



**Lycée  
Français  
International**  
de Hong Kong

**International Stream**

**International General  
Certificate of Secondary  
Education (IGCSE)**

**International Baccalaureate  
Diploma Programme (IBDP)**

# Welcome

## *Message from Head of International Stream*



Welcome to the French International School, International Stream. We are very proud of our heritage here at the school. We have been in existence for over 50 years and the International Stream has played a major role in the school's development over the years. The school is particularly proud of its **academic results** both at IGCSE and at IB levels and rightly so; they are excellent. However we are prouder of the kind of students that we produce.

A vast number go on to their **first choice universities, worldwide**. They study really meaningful courses and go on to represent FIS in many walks of life. Exams are important as a means to an end, but we want to continue to **produce young adults** who want **to make a difference** and in fact do. The students we produce will be the opinion formers, the policy makers, the doctors, teachers, lawyers, engineers, fashion designers, the authors, the artists, in short the movers and shakers of tomorrow.

So what we do at FIS really matters. It matters because we need to produce students who are respectful, intelligent, thoughtful, independent, trustworthy, and tolerant if we are to stand a chance of making the world a better place. We need to equip them with all the necessary skills and attributes that are required for the challenging years ahead. They need to be **first class communicators, collaborators**, to be **creative** and move confidently in the world. They also need to be resilient and show the right attitudes. Nelson Mandela said, "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond all measure. It is our light not our darkness that most frightens us." I want FIS to nurture that power and to seek out that light in students.

We are constantly looking to improve our practice and to never rest on our laurels. Any school that tells you that their school is the finished product is not telling you the whole truth. We are not the finished product nor will we ever be. What we are though is a school **constantly looking to improve**, develop and be the best we can be. If all that appeals then please come and join us!

Ian Clayton

## Message from the IB Coordinator

The International Baccalaureate Diploma Programme (IBDP) has been taught at FIS since 1988. Indeed, FIS was the **first school** in Hong Kong to be authorized as an **IB World School**. I joined the FIS team in 2005 and have loved being part of a community that is made up of **families, caring support staff** and **dedicated teachers** with local to global backgrounds, cultures and perspectives. Relationships among staff, students and parents are excellent and FIS is proud of its high staff retention rate and the resulting stability offered to students and parents. I feel like I am part of a large, happy, FIS family.

The FIS learning experience culminates in the IBDP when our students reach Year 12/13. As the IBDP has evolved, so has the programme at FIS. FIS always strives to meet the needs of the students: we have recently added four new subjects to our IBDP programme to make it more diversified and student centered. Personal attributes promoted by the IB in the Learner Profile, the focus on life skills emphasized by IB's Approaches to Teaching and Learning Policy and the IB's mission to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" permeate life at FIS. Derived from the IB's mission, we have developed our own **FIS Personal Profile**, "I PROMISE," in which FIS learners strive to be Inquirers, Principled, Risk-takers, Open-minded, Mindful, Innovative, Smart and Empathetic.

Our students are guided through the IBDP by expert subject teachers, Form Tutors, a team of University Counsellors, a CAS Coordinator, a TOK Coordinator, myself (the IB Coordinator), the Head of Secondary and the Head of the International Stream. It is quite a **supportive network**! Another source of support comes from the school's Physical Education (PE) department: at FIS, a dynamic sports programme is built into the IBDP. The emphasis is on enhancing the students' understanding and application of health and fitness – for life! I must admit to being rather envious of the students, wishing I could join in so much of the active fun!

FIS' CAS programme sees our students spend time **volunteering, raising money for charity** and increasing younger students' awareness of issues - in school, in Hong Kong and overseas. I am delighted that CAS at FIS was commended by the International Baccalaureate® (in our Five Year Review) but more importantly, I am delighted that it works for our students: it allows them to strengthen their relationships with each other as they help each other with challenges, often overcoming obstacles and their own individual fears!

When our students graduate I am confident that they are fully equipped for university and life. Our alumni regularly pop in for a visit and send us emails sharing their post-FIS experiences. I cherish these communications and I am proud of my students - they are still part of the FIS family and are now **successful, happy, young people taking on the world!**



Pauline Hall

A handwritten signature in black ink that reads "P. Hall". The signature is stylized and fluid.

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# FIS Personal Profile



**The French International School aims to develop internationally minded and valuable global citizens with intellectual independence who recognise their common humanity and shared guardianship of the planet.**

These personal attributes enable us to successfully live, learn, work, and contribute as active members of humanity. They are key to personal development and are essential to thrive and succeed in life. Development of the attributes occurs in many contexts; they will be modelled, at every opportunity, by all members of the school community and shaped by interactions with people, places and ideas.

**All FIS learners strive to be:**

## **INQUIRERS**

We develop a natural curiosity. Acquire the skills necessary to initiate and conduct inquiry and research to show independent thinking. We actively promote a life-long love of learning.

*“ By joining SEAMC, we hope to broaden our knowledge of not only math but also logical thinking. We believe that our problem-solving skills learned through the investigation of mathematical principles will help us sometime in the future in some unexpected ways. ”*

## **PRINCIPILED**

We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them. We aim high and persevere in the face of difficulties.

*“ Together, we want to take responsibility for our actions and their impact on our environment. We are involved in events in our local community such as the Zero Waste Week and we are working collaboratively to make FIS the best sustainable school possible. ”*



## **RISK-TAKERS**

We approach unfamiliar situations and uncertainty with courage and forethought, and have the confidence to take calculated risks when outcomes are uncertain. We have the independence of spirit to explore new roles, ideas and experiences and are brave in defending our beliefs.



“ We step out of our comfort zone to try new activities that we have never experienced before. We acknowledge the fact that we may not always succeed at first but we appreciate the opportunity and enjoy the activities. ”

## OPEN-MINDED

We understand and appreciate our own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are open to new ideas and different points of view, are accustomed to evaluating these, and grow from the experience.

## MINDFUL

We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others. We are able to manage and organise our emotions and lives and give thoughtful consideration to our learning and experience. We are able to assess and understand our strengths and limitations in order to support our personal development.

## INNOVATIVE

We show innovation in applying thinking skills critically and creatively to approach complex problems, and find reasoned solutions.

## SMART

We explore concepts, ideas and issues to acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. We understand, express and articulate ideas and information confidently and creatively in multiple languages and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

“ We explore concepts and ideas and articulate them creatively in the fashion show "Paper Dress Extravaganza" held at Maestria, one of our school's annual charity events. We demonstrate our creative and collaborative skills to produce state-of-the-art outfits. ”



## EMPATHETIC

We show empathy, compassion and respect towards the needs and feelings of ourselves, others and the planet. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

# IGCSE

International General Certificate  
of Secondary Education





# Introduction

The International General Certificate of Secondary Education (IGCSE) is a comprehensive two-year programme for Year 10 and 11 students. It is a **universally recognized qualification** among international schools and universities worldwide and its curriculum is equivalent to British GCSE but IGCSE has been specially tailored to meet international needs.

The IGCSE programme aims to provide learners with a **broad and balanced** mix of practical experience and theoretical knowledge. Its subjects cover a variety of areas: Sciences, Humanities, Languages, Social Sciences, Mathematics, Creative, Technical and Vocational. The programme builds a strong foundation for students who wish to pursue the IB Diploma in the future. More information: [www.cie.org.uk](http://www.cie.org.uk)

At FIS we are always looking to improve our curriculum offerings and so recently both Computer Science and Drama have been added as options to reflect demand from students. In addition we have also introduced IGCSE Physical Education as a compulsory subject for all students studying with us in years 10 and 11. As such all students qualify for the Cambridge ICE award, which recognises learners who pass examinations in at least 7 IGCSE subjects from 5 different subject groups (including two different languages). This prestigious award sets our students apart from other students around the globe and all of our students have gained merit or distinction passes since it was introduced to the school.

In an increasingly competitive market for entry to the top universities we want to give our students the skills, knowledge and confidence to be accepted into their first choice university. As such we have introduced the opportunity to enrich their academic studies with a Super Curriculum offering. This is a flexible hour per week where students are supported in a personal research project, presentation and public speaking skills, media literacy course, access to international competitions and the coaching and mentoring of younger students.

## Accomplishments in 2015 and 2016

• Students achieving A* or A (2016)	62%
• Students with 8 A* or more (2016)	43%
• Top in the World (2015)	Maths
• Top in Hong Kong (2015)	French, Spanish
• High Achievement (2015)	Latin
• Best Across 8 Cambridge IGCSEs (2015)	First place



# The Curriculum

At FIS, students are required to take 5 compulsory subjects: English Language, English Literature, Mathematics (core/extended curriculum), French (first/foreign language) and IGCSE Physical Education. The Personal, Social and Health Education classes are also compulsory but not examinable. An additional 5 subjects must be selected from the groups below. Students must select at least 1 Science subject (Biology, Chemistry or Physics) and 1 Humanities subject (History, Geography or Economics).

## Options:

Sciences	Humanities	Languages	Creative
Biology	History	Spanish	Art & Design
Chemistry	Economics	Latin	Computer Science
Physics	Geography	Mandarin	Drama

## Compulsory Subjects

### ENGLISH LANGUAGE

#### Course description

The English course aims to enable students to communicate accurately, confidently and effectively. The syllabus will help learners understand and respond appropriately to what they see, hear and experience, and to enjoy the full variety of English language.

In addition, it will complement their other studies by developing general skills such as the ability to analyse, synthesise, and make inferences, order facts and present opinions.

#### Assessment Assessed by Cambridge International Examinations

PAPER 2 Reading Passages (2 hours)	Weight
Students answer 3 questions on 2 passages	50%
<b>Passage A</b> 650-750 words long	
<b>Passage B</b> 550-650 words long	
PAPER 3 Directed Writing and Composition (2 hours)	
<ul style="list-style-type: none"><li>Answer 1 question on a passage OR passages totally 650-750 words</li><li>Complete a composition task from a choice of 4 titles</li></ul>	50%

# ENGLISH LITERATURE

## Course description

The English Literature course aims to develop students' ability to enjoy the reading of literature and appreciate its contribution to aesthetic and imaginative growth. Learners will explore the areas of universal human concern, which will lead to a greater understanding of themselves and others.

The 3 domains in literature are:

### Knowledge with understanding

- Acquire first-hand knowledge of the content of literary texts
- Understand texts in terms of their literal meaning and in relation to different relevant contexts

### Critical interpretation

- Understand literary texts and develop a deeper awareness of their themes and attitudes
- Recognise and appreciate ways in which writers use language
- Recognise and appreciate other ways in which writers achieve their effects (E.g. structure, characterisation)

### Judgement and personal response

- Explain and discuss evaluations
- Communicate a sensitive and informed personal response to the reading



## Assessment *Assessed by Cambridge International Examinations*

### PAPER 1 Poetry and Prose (1 hour 30 min)

#### Weight

- Students answer 2 questions on 2 texts: 1 poetry and 1 prose
- There is a choice of 2 questions (1 passage-based and 1 essay) on each text

50%

### Paper 2 Drama (1 hour 30 min)

- Students answer 2 questions on 2 texts
- There is a choice of 2 questions (1 passage-based and 1 essay) on each text

50%

# MATHEMATICS

## Course description

The Mathematics course aims to prepare students to utilize the power of Mathematics in an increasingly technological world. Students will develop the ability to solve problems by applying combinations of mathematical skills and techniques.

“IGCSE Maths has opened my eyes on how and why these equations are used. It really broadens your mind to what you can do with maths.”  
Liza, Year 13 Student

Learners will also be able to use the concepts of mathematical modelling to describe a real life situation and make effective use of technology. Student may take the exam for Core curriculum only or the Extended curriculum of either International Mathematics (0607) or Mathematics (0580).

This course covers the topics of:

Number	Algebra, functions & graphs	Space	Statistics & probability
<ul style="list-style-type: none"> <li>number, set notation and language</li> <li>HCF &amp; LCM</li> <li>different types of number</li> <li>surds</li> <li>use of an graphical calculator</li> <li>vulgar and decimal fractions and percentages</li> <li>ordering</li> <li>standard form</li> <li>the four rules</li> <li>estimation</li> <li>measures</li> <li>ratio, proportion, rate</li> <li>sequences (linear, quadratic &amp; cubic)</li> </ul>	<ul style="list-style-type: none"> <li>graphs in practical situations</li> <li>algebraic representation, formulae and manipulation</li> <li>indices</li> <li>solutions of equations and inequalities (linear &amp; quadratic)</li> <li>graphs of functions</li> <li>vectors in two dimensions</li> <li>linear programming</li> <li>matrices</li> <li>functions (linear, quadratic, cubic, reciprocal, exponential, absolute value, trigonometric)</li> <li>asymptotes</li> <li>use of graphical calculator to sketch function, zeros, maxima &amp; minima, intersection</li> <li>logarithmic function and exponential function</li> </ul>	<ul style="list-style-type: none"> <li>geometrical terms and relationships</li> <li>geometrical constructions</li> <li>symmetry</li> <li>angle properties</li> <li>locus</li> <li>mensuration</li> <li>trigonometry</li> <li>similarity</li> <li>transformations</li> <li>coordinate geometry</li> </ul>	<ul style="list-style-type: none"> <li>statistics</li> <li>probability</li> </ul>

## Assessment

Based on teacher's recommendation, student will either take International Mathematics or Mathematics IGCSE exam. Candidates taking the core papers are eligible for the award of Grades C to G only and those taking extended papers are eligible for Grades A to E.

### CORE CURRICULUM

PAPER 1 (45 min)	Weight
------------------	--------

- |   |     |
|---|-----|
| <ul style="list-style-type: none"> <li>• Short-answer questions based on the Core curriculum</li> <li>• It is a non-calculator paper</li> </ul> | 25% |
|---|-----|

PAPER 3 (1 hour 45 min)	Weight
-------------------------	--------

- |  |     |
|--|-----|
| <ul style="list-style-type: none"> <li>• 11–15 medium to long-answer questions</li> <li>• A graphics calculator is required</li> </ul> | 60% |
|--|-----|

PAPER 5 (1 hour)	Weight
------------------	--------

- |   |     |
|---|-----|
| <ul style="list-style-type: none"> <li>• 1 investigation question</li> <li>• A graphics calculator is required</li> </ul> | 15% |
|---|-----|

### EXTENDED CURRICULUM

PAPER 2 (45 min)	Weight
------------------	--------

- |   |     |
|---|-----|
| <ul style="list-style-type: none"> <li>• Short-answer questions based on the Extended curriculum</li> <li>• It is a non-calculator paper</li> </ul> | 20% |
|---|-----|

PAPER 4 (2 hours 15 min)	Weight
--------------------------	--------

- |  |     |
|--|-----|
| <ul style="list-style-type: none"> <li>• 11–15 medium to long-answer questions</li> <li>• A graphics calculator is required</li> </ul> | 60% |
|--|-----|

PAPER 6 (1 hour 30 min)	Weight
-------------------------	--------

- |  |     |
|--|-----|
| <ul style="list-style-type: none"> <li>• One investigation and one modelling question</li> <li>• A graphics calculator is required (1 passage-based and 1 essay) on each text</li> </ul> | 20% |
|--|-----|

### CORE CURRICULUM

PAPER 1 (CORE) (1 hour)	Weight
-------------------------	--------

- |   |     |
|---|-----|
| <ul style="list-style-type: none"> <li>• Short-answer questions based on the Core curriculum</li> </ul> | 35% |
|---|-----|

PAPER 3 (CORE) (2 hours)	Weight
--------------------------	--------

- |   |     |
|---|-----|
| <ul style="list-style-type: none"> <li>• Structured questions based on the Core curriculum</li> </ul> | 65% |
|---|-----|

### EXTENDED CURRICULUM

PAPER 2 (EXTENDED) (1 hour 30 min)	Weight
------------------------------------	--------

- |   |     |
|---|-----|
| <ul style="list-style-type: none"> <li>• Short-answer questions based on the Extended curriculum</li> </ul> | 35% |
|---|-----|

PAPER 4 (EXTENDED) (2 hours 30 min)	Weight
-------------------------------------	--------

- |   |     |
|---|-----|
| <ul style="list-style-type: none"> <li>• Structured questions based on the Extended curriculum</li> </ul> | 65% |
|---|-----|

# FRENCH (AS FIRST LANGUAGE)

## Course description

The French (First Language) course aims to enable students to communicate accurately and effectively in writing, and to understand and respond appropriately to what they read. Students will be encouraged to enjoy and appreciate the variety of language, as well as to understand themselves and others.

This course covers 2 main areas:

### Reading

- demonstrate understanding of words within extended texts
- scan for and extract specific information
- identify main and subordinate topics, summarise, paraphrase, re-express
- show some sense of how writers achieve their effects
- recognise and respond to simple linguistic devices including figurative language

### Writing

- express thoughts, feelings and opinions in order to interest, inform or convince the reader
- show some sense of audience
- demonstrate adequate control of vocabulary, syntax and grammar
- exercise care over punctuation and spelling
- write accurate simple sentences
- attempt a variety of sentence structures
- recognise the need for paragraphing
- use appropriate vocabulary

## Assessment *Assessed by Cambridge International Examinations*

### COMPONENT 1: Reading (2 hours)

#### Weight

Questions will relate to 2 passages of approximately 600-700 words each

50%

- **Question 1:** Students answer a series of comprehension questions based on Passage 1
- **Question 2:** Students write a summary of approximately 200-250 words based on Passage 1 and Passage 2

### COMPONENT 2: Writing (2 hours)

Students will be required to write 2 compositions, with between 350 and 500 words, from each of the following 2 sections:

50%

- **Section 1:** Discussion and Argument. 4 argumentative/discursive titles will be set, from which candidates will choose 1
- **Section 2:** Description and Narration. 4 titles will be set (2 descriptive and 2 narrative), from which candidates will choose 1

## FRENCH (AS FOREIGN LANGUAGE)

### Course description

The French (Foreign Language) course emphasizes students' abilities to communicate effectively in practical situations where the language is spoken. The 4 linked skills of reading, writing, speaking and listening are equally important parts of the course. Students will be offered an insight into the culture and civilization of the French speaking world.



This course covers the topics of:

#### Everyday activities

home life and school, food, health and fitness

#### Personal and social life

self, family, personal relationships, holidays and special occasions

#### The world around us

home town and local area, natural and made environment, people, places and customs

#### The world of work

continuing education, careers and employment, language and communications in the work place

#### The international world

tourism at home and abroad, life in other countries and communities, world events and issues

### Assessment *Assessed by Cambridge International Examinations*

#### PAPER 1 Listening (45 min)

Students listen to a number of recordings and answer questions testing comprehension

**Weight**

**25%**

#### PAPER 2 Reading (1 hour)

Students read a number of texts and answer questions testing comprehension

**25%**

#### PAPER 3 Speaking (15 min)

Students complete 2 role plays, a topic presentation/conversation and a general conversation

**25%**

#### PAPER 4 Writing (1 hour)

Students respond to 3 tasks in French

**25%**



## PHYSICAL EDUCATION

### Course description

The Physical Education course aims to develop students' knowledge and understanding of what it means to be a healthy and active person. It helps students develop the ability to plan, perform, analyse and improve, and evaluate physical activities. Students will understand the principles of effective and safe performance and appreciate the role of sports and physical activity in society and in the wider world. The sports covered in class include: badminton, athletics, personal survival (aquatics), basketball, competitive swimming and table tennis. These activities may be amended depending on the number of students in the class and facilities available.

**Assessment** Assessed by Cambridge International Examinations

#### COMPONENT 1 Course work

#### Weight

- Students will be assessed based on their practical ability in 4 sports (50% of total marks)
- Student must show their ability to analyse and improve practical performance in 1 chosen sport (10% of total marks)

**60%**

#### COMPONENT 2 External theory examination

Short answer questions on each of the 3 units:

- Factors affecting performance
- Health, safety and training
- Reasons and opportunities for participation in physical activity

**40%**

## Science options

### BIOLOGY

#### Course description

Cambridge IGCSE Biology is accepted by universities and employers as proof of essential knowledge and ability. With an emphasis on human biology, learners develop their knowledge and gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. The biology syllabus enables students to handle information and improve their problem-solving abilities. They will also develop experimental skills and conduct investigations as per the scientific process.

“IGCSE Biology is a tough but rewarding course. The topics are interesting and very in-depth, and teach important skills such as critical thinking.”

Harry, Year 10 Student

## Objectives

This course aims to enable students to:

- Better understand the technological world, with an informed interest in scientific matters
- Recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- Develop an interest in, and care for, the environment
- Better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Develop an understanding of the scientific skills essential for both further study and everyday life

This course covers the topics of:

- Characteristics of living organisms
- Organisation of organisms
- Movement in and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants
- Transport in animals
- Diseases and immunity
- Gas exchange in humans
- Respiration
- Excretion in humans
- Coordination and Response
- Drugs
- Reproduction
- Inheritance
- Variation and selection
- Organisms and their environment
- Biotechnology and genetic engineering
- Human influences on the ecosystem

## Assessment Assessed by Cambridge International Examinations

### PAPER 2 (45 min)

### Weight

40 multiple choice questions of the four-choice type

30%

This paper will test assessment objectives AO1 i.e. knowledge with understanding, AO2 i.e. handling information and problem-solving based on the Extended syllabus content

### PAPER 4 (1 hour 15 min)

A written paper consisting of short-answer and structured questions that will test assessment objectives AO1 and AO2. Questions testing these skills may be based on information that is unfamiliar to candidates, requiring them to apply the principles to a new situation in a logical, deductive way

50%

### PAPER 6 (1 hour)

Alternative to Practical which will test assessment objective AO3 i.e. experimental skills and investigations

20%

## CHEMISTRY

### Course description

The Chemistry course offers a combination of theoretical and practical studies leading to an understanding of the basic principles of Chemistry. Students will develop scientific abilities and skills that are used in everyday life. Learners will also gain an awareness of the practice of science and understand that scientific applications may have both beneficial and detrimental effects on the individual, the community and the environment.



This course covers the topics of:

- The particulate nature of matter
- Experimental techniques
- Atoms, elements and compounds
- Stoichiometry
- Electricity and chemistry
- Chemical changes
- Chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Air and water
- Sulphur
- Carbonates
- Organic Chemistry

### Assessment *Assessed by Cambridge International Examinations*

#### PAPER 2 (45 min)

#### Weight

- Multiple choice questions
- Based on core material and supplement material

30%

#### PAPER 4 (1 hour 15 min)

- Short answer and structured questions
- Based on core material and supplement material

50%

#### PAPER 6 (1 hour)

- Short answer and structured questions
- Based upon experimental skills

20%

## PHYSICS

### Course description

The Physics course offers a combination of theoretical and practical studies that helps students understand the basic principles of physics. Students will develop scientific abilities and skills, applicable in everyday life and important for advanced study in science in the future. Learners will understand that scientific applications have both beneficial and detrimental effects on individuals and the environment. Although an “Alternative to Practical” paper replaces the assessment of coursework, students will still be carrying out practical work and gaining practice with the production of practical reports.



This course covers the topics of:

- General Physics (including Mechanics/ Kinematics)
- Thermal Physics
- Properties of waves, including light and sound
- Electricity, Electronics and Magnetism
- Atomic Physics

<b>PAPER 2 (45 min)</b>	<b>Weight</b>
40 multiple-choice questions based on the Extended syllabus content (Core and Supplement)	<b>30%</b>
<b>PAPER 4 (1 hour 15 min)</b>	
<ul style="list-style-type: none"><li>• A written paper consists of short-answer and structured questions.</li><li>• Questions will be based on the Extended syllabus content (Core and Supplement)</li></ul>	<b>50%</b>
<b>PAPER 6 (1 hour)</b>	
<ul style="list-style-type: none"><li>• Alternative to Practical</li><li>• This paper will test assessment objective AO3. Questions will be based on the experimental skills in Section 7. The paper is structured to assess grade ranges A*–G</li></ul>	<b>20%</b>

## *Humanities options*

### **HISTORY**

#### **Course description**

The History course offers students the opportunity of studying some of the major international issues of the 20<sup>th</sup> century, and looking in greater depth at the history of particular regions. The development of historical skills and acquisition of knowledge are equally important parts of the syllabus. The course aims to tell the stories of the recent past and provides a framework for an understanding of the world in which we live today.

This course covers the topics of:

#### **Core Content (Option B): The 20<sup>th</sup> Century : International Relations since 1919**

- Were the peace treaties of 1919 – 23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948 – c. 1989?
- Why did events in the Gulf matter, c.1970–2000?

#### **In-Depth Study: China (1930-c. – 1990)**

Apart from the Core Option to the course, candidates have to undertake 1 of 8 In-Depth Studies. We elect to study China, 1945–c.1990. The main themes are:

- Why did China become a Communist State in 1949?
- How far had Communist rule changed China by the mid-1960s?
- What was the impact of Communist rule on China's relations with other countries?
- Has Communism produced a cruel dictatorship in China?

**PAPER 1 (2 hours)**

**Weight**

**Core questions**

**40%**

Students answer 2 questions

**In-Depth Studies**

Students answer 1 question

**PAPER 2 (2 hours)**

This paper is a **source-based examination**

**33%**

- Students answer 6 questions on sources related to a Core Content topic
- The topic for the June 2017 examination is: Were the peace treaties of 1919-23 fair?

**PAPER 4 (Alternative to Coursework) (1 hour)**

- Depth study topic (China 1930–c.1990)
- Students answer 1 question on a Depth Study

**27%**

## ECONOMICS

### Course description

The Economics course helps students develop an understanding of economic terminology, principles and elementary economic theories. Students will gain an awareness of the economies in developed and developing countries and the way they are interconnected.

“Economics is good for critical thinking. It helps with understanding what is happening in the real world for business and for life in general.”  
**Camille, Year 10 Student**

Students will also learn to process simple data and apply them to economic analysis, information evaluation and the distinction between facts and value judgments in economic issues.

This course covers the topics of:

- Basic economic problem: choice and the allocation of resources
- The allocation of resources: how the market works; market failure
- The individual as producer, consumer and borrower
- The private firm as producer and employer
- Role of government in an economy
- Economic indicators
- Developed and developing economies: trends in production, population and living standards
- International aspects

## Assessment Assessed by Cambridge International Examinations

### PAPER 1 (45 min)

- 30 multiple-choice questions

Weight

30%

### PAPER 2 (2 hour 15 min)

#### Section A

- 1 compulsory question

#### Section B

- 3 optional questions from a choice of 6

70%

## GEOGRAPHY

### Course description

The Geography course encourages students to develop a sense of place and an understanding of relative location on a local, regional and global scale. Through the detailed study of contrasting physical and human environments, student will understand how the two affect each other, and gain an insight into the ways in which people interact with each other and with their environments. Together with a wider understanding of different communities and cultures throughout the world, students will develop an appreciation of the opportunities and constraints presented by different environments.

This course covers the topics of:

- Population and Settlement
- The Natural Environment
- Economic Development

“IGCSE Geography is such a fantastic subject because it gives us an international perspective on the world we live in as well as a chance to understand and study Hong Kong's unique culture.”

Alye, Year 10 Student



## Assessment Assessed by Cambridge International Examinations

### PAPER 1 (1 hour 45 min)

Problem-solving & free-response writing

Weight

45%

### PAPER 2 (1 hour 30 min)

Short-answer questions

27.5%

### PAPER 4 (1 hour 30 min)

Alternative to coursework

27.5%

# Language options

## SPANISH (AS A FOREIGN LANGUAGE)

### Course description

The Spanish course emphasises students' abilities to communicate effectively in practical situations where the language is spoken. The 4 linked skills of reading, writing, speaking and listening are equally important parts of the course. Students will be offered an insight into the culture and civilization of the Spanish speaking world.

This course covers the topics of:

**Everyday activities:** home life and school, food, health and fitness

**Personal and social life:** self, family, personal relationships, holidays and special occasions

**The world around us:** home town and local area, natural and made environment, people, places and customs

**The world of work:** continuing education, careers and employment, language and communications in the work place

**The international world:** tourism at home and abroad, life in other countries and communities, world events and issues

### Assessment Assessed by Cambridge International Examinations

PAPER 1 Listening (45 min)	Weight
Students listen to a number of recordings and answer questions testing comprehension	25%
PAPER 2 Reading (1 hour)	
Students read a number of texts and answer questions testing comprehension	25%
PAPER 3 Speaking (15 min)	
Students complete 2 role plays, a topic presentation/conversation and a general conversation Internally assessed / Externally moderated	25%
PAPER 2 Writing (1 hour)	
Students respond in the language to 3 three tasks	25%



## LATIN

### Course description

The Latin course is a highly valued course by universities in the western world. It aims to enable students to read, understand, appreciate and respond to some Latin literature.

Learners will develop an awareness of the motives and attitudes of people from different time and culture, while considering the legacy of Rome to the modern world. Students will also be able to gain a deeper understanding of a range of aesthetic, ethical, linguistic, political, religious and social issues.



**Assessment** *Assessed by Cambridge International Examinations*

#### PAPER 1 Language (1 hour 30 min)

#### Weight

- Translation of a passage of Latin prose English
- Comprehension of a passage of Latin prose

50%

#### PAPER 2 Literature (1 hour 30 min)

Students answer questions on the prescribed texts. Questions test comprehension, translation, scansion and appreciation of the literature

50%

## MANDARIN (AS A SECOND LANGUAGE)

### Course description

The Mandarin (Second Language) course aims to help students develop the ability to use Chinese effectively for the purpose of practical communication. Learners will form a strong foundation for the skills required for further study or employment using Chinese as the medium. The course also promotes an awareness of the nature of the language as well as an appreciation of the Chinese culture, history and society.

This course covers the topics of:

**Young people and education:** education and career, peer relationships

**Society:** family relationships, health and fitness, leisure activities, communication and technology

**The world:** geographical surroundings, environment

**Cultural diversity:** life at home and in other countries

## Assessment Assessed by Cambridge International Examinations

### PAPER 1 Reading and Writing (2 hours)

Students complete 3 reading exercises testing comprehension and information transfer and 2 writing exercises

**Weight**

**70%**

### PAPER 2 Speaking (10-12 min)

Students complete a presentation, a topic conversation and a general conversation

**30%**

## MANDARIN (AS A FOREIGN LANGUAGE)

### Course description

The Mandarin (Foreign Language) course aims to enable students to communicate confidently and effectively in the language. It offers insights into the Chinese culture and society of countries where Mandarin is spoken. Students will form a strong foundation of the skills, language, and attitudes required for further study.

This course covers the topics of:

**Everyday activities:** home life and school, food, health and fitness

**Personal and social life:** self, family, personal relationships, holidays

**The world around us:** home town and local area, natural and made environment, people, places and customs

**The world of work:** continuing education, careers and employment

**The international world:** tourism at home and abroad, life in other countries

## Assessment Assessed by Cambridge International Examinations

### PAPER 1 Listening (35 min)

Students listen to a number of recordings and answer questions testing comprehension

**Weight**

**25%**

### PAPER 2 Reading (1 hour 15 min)

Students read a number of texts and answer questions testing comprehension

**25%**

### PAPER 3 Speaking (15 min)

- Students complete 2 role plays, a topic presentation/conversation and a general conversation
- Internally assessed / Externally moderated

**25%**

### PAPER 4 Writing (1 hour 15 min)

Students respond in the language to 3 three tasks

**25%**

# Creative options

## ART & DESIGN

### Course description

The Art & Design course stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources.

The broad areas of study are:

- Painting and related media
- Printmaking
- Three-dimensional studies
- Photography, digital and lens-based media
- Graphic communication
- Textile design



### Assessment *Assessed by Cambridge International Examinations*

Candidates can use any of the media above to complete the following components.

All candidates take 2 components: Component 1 and one of Component 2 or 4

#### COMPONENT 1

- Broad – based assignment

#### Supporting studies

Unlimited preparatory period during which candidates produce their supporting studies  
Up to two sheets (four sides) of A2  
and the

**Controlled test** Candidates take an 8-hour test

#### Weight

**50%**

#### COMPONENT 2

- Design – based assignment

#### Supporting studies

Unlimited preparatory period during which candidates produce their supporting studies  
Up to two sheets (four sides) of A2  
and the

**Controlled test** Candidates take an 8-hour test

**50%**

#### COMPONENT 4

- Coursework assignment
- Internally marked by teachers and externally moderated

#### Supporting portfolio

Candidates produce a portfolio of up to four sheets (eight sides) of A2  
and the

#### Final outcome

Candidates produce a final outcome in a chosen media.

**50%**



## COMPUTER SCIENCE

### Course description

The Computer Science course aims to help students understand the main principles of problem solving using computers. They will be able to form computer-based solutions using algorithms and a high-level programming language. Learners will also develop a range of technical skills to effectively test and evaluate computing solutions. The course is an ideal foundation for further study in computer science and technology.

This course covers the topics of:

#### Theory of Computer Science

- Data representation
- Binary systems
- Hexadecimal
- Data storage
- Communication and Internet technologies
- Data transmission
- Security aspects
- Internet principles of operation
- Hardware and software
- Logic gates
- Computer architecture and the fetch execute cycle
- Input devices
- Output devices

- Memory, storage devices and media
- Operating systems
- High- and low-level languages and their translators
- Security
- Ethics

#### Practical Problem-solving and Programming

- Algorithm design and problem-solving
- Problem-solving and design
- Pseudocode and flowcharts
- Programming
- Programming concepts
- Data structures; arrays Databases

**Assessment** Assessed by Cambridge International Examinations

#### PAPER 1 Theory (1 hour 45 min)

**Weight**

- Compulsory short-answer and structured questions
- No calculators are permitted in this paper

**60%**

#### PAPER 2 Problem-solving and Programming (1 hour 45 min)

- Compulsory short-answer and structured questions. 20 of the marks for this paper are from questions set on the pre-release material
- No calculators are permitted in this paper

**40%**

# DRAMA

## Course description

The Drama course aims to develop students' understanding of the theatre through practical and theoretical study. It explores the role of actor, director and designer in creating a piece of theatre.

Drama also teaches many key skills such as critical thinking, creativity, teamwork, a sense of commitment and effective communication & presentation. More importantly, drama strengthens students' personalities, puts them in touch with their emotions, gives students strong tools to express what they think and feel while reinforcing self-control.

**Assessment** *Assessed by Cambridge International Examinations*

### COMPONENT 1 Written examination (2 hours 30 min)

**Weight**

In preparation for the examination students devise a piece of drama based on 1 of 3 stimuli and study an extract from a play, both set by the examiners

**40%**

#### Section A

- 6-8 short-answer questions on the extract from the play
- 2-4 questions on the drama devised from their chosen stimulus

#### Section B

1 longer-answer question from a choice of 3 on the extract from the play

#### Section C

1 longer-answer question from a choice of 3 on the drama devised from their chosen stimulus

### COMPONENT 2 Coursework

Students submit 3 pieces of practical work

**60%**

#### 1 individual piece (3-5 min):

1 performance of an extract from a play

#### 2 group pieces (max 15 min each):

1 performance of an extract from a play and 1 original devised piece

Note: the stimuli on the pre-release material for Component 1 may not be used as a basis for the devised piece on Component 2

Internally assessed/externally moderated

“ I feel Drama brought me out of my shell a bit more, being that Drama is an extremely extroverted activity. ”  
**Miguel, Year 12 Student**



# IBDP

## International Baccalaureate Diploma Programme



## Introduction

The IB Diploma Programme (IBDP) is a comprehensive and challenging 2 year course designed to foster a **positive attitude to learning**. The programme aims to provide learners of different cultures, languages and educational backgrounds with the intellectual, social and global perspectives that are vital for their higher education and career development.

Students in the 21<sup>st</sup> century are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The curriculum prepares students to be active participants in a lifelong journey of learning.

With over **28 years of experience in teaching the IBDP**, FIS offers an enhanced programme including additional levels in French and Chinese, Environmental Systems and Societies (ESS) and Visual Arts. We also offer a unique opportunity for proficient English and French speaking students to earn the **IB Bilingual Diploma**, a prestigious and highly valued qualification which gives our students an advantage when they apply to the university of their choices.

During the 2 year course, students receive great support from their subject teachers, guidance from form tutors, the IBDP Coordinator, university counsellors and head-teachers through regular meetings both as a group or individually.

IB students at FIS consistently outperform the worldwide average, the chart below shows our results.

	FIS Results 3 yr average	Average Worldwide Results
Student graduation rate	97%	79%
Students scoring 40 points or more (out of 45)	33%	7%
Students' average score in total (out of 45)	37	30



## *IB Mission Statement*

The International Baccalaureate (IB) 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.



## *IB Student Welfare*

In the IB Diploma programme, FIS always prioritizes students' well-being and aims to create a secure environment where students can develop their full potential to thrive. The support for IB students begins with **FIS' IB Induction programme** – a 4 day event in which students are given practical advice on how to look after themselves both physically and mentally.

Words are put into action as fitness experts guide the students through exercises, games and yoga. Such focus on health continues throughout the 2 year IBDP programme as Physical Education (PE) courses are incorporated into timetables for Year 12 and 13 students. The PE sessions are designed to help students maintain their **physical and mental well-being**.

Students participate in weekly **Personal, Social and Health Education (PSHE)** lessons in Year 12 and 13. Furthermore, experts are periodically invited to discuss important non-academic issues that affect students' school life. These guest speakers delve into issues that range from drugs and alcohol to bullying and relationships and give advice to students who are facing these aforementioned issues.

Other individual and group meetings with Form Tutors, IB Coordinator, University Counsellor and Head of International Stream are regularly scheduled in order to provide support to our students. When students have private or personal issues, they are more than welcome to share these problems with form tutors or school health assistants. Alternatively, students can reach out to any staff member whom they feel comfortable with and he or she will liaise with the IB Coordinator to ensure an appropriate response.



## *Approaches to Teaching and Learning (ATL)*

The IB mission statement states that IBDP encourages students to become "active, compassionate and lifelong learners." From primary to secondary, teachers at FIS play a crucial role as teachers of learners, not simply teachers of content.

The table below shows examples of Approaches to Teaching, Approaches to Learning and how they are linked to the IB Learner Profile.

Approaches to Teaching	Approaches to Learning	Learner Profile Attributes
<ul style="list-style-type: none"> <li>• Teaching based on inquiry</li> <li>• Teaching focused on conceptual understanding</li> <li>• Teaching developed in local and global contexts</li> <li>• Teaching focused on effective teamwork and collaboration</li> <li>• Teaching differentiated to meet the needs of all learners</li> <li>• Teaching informed by assessment (formative and summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Communication skills</li> <li>• Social skills</li> <li>• Self-management skills</li> <li>• Thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Inquirers</li> <li>• Communicators</li> <li>• Thinkers</li> <li>• Knowledgeable</li> <li>• Principled</li> <li>• Open-minded</li> <li>• Caring</li> <li>• Risk-takers</li> <li>• Balanced</li> <li>• Reflective</li> </ul>

The above aspects of teaching and learning are a central part of the IB Circle but also a central part of the students' learning experience at FIS.

# *IB Learner Profile*

The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we 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 carefully to the perspectives 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 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 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.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



# The Curriculum


At FIS, students are required to study **6 subjects** (1 subject from each group). At least 3 subjects must be studied at **Higher Level** (HL) and the remaining subjects are studied at **Standard Level** (SL).

Students select **2 languages**. English Literature from group 1 is compulsory and another language is usually from group 2 but students who are fluent in French can take it in group 1. Group 1 is for students' "mother tongue" language(s) and the course is literature based; group 2 is designed for students learning the language up to near native level.

<b>GROUP 1</b> <b>Language and Literature</b>	English Literature (HL/SL)	French Literature (HL/SL)		
<b>GROUP 2</b> <b>Language Acquisition</b>	Mandarin (B) (HL/SL)	French (B) (HL/SL)	French (Ab) Initio (SL)*	Spanish (B) (HL/SL)
<b>GROUP 3</b> <b>Individuals and Societies</b>	Economics (HL/SL)	Geography (HL/SL)	History (HL/SL)	
<b>GROUP 4</b> <b>Sciences</b>	Chemistry (HL/SL)	Environment System and Societies (SL)	Physics (HL/SL)	Biology (HL/SL)
<b>GROUP 5</b> <b>Mathematics</b>	Mathematics (HL/SL)	Mathematical Studies (SL)		
<b>GROUP 6</b> <b>Arts</b>	Visual Arts (HL/SL)	Other subject from Group 2, 3 or 4		

\* This is a French course for beginners and is offered when needed

In addition, the curriculum includes **3 core requirements** that aim to broaden the educational experience and challenge students to apply their knowledge and understanding:

-  **The extended essay** requires students to engage in independent research through an in-depth study of a question relating to one of the Diploma Programme subjects they are studying. There is also an option to complete a World Studies extended essay allowing students to focus on a topic of global significance which they examine through the lens of at least 2 DP subjects. Students choose a narrow topic within a subject (or subjects) that they are passionate about and develop a research question that will allow them to undertake a rigorous inquiry. They will be allocated a supervisor who will be an expert in that subject. The supervisor will guide the student towards completion of the extended essay. However, the extended essay allows and expects the students to take responsibility for their own learning and act as independent thinkers.

- **Theory of knowledge (TOK)** plays a key role in the IBDP programme by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. Its core content comprises questions like: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

Students are required to undertake several projects which involves them to be **knowledgeable inquirers** (collecting relevant information) and **thinkers** (processing and interpreting information). Students must be **caring, principled and open-minded** (identifying opinions, values and perceptions; making and justifying decisions; evaluating sources in terms of reliability, bias, relevance and accuracy). Students should **reflect** on what they have done so as to develop clear and logical arguments and draw conclusions. Finally, the students must be able to successfully **communicate** their findings through a balanced essay and presentation that shows awareness of diverse perspectives.

- **Creativity, Activity, Service (CAS)** involves students in a range of experiences alongside their academic studies throughout the Diploma Programme. **Creativity** is about exploring and extending ideas leading to an original or interpretive product or performance. **Activity** involves physical exertion that contributes to a healthy lifestyle. **Service** is about collaborative and reciprocal engagement in the community in response to an authentic need.

At FIS, the emphasis in CAS is on learning by doing real tasks that have real consequences, and reflecting on these experiences. The purpose is for students to be involved in activities that will make a significant difference in their lives and also to the lives of others, as well as challenge themselves to extend existing skills or acquire new ones. A well-planned CAS programme is meaningful and enjoyable; a journey of discovery of self and others. The CAS experiences will have profound, life-changing influence on many students.

“ CAS is an enriching experience, students learn about themselves and how to overcome challenges. It equips them with vital skills that will be used throughout their lives. Here at FIS, our students take ownership of their CAS programme with enthusiasm and dedication.”  
**Helen Bell, IBDP CAS Coordinator**



### THAILAND TRIP

Students participate in a week-long activity (rafting, archery, hiking...etc.), set in the beautiful mountains of Northern Thailand. The purpose of the trip is to strengthen students' team building skills and provide them with an experience of teaching English at a local Thai primary school.



“ It was a jam-packed exhausting week that is full of fun and fulfilling the requirements of the IB Learner Profile. It covered important aspects of a core element of the IB programme: Creativity, Action and Service. ”  
**Thomas, Year 12 Student**

### BIG DAY OUT

It is an activity day at Big Wave Bay for the younger students in conjunction with the PE department and CAS students.

### SPONSORED WALK

It is a charity walk which aims to raise fund for various local NGO.



## Group 1 – Language and Literature

### ENGLISH A: LITERATURE

#### Course description

English Literature is a challenging course in which students study a wide range of literature. It encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. This course is international in its composition and the study of texts from diverse cultural perspectives is intrinsic to the programme.

## Objectives

This course aims to enable students to:

- Understand a range of texts from different periods, styles and genres
- Engage in close, detailed analysis of individual texts and make relevant connections
- Express themselves in both oral and written communication
- Recognize the importance of the contexts in which texts are written and interpreted
- Appreciate the different perspectives of people from other cultures, and how these perspectives construct different meanings
- Appreciate formal, stylistic and aesthetic qualities of texts
- Nurture lifelong interest in language and literature
- Understand the techniques involved in literary criticism
- Develop independent literary judgements and support those ideas

## Assessment

Please note that the texts studied may change. These are this school year's examples.

### WORKS IN TRANSLATION

- Sophocles: *Oedipus Rex*
- Ibsen: *A Doll's House*
- Lorca: *Blood Wedding* (Higher Level only)

Higher Level (HL)

3 texts

Standard Level (SL)

2 texts

Weight

25%

*Students will be tested by an externally-assessed written assignment based on one of the texts*

### DETAILED STUDY

- Shakespeare: *Macbeth*
- Keats: *Selected Poems*
- Ondaatje: *Running in the Family* (Higher Level only)

3 texts

2 texts

15%

*Students will be examined by oral assessment*

### LITERARY GENRES (The Novel)

- Dickens: *Great Expectations*
- Hardy: *Tess of the D'Urbervilles*
- Bronte: *Jane Eyre*
- Fitzgerald: *The Great Gatsby* (Higher Level only)

4 texts

3 texts

45%

*Students will be tested by two examination papers  
(4 hours for HL, 3 hours for SL)*

### OPTIONS

- Chaucer: *The Pardoner's Prologue and tale*
- Wilde: *The Importance of Being Earnest* (Higher Level Only)
- Moliere: *The Misanthrope*
- T.S. Eliot – *Selected Poems* (Standard Level Only)

3 texts

3 texts

15%

*Students will be examined by oral assessment*

## FRENCH A: LITERATURE

FIS offers the chance to study a second Language A in French, in place of a foreign language, and thereby to gain the **IB Bilingual Diploma**. This is a prestigious and highly valued qualification.

### Course description

The course aims to introduce students to a range of texts from different periods, styles and genres, to develop their ability to engage in close, detailed analysis of individual texts, making relevant connections, and to develop their ability to appreciate the formal, stylistic and aesthetic qualities of texts and an understanding of the techniques involved in literary criticism. It encourages students to recognize the importance of the contexts in which texts are written and received, and to appreciate the different perspectives of people from other cultures and how these perspectives construct meaning. Finally it aims to develop the students' ability to form independent literary judgments and to support those ideas, to develop their powers of expression, both in oral and written communication and to promote an enjoyment of, and lifelong interest in, language and literature. Students wishing to choose French A Literature should enjoy reading, as there will obviously be a second language A booklist to cover.

The following is a sample booklist, though each year the works of literature are chosen to reflect the interests and abilities of the students:

#### Works in Translation

- Shakespeare: *Roméo et Juliette* (translated into modern French)
- Euripides: *Médée*
- Primo Levi: *Si c'est un homme* (Higher Level Only)

#### Literary Genres (The Play)

- Sartre: *Les Mouches*
- Camus: *Les Justes*
- Molière: *Tartuffe*
- Giraudoux: *La Guerre de Troie n'aura pas lieu* (Higher Level only)

#### Detailed Study

- Camus: *L'étranger*
- Baudelaire: *Les Fleurs du mal* – selected poems
- Malraux: *La Condition Humaine* (Higher Level only)

#### Freely chosen works

- Collection of poems of different poets
- Ahmadou Kourouma: *Allah n'est pas obligé*
- Anouilh: *Antigone*

The distinction between SL and HL is summarized below.

	Higher Level (HL)	Standard Level (SL)
<b>PART 1: Works in translation</b>	Study of 3 works in translation from the prescribed literature in translation (PLT) list	Study of 2 works in translation from the prescribed literature in translation (PLT) List
<b>PART 2: Detailed study</b>	Study of 3 works, each of a different genre (one of which must be poetry), chosen from the prescribed list of authors (PLA)	Study of 2 works, each of a different genre, chosen from the prescribed list of authors (PLA)
<b>PART 3: Literary genres</b>	Study of 4 works of the same genre, chosen from the PLA	Study of 3 works of the same genre. Chosen from PLA
<b>PART 4: Options</b>	Study of 3 works freely chosen	Study of 3 works freely chosen

**Assessment** *External assessment: Assignment being graded by qualified IB Examiner outside of FIS*  
*International assessment: Assignment being graded by FIS teacher*

EXTERNAL ASSESSMENT	Higher Level (HL)	Standard Level (SL)	Weight
<b>Paper 1</b> <b>Literary analysis</b>	A literary commentary on a previously unseen passage <b>(2 hours)</b>	A literary analysis of a previously unseen passage in response to 2 guiding questions <b>(1 hour 30 min)</b>	<b>20%</b>
<b>Paper 2 Essay</b>	An essay based on at least 2 works studied in part 3 <b>(2 hours)</b>	An essay based on at least 2 works studied in part 3 <b>(1 hour 30 min)</b>	<b>25%</b>
<b>Written coursework</b>	Students submit a reflective statement and literary essay on one work studied in part 1	Students submit a reflective statement and literary essay on one work studied in part 1	<b>25%</b>
<b>INTERNAL ASSESSMENT</b>			
<b>Individual oral commentary</b>	A 10-minute oral commentary on poetry studied in part 2, followed by a discussion based on one of the other 2 works studied	A 10-minute oral commentary based on an extract from one of the works studied in part 2	<b>15%</b>
<b>Individual oral presentation</b>	The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task <b>(10–15 minutes)</b>		<b>15%</b>

## Group 2 – Language Acquisition

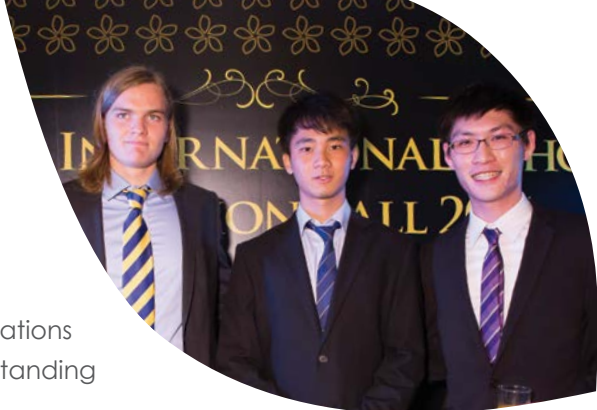
### MANDARIN (B)

#### Course description

Mandarin (B) is a foreign language-learning course designed for students with some knowledge of the language. The main focus of the course is on language acquisition and language skills development through the study of a range of written and spoken materials. These materials include current events, literary texts and cultural information related to the Mandarin-speaking regions.

The course is taught using a variety of methodologies through individual and team work. The small class environment also enables students to challenge themselves by various class activities and receive greater support in their learning.





## Objectives

The course aims to enable students to:

- Communicate clearly and effectively in a wide range of situations
- Demonstrate linguistic competence and intercultural understanding
- Express themselves accurately and fluently
- Present their ideas in a clear, coherent and convincing manner
- Understand, analyse and respond to a range of written and spoken texts
- Understand and use works of literature in their writing (Higher Level only)

During the 2 years programme, every student will study **core topics** (Communications and Media, Global Issues and Social Relationships) and **optional topics** (Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology). At Higher Level, students will study 2 additional pieces of Literature.

**Assessment** *External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

*International assessment: Assignment being graded by FIS teacher*

EXTERNAL ASSESSMENT	Higher Level (HL)	Standard Level (SL)	Weight
<b>Receptive Skills</b> (1 hour 30 min)	Text-handling exercises on 5 written text based on the core	Text-handling exercises on 4 written text based on the core	<b>25%</b>
<b>Written productive skills</b> (1 hour 30 min)	2 writing exercises: • Task 1: 300-480 characters essay based on the options • Task 2: A response of 180-300 characters to a stimulus text based on the core	1 writing exercise: • 1 task of 300-480 characters based on the options	<b>25%</b>
<b>Written Assignment: Receptive and written productive skills</b>	Creative writing of 600- 720 characters plus a 300 character rationale, based on 1 of the literary texts	Inter-textual reading followed by a written exercise of 300-480 characters plus a 180-240 characters rationale, based on the core	<b>20%</b>
<b>INTERNAL ASSESSMENT</b>			
<b>Individual oral</b> (8-10 min)	Based on the options: 15 minutes' preparation time and a 10 minute presentation (maximum) and discussion with the teacher		<b>20%</b>
<b>Interactive oral activity</b>	Based on the core: 3 classroom activities assessed by the teacher		<b>10%</b>



## FRENCH (B)

### Course description

The French Language B course aims to develop students' intercultural understanding and enable them to understand and use the French they have studied in a range of contexts and for a variety of purposes. It encourages, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.

It develops students' awareness of the role of language in relation to other areas of knowledge and develops their awareness of the relationship between the languages and cultures with which they are familiar. It provides the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language and gives students a basis for further study, work and leisure through the use of an additional language.

The French Language B course promotes critical and creative thinking skills, and learning how to learn. French is used as the language for communication during lessons, emphasizing fluency, as well as accuracy. The teaching focuses on meaning and how form (grammar, structure) affects meaning, and provides varied and extensive opportunities for learners to practise using authentic dialogue and to work with the target language through both oral and written tasks.

The course is taught using a variety of methods including individual and small-group tasks. Multi-media and ICT resources are used where appropriate and we take full advantage of the opportunities available in a French school: outside speakers and various events in the calendar of the school and the French community in Hong Kong serve to stimulate the students' interest and curiosity. Small class sizes allow for an individualized approach, both to provide more challenging activities for some and to support students who need further explanation and guidance. Students are given an active role in the learning process and take responsibility for their own language acquisition.



The course comprises 3 core topics at both Standard and Higher Level: Communication and media, Global issues and Social relationships; and students then elect 2 more subjects amongst the following: Cultural diversity, Customs and traditions, Health, Leisure, Science and technology. In addition, at Higher Level only, 2 short works of literature are studied and 1 of these is used as the starting point for the creative writing exercise, which forms the written coursework component.

## Assessment

Students will be assessed on their ability to communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding; on their use of language appropriate to a range of interpersonal and/or cultural contexts and on their ability to understand, analyse and respond to a range of written and spoken texts. They will be assessed on their ability to understand and use language to express and respond to a range of ideas with accuracy and fluency, and on their ability to organize ideas on a range of topics, in a clear, coherent and convincing manner. At HL only they will be assessed on their ability to understand and use works of literature written in French.

*External assessment: Assignment being graded by qualified IB Examiner outside of FIS*

*International assessment: Assignment being graded by FIS teacher*

EXTERNAL ASSESSMENT	Higher Level (HL)	Standard Level (SL)	Weight
<b>Receptive Skills (1 hour 30 min)</b>	Text-handling exercises on 5 written text based on the core	Text-handling exercises on 4 written text based on the core	<b>25%</b>
<b>Written productive skills (1 hour 30 min)</b>	2 compulsory writing exercises: <ul style="list-style-type: none"> <li>Task 1: A 250-400 words based on the options, to be selected from a choice of 5</li> <li>Task 2: A Response of 150-250 words to a stimulus text, based on the core</li> </ul>	1 writing exercise: <ul style="list-style-type: none"> <li>1 task of 250-400 words from a choice of 5, based on the options</li> </ul>	<b>25%</b>
<b>Written Assignment: Receptive and written productive skills</b>	Creative writing of 500-600 words plus a 150-250 words rationale, based on 1 of the literary texts read	Students research and study 3-4 texts and produce a written task of 300-400 words plus a 150-200 word rationale, based on the core	<b>20%</b>
<b>INTERNAL ASSESSMENT</b>			
<b>Individual oral (8-10 min)</b>	Based on the options: 15 minutes preparation time and 10 minute presentation (maximum) and discussion with the teacher		<b>20%</b>
<b>Interactive oral activity</b>	Based on the core: 3 classroom activities assessed by the teacher		<b>10%</b>

## SPANISH (B)

### Course description

Spanish (B) is a foreign language-learning course designed for students with some knowledge of the language. The main focus of the course is on language acquisition and language skills development through the study of a range of written and spoken materials. These materials include everyday conversations, literary texts and cultural information related to the Spanish speaking world.

### Objectives

The course aims to enable students to:

- Communicate clearly and effectively in a wide range of situations
- Demonstrate linguistic competence and intercultural understanding
- Express themselves accurately and fluently
- Present their ideas in a clear, coherent and convincing manner
- Understand, analyse and respond to a range of written and spoken texts
- Understand and use works of literature in their writing (Higher Level only)

The course comprises 5 topics at both levels. It includes **core topics** (Communication and Media, Global Issues and Social Relationships) and 2 selected topics from **5 options** (Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology). At Higher Level, students will study 2 additional pieces of Literature.

**Assessment** *External assessment: Assignment being graded by qualified IB Examiner outside of FIS*  
*International assessment: Assignment being graded by FIS teacher*

EXTERNAL ASSESSMENT	Higher Level (HL)	Standard Level (SL)	Weight
<b>Receptive Skills</b> (1 hour 30 min)	Text-handling exercises on 5 written text based on the core	Text-handling exercises on 4 written text based on the core	<b>25%</b>
<b>Written productive skills</b> (1 hour 30 min)	2 writing exercises: <ul style="list-style-type: none"><li>• Task 1: A 250-400 words based on the options</li><li>• Task 2: A Response of 150-250 words to a stimulus text based on the core</li></ul>	1 writing exercise: <ul style="list-style-type: none"><li>• 1 task of 250-400 characters based on the options</li></ul>	<b>25%</b>
<b>Written Assignment: Receptive and written productive skills</b>	Creative writing of 500-600 words plus a 150-250 words rationale, based on one or both of the literary texts	Inter-textual reading followed by a written exercise of 300-400 words plus a 150-250 words rationale, based on the core	<b>20%</b>
<b>INTERNAL ASSESSMENT</b>			
<b>Individual oral</b> (8-10 min)	Based on the options: 15 minutes' preparation time and a 10 minutes presentation (maximum) and discussion with the teacher		<b>20%</b>
<b>Interactive oral activity</b>	Based on the core: 3 classroom activities assessed by the teacher		<b>10%</b>

## Group 3 – Individuals and Societies

### ECONOMICS

#### Course description

The Economics course is designed to give students a comprehensive understanding of the nature and scope of Economics, and helps learners develop a range of skills to foster an international perspective on local and global economic issues. By studying the key concepts and examining real-world applications, the course aims to enable students to appreciate our shared responsibility as citizens of an increasingly interdependent world.

#### Objectives

This course aims to enable students to:

- Understand the microeconomic and macroeconomic theories and their applications
- Appreciate the impact of economic interactions between nations on individuals and societies
- Be aware of development issues facing nations as they undergo the process of change

The course comprises **4 core sections** (Microeconomics, Macroeconomics, International Economics and Development Economics) at both levels. Some of the topics will be covered in greater depth, or at Higher Level only.

**Assessment** *External assessment: Assignment being graded by qualified IB Examiner outside of FIS*  
*Internal assessment: Assignment being graded by FIS teacher*

#### Higher Level (HL)

##### EXTERNAL ASSESSMENT

##### Weight

3 examination papers:

- 1 essay paper **30%**
- 1 data response paper **30%**
- 1 applied mathematical models paper **20%**

##### INTERNAL ASSESSMENT

A portfolio of three articles and commentaries, independently collected and analysed

**20%**

#### Standard Level (SL)

##### EXTERNAL ASSESSMENT

##### Weight

2 examination papers:

- 1 essay paper **40%**
- 1 data response paper **40%**

##### INTERNAL ASSESSMENT

A portfolio of three articles and commentaries, independently collected and analysed

**20%**

## GEOGRAPHY

### Course description

The Geography course focuses on increasing students' awareness of international issues by examining the key global issues such as poverty, sustainability and climate change. It discusses examples from real-life, ongoing cases at a variety of scales, from local to regional, and from national to international.

Throughout the course, students receive great support in their contemporary case studies from Hong Kong and across the world. Other fundamental geographical skills such as analysis, graph construction, map interpretation and statistical calculations will also be examined in details.

### Objectives

This course aims to enable students to:

- Understand the interrelationships between people, places, spaces and the environment
- Develop a concern of human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- Appreciate the relevance of Geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change

The course comprises **4 core topics** (Population in Transition, Disparities in Wealth and Development, Patterns in Environmental Quality and Sustainability and Patterns in Resource Consumption) at both levels. The **optional topics** (Oceans and their Coastal Margins; Leisure, Sports and Tourism; and the Geography of Food and Health) will be selected according to students' interests. (2 for Standard Level, 3 for Higher Level)

**Assessment** *External assessment: Assignment being graded by qualified IB Examiner outside of FIS*  
*International assessment: Assignment being graded by FIS teacher*

#### Higher Level (HL)

##### EXTERNAL ASSESSMENT

3 examination papers

##### INTERNAL ASSESSMENT

A 2500 word report based on fieldwork activities

##### Weight

25%+35%+20%

20%

#### Standard Level (SL)

##### EXTERNAL ASSESSMENT

2 examination papers

##### INTERNAL ASSESSMENT

A 2500 word report based on fieldwork activities

##### Weight

40%+35%

25%

“ The Geography course gives us the opportunity to learn about our world. It broadens our horizon which is what makes it so fascinating ”

Katherine, Year 10 Student



# HISTORY

## Course description

The History course is based on a comparative and multi-perspective approach to history. It involves the studies of political, economic, social and cultural perspectives, and provides a balance of structure and flexibility. The course emphasizes the importance of understanding historical knowledge, developing skills of critical thinking and promoting a lasting interest in history.

## Objectives

This course aims to enable students to:

- Understand the critical study of human experience and the development of social and cultural institutions
- Have the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of individual and society
- Develop an appreciation for the diverse human attitudes and opinions
- Recognize that the content and methodologies of History are contestable and their study requires the toleration of uncertainty
- Develop an international-mindedness through the study of history in different regions
- Increase the understanding of themselves and of contemporary society by reflecting the past

The course comprises **prescribed topic** (The Move to Global War) and **World History topics** (Causes and Effects of Twentieth Century Wars, Authoritarian States) at both levels. At Higher Level only, three topics of Asian History (Challenges to Traditional East Asian Societies, China and Korea and The People's Republic of China) will be covered.

**Assessment** *External assessment: Assignment being graded by qualified IB Examiner outside of FIS*  
*International assessment: Assignment being graded by FIS teacher*

### Higher Level (HL)

#### EXTERNAL ASSESSMENT

3 examination papers

#### Weight

25%+35%+20%

#### INTERNAL ASSESSMENT

A 2200 word historical investigation on a research question developed by the student

20%

### Standard Level (SL)

#### EXTERNAL ASSESSMENT

2 examination papers

#### Weight

45%+30%

#### INTERNAL ASSESSMENT

A 2200 word historical investigation on a research question developed by the student

25%



## Group 4 – Sciences

### BIOLOGY

#### Course description

The Biology course aims to help students understand the living world at all levels, from the cell to complex metabolic reactions and to the interactions that make ecosystems function. Besides the learning of facts and information, students will have the opportunity to conduct extensive laboratory experiments both by individual and collaborative teams.

#### Objectives

This course aims to enable students to:

- Acquire a body of knowledge, methods and techniques that constitute the field of Biology
- Develop experimental and investigative scientific skills including the use of current technologies
- Analyse, evaluate and synthesize scientific information
- Become critically aware, as global citizens, of the ethical implications of using Biology and technology

“ I enjoy the Biology lessons as they are full of new ideas and investigations. I am most interested in Human Biology and how everything in our body is so interconnected ”

Megan, Year 12 Student

The course comprises **6 core topics** (Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, and Human Physiology) and **1 optional theme** (Neurobiology and Behavior, Biotechnology and Bioinformatics, Ecology and Conservation, or Human Physiology) at both levels. At Higher Level, students study **5 additional topics** (Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution, and Animal Physiology).

#### Group 4 project:

This is an interdisciplinary activity in which all Diploma Programme science students must participate. Students from different group 4 classes work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared. The project also aims to help students understand the relationships between scientific disciplines and how they influence each other.

**Assessment** External assessment: Assignment being graded by qualified IB Examiner outside of FIS  
International assessment: Assignment being graded by FIS teacher

#### Higher Level (HL)

##### EXTERNAL ASSESSMENT

3 examination papers

##### INTERNAL ASSESSMENT

One scientific investigation

##### Weight

20%+40%+20%

20%

#### Standard Level (SL)

##### EXTERNAL ASSESSMENT

2 examination papers

##### INTERNAL ASSESSMENT

One scientific investigation

##### Weight

20%+36%+24%

20%

# CHEMISTRY

## Course description

Chemistry is often called the central science as its principles underpin both the physical environment and all biological systems. It is also a prerequisite for many other studies in higher education, such as medicine, biological and environmental science. This course combines academic study with the acquisition of practical and investigational skills in science such as data collection, manipulation, results analysis and evaluation, collaboration with peers and communications of their findings.

## Objectives

This course aims to enable students to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- Acquire and apply the knowledge, methods and techniques that characterize science and technology
- Analyse, evaluate and synthesize scientific information
- Be aware of the need and value of effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills including the use of current technologies
- Apply 21<sup>st</sup> century communication skills in the study of science
- Become critically aware, as global citizens, of the ethical implications of using science and technology
- Appreciate the possibilities and limitations of science and technology
- Understand the relationships between scientific disciplines and their influence on other areas of knowledge



The course comprises **11 core topics** (Mole Concept, Atomic Structure, Periodicity, Bonding, Energetics, Kinetics, Equilibria, Acids & Bases, Redox Reactions, Organic Chemistry, and Analytical Chemistry) and **1 optional topic** (Materials, Biochemistry, Energy or Medicinal Chemistry) at both levels. At Higher Level, 9 of the Core topics will be studied at greater depth.

## Group 4 project:

This is an interdisciplinary activity in which all Diploma Programme science students must participate. Students from different group 4 classes work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared. The project also aims to help students understand the relationships between scientific disciplines and how they influence each other.

**Assessment** *External assessment: Assignment being graded by qualified IB Examiner outside of FIS*  
*International assessment: Assignment being graded by FIS teacher*

EXTERNAL ASSESSMENT	Higher Level (HL)	Standard Level (SL)	Weight
<b>Paper 1</b>	40 multiple choice questions	30 multiple choice questions	<b>20%</b>
<b>Paper 2</b>	<ul style="list-style-type: none"> <li>• Short-answer</li> <li>• Extended-response questions on the core and Additional Higher Level material</li> </ul>	<ul style="list-style-type: none"> <li>• Short-answer</li> <li>• Extended-response questions on the core material</li> </ul>	<b>36%</b>
<b>Paper 3</b>	Section A <ul style="list-style-type: none"> <li>• 1 data-based question</li> <li>• Short-answer questions on experimental work on core and Additional Higher Level material</li> </ul> Section B <ul style="list-style-type: none"> <li>• Short-answer question</li> <li>• Extended-response questions from each of the 4 options</li> </ul>	Section A <ul style="list-style-type: none"> <li>• 1 data-based question</li> <li>• Short-answer questions on experimental work on core and material</li> </ul> Section B <ul style="list-style-type: none"> <li>• Short-answer question</li> <li>• Extended-response questions from each of the 4 options</li> </ul>	<b>24%</b>
<b>INTERNAL ASSESSMENT</b>			
<b>Practical work</b>	Individual investigation	Individual investigation	<b>20%</b>

## ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL ONLY)

### Course description

It is an interdisciplinary course that combines the methodology, techniques and knowledge associated with group 3 (individual and societies) and group 4 (sciences). Through the studies that center on sustainability, equilibrium, strategy, biodiversity and environmental value systems, students will examine many key global issues such as poverty, climate change, pollution, globalization and energy security.

### Objectives

This course aims to enable students to:

- Make informed decisions and take responsible actions on environmental issues
- Understand that resources are finite and therefore management of inequities is the key to sustainability
- Appreciate that environmental problems are solved by decisions made by individuals and societies that are based on different area of knowledge

The course comprises **8 topics**:

- Foundations of Environmental Systems and Societies
- Ecosystems and Ecology
- Biodiversity and Conservation
- Water and Aquatic Food Production Systems
- Soil and Terrestrial Food Production Systems
- Atmospheric Systems and Societies
- Climate Change and Energy Production
- Human Systems and Resource Use

### Group 4 project:

This is an interdisciplinary activity in which all Diploma Programme science students must participate. Students from different group 4 classes work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared. The project also aims to help students understand the relationships between scientific disciplines and how they influence each other.

**Assessment** *External assessment: Assignment being graded by qualified IB Examiner outside of FIS*  
*International assessment: Assignment being graded by FIS teacher*

### Standard Level (SL)

#### EXTERNAL ASSESSMENT

2 examination papers

#### Weight

25% + 50%

#### INTERNAL ASSESSMENT

An individual investigation with a focus on a particular aspect of an ESS issue assessed by a 1500 – 2500 word report

25%

“ The ESS course has enabled me to consider and engage with issues of Global importance – I can now consider and make informed decisions on how I can change my lifestyle and habits that will contribute to making a healthier and greener planet ”  
**Edwina, Year 12 Student**



## PHYSICS

### Course description

Physics is considered the most fundamental science as its rules apply to all experimental sciences. It seeks to explain the universe, from its smallest parts to its whole. This course focuses on key concepts from Newtonian mechanics and energy, waves, thermal physics, electricity/magnetism, to nuclear and modern physics (particle physics and even elements of relativity). Experimentation is an important part of the course as it reinforces understanding and gives students an appreciation of the limitations of measurement.

## Objectives

This course aims to enable students to:

- Explain the physical world with their given knowledge
- Understand that physics has the capacity to change the world
- Appreciate scientific study in a global context
- Analyse, evaluate and synthesize scientific information
- Become critically aware of the need for effective collaboration and communicating during scientific activities
- Appreciate the possibilities and limitations of science and technology
- Understand the relationships between scientific disciplines and their influence on other areas of knowledge
- Apply the knowledge, methods and techniques that characterize science and technology
- Understand that our knowledge today has an historical context and, although it does not always work according to the plan, there is such a thing as “how science works” (How Science Works; The Flowchart)

“ IB Physics has been a truly remarkable experience and showed me the astounding world of physics ”  
Abdeali, Year 13 Student

The course comprises **8 core topics** (Measurement in Physics, Mechanics, Thermal Physics, Waves, Electric and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear and Particle Physics, and Energy, Power and Climate Change) and **1 optional topic** (Relativity, Engineering Physics, Imaging, Astrophysics) at both levels. At Higher Level, students study **4 additional topics** (Wave Phenomena, Fields, Electromagnetic Induction, and Quantum Physics and Nuclear Physics).



## Group 4 project:

This is an interdisciplinary activity in which all Diploma Programme science students must participate. Students from different group 4 classes work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared. The project also aims to help students understand the relationships between scientific disciplines and how they influence each other.

**Assessment** External assessment: Assignment being graded by qualified IB Examiner outside of FIS  
International assessment: Assignment being graded by FIS teacher

### Higher Level (HL)

#### EXTERNAL ASSESSMENT

3 examination papers

#### Weight

20%+36%+24%

#### INTERNAL ASSESSMENT

A 2000 word report on a practical based, individual investigation

20%

### Standard Level (SL)

#### EXTERNAL ASSESSMENT

3 examination papers

#### Weight

20%+40%+20%

#### INTERNAL ASSESSMENT

A 2000 word report on a practical based, individual investigation

20%

# Group 5 - Mathematics

## MATHEMATICS

### Course description

Mathematics is the basis of development in technology and science. The course aims to provide students a range of analytical and technical skills in 3 different levels. Students are advised to choose their levels based on their abilities, interests, academic plans and career choices.

### Mathematics Studies Standard Level

Emphasises applications of mathematics and is designed for students with varied mathematical backgrounds and abilities.

### Mathematics Standard Level

Caters for students who already possess a good knowledge of basic mathematical concepts, and are equipped with the skills needed to apply simple mathematical techniques correctly

### Mathematics Higher Level

Caters for students with an excellent background in mathematics who are competent in a range of analytical and technical skills. Students with a strong interest in mathematics are welcome to take this course and enjoy meeting its challenges and engaging in solving problems.

### Objectives

This course aims to enable students to:

- Enjoy and appreciate the elegance and power of mathematics
- Understand the nature and principles of mathematics
- Become logical, critical and creative thinkers
- Communicate confidently in different contexts and generalize the ideas learned
- Appreciate the influence of technology on mathematics
- Appreciate the history of mathematics and its social, ethical and moral implications

The course of Mathematics Studies Standard Level comprises **7 Core Topics** (Number and Algebra, Descriptive Statistics, Logic, Sets and Probability, Statistical Applications, Geometry and Trigonometry, Mathematical Models and Introduction to Differential Calculus).

The course of both Mathematics Standard Level and Mathematics Higher Level comprise **6 core Topics** (Algebra, Functions and Equations Circular Functions and Trigonometry, Statistics and Probability, Vectors and Calculus). At Higher Level, students study 1 additional Topic (Statistics and Probability, Sets, Relations and Groups, Calculus or Discrete Mathematics).

“ I hope to broaden my knowledge of not only maths but also logical thinking. I believe that in the future the ability to solve problems by investigating the principles and the properties of numbers or anything else will help me in some unexpected ways ”

Rey, Year 10 Student

**Assessment** *External assessment: Assignment being graded by qualified IB Examiner outside of FIS*  
*International assessment: Assignment being graded by FIS teacher*

Mathematics Studies Standard Level		Mathematics Standard Level		Mathematics Higher Level	
EXTERNAL ASSESSMENT	Weight		Weight		Weight
2 examination papers (Calculator and formula booklet are required for both papers)	40%+ 40%	2 examination papers	40%+ 40%	3 examination papers	30%+ 30%+ 20%
		Paper 1: without calculator		Paper 1: without calculator	
		Paper 2: with calculator		Paper 2 & 3: with calculator	
		Formula booklet is required for all papers		Paper 3 is based on option topic	
INTERNAL ASSESSMENT					
A piece of written work based on personal research involving data collection, analysis and evaluation	20%	A piece of written work based on personal research involving data collection, analysis and evaluation	20%	A piece of written work based on personal research involving data collection, analysis and evaluation	20%

## Group 6 – Arts

### VISUAL ARTS

#### Course description

Visual arts is an integral part of everyday life which connects all levels of human creativity, expression, communication and understanding. This course encourages students to challenge their own creative and cultural boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and contexts, students are expected to engage in a wide range of contemporary practices.

#### Objectives

This course aims to enable students to:

- Experience art-making through a process of experimenting and apply the right techniques to their own work
- Explore art-making practices from a variety of cultural contexts
- Examine artworks from artists that inspire them and experiment with the skills, media, material, techniques and processes involved



- Understand a breadth of contrasting skills, techniques, media, materials and practises and incorporate them into their own art-making strategies
- Experience producing a variety of artwork through the process of reflection and evaluation
- Develop their own work for presentation with and communicate their messages to the audience
- Demonstrate both technical proficiency and conceptual strengths

**Assessment** *External assessment: Assignment being graded by qualified IB Examiner outside of FIS*  
*International assessment: Assignment being graded by FIS teacher*

Higher Level (HL)	Weight	Standard Level (SL)	Weight
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### EXTERNAL ASSESSMENT

#### Task 1: Comparative Study

- Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from diverse cultural contexts
- Students submit papers that discuss the extent to which their own artwork has been influenced by the work of other artists

Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 pages	<b>20%</b>	Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 pages, plus a reflection on the extent to which their work and practices have been influenced by any of the art/ artists examined (3-5 pages)	<b>20%</b>
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#### Task 2: Process portfolio

- Students submit selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course
- Sustained experimentation, exploration, manipulation and refinement of various art-making activities.

A 13-25 pages workbook on at least 3 different art-making forms	<b>40%</b>	A 9-18 pages workbook on at least 2 different art-making forms	<b>40%</b>
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### INTERNAL ASSESSMENT

#### Task 3: Exhibition

- Students submit a selection of resolved artworks from their exhibition for internal assessment. The selected pieces should show evidence of their technical accomplishment during the visual arts course and thorough understanding of the use of materials, ideas and practices that are appropriate to visual communication

8 -11 pieces of artwork with descriptions for exhibition 1 written curatorial rationale (700 words maximum)	<b>40%</b>	4 -7 pieces of artwork with descriptions for exhibition 1 written curatorial rationale (400 words maximum)	<b>40%</b>
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## *Guidelines for IB Diploma*

To enter the IB programme, students must pass the FIS entrance examination and obtain the IGCSE qualification (or equivalent) for the subjects they wish to choose at IB (some subjects may not require such qualification). The IB Coordinator will guide students towards a programme that offers each student an appropriate challenge based on their previous grades, wishes and future aspirations.

### **Different Level of Challenges**

In addition to the IBDP, FIS offers several exciting options which allow students to challenge themselves:

#### **1. The Bilingual Diploma**

Students who are competent in a second language are encouraged to study French Literature as a Group 1 subject (alongside English Literature).

Students who successfully complete the programme will be awarded the Bilingual Diploma, which is a prestigious and highly valued qualification

#### **2. Taking an extra Higher Level Subject**

Students who wish to challenge themselves may be allowed to take four Higher Level subjects (one more than usual).

#### **3. IB Courses**

This option allows students to study individual parts of the IBDP. They will be awarded separate "Course Results" for each subject they complete instead of the IB Diploma.



### Conditions for the award of an IB Diploma

The IB Diploma is awarded based on the total points achieved for each subject plus “bonus points”. A maximum of 7 points is awarded for each subject. Each student does 6 subjects, therefore, 42 points will be the full marks from all the subjects.

An additional 3 bonus points are available based on the students' grades for their Extended Essay and their Theory of Knowledge (TOK) essay/presentation. The 3 bonus points are awarded according to the matrix below:

*The maximum number of points available is 45.*

		THEORY OF KNOWLEDGE (TOK)					
		Grade A	Grade B	Grade C	Grade D	Grade E	Grade N
EXTENDED ESSAY	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	Grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

In order to be awarded the IB Diploma, students must achieve at least 24 points. However the IB Diploma will NOT be awarded (no matter the number of points achieved) if any of the following factors occur:

- CAS requirements have not been met
- An “N” has been given for theory of knowledge, extended essay or for a contributing subject
- A grade E has been awarded for 1 or both of theory of knowledge and the extended essay
- There is a grade 1 awarded in a subject/level
- Grade 2 has been awarded 3 or more times (HL or SL)
- Grade 3 or below has been awarded 4 or more times (HL or SL)
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for 4 HL subjects, the 3 highest grades count)
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)



## *Academic Honesty Policy*

Students at the French International school should have a thorough understanding of the concepts that revolved around academic honesty, as recognizing its significance is central to all aspects of IB Diploma study. FIS teachers, together with the Administration and Librarian, address academic honesty with concerted practice and voice. FIS aims to facilitate positive instruction, modelling, clear and active communication, reinforcement as well as punitive processes. FIS does not tolerate any academic misconduct or dishonesty in any form.

### **Plagiarism**

Plagiarism is defined as the representation of ideas or works of another as one's own source without any citation or reference. The source may be written, oral or electronic, and may include unaltered information copied and pasted from the Internet and retrieval or research papers without any acknowledgement of the original author.

### **Academic Dishonesty Policy**

All students are expected to adhere to the highest standards of personal honesty and integrity in their work. Assignments or papers submitted to teachers must be original, and they must include intellectual contributions of author through correct means of referencing. Any violations of this policy will result in serious consequences.

## How to Avoid Plagiarism

- Effectively manage your time and avoid last-minute submission so that you don't think plagiarism is the only alternative
- Learn the 6 steps of the Information Process - Defining, Locating, Selecting, Organizing, Presenting and Evaluating
  - Defining** - Define the task by identifying the requirements
  - Locating** - Determine possible sources and evaluate them to pick priorities
  - Selecting** - Extract information from a source
  - Organizing** - Organize information from multiple sources
  - Presenting** - Synthesize the information to create a product
  - Evaluating** - Judge the product or performance
- Do not allow other students copy your work, as you will be an 'accessory to the crime'
- Do not hand in someone else's work as your own
- Properly construct a bibliography of all the sources you use
- Properly utilize direct and indirect quotations in your assignment
- When you take notes from any source, always mark the bibliographic information immediately so you can simply attach them later
- As you are taking notes, separate your ideas from those of others. Some use brackets or different coloured pens to separate their own comments from author's words

## Consequences of Plagiarism

If a teacher reasonably believes, based upon significant evidence, that a student has been guilty of plagiarism or assisted another student to do so, that student may be subject to any of the following penalties, depending on the nature and extent of the plagiarism:

- Verbal warning
- Reduction of marks for the assignment
- No marks at all given for the assignment
- Insistence on student re-writing the assignment (or a similar one), using original ideas or style
- Written notification to parents/guardians, possibly with interview
- Suspension of participation in designated school activities



## IB Student Calendar

The chart below is the calendar of due dates and deadlines to which students must adhere. These dates are a general guide (subject to change) – students will be informed with the actual dates each year.

### YEAR 12

Date	Task/Event
October	<ul style="list-style-type: none"> <li>CAS week (Thailand trip)</li> </ul>
December	<ul style="list-style-type: none"> <li>Submission of Extended Essay Proposals</li> </ul>
May	<ul style="list-style-type: none"> <li>Submission of Economics Commentary 1</li> </ul>
June	<ul style="list-style-type: none"> <li>Submission of Extended Essay (Non-Science subjects)</li> <li>Submission of Science Internal Assessments</li> </ul>

### YEAR 13

Date	Task/Event
September	<ul style="list-style-type: none"> <li>Submission of Extended Essays (Science Subjects)</li> </ul>
October	<ul style="list-style-type: none"> <li>Group 4 project and Geography field trip</li> <li>Submission of Economics Commentary 2</li> </ul>
November	<ul style="list-style-type: none"> <li>Submission of Mathematics Internal Assessments</li> </ul>
December	<ul style="list-style-type: none"> <li>Submission of History and Geography Internal Assessments</li> <li>Submission of TOK Essay</li> </ul>
January	<ul style="list-style-type: none"> <li>Mock Examinations</li> <li>English Oral Examinations</li> <li>Submission of English Written Assignments</li> <li>Submission of Economics Commentary 3</li> </ul>
February	<ul style="list-style-type: none"> <li>Completion of CAS</li> <li>Mandarin Oral Examinations</li> <li>Submission of Mandarin Written Assignments</li> </ul>
March	<ul style="list-style-type: none"> <li>French Oral Examinations</li> <li>Submission of French Written Assignments</li> <li>Submission of Economics Commentary 4</li> <li>TOK Presentations</li> </ul>

## Recent university destinations

Over the last few years, the majority of our graduates have pursued their studies in leading universities in UK, France, Canada, US, Hong Kong and Australia. The ability of FIS students to enter selective universities around the world reflects more than just excellent academic results. In the International Stream, the **United Kingdom** is the most popular university destination, followed by the **United States** and **Canada**. FIS's University Guidance Counsellors maintain and develop close relationships with universities around the world to represent our students in the best way.



# University Guidance

Our University Guidance Counsellors educate our students about their tertiary education options and serve as a trusted resource for advice about the application processes for Francophone and Anglophone universities. They help to empower students in their decision-making of finding the university that best matches their academic and career interests, personal goals and aspirations and recognize the individuality of each student and the unique path each one will take towards achieving success as an adult.

Our counsellors run a tailor-made programme to assist students and their families, which includes:

- Presentations by 30-40 universities per year
- Individual meetings with students and parents
- Guidance on secondary school subject options, areas of academic interest and appropriate university choices
- A dedicated website containing destination-specific advice, application procedures, deadlines and detail of events at FIS and in Hong Kong for both Anglophone and Francophone universities
- Online global alumni network (AGORA - French-language), connecting thousands of French school alumni around the world to our current students
- Career forums connecting adult professionals with our students
- Group coaching – e.g. personal statements, UCAS process (Universities and Colleges Admissions Service in the UK)
- Coaching for students invited to interview at universities





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法國國際學校

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#### Accreditations



**CAMBRIDGE**  
International Examinations

Cambridge International School