

4) We have been a member of the International Baccalaureate Organisation since 1998, longer than any other international school in the region.

5) Our IB numbers continue to grow, but we are still able to offer a low teacher-student ratio. These small class sizes mean teachers can offer extensive support and help to students.

6) We have first-class facilities, including fully-equipped laboratories, new ICT suites, high-quality musical sound rooms and 3D printers for our well-equipped DT classrooms.

7) GIS offers significant extra support for students. This includes a specialist University Counsellor, trips to university exhibitions and special workshops. The workshops help students know how to apply to universities, give advice about living independently and also show students how to write an impressive CV.

8) Our leadership programme offers IB students the chance to take on significant roles within school. This experience is also extremely useful and influential when applying to universities.

9) GIS passed its most recent review from IB with flying colours. In particular, the IB praised our curriculum and the work we have done with CAS.

10) IB students at GIS receive a 'Guide to University' which has numerous tips on what to study, when to apply and how to get the best offers.

After IGCSEs – What Next?

- 1) Study for the IB Diploma – students who have the IB Diploma have a much greater choice about where to go to university. Our IB graduates have gone on to study in the UK, USA, Australia, Hong Kong, Singapore, India, and many other countries.
- 2) In 2016, the Thai government announced that students with only IGCSEs could not join Thai universities. This is because the level of study is not high enough. Therefore, a pre-university course such as IB is ideal as it is academically more challenging than IGCSE and also better prepares students for university life.

How to enter IB

- To start studying for the IB Diploma, students need to have 5 or more IGCSEs (grade A*-C). This must include at least a C at IGCSE English and Mathematics. Students who do not pass IGCSE English or Mathematics subjects may start the IB Diploma (if they have 5 or more passes) but will be required to re-take the relevant IGCSE during IB1.
- To start studying for IB Courses, students need to have 3 or more IGCSEs (grade A*-C).



Why GIS Students Love IB



At "I chose GIS because of the small class sizes – the teachers can give us focused attention and guidance. Also, the teachers here are very experienced – they are going to help you out a lot. Finally, I think the environment at GIS is very friendly. Everyone will feel welcome here.

Shilpi Dhar (India) – IB Diploma Graduate

Studying at University College London (UCL), UK

'IB makes you more knowledgeable, more confident and more organised. You'll need to study hard but you will be supported by great teachers and other students. It's a lot of work and also a lot of fun. IB is a challenge - but the rewards are huge.'

Sarah Chi (Korea) – IB Diploma Graduate

Studying at University of California, Los Angeles (UCLA), USA



"IB produces students who are unique, well rounded and have a global approach to life. Through the IB programme I learned about time management, work-life balance and what I could do to be an active member of the community. I highly recommend students take the opportunity to be an IB student because the lessons you learn through this programme go beyond the classroom."

Jignil Shah (India) – IB Diploma Graduate

Studying at the University of Houston, USA

"The ELS support, IGCSEs and especially the IB programme at GIS were great preparation for university. CAS is more useful than anything as it helps you show universities your extra-curricular experiences. If you do A levels they don't have that kind of thing."

Sirin (Yeen) Pornthipsakul (Thailand)

Studying at the University of Cambridge, UK



The IB Learner Profile

The aim of all IB programmes is to develop internationally-minded people who help to create a better and more peaceful world. IB learners strive to show that they are:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of others.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB's Learner Profile connects strongly with GIS's own Core Values. This ensures we achieve academic excellence but also help students grow and develop in other, important, ways.

The Diploma Programme – in detail

The International Baccalaureate (IB) Diploma Programme is a pre-university course of study that leads to examinations in the final year of school. It is designed for secondary school students aged 16 to 19.

The programme has earned a reputation for rigorous assessment, giving IB Diploma holders access to the world's leading universities. The IB has shown, over more than 40 years, that graduate IB students are extremely well prepared for university study.

Recent decisions by the Thai Government have recognised the IB Diploma as appropriate for advanced placement in Thai universities. This gives Thai students the best of both worlds. With the IB Diploma, they have their choice of universities abroad or they can stay at home and enjoy the dividends of their excellence with advanced placement.

Candidates may study towards either the full International Baccalaureate Diploma or the International Baccalaureate Courses.

The Diploma Programme Curriculum

The programme has the strengths of a traditional and broad curriculum, but with three important additional features, shown at the centre of the circular curriculum model: Theory of Knowledge (TOK), the Extended Essay and Creativity Activity, Service (CAS).



Subject Choices & Core Elements

Students choose six subjects from the six academic areas around the circular curriculum model. Students are required to study Humanities, Mathematics and Science subjects, as well as a second language.

There are three other features to IB that make it unique and highly respected. These are known as the Core Elements: Creativity, Activity Service (CAS), Theory of Knowledge (TOK) and the Extended Essay.

Creativity, Activity, Service (CAS)

'CAS' is a fundamental part of the IB Diploma programme and is central to the whole philosophy of Garden International School.

The emphasis of CAS is on learning through experience. Diploma students are expected to be involved for the equivalent of at least two to three hours a week over two years in a balanced range of activities.

- **CREATIVITY** – covers a wide range of arts and activities.
- **ACTIVITY** – includes participation in expeditions, individual and team sports and physical training.
- **SERVICE** – includes community and social service, environmental and international issues.

The aims are to provide challenges in each area, develop skills and interests and to provide opportunities for service. Activities are designed to complement academic disciplines and develop a 'spirit of discovery, self-reliance and responsibility'.

Students should develop greater awareness of themselves, concern for others, and the ability to work with people in their community.

Assessment

Diploma students complete a self-evaluation after each CAS experience. Target setting and reflection are a major part of CAS.

IB students maintain an online CAS blog for recording activities, projects and evaluations. Students complete a course evaluation at the end of Years 12 and 13.

Major Community Projects

Year 12 and 13 CAS students at GIS work on major projects, which may include assisting at the Camillian Social Centre or teaching English at local Thai School. They may also lead and organise events in school, such as talent shows or fundraisers.



Theory of Knowledge (TOK)

Theory of Knowledge is intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence that is expressed in rational argument. It is a key element in encouraging students to appreciate other cultural perspectives. The course is unique to the IB, which recommends at least 100 hours of teaching time.

Nature of the Subject

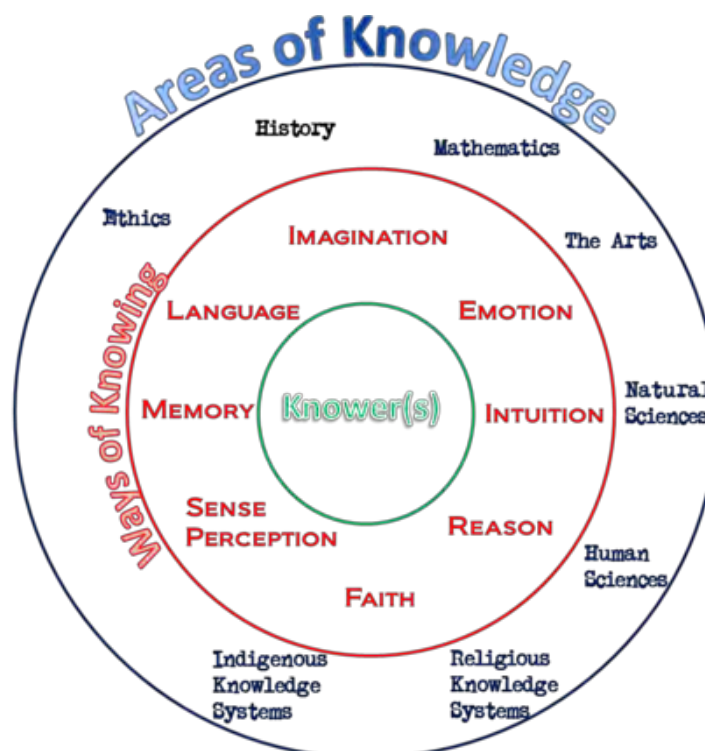
The Theory of Knowledge (TOK) programme is central to the educational philosophy of the International Baccalaureate. It challenges students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society.

It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognise the need to act responsibly in an increasingly connected world.

The TOK Programme is composed almost entirely of questions. The most central of these is 'How do I, or how do we, know that a given assertion is true, or a given judgement is well grounded?' The programme entails the application of this central question to many different, yet interrelated topics.

The TOK Diagram

The following is a useful representation of the TOK Programme.



TOK Assessment Outline

The assessment model in TOK is made up of two components.

Part 1: External Assessment (40 Points)

Essay on a Prescribed Title (1,200 – 1,600 words). One essay on a title chosen from a list of ten titles prescribed by the IB for each examination session.

Examples of titles from a previous session are:

- 'Art upsets, science reassures' (Braque). Analyse and evaluate this claim.
- 'Tell a man that there are 300 billion stars in the universe and he'll believe you. Tell him a bench has wet paint on it and he'll have to touch to be sure' (Anon). What does this suggest about the way different types of knowledge are justified?
- Must all 'good explanations' allow for precise predictions?
- In what ways might 'emotional intelligence' help or hinder the pursuit of knowledge?

Part 2: Internal Assessment (20 Points)

The Presentation (approximately 10 minutes per candidate). Each student makes a presentation to the class. There is also a written self-evaluation report, including:

- A concise description of the presentation
- Answers to the questions provided on the form.

Examples of Presentation Topics:

Art and its Audience

Real life situation: Joshua Bell busking in New York City

Knowledge issue: What shapes the way we appreciate and understand art?

Sourcing our Food

Real life situation: Monsanto and genetically engineered food

Knowledge issue: How far can we determine who should decide on the part played by the natural sciences in our lives?

The Extended Essay

Each student has the opportunity to investigate a topic of special interest. The Extended Essay requirement acquaints Diploma candidates with the kind of independent research and writing skills expected by universities. The IB recommends that a student devotes a total of about 40 hours of private study and writing time to the essay, which may be written in one of 60 subjects, including many languages. The essay allows students to deepen their programmes of study, for example, by selecting a topic in one of their higher level (HL) courses.

The Extended Essay is an integral part of the International Baccalaureate Diploma programme. The essay is a 4,000-word personal research project, which aims to offer students the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university.

For a diploma to be awarded, all the following regulations must be complied with:



Regulation 1 – The Requirement

Every IB Diploma candidate must submit an Extended Essay. Extended Essays may only be submitted by candidates in the Diploma and re-take categories.

Regulation 2 – Supervision

It is the school's responsibility to ensure that each candidate submitting an Extended Essay is supervised by a teacher with appropriate qualifications and/or experience in the subject chosen by the candidate.

Regulation 3 - Language of the Essay

Extended Essays submitted in a Group 1 or Group 2 language must be written in that language.

Regulation 4 – Academic Honesty

Academic Honesty means making sure students do not try and gain an unfair advantage in any assessment through collusion or plagiarism. Plagiarism is the submission for assessment of the unacknowledged work, thoughts or ideas of another person as the candidate's own. To avoid charges of plagiarism, candidates must always ensure that they acknowledge fully and in detail the words and/or ideas of another person.

The Nature of the Extended Essay

The Extended Essay is an in-depth study of a limited topic, within a subject. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay.

The Choice of Subject

It is best to choose the subject for the Extended Essay before deciding what the topic or research question will be. Certain topics may not be appropriate. The subject chosen is one of the Higher Level subjects being studied.

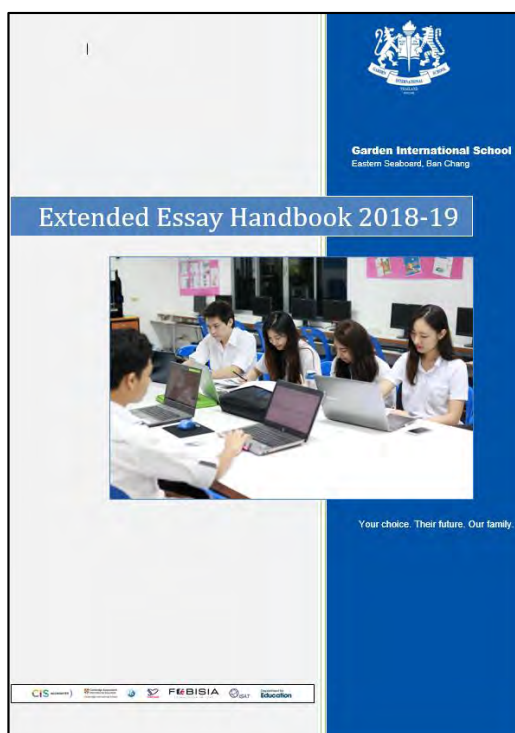
Assessment of Extended Essays

Use of Assessment Criteria

All Extended Essays are externally assessed by IB examiners. Criterion levels will be awarded to each Extended Essay using a best match model. For each criterion, examiners are instructed to identify the level descriptor that is most appropriate for the Extended Essay under consideration. Each EE is awarded a grade from A-E.

Support

- The Extended Essay Coordinator holds several workshops to introduce the EE to students. These are held over four weeks and are in-depth introduction to research skills and tips for a successful EE.
- Each candidate is given the GIS Extended Essay Handbook.
- After the workshops, students choose their subject, topic and research question.
- They then meet with supervisors and start to prepare their research.
- A provisional draft is submitted at the end of IB1; this must be at least 1,000 words.
- A first draft is submitted at the start of IB2. The final draft is submitted later in Term 1 of IB2.
- These steps aim to support students and ensure they are on track throughout the whole process.
- The EE is regarded as one of the most important elements in IB as it directly prepares students for the kind of research and analytical skills they will require at university.



IB DIPLOMA SUBJECTS:

Group 1 (Studies in Language and Literature)

English A: Language and Literature

Thai A: Language and Literature

Self-taught Language A: Literature (SL only) – e.g. Korean, Hindi, Russian,

Group 2 (Language Acquisition)

English B

Spanish B, Mandarin B

Spanish Ab Initio, Mandarin Ab Initio

Group 3 (Individuals and Societies)

Geography

ITGS (Information Technology in a Global Society)

Business Management

History

Group 4 (Sciences)

Biology

Physics

Design Technology

Group 5 (Mathematics)

Mathematics: Analysis & Approaches

Mathematics: Applications & Interpretations

Group 6 (Arts / Others)

Visual Arts

Music

Chemistry

ITGS (Information Technology in a Global Society)

Candidates study **six** selected subjects, one from each group. The Higher Level programmes are taught over 240 teaching hours and the Standard Level are taught over 150 hours.

The Diploma requires three subjects to be taken at **Higher Level (HL)** and three at **Standard level (SL)**. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). To gain the Diploma, students need 24 points or more.

Students must also successfully complete the Extended Essay, Theory of Knowledge course and participate in Creativity, Activity, Service (CAS) The maximum points that can be awarded is **45**: 7 per subject plus a maximum of 3 bonus points for the Extended Essay and Theory of Knowledge components.

Students who receive an 'E' grade for TOK or the EE will not be awarded the IB Diploma. Students cannot receive a 1 in any subject, no more than two grade 2s or three grade 3s in any subject. Candidates must have 12 or more in his/her HL subjects and 9 or more for SL subjects.

International Baccalaureate Courses

Candidates who do not choose the full IB Diploma may study selected subjects at either Standard or Higher Levels, for which individual subject certificates are awarded. Certificates are not available for the Extended Essay, Theory of Knowledge or Creativity Activity and Service (CAS) components. All IB students at GIS are, however, required to complete a CAS programme. IB Courses students do not have to write an Extended Essay or study TOK.

University Entrance

Listed below are some typical minimum IB Diploma point scores required by universities for acceptance onto degree courses. These are guidelines and entrance requirements will vary. Specific information is available in university prospectuses.

UNIVERSITY DEGREE	IB Diploma Point Scores	UNIVERSITY DEGREE	IB Diploma Point Scores
<i>Architecture</i>	34	<i>Physiotherapy</i>	30
<i>Archaeology</i>	30	<i>Geography</i>	31
<i>Visual Arts</i>	28	<i>English</i>	30
<i>Biology</i>	30	<i>Modern Languages</i>	30
<i>Chemistry</i>	30	<i>Geology</i>	30
<i>History</i>	30	<i>Music</i>	30
<i>Physics</i>	30	<i>Economics</i>	33
<i>Engineering</i>	33	<i>Politics</i>	30
<i>Electronics</i>	33	<i>Sociology</i>	28
<i>Law</i>	34	<i>Mathematics</i>	30
<i>Medicine</i>	38	<i>Business</i>	33

- Some UK universities have lowered their entry requirements for IB because they value IB so highly.

Award of Diploma Points

Each student is awarded a grade of 1-7 for each subject. In addition, a maximum of three bonus points are awarded according to a candidate's combined performance in the Extended Essay and Theory of Knowledge. A student needs at least 24 points to be awarded

The total number of bonus points awarded is determined by the combination of the performance levels achieved, based on this matrix:

Diploma Points' Matrix for the Extended Essay and Theory of Knowledge							
Extended Essay	Theory of Knowledge						
		Excellent (A)	Good (B)	Satisfactory (C)	Mediocre (D)	Elementary (E)	Not Submitted
	Excellent (A)	3	3	2	2	F	F
	Good (B)	3	2	2	1	F	F
	Satisfactory (C)	2	2	1	0	F	F
	Mediocre (D)	2	1	0	0	F	F
	Elementary (E)	F	F	F	F	F	F
	Not Submitted	F	F	F	F	F	F

F = Failing Condition: students who obtain an 'E' for their TOK and/or Extended Essay will not be awarded the IB Diploma.

The following gives more detail about each of the subjects offered at GIS.

Group 1: STUDIES IN LANGUAGE AND LITERATURE: LANGUAGE A

(Language and Literature / Literature)

Every Diploma candidate is required to study a Group 1 language at Higher Level (HL) or Standard Level (SL). Self-taught candidates can only study Language A: Literature at SL.

For the majority of candidates, Language A will be their best language, in that they are expected to have native or near-native command of the language. It is, therefore, the candidate's primary means of communication.

English A (Language and Literature) and Thai A (Language and Literature) are offered at GIS at both SL and HL.

The Language A programme aims to promote an appreciation of the wealth and subtleties of language and also lead to an awareness of linguistic structures. It encourages the development of an appreciation of language and literature and knowledge of other cultures and societies.

In the Language part of the course, students study how meaning is created by looking at real-life texts, including newspapers, advertisements and political propaganda. In Literature, students study a range of classic and modern plays, poems and novels.

Where no teacher is available in a student's first language, provision is made by the International Baccalaureate organisation for students to study language A as a school supported self-taught course at Standard Level (SL). Students will need to find tutors if they choose the self-taught option.

At Higher Level, the students will cover six literary works. At Standard Level they will cover four literary works. Both HL and SL students will also study a wide range of non-literary texts.

Assessment

Paper 1: A guided analysis of one unseen text at SL and two unseen texts at HL (HL 2hr 15 mins, 35% / SL 1hr 15 mins, 35%).

Paper 2: A literary comparative essay containing general questions on literary issues (1hr 45 mins, HL 35% / SL 1 hr 45 mins, 25%)

Internal Assessment (IA)

Individual Oral: Students explore and compare two texts they have studied in relation to a global issue (HL 15 mins, 20% / SL 15 mins, 30%).

Essay (HL only): A formal essay following a line of inquiry into a text that has been studied (literary or non-literary) (20%).

**Group 2: LANGUAGE ACQUISITION:
LANGUAGE B / LANGUAGE AB INITIO**

This group involves the study of a second foreign language. There are four language choices in Group 2. There is some flexibility as to the languages offered each year in Group 2, as it will depend upon each intake.

Language B

The Language B programme is offered in English, Spanish and Mandarin.

Nature of the Subject

Every diploma student is required to study a Group 2 language at either Higher Level (HL) or Standard Level (SL).

Language B is a foreign language learning course designed for students with some previous experience of the language (a grade 'C' or above at IGCSE is preferred).

The course aim is to provide students with a comprehensive understanding of the language whilst enabling them to develop a high proficiency in applying it to a variety of communicative contexts.

Students will develop their skills in the language through exploring its social, academic and cultural elements. This will be achieved by studying a wide variety of texts, by learning to write in a wide variety of styles and by communicating effectively to many different audiences.

Syllabus Outline

The main focus of the course is on language acquisition and the development of the four primary language skills.

Competence in each of the primary skills will involve an understanding of three inter-related areas:

- Language; handling the language system accurately
- Cultural Interaction; selecting language appropriate to a particular cultural and social context
- Message; understanding ideas and how they are organised in order to communicate them appropriately.

The successful Language B candidate will demonstrate competence in the control of language, an appreciation of language appropriateness and an understanding of how *meaning* is best communicated.

Assessment

Assessment is based upon:

- Internal assessment (25%)
Individual Oral Examination
Interactive Oral Activity
- External assessment (75%)
Paper 1 – Productive skills: Writing – (25%)
Paper 2 – Receptive skills: Listening & Reading comprehension – (50%)

Language Ab Initio

Ab Initio language is offered in Spanish and Mandarin

The Ab Initio programme is a foreign language programme to be studied over 2 years at Standard Level by students who have little or no previous experience of learning the target language. Students who achieve B, A or A* at IGCSE must take Spanish B or Mandarin B.

This programme is appropriate for students interested in learning a new, foreign language as part of their IB Course. When choosing whether to study at Ab Initio level, IB says: “The most important consideration is that the language ab initio course should be a challenging, educational experience for the student.”

In two years the candidates will achieve a standard approximating that of IGCSE, although with greater communication skills on a broader range of topics.

As with Language B, the language skills of listening, reading, writing and speaking are equally weighted on the Ab Initio programme and in assessment.

Oral assessment by coursework will take place in the final year of studies at the end of which there is also an individual oral examination.



Group 3: INDIVIDUALS AND SOCIETIES

This group offers subjects spanning the Humanities and Social Sciences. Garden International School offers Geography, History, Business Management and Information Technology in a Global Society (ITGS).

GEOGRAPHY

Nature of the Subject

Geography is a dynamic subject that is firmly grounded in the real world and therefore focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and investigates the way people adapt and respond to change. The diploma programme Geography course integrates both physical and human Geography.

Students can choose to study Geography at two levels: Higher level (HL) or Standard level (SL). The course is based around a core theme and geographical skills. HL students study 3 optional themes and SL students study 2 optional themes based on the human, physical and economic global environment. The course offers a wide range of subject matter and fosters a sound understanding of dynamic global systems.

The Course will prepare the student for a broad range of career paths and/or higher education choices. Geography links well with Biology, Information Technology in a Global Society and Chemistry.

Students choosing this course need a basic grounding in Geography, preferably a B grade at IGCSE or equivalent, and should have sound English and Mathematical skills.

The Syllabus

Part 1 – Geographic themes (2 for HL and 3 for SL)

Freshwater – drainage basins

Oceans and coastal margins

Extreme environments

Geophysical hazards

Leisure, tourism and sport

Food and health

Urban environments

Part 2 – SL and HL core: Geographic perspectives – global change

Population distribution – changing population

Global climate – vulnerability and resilience

Global resource consumption and security

Part 2 HL core extension: HL only: Geographic perspectives – global interactions

Power, places and networks

Human development and diversity

Global risks and resilience

BUSINESS MANAGEMENT

Nature of the Subject

Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the socio-cultural and economic contexts in which those organisations operate.

The key characteristics of business organisation and environment and the business functions of human resource management, finance and accounts, marketing and operations management are also covered. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalisation, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real-world examples and case studies.

The Course

The syllabus for both SL and HL consists of five compulsory units and internally assessed coursework.

Units:

1. Business organisation and environment
2. Human resource management
3. Finance and accounts
4. Marketing
5. Operations management

Assessment

External Assessment 75%

Written Papers 3 hours (SL) 4 ½ hours (HL)

Paper 1: 1 hour 15 minutes 30% (SL), 2 hours 15 minutes 35% (HL)

Questions are based on a case study issued in advance by the IB.

Paper 2: 1 hour 45 minutes 45% (SL), 2 hours 15 minutes 40% (HL)

Questions are answered from 3 sections – A, B and C. SL students answer fewer questions.

Internal Assessment (Written Commentary (SL) or Research Project (HL)) - 25%

A written commentary of no more than 1,500 words. This must be based on three to five supporting documents about a real issue or problem facing a business organisation. For HL, a research project of up to 2,000 words is the coursework requirement. The project must address an issue facing an organisation or analyse a decision to be made by the organisation.

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS)

Nature of the Subject

The IB Diploma Programme Information Technology in a Global Society (ITGS) course is the study and evaluation of the impacts of Information Technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitised information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers social and ethical considerations that are common to other subjects in group 3. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline.

The Course

At either level (SL or HL) the ITGS course consists of three compulsory interconnected strands that reflect the integrated nature of the course.

- Strand 1: Social and ethical significance
- Strand 2: Application to specified scenarios
- Strand 3: IT systems

The HL course in ITGS differs from the SL course in ITGS as follows. HL students study the following as part of the HL extension, which consists of two additional topics in the IT systems strand:

- IT systems in organisations
- Robotics, artificial intelligence and expert systems.

The HL course has an additional externally-assessed component that comprises a pre-seen case study based on a fictitious organisation; this allows students to research various aspects of the subject, which may include new technical concepts and additional subject content in greater depth.

Assessment

External assessment

Paper 1 – structured questions that reflect the strands of the course

Paper 2 – writing a response to an unseen article

Paper 3 (HL only) – one question based on a pre-seen case

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students will develop an original IT product for a specified client.

HISTORY

Nature of the Subject

Students can choose to study History at two levels: Higher Level (HL) or Standard Level (SL). The course is concerned with individuals and societies in the widest context: political, social, religious, technological and cultural.

The course will prepare the student for a broad range of career paths and/or higher education choices. History links well with English A Language & Literature, Art and Languages.

Students choosing this course need a basic grounding in History, preferably a C grade or equivalent at IGCSE and they should also have sound English skills.

The Syllabus

Paper 1: Rights and Protests

- Case study 1: Civil rights movement in the United States (1954–1965)
- Case study 2: Apartheid South Africa (1948–1964)

2. Paper 2:

- World history topic 10: Authoritarian states (20th century)
- World history topic 12: The Cold War: Superpower tensions and rivalries (20th century)

3. Paper 3: HL Only: Aspects of the history of the Americas

- Political developments in Latin America (1945–1980)
- Civil Rights and Social Movements in the Americas post-1945
- The Cold War and the Americas (1945–1981)

4. Historical Investigation (Internal Assessment):

All candidates study the options for Paper 1 and 2. These topics have been chosen to give an overview of some of the main global issues since 1945. In Paper 3, HL candidates also study the same time period with a more detailed focus on the countries of the Americas.

Assessment

HL and SL are assessed externally at the end of the course by written examinations.

There are three written papers for HL, totalling 5 hours and accounting for 80% of the marks.

There are two written papers for SL, totalling 2½ hours and accounting for 75% of the marks. The Historical Investigation is internally assessed. It accounts for 20% of the final mark for HL and 25% of the final mark for SL.

Group 4: SCIENCES

GIS offers four science subjects: **Biology, Chemistry, Physics and Design Technology**. One of the most difficult choices students will have is which science to choose and which level to study (Higher or Standard).

Students have to choose at least one Science subject and should have a “C” grade at IGCSE Coordinated Science (or equivalent) in the science subject they wish to choose. If students are studying at Higher Level, they should have a minimum grade of B at IGCSE. For someone wishing to choose just one science subject, Biology at Standard Level (SL) would probably be more advisable than either Chemistry or Physics due to the analytical and mathematical content of these two subjects.

At the other extreme, for students considering a career in science, or wanting to go to university to study medicine, dentistry, pharmacy or veterinary science, or enrol in engineering, the choice of more than one science subject is available. The great thing about the IB programme is its flexibility and ability to leave open many career pathways. If students are keen on following a career in science, please ask the IB Coordinator for more advice and guidance before making a definite choice of science subjects at GIS.

The science subjects at IB differ from Coordinated or Combined science at IGCSE. The **practical work** is less guided and more like focused research, and is assessed and maintained in each student’s portfolio of work, which comprises the Internal Assessment component of 20% for Biology, Chemistry and Physics.

A greater number of shorter practicals are completed for Biology and Chemistry, and cover every part of the course content. Fieldwork is essential for Biology and there are also some useful local visits to enrich the Chemistry course. Otherwise, the assessment of the sciences is made across **common skills**, such as **design, data collection and processing** and **evaluation** of experimental results, along with **manipulative skills**.

A good IGCSE science student will find familiarity in the practical work and in the theory that goes with it. At Higher Level, a greater number of sub-topics are studied to a much greater depth, some with less everyday applications than those on the Standard Level syllabus. Mathematical skills become increasingly useful and a good memory for facts certainly helps. Above all, a **real interest** in the subject is needed, as the study of technical details and theoretical laws and formulas can be confusing if the will to concentrate and succeed is lacking.

In common with the whole IB ethos, the social skills of the student are also considered and they are expected to work together in teams for some of their practical investigations. The *Group 4 Project*, worth 10 hours of experimentation per subject, is all about the whole year group working together as a set of teams, allowing for the development of group responsibility and leadership skills. Science at IB is challenging and GIS welcomes students who are willing to meet these challenges head on and take increasing responsibility for the direction of their studies.

BIOLOGY

Nature of the Subject

This course is based around four basic biological principles (see below) to enable the students to study Biology at differing levels of complexity. For biologists who will take the subject forward in the future, study at Higher Level is advised. Other students will benefit from the emphasis on a broad, general understanding of the subject and its wide application to everyday life.

Students choosing this course need a broad science background at IGCSE level (Grade C or equivalent) and also a good standard of mathematical skills.

The Biology course links particularly well with Chemistry, Mathematics and Geography. It provides a useful foundation for a wide range of scientific, technical and medical careers. Biology at GIS is offered at both HL and SL.

The Syllabus

Basic biological principles running through the course are:

- Structure and function
- Universality versus diversity
- Equilibrium within systems
- Evolution

The syllabus comprises core, higher level and option topics as follows:

- Core for SL and HL:**
1. Cell biology
 2. Molecular biology
 3. Genetics
 4. Ecology
 5. Evolution and biodiversity
 6. Human physiology
- Higher Level only:**
7. Nucleic acids
 8. Metabolism, cell respiration and photosynthesis
 9. Plant biology
 10. Genetics and evolution
 11. Animal physiology

Investigations and practical work account for 20% total teaching time. This includes a 10-hour *Group 4 Project*.

Options: SL - one option chosen HL - one option chosen

- A. Neurobiology and behaviour
- B. Biotechnology and bioinformatics
- C. Ecology and conservation
- D. Human physiology.

Assessment

80% is based on external examinations. Internal assessments from the Practical Scheme of Work account for 20% of the overall grade. A wide variety of investigative exercises is carried out.

PHYSICS

Nature of the subject

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the smallest known particles to the vast distances between galaxies.

The Physics course is stimulating and challenging. Students gain and apply a body of knowledge, methods and techniques that characterise science and technology.

Students will develop an ability to analyse, evaluate and synthesise scientific information and recognise the need for, and the value of, collaboration and communication. Physics has enabled us to alter our surroundings: the building of huge bridges, the launching of artificial satellites and the construction of delicate instruments for surgery. It has given us the internet and continues to extend into every aspect of our lives. This raises the issue of the impact of physics on society. This course will raise awareness of the moral, ethical, social, economic and environmental impact of physics in a global context.

Through studying Physics, students should become aware of how scientists work and communicate with each other. There is a significant amount of experimental work and students must maintain clear, detailed and accurate reports for laboratory work. Besides mathematical skills, investigative skills and manipulative skills, there will be a certain proficiency in IT skills required for this course.

Assessment

Assessment comprises a combination of external examinations at the end of the programme, and teacher assessment of practical work. The external examinations consist of three papers and are worth 80% of the total marks.

	Standard Level	Higher Level
Paper 1 (multiple choice)	45 minutes	1 hour
Paper 2	1 hour 15 minutes	2 hours 15 minutes
Paper 3	1 hour	1 hour 15 minutes

Teacher assessment for both Standard and Higher Level Physics is based upon laboratory work and carries 20% of the total marks. 40 hours of experimental work are required for Standard Level and 60 hours for Higher Level.

The syllabus comprises the following core topics:

Core for SL and HL:

1. Measurement and uncertainties
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity and magnetism
6. Circular motion and gravitation
7. Atomic, nuclear and particle physics
8. Energy production

Plus one option of A) Relativity, B) Engineering and Physics, C) Imagery, D) Astrophysics.

(HL)

9. Wave phenomena
10. Fields
11. Electromagnetic Induction
12. Quantum and nuclear physics

DESIGN TECHNOLOGY

Design Technology can be studied at Higher or Standard Level.

Course Description

Design Technology aims to develop internationally-minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. To design with technology is to use human ingenuity in selected activities to meet needs and find solutions. This can be achieved through existing or new technologies. Design consists of gathering information about the problem or opportunity, processing that information, and planning for some kind of intervention either by modifying what is already there or by introducing something new. The designer is interested not just in the material environment but also in the social, technological, economic, environmental, political, legislative and ethical considerations that affect people's priorities.

Group 4 Science Project

All experimental science students must complete a Group 4 Project that is scheduled at the end of Year 12, after the end of year examinations. It is used to assess student 'Personal Skills' through group studies, team work and community service.

Course Content

This course combines technological theory with a significant amount of design-based practical work (40% of the course). Theoretical topics include the study of materials, production processes, control systems, energy sources, the role of the designer and the impact of technology upon the environment. The Higher Level course includes a wider range of theoretical topics. All topics are covered with a view to recognising the impact of technology on the world today. Students' coursework will include a "major design project", where an area of particular interest to the individual can be studied in some depth.

Assessment

	Higher Level	Standard Level
External Assessment 60%	Three written papers: <ul style="list-style-type: none">• Paper 1 (20%): multiple choice questions on core and HL topics• Paper 2 (20%): data-based and extended-response questions on core and HL topics• Paper 3 (20%): structured questions on HL extension material and case studies.	Two written papers: <ul style="list-style-type: none">• Paper 1 (30%): multiple choice questions on core material.• Paper 2 (30%): data-based and extended-response questions on core topics

GROUP 5: MATHEMATICS

Mathematics is compulsory for all IB Diploma students. There are two mathematics courses available that are offered at standard level (SL) and higher level (HL):

- **Analysis and Applications HL and SL**
- **Applications and Interpretations HL and SL**

In each course, assessment consists of examination papers worth a total of 80% and internally assessed coursework worth 20%.

Analysis and Approaches HL and SL

This course focuses on analytical methods with an emphasis on calculus appropriate for pure mathematicians, engineers, scientists and economists. This course should be considered by those with a high degree of ability and interest in Mathematics. To study Analysis and Approaches at Higher Level, students require at least a grade 'A' at IGCSE Extended or at least a grade 'B' for IGCSE Additional Mathematics.

This course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and in the development of strong mathematical thinking skills. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem-solving and generalization. The course should be chosen by students who anticipate studying mathematics at university, or a related subject with a high mathematical content such as engineering or physical sciences.

Internal Assessment

The coursework element consists of an internally assessed component which is called '*Exploration*'. This internal assessment is an independent exploration of an area of mathematics chosen by the student. It contributes 20% to the overall course grade level. A total of 30 hours is allocated to the development of investigational and problem solving skills, collaboration, modelling skills and completion of the internal assessment (IA) component.

External Assessment

External assessment is in the form of 2 papers for SL and 3 papers for HL. The HL Paper 3 will be a 1-hour paper that will test the assessment objectives of problem-solving, communication and interpretation and reasoning. The Paper 3 examination is a problem-solving/sustained reasoning paper - two scaffolded problems, beginning with a syllabus item and building to either a generalization or an interpretation of the problem.

Applications and Interpretations HL and SL

This course is designed with an emphasis on statistical analysis, modelling and the use of technology. It is suitable for students with an interest in the applications of mathematics and how technology can support this. It is aimed at students who will go on to study subjects such as social sciences, medicine, statistics, business, some economic courses, psychology and architectural design.

It is strongly recommended that students will enter this course with at least a grade 'C' at IGCSE Extended/Core Mathematics.

It is designed for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context.

Internal Assessment

The coursework element consists of an internally assessed component which is called '*Exploration*'. This internal assessment is an independent exploration of an area of mathematics chosen by the student. It contributes 20% to the overall course grade level. A total of 30 hours is allocated to the development of investigational and problem solving skills, collaboration, modelling skills and completion of the internal assessment (IA) component.

External Assessment

External assessment is in the form of 2 papers for SL and 3 papers for HL. The HL Paper 3 will be a 1-hour paper that will test the assessment objectives of problem-solving, communication and interpretation and reasoning. The Paper 3 examination is a problem-solving/sustained reasoning paper - two scaffolded problems, beginning with a syllabus item and building to either a generalization or an interpretation of the problem.

Graphic Display Calculators

A Graphic Display calculator (GDC) is required for all the mathematics courses. Students are therefore encouraged to have with them a TI-84 plus (CE) GDC model before the start of the course. The mathematics department will help order students' GDCs should they have problems buying them.



Group 6: THE ARTS, ITGS and CHEMISTRY

Garden International School offers Visual Arts, Music, Business Management and Chemistry in Group 6.

VISUAL ARTS

Course of study

The nature of the IB Visual Arts Programme is student-centred focusing on the creative development of the individual.

Aims:

- Students should look for every opportunity to develop their aesthetic, imaginative and creative faculties.
- Learning to see. Stimulate and train students' visual awareness.
- Pursue quality through questioning, asking for assistance, individual experiment and persistent endeavour.
- Adopt a lively, enthusiastic and informed attitude towards Art in all its forms, both historically and today.

The Core Syllabus

Visual Art in Context

This involves a cycle of inquiry, considering and comparing work from a variety of cultures, historical, social contexts.

Visual Arts Processes

Experimenting with techniques, media, processes, developing a body of work, self review and critique, documented in a Visual Arts journal.

Presenting Visual Arts

This has to do with understanding what makes an effective exhibition and selecting and presenting the students own work.

Assessment

1. Comparative study - Externally Assessed - 20%
2. A process portfolio - Externally Assessed - 40%
3. An exhibition with a written rationale - Internally Assessed - 40%

Course Requirements: previous experience in Art is an advantage but is not a prerequisite for entry to the course. Nevertheless, experience of Art IGCSE will provide students with a level of knowledge and understanding of issues and processes which will form a solid foundation on which to build a successful and rewarding IB programme.

Research Workbooks: The Research Workbooks contain visual and verbal information and will have the appearance of working journals.

Exhibition of Studio Work: Each candidate will prepare an exhibition of work undertaken during the course.

MUSIC

The IB Music course is designed to encourage a student's growth in each core area of music. These include Listening, Creating and Performing.

The **Listening** course allows candidates to explore composers from Bach to Berlioz and Ravi Shankar to Nina Simone, while the Musical Links Investigation allows students to further research composers of their choice. Candidates will also study set works prescribed by the IB. In **Performing**, candidates must provide a varied programme at a standard suitable to the candidate's own ability. The **Creating** folio should be varied in both style and ensemble. The course is designed to build on students' prior knowledge at **HL** but candidates who have not studied music before may be considered at **SL**.

Course Requirements

SL candidates must complete the mandatory Listening section but must choose between either Creating or Performing, which then take on a 50% weighting. However, **HL** candidates must complete each of the core areas.

Listening (50% of the awarded grade)

- 30% of the Listening grade is from the Listening examination candidates sit during the examination session of their final year of the IB course.
- The remaining 20% is from a Musical Links Investigation (MLI).
- Both **SL** and **HL** candidates must complete this section, however the **SL** listening examination is slightly shorter.

Creating (25% of the awarded grade)

- Candidates must submit a folio of original compositions or arrangements for solo or ensemble instruments. They must be contrasting in style and be 3-6 minutes in length.
- **SL** candidates should submit 2 pieces.
- **HL** candidates should submit 3 pieces.

Performing (25% of the awarded grade)

- Candidates must record several pieces on their chosen instrument, in various styles and in front of an audience.
- **SL** candidates must have a programme lasting 15 minutes which may include ensemble pieces.
- **HL** candidates must have a programme lasting 20 minutes.



CHEMISTRY

Nature of the Subject

GIS offers IB Chemistry at Standard Level (SL) and Higher Level (HL). The Chemistry programme meets specific requirements for university entrance, allows for the study of some topics in depth and provides an opportunity for students to pursue areas of personal interest.

Chemistry is a central science. Chemical principles underpin the physical environment in which we live as well as all biological systems. As such, the subject has two main roles: it is a subject worthy of study in its own right and it is also a pre-requisite for many other courses in higher education, such as medicine and engineering, biological and environmental sciences.

The Syllabus

The syllabus for Chemistry comprises the Core, Additional Higher Level (AHL) material and Option topics as detailed below. All candidates study the Core topics. HL candidates study the similar topics in more depth in an additional 60 hours.

Core (95 hours)

- Topic 1: Stoichiometric relationships,
- Topic 2: Atomic structure
- Topic 3: Periodicity
- Topic 4: Chemical bonding and structure
- Topic 5: Energetics / thermochemistry
- Topic 6: Chemical kinetics
- Topic 7: Equilibrium
- Topic 8: Acids and bases
- Topic 9: Redox processes
- Topic 10: Organic chemistry
- Topic 11: Measurement and data processing

Additional Higher Level (AHL) (60 hours)


- Topic 12: Atomic Structure
- Topic 13: The periodic table – the transition metals
- Topic 14: Chemical bonding and structure
- Topic 15: Energetics / thermochemistry
- Topic 16: Chemical kinetics
- Topic 17: Equilibrium
- Topic 18: Acids and bases
- Topic 19: Redox processes
- Topic 20: Organic chemistry
- Topic 21: Measurement and analysis

Option Topics (15 hours SL / 25 hours HL)

- Option A: Materials
- Option B: Biochemistry
- Option C: Energy
- Option D: Medicinal chemistry

Assessment: External assessment (examinations) 80% internal assessment 20%

GIS Subject Options 2018-19

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
HIGHER LEVEL	English A Thai A	English B Spanish B	Geography Business Management ITGS History	Biology Physics Design Technology	Mathematics: Analysis & Approaches Mathematics: Applications & Interpretation	Visual Arts Music Chemistry ITGS
STANDARD LEVEL	English A Thai A Self taught Language (e.g. Korean, Chinese, Russian, French)	English B Spanish B Mandarin B Mandarin Ab Initio (only available for students not taking Mathematics HL) Spanish Ab Initio	Geography Business Management ITGS  History	Biology Physics Design Technology	Mathematics: Analysis & Approaches Mathematics: Applications & interpretation	Visual Arts Music Chemistry ITGS

- Students choose three Higher Level subjects and three Standard Level subjects.
- One subject only (at HL or SL) must be selected from each of the six Group columns.

IB Diploma Examination Results 2006 - 2018

	Most Recent World Results	GIS 2018	GIS 2017	GIS 2016	GIS 2015	GIS 2014	GIS average 2006–13
Diploma Pass Rate %	78	100	100	100	94	82	84
Average Total Points/45	30	35	33	34	33	31	32
Average Subject Grade/7	4.8	5.47	5.21	5.48	5.14	4.97	5.0
% Students gaining 40 points or higher	7	27	13	20	6	6	5
Highest Score	45	44	44	42	41	41	43

**Note: Maximum possible IB Diploma points score = 45.
Maximum IB subject grade = 7**



May 2018 Highlights:

- Joint highest-ever score by a GIS student (44 points).
- Average points total of 35 – one of the best in Thailand and Southeast Asia.
- Students received offers from University College London, University of Houston, Nanyang Technological College, Singapore, and many more leading universities.

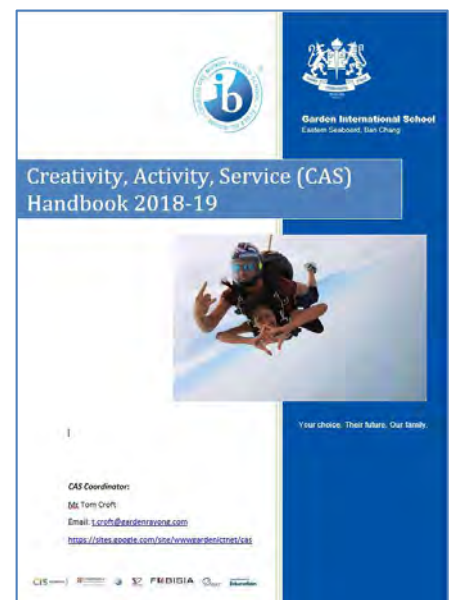
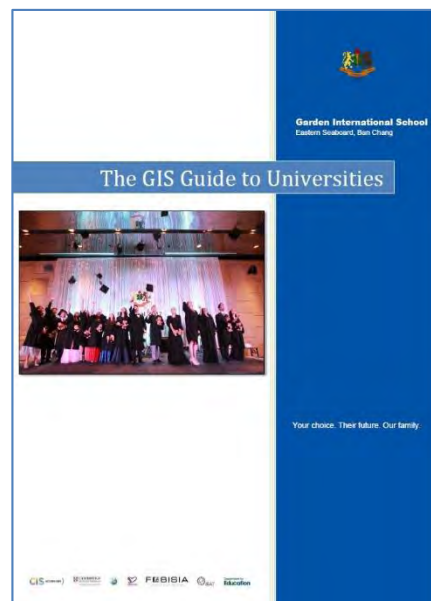
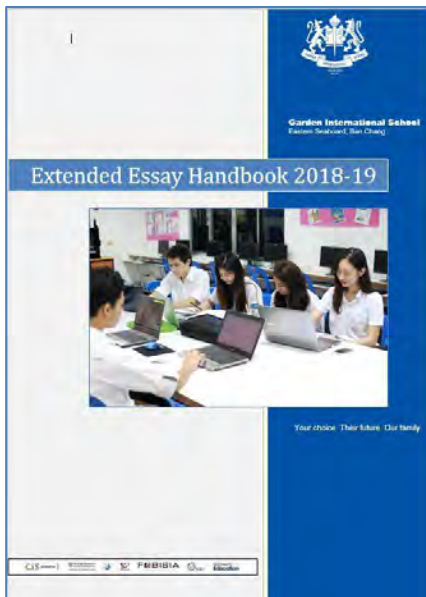


Extra Support

GIS offers a significant level of support to students to ensure they achieve the best possible grades.

This includes:

- Weekly meetings with the IB Coordinator during Tutor Time
- Regular meetings with the University Counsellors (Thai and Overseas)
- Specific support with applying to university. Students are shown how to write Personal Statements, given a timeline for applying to university and given advice on what university life is like.
- Students receive the GIS Guide to Universities, which is full of useful links and advice.
- GIS has an Examinations' Officer to ensure the smooth running of all examinations.
- Helpful handbooks on Creativity, Activity, Service (CAS) and the Extended Essay.



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Please make an appointment to come in and see us for further information on the IB Diploma Programme at GIS.



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