



CHRISTIAN ALLIANCE
INTERNATIONAL SCHOOL
宣道國際學校



IB Diploma Programme Overview and Application 2023 – 2025

INTRODUCTION

This guide provides information about the IB Diploma Programme offered at CAIS. Interested parties, whether current students or those applying to CAIS, should fill in the CAIS-IBDP Application Form at the end of this document.

Students taking IBDP at CAIS must understand and support the mission of CAIS as well as the philosophy of IBDP. Students are encouraged to attempt the 2-year full diploma, not individual diploma courses.

Interested parties are required to read this entire guide before submitting the CAIS-IBDP Application Form and Personal Statement.

IB MISSION STATEMENT



The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CAIS MISSION STATEMENT



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To cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.



Figure 1: The IBDP Curriculum Model

THE IBDP CURRICULUM FRAMEWORK

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19 at Grade 11 and Grade 12. The programme is designed to equip students with the basic academic skills needed for university study, further education, and their chosen profession. Additionally, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

A distinguishing characteristic of the DP is its concern with the whole educational of each student. The Learner Profile and Core components (TOK, EE, CAS) are positioned at the centre of the IBDP Curriculum Model (see Figure 1), reflecting the priority given to character as well as cognitive development. The framework and supporting principles ensure that each student attains a broad and balanced education.

THE IBDP LEARNER PROFILE

IB Diploma students strive to be...

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

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

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

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening to the views of other individuals and groups.

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

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

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive change in the lives of others and the world around us.

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

Balanced: We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and the world in which we live.

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

IBDP SUBJECT CHOICES AT CAIS

Students are required to study six subjects over two years. One subject is chosen from Group 1-6 respectively. Group 6 (The Arts) may be replaced by a second Group 3 or 4 subject. For students pursuing the IBDP Bilingual Diploma, Chinese A must be taken in place of a Group 2 subject (next page for details). Students must choose 3 subjects at Higher Level (HL) and three at Standard Level (SL). HL courses cover more subject material than SL. The Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS) are required Core Subjects that broaden the experience and challenge students to apply their understanding.

The IBDP subjects offered by CAIS to the 2023-25 cohort are:

GROUP 1 (Language A)	GROUP 4 (Sciences)
English A: Language and Literature ¹ Chinese A: Language and Literature ²	Biology Chemistry Physics Design Technology ³
GROUP 2 (Language Acquisition)	GROUP 5 (Mathematics)
Chinese B French ab initio Spanish ab initio	Math: Analysis and Approaches
GROUP 3 (Individuals and Societies)	GROUP 6 (The Arts)
Economics History Psychology	Visual Art ⁴
Core Subjects (required)	
Theory of Knowledge Extended Essay Creativity, Activity, Service	

¹ A required course at CAIS.

² May be taken in place of a Group 2 subject to achieve the IBDP Bilingual Diploma.

³ Offering of this course is contingent upon student interest.

⁴ The Arts may be replaced by a second Group 3 or Group 4 subject.

For careers in Humanities, Group 6 is often replaced by two subjects in Group 3.

For careers in Medicine, Group 6 is usually replaced by two subjects in Group 4 (typically Biology HL and Chemistry HL).

For careers in Engineering, Group 6 is usually replaced by two subjects in Group 4 (typically Chemistry & Physics or Design Tech & Physics), and Math and Physics are taken at HL.

For careers in Arts or Architecture, Visual Arts is sometimes paired with Design Technology.

PLACEMENT IN LANGUAGE COURSES

It is important that students be placed *correctly* into DP language courses. The IB Organization states that intentional misplacement of a student into a language course which does not provide an appropriate degree of challenge may be considered school maladministration. Therefore, when making language course decisions, the following guidance must be taken into consideration:

Language ab initio is a language acquisition course for students who have no prior experience of the target language, or for those with very limited previous exposure. Language ab initio courses are only offered at Standard Level (SL).

Language B (SL) is a language acquisition course for students who have some previous experience in the target language and can already communicate in the language in familiar contexts. While in the course, they will further develop this ability.

Language B (HL) is a language acquisition course for students who have previous experience in the target language and the ability to communicate in that language in a variety of contexts and for a variety of purposes. As the study of two literary works in the target language is compulsory in Language B (HL), entering the course with these communication skills allows the student to begin the study of works of literature.

Chinese A: Language and Literature is a language and literature course for students who are already able to read, analyse and respond to complex literary and non-literary texts in Mandarin. If a student can already communicate on a range of topics in a variety of familiar and unfamiliar contexts, then Chinese A may be considered in place of a Group 2 language.

The IBDP Bilingual Diploma

At CAIS, a student who has Mandarin fluency above Chinese B (HL) may strive for the IBDP Bilingual Diploma. To achieve the Bilingual Diploma, Chinese A: Language and Literature must be taken in place of a language acquisition course. If a score of 3 or higher is achieved in two Group 1 courses (English A and Chinese A), the IB Organization will award the student with an IBDP Bilingual Diploma.

NEW SUBJECT AT CAIS: *IBDP DESIGN TECHNOLOGY*

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Designing requires an individual to be imaginative and creative, while having a substantial knowledge base of important factors that will aid or constrain the process. Decision-making needs to be supported by adequate and appropriate research and investigation. Designers must think “out of the box” to develop innovative solutions, while thinking “in the box” to conform to requirements set by clients or research.

Diploma Programme design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

- IB Organization, “Design Technology Guide (2020)”

The IB uses both external and internal assessment in the Diploma Programme.

External Assessment (EA)

- Because of their high levels of objectivity and reliability, external examinations form the basis of assessment for most courses in the DP. They include essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, and multiple-choice questions (though these are rarely used). Most subject EA's are in May of DP Year 2.

Internal Assessment (IA)

- Most courses include Internal Assessments, which are marked by teachers and then moderated by the IB. They include oral recording in Languages, laboratory work in Sciences, investigations in Mathematics, and artistic performances in The Arts. Mostly due in DP Year 2, exact submission dates for individual subject IA's are relayed to students several months in advance.

How IBDP Assessments are Scored

In each subject, students receive a grade ranging from 1 to 7, with 7 being highest. A student's final diploma score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core. The core elements of TOK and EE are given a combined score of 3 points, and CAS is given a completion grade.

The IBDP Core

The Core provides students the opportunity to think about their own values and actions, gain a deeper understanding of their place in the world, and sensitively consider the contexts and views of others. Every DP student must complete the three Core elements. The Theory of Knowledge (TOK) and Extended Essay (EE) are awarded individual grades and collectively can contribute up to 3 additional points towards the overall diploma score. Creativity, Activity, Service (CAS) – the remaining element in the Core – does not contribute to the points total, but completion is required for the award of the diploma.

Theory of Knowledge (TOK) explores questions about knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own views and the perspectives of others. Students are required to complete two assessment tasks: The TOK Exhibition and TOK Essay on a prescribed title.

Extended Essay (EE) presents students with an opportunity to explore a topic of special interest, either through one of their six DP subjects or through an interdisciplinary approach. The EE helps students to develop self-regulated research and writing skills that will prepare them for university. Assessment of the EE is a combination of formative assessment (by filling in the *Reflections on Planning and Progress Form*) and summative assessment (an essay of no more than 4,000 words).

Creativity, Activity, Service (CAS) gives students the chance to participate in a range of experiences alongside their academic studies. The three strands of CAS are creativity (arts, and other experiences that involve creative thinking), activity (physical exertion contributing to a healthy lifestyle), and service (an unpaid collaborative engagement with the community). All students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio can also reveal how students develop the attributes of the IB learner profile.

Higher Level and Standard Level courses

The IB awards the same number of points for HL and SL courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines. HL and SL courses differ in scope but are assessed with the same grade descriptors. HL students are expected to demonstrate understanding across a greater body of knowledge, understanding, and skills.

Group 4 Project

The Group 4 Project is a collaborative activity carried out at the end of Year 1 where students from different Group 4 subjects work together on a scientific topic, allowing for an understanding of the relationships between disciplines of science and their influence on one another. The project can be practical or theoretical, and allows students to appreciate the environmental, social, and ethical implications of science and technology.

TUITION AND OTHER FEES

Tuition: Due to smaller class sizes and added expenses from the IB Organization, the cost to run the program is more per student. However, CAIS will issue scholarships for all IBDP students so that the effective tuition is the same as for those in the Alberta program.

Exams: In fall of DP Year-2 (G12), students will pay fees for their May exams. The projected amount for May 2024 Exams comes to around HKD 6,000. Fees for May 2025 Exams may be slightly higher.

Books: While CAIS provides some textbooks for students in the IBDP, most subjects will require students to purchase their own. A booklist will be provided to students upon acceptance into the IBDP.

APPLYING to CAIS-IBDP

Those interested in the IBDP at CAIS must complete Secondary 4 level of education (i.e., Grade 10) or equivalent. Interested candidates should understand the characteristics of Alberta Diploma curriculum and IB Diploma before submitting the CAIS-IBDP Application Form. Note that dropping out of IBDP before completion may affect universities application.

Internal Applicants to CAIS-IBDP

To enter the IBDP in Grade 11, internal students of Grade 10 should have a promotion status and fulfill the following:

Required:

- Submission of the *CAIS-IBDP Application Form*.
- Submission of the *Personal Statement*: 500-800 words elaborating...
 - i. career aspirations and further study plan beyond High School
 - ii. reasons for pursuing the IBDP in Grades 11-12
 - iii. how possible learning challenges in the IBDP (such as workload, time management, etc.) will be overcome
- Attendance of a 30-minute interview to introduce his/her rationale for undertaking the IBDP and to answer any questions relating to the submitted *Application Form* and *Personal Statement*.
- Academic standard of at least 75% (cumulative, all subjects) at the end of G10.
- G10 Mathematics has been taken in the honours class. If not, a summer Maths course equivalent will be required.

Recommended:

- Due to the Extended Essay and expectation for written work in the IBDP, Grade 10 Humanities subjects should be above 80%.
- Grade 9 PAT test of 70% or above in every subject.

External Applicants to CAIS-IBDP

To enter IBDP in Grade 11, applicants from Secondary 4 level of education (i.e., Grade 10) or equivalent should have a promotion status and fulfill the following requirements:

- Submission of the *CAIS Student Application Form* (see <https://www.caisbv.edu.hk/how-to-apply/>)
- Submission of the *CAIS-IBDP Application Form*
- Submission of the *Personal Statement*: 500-800 words elaborating...
 - i. career aspirations and further study plan beyond High School
 - ii. reasons for pursuing the IBDP in Grades 11-12
 - iii. how possible learning challenges in the IBDP (such as workload, time management, etc.) will be overcome
- The applicant should take the CAIS admissions assessment on English and Mathematics. Further assessment on Languages or Science may be required, subject to the discretion of the HS Assistant Principal and IBDP Coordinator.
- Attendance of a 30-minute interview to introduce his/her rationale for undertaking the IBDP and to answer any questions relating to the submitted *Application Form* and *Personal Statement*.

ROLES OF ACADEMIC COMMITTEE IN IBDP

The Academic Committee for IBDP consists of Principal, Assistant Principal, IBDP Coordinator, Team Leaders, and Learning Support Staff.

If a student of IBDP Year 1 applies for a change of curriculum from IBDP to Alberta High School Diploma, he/she should seek approval from parents/guardians and submit a request by 30th of September in IBDP Year 1. A decision will be made by the Academic Committee after consulting the academic counsellor and appropriate parties.

At the end of IBDP Year 1, the Academic Committee and teaching staff will review each student's academic performance and make professional educational advice based on student best interest. For those at risk of not completing the IB Diploma in Year 2, the educational advice from Academic Committee may include (i) repeat IBDP Year 1, (ii) transfer to Alberta High School Diploma Grade 11, or (iii) promote to Alberta High School Diploma Grade 12.

REFERENCES

International Baccalaureate Organization. (2019). *What is IB Education?*

International Baccalaureate Organization. (2021). *Diploma Programme Assessment Procedures 2021*.

CAIS-IBDP APPLICATION FORM

Tick the boxes below to choose one subject from Groups 1-6 respectively. Group 6 may be replaced by a second subject in Groups 3 or 4. Of your six subjects, choose three at Higher Level and three at Standard Level. Questions about courses may be directed to Mr. Ben Myers, Diploma Coordinator, myersb@caisbv.edu.

Subjects Applied	Core	Higher Level	Standard Level
<u>Core</u>			
Creativity, Activity, Service	<input checked="" type="checkbox"/>		
Extended Essay	<input checked="" type="checkbox"/>		
Theory of Knowledge	<input checked="" type="checkbox"/>		
<u>Group 1</u>			
English A: Language & Literature ¹		<input type="checkbox"/>	<input type="checkbox"/>
Chinese A: Language & Literature ²		<input type="checkbox"/>	<input type="checkbox"/>
<u>Group 2</u>			
Chinese B		<input type="checkbox"/>	<input type="checkbox"/>
French ab initio (SL only)			<input type="checkbox"/>
Spanish ab initio (SL only)			<input type="checkbox"/>
<u>Group 3</u>			
Economics		<input type="checkbox"/>	<input type="checkbox"/>
History		<input type="checkbox"/>	<input type="checkbox"/>
Psychology		<input type="checkbox"/>	<input type="checkbox"/>
<u>Group 4</u>			
Biology		<input type="checkbox"/>	<input type="checkbox"/>
Chemistry		<input type="checkbox"/>	<input type="checkbox"/>
Physics		<input type="checkbox"/>	<input type="checkbox"/>
Design Technology ³		<input type="checkbox"/>	<input type="checkbox"/>
<u>Group 5</u>			
Mathematics: Analysis and Approaches		<input type="checkbox"/>	<input type="checkbox"/>
<u>Group 6</u>			
Visual Arts		<input type="checkbox"/>	<input type="checkbox"/>

¹ This is a required course at CAIS.

² May be taken in place of a Group 2 subject to achieve the IBDP Bilingual Diploma

³ Offering of this course is contingent upon student interest.

(For timetabling purposes, some course combinations may not be allowed)

For careers in Humanities, Group 6 is often replaced by two subjects in Group 3.

For careers in Medicine, Group 6 is usually replaced by two subjects in Group 4 (typically Biology HL & Chemistry HL).

For careers in Engineering, Group 6 is usually replaced by two subjects in Group 4 (typically Chemistry & Physics or Design Tech & Physics), and Math and Physics are taken at HL.

For careers in Arts or Architecture, Visual Arts is sometimes paired with Design Technology.

Please complete the following

Do you have any experience in community service? What made you get involved?

How can you facilitate your development of the IB Learner Profile?

What made you choose to apply for the IBDP?

What are you considering for career choice? Do you have specific countries or universities in mind for post-secondary study?

Personal Statement

Please type and print a *Personal Statement* of 500-800 words elaborating upon...

- i. Your career aspirations and study plan beyond High School
- ii. Your reasons for pursuing the IBDP in Grades 11-12
- iii. How possible learning challenges in the IBDP (such as workload, time management, etc.) will be overcome

HOW TO SUBMIT

Internal Applicants: Submit this *Application Form* and *Personal Statement* to the General Office by 20th February 2023.

External Applicants: Submit this *Application Form* and *Personal Statement* to the Admissions Office, along with the Admissions application paperwork as instructed: <https://www.caisbv.edu.hk/how-to-apply/>

Student Name: _____
Print Last Name, First Name (Preferred Name)

Parent/Guardian Name: _____
Print Last Name, First Name

