



IB Diploma Programme Overview and Application 2024 – 2026

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.

Applicants are required to read this entire guide before submitting the CAIS-IBDP Application Form.

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



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 Core components (EE, TOK, CAS), Approaches to Teaching and Learning, and IB Learner Profile are positioned at the centre of the curriculum model, reflecting the priority given to character as well as cognitive development (see Figure 1). This framework and supporting principles ensure that each student attains a broad and balanced education.

THE IBDP LEARNER PROFILE

The IB Learner Profile is a set of ten qualities we desire in our students.

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 each of the six groups. 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 three subjects at Higher Level (HL) and three at Standard Level (SL). HL courses cover more material and meet more often than SL. The Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS) are required core components that broaden the experience and challenge students to apply their understanding.

The IBDP subjects offered by CAIS to the 2024-26 cohort are:

GROUP 1 (Language A)	GROUP 4 (Sciences)
English A: Language and Literature (HL/SL) ¹ Chinese A: Language and Literature (HL/SL) ²	Biology (HL/SL) Chemistry (HL/SL) Physics (HL/SL) Design Technology (HL/SL)
GROUP 2 (Language Acquisition)	GROUP 5 (Mathematics)
Chinese B (HL/SL) French ab initio (SL) Spanish ab initio (SL)	Math: Analysis and Approaches (HL/SL) Math: Applications and Interpretations (SL)
GROUP 3 (Individuals and Societies)	GROUP 6 (The Arts)
Economics (HL/SL) History (HL/SL) Psychology (HL/SL)	Visual Art (HL/SL) ³
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 The Arts may be replaced by a second Group 3 or Group 4 subject.

Before selecting subjects and HL or SL, applicants should first conduct a search of university and degree requirements.

Career	Subject Suggestions
Humanities	Group 6 often replaced by two subjects in Group 3.
Medicine	Group 6 often replaced by two subjects in Group 4 (typically Biology HL and Chemistry HL).
Engineering	Group 6 often replaced by two subjects in Group 4 (typically Chem and Physics or Design Tech and Physics), and Math AA and Physics taken at HL.
Arts/Architecture	Visual Arts often paired with Design Technology

PLACEMENT IN LANGUAGE COURSES

It is important that students be placed *correctly* into DP language courses. The IB Organization warns 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), but they must not be considered an “easy option”.

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.

ASSESSMENT IN THE IBDP

External Assessment (EA)

- Externally assessed components form the basis of assessment for most courses in the DP. They include essays, short-response questions, data-response 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 core elements of TOK and EE are given a combined score of 3 points, and CAS is given a completion grade. The requirements to receive the IB Diploma are listed later in this document.

The IBDP Core

The Core provides students the opportunity to think about their own values, 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. Theory of Knowledge (TOK) and Extended Essay (EE) are awarded grades and collectively can contribute up to 3 additional points towards the overall diploma score. Creativity, Activity, Service (CAS) 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. TOK class meets twice per week.

Extended Essay (EE) presents students with an opportunity to explore a topic of 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. The essay is no more than 4,000 words and is due in fall of IBDP Year 2. The EE Coordinator and Supervisors will meet with students occasionally to provide guidance, but EE is not a weekly class.

Creativity, Activity, Service (CAS) allows students 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 complete a CAS portfolio as evidence of their engagement with CAS. The CAS Coordinator and Advisors will meet with students occasionally to provide guidance, but CAS is not a weekly class.

Higher Level and Standard Level courses

The IB awards the same number of points for HL and SL courses. HL students are expected to demonstrate understanding across a greater body of knowledge, understanding, and skills. HL classes meet more often than SL classes (HL = 240hrs, SL = 150hrs over both years in total).

Collaborative Sciences Project

The Collaborative Sciences Project is an 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. The project can be practical or theoretical, and allows students to appreciate the environmental, social, and ethical implications of science and technology.

ROLE OF ACADEMIC COMMITTEE

The Academic Committee for IBDP consists of Senior Leaders, IBDP Coordinator, and Guidance Counsellors. The service of the Committee is to track the well-being and academic performance of each student as well as advise and decide pathways to their success.

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 appropriate parties.

At the end of IBDP Year 1 and routinely in Year 2, the Academic Committee and teaching staff will carefully review each student's performance. If the Committee determines that a student would have a higher likelihood of achieving their university and/or career aspirations in the Alberta curriculum, parents will be informed and may be presented with the following options: (i) repeat IBDP Year 1, (ii) transfer to Alberta High School Diploma Grade 11, or (iii) promote to Alberta High School Diploma Grade 12. In such cases, the Academic Committee has final authority and will base its decision on the best interest of each student.

REQUIREMENTS TO RECEIVE THE DIPLOMA

By early June of IBDP Year 2, students will have submitted all required components. Results are released the following July. To pass, students must adhere to the following:

- No fewer than 24 out of 45 points total (maximum 7pts per 6 subjects, plus max 3pts for EE/TOK)
- Completion of CAS
- No “N” (no grade awarded) for TOK, EE, or any subject
- No “E” (failing condition) awarded for TOK or EE
- No grade 1 awarded in a subject
- No more than two grade 2s awarded
- No more than three grade 3s or below awarded
- At least 12 points on HL subjects (for those with four HLs, the three highest grades count)
- At least 9 points on SL subjects (those with two SLs must gain at least 5 points at SL)
- No penalty for academic misconduct from the IB Final Award Committee.

EE + TOK Scoring Matrix

Extended Essay (EE)	Theory of Knowledge (TOK)					
	Grade	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
E or N	Failing condition					

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 fees set by the IB Organization are currently HKD 5,000. These fees are expected to rise a little each year.

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

REFERENCES

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

International Baccalaureate Organization. (2023). *Diploma Programme Assessment Procedures 2023*.

Enrolment Timeline for IBDP Applicants	
Mid Nov	IB and AP Coordinator meet G10 class to present various G11-12 options. IBDP application opens.
24 Nov	CAIS hosts IB information evening for internal Grade 9-10 parents and students.
15 Jan	Deadline to submit CAIS-IBDP application form to General Office.
5 Feb	Interviews with IBDP applicants begin.
Late Mar	IBDP applicant results released.

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.

Internal Applicants to CAIS-IBDP

Required:

- Submission of the CAIS-IBDP Application Form (at end of this document)
- 30-minute interview with IB Coordinator and member of Academic Committee
- Academic average of at least 75% (cumulative, all subjects) in Grade 10
 - Math AA (HL) requires G10 Math (accel.) and teacher approval
 - Math AA (SL) requires G10 Math (accel.) or summer course equivalent (80% or higher)
 - Math AI (SL) requires G10 Math (accel.) or summer course equivalent (50% or higher)

Recommended:

- Grade 10 English and Humanities subject averages of at least 75%
 - Grade 9 PAT test of 70% or above in every subject
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External Applicants to CAIS-IBDP

- Submission of the CAIS General Admission Application (see <https://www.caisbv.edu.hk/how-to-apply/>)
- Submission of the CAIS-IBDP Application Form (at end of this document)
- CAIS entrance tests for English and Math (further assessment on Languages or Science may be required)
- Attendance of a 30-minute interview to introduce his/her rationale for undertaking the IBDP and to answer any questions from the Academic Committee

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 may be directed to Mr. Ben Myers, Diploma Coordinator, myersb@caisbv.edu.

Group	Subjects Applied	Core	Higher Level	Standard Level
Core	Creativity, Activity, Service (CAS)	X		
	Extended Essay (EE)	X		
	Theory of Knowledge (TOK)	X		
Group 1	English A: Language & Literature ¹			
	Chinese A: Language & Literature ²			
Group 2	Chinese B			
	French ab initio		n/a	
	Spanish ab initio		n/a	
Group 3	Economics			
	History			
	Psychology			
Group 4	Biology			
	Chemistry			
	Physics			
	Design Technology			
Group 5	Math: Analysis and Approaches			
	Math: Applications and Interpretations		n/a	
Group 6	Visual Arts			

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

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

Before selecting subjects and HL or SL, applicants should first conduct a search of university and degree requirements.

Career	Subject Suggestions
Humanities	Group 6 often replaced by two subjects in Group 3.
Medicine	Group 6 often replaced by two subjects in Group 4 (typically Biology HL and Chemistry HL).
Engineering	Group 6 often replaced by two subjects in Group 4 (typically Chem and Physics or Design Tech and Physics), and Math AA and Physics taken at HL.
Arts/Architecture	Visual Arts often 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? Any specific countries or universities in mind for post-secondary study?

HOW TO SUBMIT

Internal Applicants: Submit this *Application Form* to the General Office by 15 Jan 2024.

External Applicants: Submit this *Application Form* to the Admissions Office, along with the CAIS General 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