

# Course Selection Guide 2022

Developing Learners into Passionate Leaders



To guide our school community  
these are our school values:

Community

Integrity

Resilience

Respect

Safety



Our Vision



**C**ompassionate  
**I**nquisitive  
**S**uccessful  
**B**alanced

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# Introduction

The Canadian International School of Beijing (CISB) has been an International Baccalaureate World School since April 2009 with our first group of International Baccalaureate Diploma Programme students graduating in the spring of 2011.

At CISB, our students are offered the opportunity to obtain both a Canadian High School Diploma and an International Baccalaureate Diploma.

The Non-profit [IB Organization](#) began its development in the 1960's in an international effort to create a common curriculum and universal entrance for students who move from country to country. The program has continued to evolve into one stressing the education of the student as a whole. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective.

The [IBDP](#) is designed for highly motivated secondary school students aged 16 to 19. The program has earned a reputation for rigorous assessment, giving [IB Diploma holders](#) access to the world's leading universities.

[IB Learners are Global Citizens.](#)



# High School Overview

The CISB High School program is designed to ensure students meet entry requirements to a broad range of universities around the world. Successful students will be well prepared for the demands of post-secondary education.

In Grade 11 and 12 the CISB High School Program requires all students to study a minimum of 6 courses from 6 subject groups. In addition, students undertaking the IB Diploma Programme are also required to study Theory of

Knowledge (TOK) and write the Extended Essay (EE). All students, regardless of program, complete Creativity Activity Service (CAS).

## **Route #1 – IB Diploma Programme**

Students who fulfill the IB Diploma Programme requirements will receive the Canadian High School Diploma and the IB Diploma.

## **Route #2 – Canadian High School Diploma with IB Courses**

Students who complete individual IB Diploma Courses receive IB Certificates for each course studied. For this option, students will choose a combination of IB Certificate Courses and Canadian High School courses to fulfill the 20-credit graduation requirement (24 attempted).





# The IB Learner Profile

CISB Learners strive to be:

## Thinkers

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

## 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.

## 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 other individuals and groups.

## 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.

## Principled

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

## 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 and in 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 with 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 in order to support our learning and personal development.

## 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.



# Route # 1 IB Diploma Programme

"The IB Diploma Program is a rigorous pre-university course of studies, leading to examinations, that meet the needs of highly motivated secondary school students between the ages 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems; the diploma model is based in the pattern of no single country but incorporates the best elements of several."

(IBO – The Diploma Program, Geneva, IBO, 1997 p.2)

The International Baccalaureate diploma at CISB is awarded upon the attainment of the following:

Completion of six courses covering major fields of learning, that is a course from each of the following Subject Groups:

- [Studies in Language and Literature](#)
- [Language Acquisition](#)
- [Individuals and Societies](#)
- [Sciences](#)
- [Mathematics](#)
- [The Arts](#)

Note: To allow for specialization normally three courses (but not more than four) are chosen at Higher Level (HL), and to ensure a broad education three courses are chosen at Standard Level (SL).

## Distinction between HL and SL

Completion of an interdisciplinary course entitled [Theory of Knowledge \(TOK\)](#)

Submission of an [Extended Essay \(EE\)](#), of not more than 4000 words, on a topic of the student's choice

Participation and completion in a program of [Creativity, Activity, Service \(CAS\)](#)

[Link for more information on IB Assessments and Exams](#)

**The IBDP is suited to motivated and responsible students with a combination of the following characteristics:**

- The ability to cope with university courses when they leave CISB
- Willingness to develop personal study habits,





including self-discipline, self-motivation, and time management

- Capacity for thinking critically and creatively
- Some fluency in a second language, or willingness to become fluent
- International outlook and a genuine concern for others

While demanding, the IBDP is open to average and above average students. It is not an elitist program for exceptionally gifted students, but a course of studies, at either Diploma or Certificate level. Throughout their studies students discover that effective learners following an IB Program need to be motivated, knowledgeable, strategic in their learning, ethical, compassionate, reflective and socially interactive.

More information about IB DP and Courses can be accessed here:

<https://www.ibo.org/programmes/diploma-programme/what-is-the-dp/>

### University Recognition of the IB Diploma Program

The IB diploma is widely recognized by the world's leading universities. It is a passport to higher education. Universities around the world welcome the unique characteristics of

IB Diploma Program students and recognize the way in which the program helps to prepare students for university level education.

IB students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies for the IB diploma. The IBO works closely with universities in all regions of the world to gain recognition for the IB diploma. To aid the process the IB provides:

- direct, online access for university admissions officers and government officials to syllabuses and recent examination papers
- a database containing contact details of universities around the world together with up-to-date information about their requirements for admission to assist IB diploma students in making appropriate choices

Students applying to a particular university can access their grades directly from the IBO's secure web site.

For additional information on university recognition, visit the IBO website at:

<https://www.ibo.org/programmes/diploma-programme/what-is-the-dp/pathway-to-university-and-employment/>

# International Baccalaureate Diploma Courses

IB Diploma Programme courses on offer to students\*

## Group 1: Studies in Language & Literature

English A Literature (SL or HL)  
English A: Language & Literature (SL or HL)  
Chinese A: Language & Literature (SL or HL)

## Group 2: Language Acquisition

Mandarin Ab Initio (SL only)  
Chinese B (SL or HL)  
English B (SL or HL)  
French Ab Initio (SL only)  
French B (SL or HL)

## Group 3: Individuals & Societies

Business Management (SL or HL)  
Economics (SL or HL)  
Psychology (SL or HL)

## Group 4: Sciences

Biology (SL or HL)  
Chemistry (SL or HL)  
Physics (SL or HL)  
Design Technology (SL or HL)  
Sports, Exercise and Health Science (SL or HL)

## Group 5: Mathematics

Mathematics Application and Interpretation (SL or HL)  
Mathematics Analysis and Approaches (SL or HL)

## Group 6: The Arts

Visual Arts (SL or HL)  
Music (SL or HL)

\* Course availability is subject to change

# Route #2: Canadian Diploma with IB Courses

Students who choose the Canadian High School diploma will also have the option to complete individual IB Diploma Courses and receive IB Certificates for each course successfully completed. For this option, students will choose a combination of IB Certificate Courses and Canadian High School courses to fulfill the 20-credit graduation requirement (24 attempted).

## 20 credits (including Canadian and IB credits) of 24 attempted

7 compulsory credits, of the 20 required, must include the following:

- 2 credits from IB Language A: Language & Literature or Language B
- 2 credits from English 122 or IB Language A: Language & Literature or Language B
- Foundations of Mathematics 120 or any of the IB Mathematics courses
- Science: One of Design, Chemistry or Physics or NB Environmental Science 120 or any of the IB Sciences

1 credit, of the 20 required, must include:

- IB Visual Arts, IB NB Business Management or NB Business and Management.120

English and at least four other subjects must be taken at the "12" level.

Successful English Language Proficiency Assessment is required (ELPA/R.)

Students must achieve a score of acceptable or better on both the Reading and Writing parts of the Assessment to receive a NB High School Diploma. Students who score unsuccessful in Grade 9 have the opportunity to rewrite in their Grade 11 year. Candidates will continue to be provided with support in their Grade 10 year and the opportunity for a diploma by re-writing the English Language Proficiency in Grade 11 and if necessary, again in Grade 12.

## University Recognition of the Canadian Diploma

Students who wish to apply to university following high school graduation should take great care in choosing high school courses for grades 11 and 12. This applies particularly to the 122 or 120 courses because it is important for students to ensure that their subject choices are acceptable as entrance credits at the universities of their choice. Students must also ensure that they complete a sufficient number of these entrance credits.

**It is imperative to check with the universities of your choice, however, a general guideline would be to have a minimum of five such credits for Maritime universities and a minimum of six for Ontario universities. It is an excellent idea to have at least one more acceptable credit than the minimum required.**

The chart is intended to give students and their parents some **examples** of which high school credits (subjects) are useful in satisfying entrance credit requirements to selected university programs. **Keep in mind these are only suggestions.** University admission requirements will vary among institutions. For further information please refer to the university website or calendar or consult your guidance counselor.



Degree (Bachelor's)	Required Courses
Arts (BA)	English 122
Science (BSc)	English 122, Advanced Mathematics with Calculus 120, Two out of Biology 12, Physics 12, Chemistry 12 (UNB requires Chemistry 12 and Physics 12)
Commerce (B. Com) Business Admin (BBA)	English 12, Advanced Mathematics with Calculus 120
Engineering (B. Eng)	English 122, Advanced Mathematics with Calculus 120, Chemistry 12, Physics 12
Nursing (BN)	English 122, (UNB, for example, requires, Chemistry 12, Biology 12.)
Computer Science (BCSc)	English 1/2, Advanced Mathematics with Calculus 120, (UNB requires Chemistry 12 or Physics 12)
Fine Arts (BFA)	English 1/2, (Art Portfolio or Music Audition is usually required.)

Canadian universities <u>often accept</u> these High School Credits	Canadian universities <u>sometimes accept</u> these High School Credits
Grade 12 Math & Science courses (level 1 or 2) French 122 & French Immersion Language Arts 120 Canadian Geography 120, Canadian History 120  Canadian Literature 120 , Economics 120  Law 120, Political Science 120	Business Organization & Management 120 Music 120, Theatre Arts 120, Visual Arts 120  Co-op Education 120, Computer Science 120 Environmental Science 122, Introduction to Accounting 120 Journalism 120, World Issues 120, Media Studies 120

The above is provided for your reference only. Please consult a University Counsellor or University Admissions directly for any specific Admissions questions.

# Group 1: Language & Literature

- English A: Literature (SL or HL)
- English A: Language & Literature (SL or HL)
- Chinese A: Language & Literature (SL or HL)

## IB ENGLISH A: LITERATURE (SL or HL)

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** score of "5" or higher in MYP English Language and Literature

The English Literature course aims to develop an understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. Students will analyse a variety of literary works from different time periods and cultures, including those written in English, as well as works in translation. Literature students read multiple genres, such as poetry, novels, plays, short stories and narrative non-fiction, in order to study the way literary conventions shape

author's choices and readers' responses to texts.

[Literature SL Subject Brief](#)

[Literature HL Subject Brief](#)

## **IB ENGLISH A: LANGUAGE & LITERATURE (SL or HL)**

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** previous experience in MYP English Language and Literature or equivalent

The English Language and Literature course aims to develop students' ability to read critically and analytically. Students will be exposed to texts from a variety of social and cultural contexts and will work to develop skills such as textual analysis, formal writing, and presenting. Readings will include literary texts such as poetry, novels, and plays; as well as non-literary texts such as blogs, articles, advertisements, and speeches.

[English Language and Literature SL](#)

[English Language and Literature HL](#)

## **IB CHINESE A: LANGUAGE & LITERATURE (SL or HL)**

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** previous experience in MYP Chinese Language and Literature or equivalent

The Chinese Language and Literature course aims to develop students' ability to read critically and analytically. Students will be exposed to texts from a variety of social and cultural contexts and will work to develop skills such as textual analysis, formal writing, and presenting. Readings will include literary texts such as poetry, novels, and plays; as well as non-literary texts such as blogs, articles, advertisements, and speeches.

# Group 2: Language Acquisition

- English B (SL or HL)
- Chinese B (SL or HL)
- French Ab Initio (SL only)
- Mandarin Ab Initio (SL only)

## **IB ENGLISH LANGUAGE B (HL only)**

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** For students who are identified as English learners and are not considered native speakers of English.

English B is an additional language-learning course designed for students with substantial experience learning the language. The main focus of the course is to develop students' linguistic abilities through the development of receptive, productive and interactive skills. There is a focus on developing students' conceptual awareness through interacting with various authentic text types. At the HL level, there is a focus on studying literary texts which are of an appropriate challenge.

## **IB MANDARIN LANGUAGE B (SL or HL)**

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** Having studied phases 2, 3, 4, or 5 of MYP Language Acquisition;

**HL:** Having studied Phase 5 of MYP Language Acquisition

Mandarin B is an additional language-learning course designed for students with substantial experience learning the language. The main focus of the course is to develop students' linguistic abilities through the development of receptive, productive and interactive skills. There is a focus on developing students' conceptual awareness through interacting with various authentic text types. At the HL level, there is an additional focus on studying literary texts which are of an appropriate challenge.

## **IB FRENCH AB INITIO (SL only)**

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** Having studied MYP Language Acquisition at phase 1 or 2.

The French ab initio course is intended for students with little previous exposure to French. A conceptual exploration of three areas of study—language, texts and themes—provide the basis of the course. These three fundamental areas are interconnected and are studied concurrently. Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance.

## **IB MANDARIN LANGUAGE AB INITIO (SL only)**

**Credit:** Two in Grade 11; Two in Grade 12



**Recommended:** Having studied MYP Language Acquisition at phase 1 or 2.

The Mandarin ab initio course is intended for students with little previous exposure to Mandarin. A conceptual exploration of three areas of study—language, texts and themes—provide the basis of the course. These three fundamental areas are interconnected and are studied concurrently. Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance.

[Language B SL/HL Subject Brief](#)  
[Language AB Initio Subject Brief](#)

## Group 3: Individuals & Societies

- Business Management (SL or HL)
- Economics (SL or HL)
- History (SL or HL)
- Psychology (SL or HL)

### IB BUSINESS MANAGEMENT (SL or HL)

**Credit:** Two in Grade 11; Two in Grade 12  
**Recommended:** Determined in consultation with student, teacher, parent and counselor

“Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.”

- IB DP Business Management Syllabus

[Business Management Subject Brief HL](#)

[Business Management Subject Brief SL](#)

### IB ECONOMICS (SL or HL)

**Credit:** Two in Grade 11; Two in Grade 12  
**Recommended:** Determined in consultation with student, teacher, parent and counselor

“Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.”

- IB DP Economics Subject Brief: [Standard Level](#) and [Higher Level](#)

### IB PSYCHOLOGY (SL or HL)

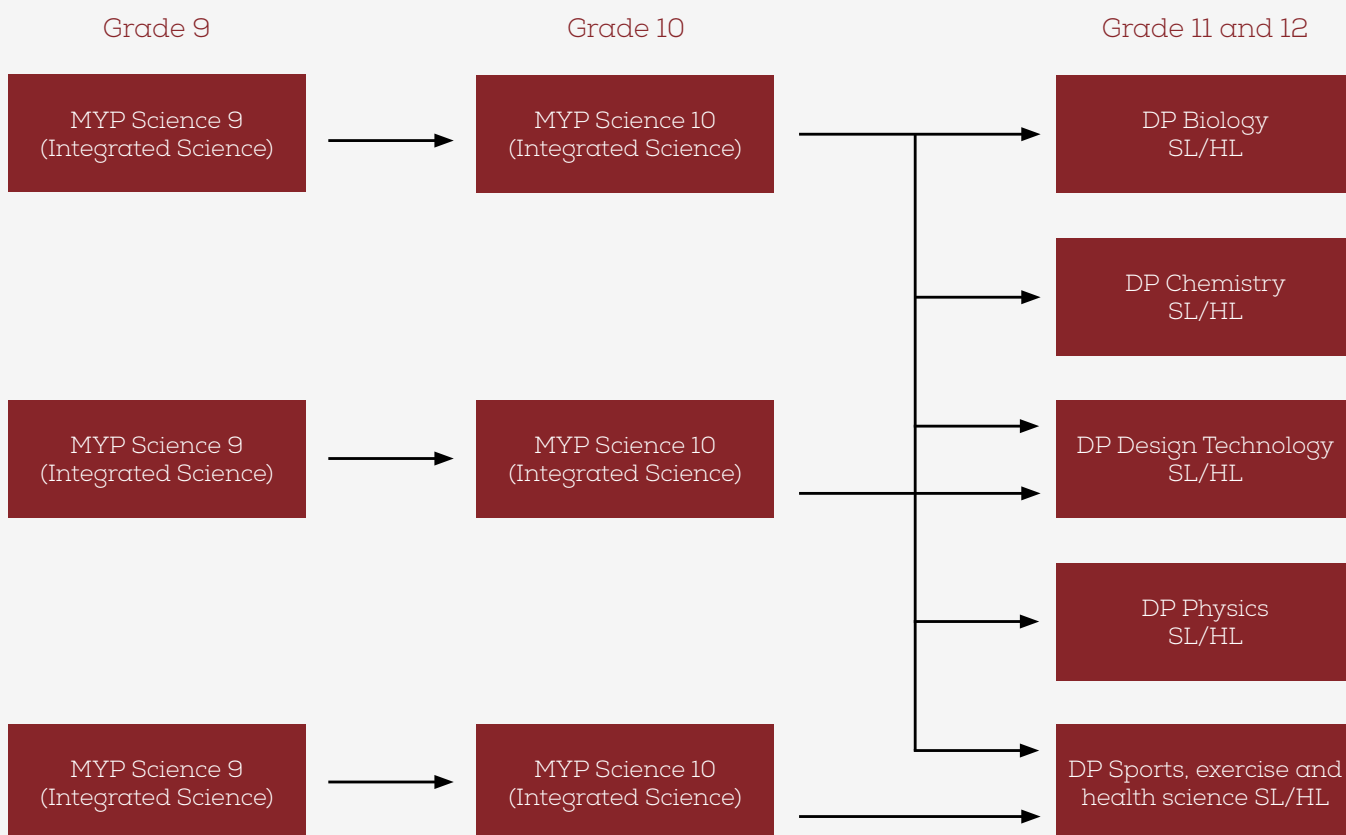
**Credit:** Two in Grade 11; Two in Grade 12  
**Recommended:** Determined in consultation with student, teacher, parent and counselor

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour.

[Psychology HL&SL Subject Brief](#)

# Group 4: Sciences

- Biology (SL or HL)
- Chemistry (SL or HL)
- Design Technology (SL or HL)
- Physics (SL or HL)
- Sports, Exercise and Health Science (SL or HL)



## IB BIOLOGY (SL or HL)

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** Determined in consultation with student, teacher, parent and counselor

Biologists have accumulated huge amounts of information about living organisms, and it would be easy to confuse students by teaching large numbers of seemingly unrelated facts. In the Diploma Programme biology course, it is hoped that students will acquire a limited body of facts and, at the same time, develop a broad, general understanding of the principles of Biology.

[Biology Subject Brief Higher Level](#)  
[Biology Subject Brief Standard Level](#)

## IB CHEMISTRY (SL or HL)

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** Determined in consultation with student, teacher, parent and counselor.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as a useful preparation for employment.

[Chemistry Subject Brief Higher Level](#)  
[Chemistry Subject Brief Standard Level](#)



## IB DESIGN TECHNOLOGY (SL OR HL)

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** Determined in consultation with student, teacher, parent and counselor.

The Diploma Programme design technology course aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardian-ship of the planet and create a better world. Inquiry and problem-solving are at the heart of the subject. DP design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently. For further detail of the topics, please click here:

[Design Technology SL](#)  
[Design Technology HL](#)

DP 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. Through the overarching theme of the nature of design, the aim of the DP design technology course is to enable students to develop an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology and to initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making.

Practical work is a vital and integral part of the design technology course, providing students with experience of investigative activities within and outside the classroom. It enables them to develop a wide range of skills such as inquiry, design generation and development, manipulative skills, data processing and analysis, evaluation, teamwork and communication. The opportunity to undertake investigation activities, hands-on experimentation and field research allows them to engage in many of the processes encountered by designers, and to appreciate the nature of design thinking and inquiry.

## IB PHYSICS (SL or HL)

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** Determined in consultation with student, teacher, parent and counselor

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles—quarks (perhaps 10<sup>-17</sup> m in size), which may be truly fundamental—to the vast distances between galaxies (10<sup>24</sup> m). The diploma program physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

[Physics Subject Brief Higher Level](#)  
[Physics Subject Brief Standard Level](#)

## IB SPORTS, EXERCISE & HEALTH SCIENCE (SL or HL)

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** Determined in consultation with student, teacher, parent and counselor Both Gr. 9/10 MYP Science and MYP PHE grades will be considered.

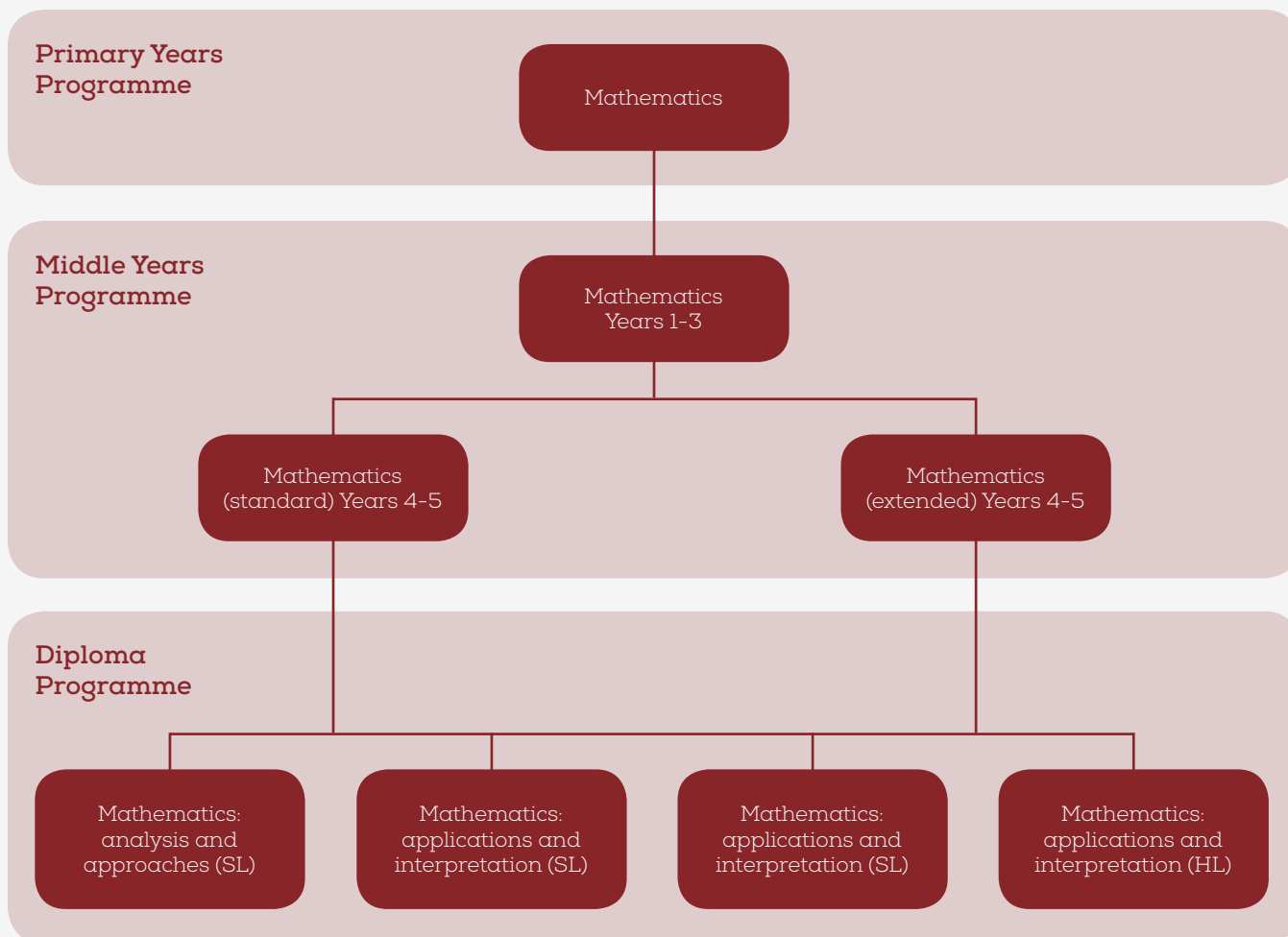
The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

[SEHS Subject Brief Higher Level and Standard Level](#)

# Group 5: Mathematics

- **Mathematical Analysis and Approaches (SL or HL)**
- **Mathematics Applications and Interpretation (SL or HL)**

The IB Continuum pathways to DP courses in mathematics



## IB MATHEMATICAL ANALYSIS AND APPROACHES (SL OR HL)

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** Determined in consultation with student, teacher, parent and counselor

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

Mathematical Analysis and Approaches: Distinction between SL and HL Students who choose Mathematics: analysis and

approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level should have strong algebraic skills and the ability to understand simple proof and solve challenging problems.

[Mathematical AA Subject Brief](#)

## IB MATHEMATICS APPLICATIONS AND INTERPRETATION (SL OR HL)

**Credit:** Two in Grade 11; Two in Grade 12

**Recommended:** Determined in consultation with student, teacher, parent and counselor

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

Mathematics Applications and Interpretation: Distinction between SL and HL Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level should have good algebraic skills, able to solve challenging real-world problems and explore Mathematics using technology and calculator.

[Math AI Subject Brief](#)

## Group 6: The Arts

- Visual Arts (SL or HL)
- Music (SL or HL)

### IB MUSIC (SL or HL)

**Credit:** Two in Grade 11; Two in Grade 12  
**Recommended:** Determined in consultation with student, teacher, parent and counselor

The IB Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

[Music SL Subject Brief](#)  
[Music HL Subject Brief](#)

### IB VISUAL ARTS (SL or HL)

**Credit:** Two in Grade 11; Two in Grade 12  
**Recommended:** Determined in consultation with student, teacher, parent and counselor

The visual arts continually create, synthesize and challenge everyday perceptions that can lead us “outside of the box”. Contemporary cultures today have become visual ones, the evidence everywhere. Learning how to think visually, create and present objects or images is a unique skill set and very applicable in life. Students enrolled in this course will work to develop their own visual identity that both expands as well as reflects who they are. The IB Diploma Programme, Visual Art, enables students to engage in both practical exploration and artistic production of art by gaining specific skill sets: independent thinking and creating, dynamic self-expression and a deeper understanding of art. The course breakdown is into three parts: Process Portfolio (40%), Exhibition Portfolio (40%), Comparative Study (20%). The course offers a selection of either Standard Level (SL) and High Level (HL). The course is designed to enable students to study visual arts in both higher education and/or welcomes those students who seek life enrichment through visual arts.

[Visual arts SL Subject Brief](#)  
[Visual arts HL Subject Brief](#)

## The Core

- Theory of Knowledge
- Extended Essay
- Creativity, Activity, Service

### IB THEORY OF KNOWLEDGE

**Credit:** Mandatory for IB Diploma

Theory of Knowledge (TOK) is a core element which all Diploma Programme students undertake. This course engages students in critical thinking and inquiring into the process of Knowing, rather than about learning a specific body of knowledge. The theme of “knowledge and the knower” provides students with opportunities to reflect on themselves as knowers and thinkers, providing strong links to the IB Learner Profile. All Diploma Programme subjects integrate TOK by encouraging students to analyse knowledge claims and explore knowledge questions. There are two assessment tasks in the TOK course: an exhibition and an



essay that empowers students to think about manifestation of TOK in real world.

[TOK Brief](#)

## IB EXTENDED ESSAY

**Credit:** Mandatory for IB Diploma

The Extended Essay (EE) introduces students to personal research and is based on a topic of the student's choice, selected from one of the six discipline groups. Students are assigned a teacher supervisor, who advises and guides them during the nine months spent researching and writing the 4000 word essay. This is excellent preparation for similar tasks given at the tertiary education level. [Extended Essay Brief](#)

## IB CREATIVITY, ACTIVITY, SERVICE (CAS)

**Credit:** Mandatory for IB and NB Diploma

To reinforce the belief that there is more to education than what occurs in the classroom, students also participate in the Creativity Activity Service (CAS) program. This program is self-guided through the development of balanced participation in each of the following strands:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to challenge and extend the student by developing a spirit of discovery and self reliance, and by encouraging individual skills and interests. Students engage in activities that provide a good balance of creativity, activity and service. All proposed experiences must be designed to meet prescribed IB criteria. [CAS Brief](#)

# Canadian Diploma Courses

## ENGLISH 122

**Credit:** Two in Grade 12 - Double credit

**Recommended:** Requires Grade 11 English

The English 122 course is appropriate for students intending to pursue studies at a post-secondary institution. The course will provide a wide variety of experiences in speaking and listening, reading and viewing, writing and other ways of representing. English 122 will concentrate on critical and personal response to Canadian and world literature.

## FOUNDATIONS OF MATHEMATICS 120

**Credit:** One in Grade 12

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students will analyze puzzles and games and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed, and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

## INTRODUCTION TO ENVIRONMENTAL SCIENCE 120

**Credit:** One in Grade 12

The objective of this introductory course is for students to develop the knowledge base and skills for investigating and analyzing environmental issues and for communicating their knowledge and analysis to others. Students will investigate population growth and resource limitations, ecology of natural systems, historical and current approaches to the environment

from various worldviews, and sustainability of natural environments. They will explore the interconnectedness of natural ecosystems and human dependence and impact on these systems. They will recognize the importance of considering environmental, social, cultural and economic aspects of an issue to find solutions.

## **PHYSICAL EDUCATION LEADERSHIP 120**

**Credit:** One in Grade 12

Physical Education Leadership 120 is an elective course for qualified students. This course develops leadership skills through involvement in physical activities. The class is subject to a limited enrollment. This course requires a minimum commitment of 30 volunteer hours in the area of leadership. Themes include management, teaching, coaching, officiating, first aid, and organizational planning and leadership theory.

## **BUSINESS ORGANIZATION AND MANAGEMENT 120**

**Credit:** One in Grade 12

This is an introductory course in business. This is an introductory course in business organization, operation and management designed for those students intending to pursue further study in Business Administration or Economics at a post-secondary institution. The understanding of business operations as practiced in Canada is a major objective of the course including legal forms of ownership, marketing, finance, set up and operation of a small business, and labor/management relations.

## **ECONOMICS 120**

**Credit:** One in Grade 12

Economics 120 provides a basic understanding of our economic system and how it works. The role of Canada's major economic institutions and how they interact is examined. It is designed to develop an understanding of the concepts and techniques needed in making economic decisions and to develop an awareness of the major economic problems and issues of the day.

## **GRAPHIC ART & DESIGN 110**

**Credit:** One in Grade 12 but this is a Grade 11 credit

Graphic design is the creative planning and presentation of visual communication to attract attention or communicate effectively. The course promotes the skills and knowledge that are necessary to understand and develop images, signs, symbols, logos, etc. that communicate a message or value. The development of visual communication skills is assisted by technology.

## **FINE ARTS 110**

**Credit:** One in Grade 12 but this is a Grade 11 credit

This course is an introduction to the arts in general. The emphasis is not merely on performance or production, but on developing visual literacy through the study of art history and of images taken from multimedia sources within modern culture.

## **Introduction to Accounting 120**

**Credit:** One in Grade 12

This course is ideally suited for students who wish to pursue business studies at post-secondary institutions. It introduces the student to accounting procedures, concepts, and applications. Course topics include nature of business, accountancy as a career, bookkeeping procedures, accounting cycle and theory, subsidiary ledgers, accounting and inventory control systems, payroll, adjustments, accruals, partnerships, corporations, statement analysis, and electronic accounting through recommended software packages.

## **Physical Geography 110**

**Credit:** One in Grade 12 but this is a Grade 11 credit

Physical Geography 110 is the study of the physical features of the earth and their effects on mankind. It examines the interaction among all components of the environment and emphasizes the relationship between the land and humanity. It examines climatology and meteorology and their impact on people. It is designed to develop an understanding of the basic principles of the geographic method, which will enhance transferable skills.

## **Political Science 120**

**Credit:** One in Grade 12

Political Science 120 will explore theoretical concepts of Political Thought, practical applications of Political Systems, and experiential learning of Political Engagement. Students will explore political philosophy, political ideology, and government in Canada and around the world. This exploration will include a focus on a variety of influences on political decision making, such as media, cultural diversity, and history. Throughout the course, students will define, debate, and put into action their own political beliefs.

## **World Issues 120**

**Credit:** One in Grade 12

Students will examine the global challenges of building a sustainable and equitable future, focusing on current issues that demonstrate these challenges. Students will investigate a range of topics relevant at the time of study. The course provides opportunity for student choice within the themes of “humanity,” “interdependence,” and “geopolitics.”



# Promotion Policy

Revised July 2021

This policy applies to current CISB students. For students new to CISB, please refer to the CISB Admissions Policy.

## Promotion Requirements From:

### MYP Grade 6 to 7, 7 to 8, 8 to 9

- minimum of 28/56 on Report 3
  - › points can be earned from each of the following grade components on the 3rd/ Spring Report card: Language & Literature; Language Acquisition; Individuals & Societies; Science; Math; Integrated Arts; Design; and PHE
- minimum 3/7 in each subject area
- WIDA score\* of:
  - › 3.6 – by May 1st of Grade 6
  - › 4.0 – by May 1st of Grade 7, with a minimum 3.5 in both reading and writing components
  - › 4.6 – by May 1st of Grade 8, with a minimum 4 in both reading and writing components
- attendance rate minimum of 85%

### MYP Grade 9 to 10

- minimum of 30/56 on Report 3
  - › points can be earned from each of the following grade components on the 3rd/ Spring Report card: Language & Literature; Language Acquisition; Individuals & Societies; Science; Math; Integrated Arts; Design; and PHE
- minimum 3/7 in each subject area
- WIDA overall score of 5.0, with a minimum score of 4.5 in reading and writing components by May 1st of Grade 9
- attendance rate minimum of 85%

### MYP Grade 10 to 11

#### IB Courses

- minimum of 28/49 on Report 3
  - › points can be earned from each of the following grade components on the 3rd/ Spring Report card: Language & Literature; Language Acquisition; Individuals & Societies; Science; Math; Personal Project; and the highest mark from either Integrated Arts, Design, or PHE
- minimum 3/7 in all Report 3 grade components
- minimum 4/7 in Personal Project
- academically appropriate TOEFL results\*
- attendance rate minimum of 85%

\*Please note that mandatory Office Hours/ CAAP enrolment in grade 11 is required if a final MYP grade 10 score is 4 or less in English and/or Math.

## Diploma Programme

- all IB Course requirements
- minimum 5/7 in MYP Grade 10 subjects for 3 HL course selections

## Grade 11 to 12

### New Brunswick Programme

- minimum score of 3 on at least 2 certificate courses, one of which must be English A or B
- a minimum score of 3 to continue in any certificate course
- on track for CAS
- attendance rate minimum of 85%

### IB Courses

- minimum overall score of 21/42
- minimum of 3 in all subjects
- on track for CAS
- attendance rate minimum of 85%

## Diploma Programme

- minimum overall score of 24/42
- minimum of 4 in all HL subjects
- minimum of 3 in all SL subjects
- on track in the Core (EE, TOK, CAS)
- attendance rate minimum of 85% minimum

\*Note: WIDA MODEL is an English Language proficiency assessment for student in Grades 1-12. TOEFL iBT Test is an English language test for university study, work and immigration. WIDA is administered by CISB staff and TOFEL needs to be completed at a certified testing centre. Test results are to be received by May 1st of each academic year.

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Student Name (print)

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Student Signature

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Date

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Parent Signature

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Date



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