



IBDP **CURRICULUM** **BOOKLET**

2021 – 2022

Relevant Contacts

Heather Millington	Head of Secondary School	millington.h@nexus.edu.sg
Duncan Shiel	Deputy Head of Secondary School	shiel.d@nexus.edu.sg
Stephanie Hughes	Deputy Head of Secondary School	hughes.s@nexus.edu.sg
Melanie Brown	IB Diploma Coordinator	brown.m@nexus.edu.sg
Sarah Baldock	Year 7 Year Leader	baldock.s@nexus.edu.sg
Graeme Massey	Year 7 to Year 9 Phase Leader	massey.g@nexus.edu.sg
Sonny Feng	Year 10 and Year 11 Phase Leader	feng.s@nexus.edu.sg
Jim Bevan	Year 12 and Year 13 Phase Leader	bevan.j@nexus.edu.sg
Joanna Bevan	CAS Coordinator	bevan.j@nexus.edu.sg
Aine Gibbons	University and Careers Advisor	gibbons.a@nexus.edu.sg
Christine Luo	Extended Essay Coordinator	luo.c@nexus.edu.sg
Zanthe Ng	Guidance Counsellor	ng.z@nexus.edu.sg
Dawn Sim	Bilingual Guidance Counsellor	sim.d@nexus.edu.sg
Jenny Murray	Learning Area Leader, English	murray.j@nexus.edu.sg
Bevan Moriarty	Director of Sports	moriarty.b@nexus.edu.sg
Katy Martin	Learning Area Leader, Health and Physical Education	martin.k@nexus.edu.sg
Vicky Holdcroft	Learning Area Leader, Humanities; TOK Coordinator	holdcroft.v@nexus.edu.sg
James Cairns	Learning Area Leader, Mathematics	cairns.j@nexus.edu.sg
Anne Cain	Learning Area Leader, Science	cain.a@nexus.edu.sg
Norayr Ghazaryan	Learning Area Leader, Learning Technologies	ghazaryan.n@nexus.edu.sg
Hannah Swinbourne	Learning Area Leader, Bilingual and Multilingual Learning	swinbourne.h@nexus.edu.sg
Aletia Aston-Soards	Learning Area Leader, Art	soards.a@nexus.edu.sg
Tiana Sexton	Learning Area Leader, Business and Economics	sexton.t@nexus.edu.sg
Gabrielle Zhou	Learning Area Leader, Chinese	zhou.g@nexus.edu.sg
Kimberley Bennett	Learning Area Leader, Drama	bennett.k@nexus.edu.sg
Andy Jefferson	Learning Area Leader, European Languages	jefferson.a@nexus.edu.sg
Clare Lambert	Learning Area Leader, Music	lambert.c@nexus.edu.sg

Nexus International School (Singapore)

1 Aljunied Walk
Singapore 387293
t 6536 6566

Introduction from the IB Diploma Coordinator

Welcome to the IB Diploma Programme at Nexus International School (Singapore). My name is Melanie Brown and I am the IBDP Coordinator. My role is to support the staff and candidates involved in the DP Programme as well as ensuring that all of the expectations and regulations of the IB Organisation (IB) are met. I have been the IB Diploma Coordinator here at Nexus for three years. My experience of international schools began in Japan, where I lived for several years, and met my husband. I have also taught in Thailand and was involved in online learning development at tertiary level at home in New Zealand, before returning to teaching at an international school here in Singapore.

Here at Nexus we believe that the IB Diploma Mission Statement is interchangeable with our own Mission Statement. We focus on developing the whole young person and strive to create responsible international citizens with a genuine interest in lifelong learning. We believe that the skills of critical thinking, oral presentation, written expression and research will lay the foundation for good relationships and success in life and work. Our graduates are prepared to adapt to a rapidly changing world.

We believe that any candidate is capable of completing the IB Programme if they are willing to work hard and have made the right subject choices for them as an individual. The desire to undertake a personal challenge and to engage with learning over an extended period of time is essential for success. Our graduates will leave with a Nexus Graduation Certificate as well as either an IB Diploma or individual IB Course Certificates.

As the IBDP Coordinator, I look forward to seeing our candidates succeed. I hope that you will work hard and give your personal best to the two years of studying. In return you gain membership to the Nexus IB community. This will allow you to create lifelong friendships and gain a qualification which will enable you to access education institutions anywhere in the world.

The following booklet will give you information about the IB Diploma Programme as well as individual subjects offered at Nexus International School (Singapore). Please contact me if you would like to discuss anything further.



Melanie Brown

IB Diploma Coordinator

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The IB Mission Statement

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

¹

THE IB LEARNER PROFILE

According to the International Baccalaureate Organisation (IBO), the Learner Profile

*“...provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.”*²

The key principle behind the Learner Profile is to encourage candidates, through all aspects of their lives, to become:

Inquirers	Communicators
Knowledgeable	Risk takers/ courageous
Caring	Balanced
Open-minded	Principled
Thinkers	Reflective

In their lives at school, we aim to promote these attributes to ensure that candidates do not become accomplished only in the curricular studies, but are balanced individuals who are prepared for life beyond school.

¹ From <http://www.ibo.org/mission/>

² From <http://www.facebook.com/IBO.org>

The Nexus International Baccalaureate (IB) Diploma Programme

REQUIREMENTS

Entrance to the IB Diploma Programme is on a case-by-case basis as learners apply to the school from so many different educational backgrounds. For learners who have studied IGCSEs we would normally expect them to achieve at least five A*-C grades to enter the Diploma. The Diploma Programme is delivered in English so we expect learners to be proficient in English to be able to cope with the demands of the programme. Reading Age is measured on entry to the school and should ordinarily be commensurate with the learner's true age for the application to be successful.

All applicants are interviewed by the IB Diploma Coordinator and/or Head of Secondary to understand and assess the learner's ability to undertake the Diploma and to ensure that they have the necessary motivation and enthusiasm to benefit from what we offer. We aim to see candidates grow in academic ability and maturity in order that candidates fulfill their potential. The ultimate goal of the IB Programme is for candidates to receive the Nexus Graduation Certificate and either the IB Diploma or IB Diploma Course Certificate. In order to attain the Nexus Graduation Certificate, candidates must satisfactorily fulfill all the requirements of the individual courses that they undertake and complete the relevant examinations in their chosen courses.

The IB Programme is a demanding one and candidates need to be:

- Motivated - both academically and socially
- Able to cope with the range of subjects
- Adaptable and flexible in their approach to learning
- Resourceful and independent
- Effective at time-management

The progress that candidates are making and their suitability for the courses that they have undertaken are constantly monitored to ensure that they are deriving maximum benefit from their studies.

Candidates are required to have an attendance record of as near to 100% as possible (any absence must be authorized for medical or school sanctioned reasons) over the two years in order to be eligible for graduation. Where candidates do not meet this requirement but have mitigating circumstances, graduation will be at the discretion of the Principal.

INTERNATIONAL BACCALAUREATE DIPLOMA

The IB Diploma Programme at Nexus follows a pattern which is uniform throughout IB schools worldwide and provides a Diploma to meet university/college admission standards internationally. In the United States and Canada, achievement within an IB Higher Level course is considered a sound basis for awarding advanced placement (AP) credit at many major universities. Similarly in Europe and Australia, the IB Diploma is held in very high regard by major universities and can attract scholarship offers.

The IB Diploma Programme is an educational challenge that provides scope for both academic achievement and worthwhile practical activities in outdoor pursuits and social service. It is international not only because it is accepted worldwide, but also because it is a cross-cultural

programme followed by thousands of young adults who thereby gain increasing knowledge of, and respect for, the cultures of the world.

To obtain an IB Diploma, candidates must study three subjects at Higher Level and three at Standard Level. They must also satisfactorily complete the Creativity, Activity and Service (CAS) Programme, a 4,000 word Extended Essay and the Theory of Knowledge (TOK) course.

After the final examinations, candidates receive point scores for each of the subjects they have studied. They can also receive up to 3 bonus points for the Theory of Knowledge course and Extended Essay. This means they can score a maximum of 45 points. To successfully gain the IB Diploma they must score a minimum of 24 points in total and 12 points in their Higher Level subjects, though there are numerous other requirements stipulated by the IB which must also be met.

ASSESSMENT

Nexus follows the International Baccalaureate grading system for the Courses and IB Diploma Programmes. This is a criteria-referenced scale ranging from 7 (high) to 1 (low). Each subject area has [published grade descriptors](#) from IBO and these are expected to form the basis for any grades that are awarded.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

This consists of:

- Six Academic Subjects
- The Theory of Knowledge
- The Extended Essay
- Creativity, Action and Service (CAS)

Six Academic Subjects

These are made up from three Standard and three Higher Level International Baccalaureate examination courses. These subjects are arranged into groups, and candidates study one from each.

- Group 1: Studies in language and literature (in a learner's strongest language)
- Group 2: Language acquisition (a foreign or second language)
- Group 3: Individuals and societies (humanities or interdisciplinary)
- Group 4: Sciences or interdisciplinary
- Group 5: Mathematics
- Group 6: Arts and electives

Details on specific subjects follow

Theory of Knowledge (TOK)

The Theory of Knowledge course encourages critical thinking about knowledge itself and is a compulsory part of the IB Diploma programme. All Nexus IB Candidates must take TOK. The course

itself aims to help young people make sense of the varied and rich information that they are receiving both from their teachers and from the world outside of the classroom.

International Dimensions

In many ways TOK is ideally placed to foster internationalism. In close harmony with the aims of the IB Candidate Profile, TOK aims to encourage candidates to develop many of the attributes needed by a citizen of the world: self-awareness; a reflective, critical approach; interest in other people's points of view; and a sense of responsibility.

Click [here](#) for Theory of Knowledge Subject Brief

Extended Essay (EE)

The extended essay (EE) is a core component of fulfilling the IB diploma. The EE is a process: beginning with a passion, continuing with investigation and research, and finishing with a 4000 word academic paper that reflects the learner's conclusions, based on independent research on a topic that is chosen by the learner but completed under supervision.

The extended essay has two basic purposes; to give learners the experience of doing critical research and to help develop creative and critical thinking. These skills are particularly valued by universities and give the learner the opportunity to carry out an investigation into an academic topic that is of interest to them.

Click [here](#) for Extended Essay Subject Brief

Choice of Subject

The subject chosen for the Extended Essay does not have to be one that candidates are studying. However, if candidates are doing the IB Diploma, it is normally advisable to select one of their Higher or Standard subjects. This is useful for references and for interviews if it is the subject in which they wish to specialize at university or college. Candidates should choose a topic that they find interesting and which will give them opportunities to collect information or data for analysis and evaluation.

In recent years topics have included:

- To what extent is the provision of private tuition a complementary service to school education in Singapore?
- How does Hardy's language reveal the Victorian societal attitudes towards women in *Tess of the D'Urbervilles*?
- How beneficial is it to consumers to increase the number of competitors in Nexus International School (Singapore)'s cafeteria?
- Is water security the same in all islands?
- To what extent does the placement and number of dampers affect the structural responses of buildings to earthquake tremors?
- What are the social and ethical implications of aerial drones in the battlefields and beyond?
- In what way are the Butterfly and Domino Effects relevant to real life and how do they differ from each other?
- To what extent does obesity and the distribution of fats affect the onset of Type 2 Diabetes Mellitus?
- To what extent might the organisation, *Reducing Emission from Deforestation and forest*

Degradation, (UN-REDD), be effective in protecting Buton Forest in Sulawesi, Indonesia?

The IB Diploma Bonus : Point Matrix

For each of the six academic subjects studied, candidates can be awarded a maximum of 7 points. However, further bonus points are available and these are awarded according to performance in the Theory of Knowledge and Extended Essay parts of the course. Performance in both is combined on the bonus point matrix below, based on the A - E grading system for each.

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No 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
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

For example, a candidate who achieves grade B for Theory of Knowledge and grade C for Extended Essay will be awarded two further points.

Candidates who achieve grade E for either Theory of Knowledge or the Extended Essay will have a failing condition for the IB Diploma.

An IB Certificate will be awarded for IB Diploma Course candidates who gain an E or higher in TOK and/or EE.

Creativity, Activity and Service (CAS)

What Is CAS?

“If you believe in something, you must not just think or talk or write, but must act.” - Peterson (2003)

CAS stands for creativity, activity and service. All candidates participate in a range of CAS experiences for approximately 3 hours a week over a continuous 18 month period of the IB Programme. CAS aims to challenge and extend the individual by developing a spirit of discovery, collaboration and reflection. CAS is a framework for experiential learning with an emphasis on

learning by taking part in real tasks that have real consequences and then reflecting on these experiences over time. The experiences may be a single event or an extended series of events. Each candidate must complete at least one CAS project, which is a collaborative experience following the five stages of CAS and lasting at least one month.

Creativity

Examples of Creativity at Nexus International School (Singapore) include:

- Design of costumes and props for school productions
- Wall mural creation
- Performance in school productions
- Film and website creation
- Chinese dance
- Creation of a multicultural cookbook
- Design of posters for school events
- Glee Club
- Jewelry making classes

Activity

Examples include:

- Physical labour during residential in Kong Maha, Cambodia. Yoga
- Korean MV dance classes
- Table tennis
- Snowboarding lessons
- Participation in school sports teams
- Glee Club
- K-Pop dancing
- Scuba diving

Service

Examples include:

- International Coastal Cleanup Campaign
- Buddy reading
- Peer tutoring
- Coaching sports teams
- Make A Difference Club (MAD)
- Volunteer at MIND with adults with disabilities
- School Event Assistant
- Volunteer teacher with street kids in East Java, Indonesia
- Run For Hope

Assessment and Record Keeping

An online assessment record-keeping system called Managebac is used by all IB candidates. This helps individuals record the number of CAS hours completed and, more importantly, reflect on progress regularly. Towards the end of each CAS experience, a final self-reflection is completed containing comments from the individual and the supervisor. Candidates are also encouraged to gather photographic evidence of what they have done.

The CAS record is an important resource for Tutors and the CAS coordinator, who will consult it when writing testimonials and university references. Further, the IB may wish to inspect the CAS records at the end of Year 13 before Diplomas are awarded. A Nexus Graduation Certificate will only be issued if a candidate completes a full CAS programme.

Click [here](#) for CAS Subject Brief

The Nexus IB Diploma Course Programme

An alternative to the IB Diploma Programme

The majority of candidates will complete a full IB Diploma however the school may recommend the IB Diploma Course route for specific learners. This allows a greater flexibility in the number of HL and SL subjects that are studied.

The IB courses are identical to – and therefore every bit as rigorous as – those studied for the Diploma and will therefore develop a candidate’s potential. They provide the opportunity to enter into foundation and sometimes undergraduate level university courses in countries such as the United States, Australia, United Kingdom and Canada (especially if supported by SAT scores).

All candidates involved in this Programme must also attend the IB Diploma Theory of Knowledge course (which may be externally or internally assessed), complete an internally assessed Extended Essay of at least 2000 word (a 4000 word version can be externally assessed if appropriate), and successfully complete the CAS Programme.

The decision to recommend the IB Diploma Course is made based on the evidence of a learner’s attitude to learning and progress in specific subjects. The aim is always to ensure that candidates are challenged and keep their academic options open within the range of their academic or linguistic abilities.

Nexus International School (Singapore) Graduation Certificate

Year 13 Graduates will receive the Nexus International School (Singapore) High School Graduation Certificate in addition to their IB Diploma or individual IB Certificates subject to the following criteria:

- They complete all Creativity, Activity, Service (CAS) requirements
- They obtain at least four IB Diploma Certificates
- They complete an Extended Essay
- They are in good standing with the school

This Diploma is accredited by the Western Association of Schools and Colleges (WASC) and so is recognised by many universities and community colleges in the United States and across the world as the equivalent of a US High School Diploma.

Where Do Nexus Graduates Go Next?

On successful completion of the IB Diploma Programme the candidate is faced with a number of options. There are four key questions that need to be considered and answered:

- What should I do now?
- Where should I go?
- When should I go?
- How should I prepare?

The university and careers guidance offered through the Tutorial Programme to candidates in Years 12 and 13 allows informed decisions to be made and the above questions to be answered. The process involves candidates, teachers and parents.

The IB Coordinator and the University and Careers Advisor are active in remaining up-to-date on information about various occupations and on university courses throughout the world. This is then shared as appropriate. Each candidate will be offered an individual interview to set an action plan for the future and receive personalised guidance.

Following Year 12 workshops, all candidates are interviewed in Term 3 or Term 4 of Year 12 in order to discuss their plans for applications to universities or colleges. Candidates are again counseled in Year 13 to ensure their post-secondary plans are in progress. All candidates and parents are welcome to make individual appointments at any time. It is important for candidates and parents to have a plan for the post-secondary experience and the IB Coordinator, University and Careers Advisor and Form Tutors are here to help.

Some universities require candidates to take the SATs (Scholastic Aptitude Tests) and/or the TOEFL/IELTS English Language Proficiency tests (if the candidate's first language is not English) although an IBDP candidate is often exempt from this requirement. It is advisable to contact universities directly and to start taking the tests in the later part of Year 12 or early in Year 13 if required.

There will be a cost implication for candidates registering for these tests. It should be understood that particular university courses may require other tests. For example, candidates interested in Medicine in the United Kingdom must take the BMAT or UKCAT tests and if they wish to pursue Law in the UK they will need to take the National Admissions Test for Law (LNAT). Therefore it is in the interest of the candidate to contact the IBDP Coordinator, Phase Leader and their Form Tutor early.

Candidates in Year 12 should also consider arranging a university summer programme. This will give them important information about their skills and interests but also bolster their university application by making them a more attractive applicant. Organising a work experience internship will also be required for some courses such as medicine, law, and veterinary sciences, dental and some engineering courses. Such work experience is a valuable learning experience for all candidates and as such is a recommended part of the post-secondary preparation; again, Nexus staff would be happy to offer further advice. It is essential for candidates to contact their target institutions to build up a relationship but also to garner answers about what entry requirements are needed along with ensuring the course and the institution are a good social and academic fit.

The Scholastic Aptitude Tests (SATs)

INTRODUCTION

The SATs provide a common standard against which candidates applying for a place at a university or college in the United States and some other countries can be compared. They are designed to predict how well a candidate will do in their first year at an American university or college.

Many, but not all, American universities require SATs scores. The tests are evaluated by the university alongside the candidate's other academic achievements when considering whether to offer the candidate a place on a degree course. The SAT scores support but cannot replace a strong academic record at Nexus on the IB Programme.

SATs are set by the American Educational Testing Service via a central organisation called the College Board (<http://www.collegeboard.com>).

ASSESSMENT

All Nexus IB candidates will be offered the opportunity to receive SAT specific tutoring through an external company. This may be provided at a reduced rate for Nexus candidates and will take place after school in the weeks preceding the SAT tests. The tests can be taken on six separate dates in the year and candidates may take the tests more than once if they want to improve upon their scores. There will be a cost implication for candidates registering for these tests and they must be booked at one of the SAT test centers in Singapore. Advice will be provided as needed.

It should be noted that many universities from around the world, including the United Kingdom, will consider a very strong SAT score favourably; these can therefore be included in any such application.

The Pastoral Programme

Candidates in Years 12 and 13 follow a Pastoral Programme called Tutorial, delivered by the Tutors during one 40 minute session each week. It may be supported by specialised staff when required. Five strands and a residential visit provide a backbone for the programmes:

Component	Description
Careers Education	Including university application procedures, writing a curriculum vitae and covering letter, future education choices, awareness of transferable skills and producing personal statements
Study Skills And Target Setting	Including personal organisation, time management, essay writing skills, target setting and revision plans
Citizenship And Community	Including preparing candidates to play an active role in communities on different scales and what it means to be a good citizen
Health Education	Mindfulness, including physical and mental health. Learning life skills such as budgeting and cooking. Drugs and substance misuse and the prevention of sexually transmitted infections are also covered.
Relationships	Including conflict resolution and effective relationship building
Residential Visit (Year 12 Only)	The focus of this overseas visit is team working, CAS and to give the candidates the ability to prepare for the first year of the Diploma Programme

Residential Visits

Residential Visits are an integral part of the Secondary School curriculum and therefore contribute to the fulfillment of the School's Mission Statement. They provide our candidates with an opportunity to develop through experience.

Year 12 candidates attend a Residential Visit which focuses on Creativity, Activity and Service (CAS). Although the Year 12 Residential Visit endeavours to establish the same objectives as Year 7 to 11 Residentials, one of the main aims of the Year 12 visit is a week of CAS – a compulsory requirement of the IB Diploma. This enables the CAS team to spend extended periods of time developing each candidate's leadership and team working qualities, discussing issues in small groups and developing the confidence of the candidates. This is also an opportunity for candidates to have some social time together in what is a very demanding year. It has an extremely positive effect on all candidates.

As with Residential Visits in every year, the emphasis is on:

- Independence and self-discipline
- Self-confidence and self-esteem
- The development of sound relationships among candidates
- The development of sound relationships between candidates and staff
- Flexibility and consideration for others
- Initiative and problem solving skills
- Leadership skills
- The ability to work with others in a team
- Communication skills
- The ability to enjoy the environment without destroying it
- The opportunity to socialise and have fun

Bilingual and Multilingual Learning Support

On occasions it may be necessary for IB candidates to work with the Bilingual and Multilingual (BML) and/or Learning Support (LS) staff in order to provide specialist support to allow the development of the skills needed for life-long learning.

Support may include the following areas:

- Self-study and mentoring – LS teachers act as learning mentors to guide candidates through the peaks and troughs of pre-university education especially when a candidate is living away from their family
- Regular meetings with candidates to track their progress and discuss any problems or celebrate any accomplishments and develop a greater confidence in the use of higher level academic English
- Specialist support – specific subject support with particular areas of study as required

Where appropriate, a Candidate Profile is completed and examination concessions are applied for. This may require external assessments by a professional and would incur extra costs. More information can be found in the Inclusion Policy.

Group 1

LANGUAGES

Language A:

Chinese A: Language and Literature

English A: Language and Literature

School Supported Self Taught Language A: Literature

“It is literature which for me opened the mysterious and decisive doors of imagination and understanding. To see the way others see. To think the way others think. And above all, to feel.”

– Salman Rushdie

Chinese A: Language and Literature

Offered at Standard Level and Higher Level

AIMS

The course aims to encourage learners to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature.

Click [here](#) for the Language A: Language and Literature Subject Guide

English A: Language and Literature

Offered at Standard Level and Higher Level

AIMS

The course aims to encourage learners to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature.

Click [here](#) for the Language A: Language and Literature Subject Guide

School Supported Self Taught Language A: Literature

Available at Standard Level only

For candidates who do not have Chinese or English as their mother tongue, this option is available.

Language A: Literature is a literature course that may be studied in as many as eighty languages. School Supported Self Taught Language A provides an opportunity for candidates to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. It is a course that requires a high degree of self-motivation and maturity. A candidate must be fluent in their mother tongue and must be able to read, write, listen and discuss to a high academic standard if they are to succeed in this course.

An external tutor will be recommended who will be responsible for developing the mother tongue language and preparing the candidate for assessment. A weekly lesson in school will support the development of skills in the common language of English.

Group 2

LANGUAGE ACQUISITION

Language B:

Chinese B (Mandarin)

French B

English B

Ab Initio Languages:

Chinese (Mandarin) ab initio

Spanish ab initio

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

– Nelson Mandela

Language B : Chinese B (Mandarin), English B, French B

Offered at Standard Level and Higher Level

AIMS

The course aims to:

- Provide the candidates with the linguistic skills necessary for further study in the language
- Promote an understanding of the countries where the language is spoken
- Explore the culture(s) connected to the language
- Enable the candidates to cope with the language demands of day-to-day transactional and social contacts

The skills to be developed through the study of various themes are:

- Text handling; written production; listening; interaction
- Oral proficiency

COURSE STRUCTURE

Courses will be offered in French and Mandarin, subject to demand and availability. English Language B is also available for candidates who study a non-English Language A course in Group 1 and this combination leads to the award of a 'Bilingual Diploma'.

The Higher Level course is only suitable for those candidates who have clearly recognisable skills in the language and who can already use and manipulate the language to a high standard. The Standard Level course is normally taken by candidates who have a good grade at IGCSE or its equivalent. The syllabi at Higher and Standard Level are similar in content although study in the former will be more intensive and proficiency levels achieved should thus be much higher. Materials used in class will cover a range of topics, both literary and non-literary.

Click [here](#) for Language B Subject Brief

Ab Initio Languages : Mandarin Ab Initio, Spanish Ab Initio

Available at Standard Level only

AIMS

The courses aim to:

- Furnish candidates with a solid grounding in the language, focusing on the key skills of reading, speaking, listening and writing
- Provide candidates with the skills required for everyday communication
- Provide the candidates with an insight into the culture of the countries where the target language is spoken

COURSE STRUCTURE

Courses will be offered in Spanish and Mandarin subject to demand and availability. Candidates will be exposed to written and spoken language and will carry out tasks in listening, reading, speaking and writing. The tasks will be topic based and practical in nature, the emphasis being on the ability to communicate effectively in the target language. While this course is solely aimed at beginners, the achievement of a good grade will demand a considerable amount of hard work on the part of the candidate as the level expected at the end of Year 13 is well in advance of that required for IGCSE.

Click [here](#) for Ab Initio Languages Subject brief

Group 3

INDIVIDUALS AND SOCIETY

Business Management

Economics

Geography

History

Information Technology in a Global Society

“A different voice may be particularly effective in disturbing the existing participants into re-examining matters they had come to take for granted.

- Stefan Collini

Business Management

Offered at Standard Level and Higher Level

AIMS

The aims of the Business Management course at HL and SL are to:

- Encourage a holistic view of the world of business
- Empower learners to think critically and strategically about individual and organisational behaviour
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the learner to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations
- Develop an understanding of the importance of innovation in a business environment

Click [here](#) for Business Management Standard Level Subject Brief

Click [here](#) for Business Management Higher Level Subject Brief

Economics

Offered at Standard Level and Higher Level

AIMS

The aims of the course are to:

- Provide candidates with a core knowledge of economics
- Encourage candidates to think critically about economics
- Promote an awareness and understanding of internationalism in economics
- Encourage candidates' development as independent candidates
- Enable candidates to distinguish between positive and normative economics
- Enable candidates to recognise their own tendencies for bias

Click [here](#) for Economics Standard Level Subject Brief

Click [here](#) for Economics Higher Level Subject Brief

Geography

Offered at Standard Level and Higher Level

AIMS

The IB Geography programme aims are to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment
- Develop a concern for 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.

COURSE STRUCTURE

Fieldwork is a mandatory part of IB Geography and there are a number of day trips and residential fieldwork opportunities throughout the two year course. Additional costs will be incurred for these.

Click [here](#) for Geography Standard / Higher Level Subject Brief (First Assessment 2019)

History

Offered at Standard Level and Higher Level

AIMS

The course aims to:

- Develop and extend knowledge of the 19th and 20th centuries
- Develop a greater understanding of our own times through critical reflection upon the past
- Develop an awareness of one's own historical identity through the study of the historical experiences of other
- Develop skills in research, thinking, questioning, interpreting, evaluating and explaining
- Prepare for careers involving information, law, politics, diplomacy, management, business and the professions

Click [here](#) for History Standard Level Subject Brief

Click [here](#) for History Higher Level Subject Brief

Information Technology in a Global Society (ITGS)

Offered at Standard Level and Higher Level

AIMS

The course aims to:

- Enable the candidate to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organisations and societies at the local and global level
- Develop the candidate's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders
- Enable candidates to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them
- Encourage candidates to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user

COURSE STRUCTURE

An integrated approach is used when teaching ITGS. Social and ethical significance, application to specified scenarios and IT Systems are all interconnected. The parts of the syllabus are woven together so that, by the end of the course, candidates are able to appreciate the links between all the parts of the syllabus. During the first year candidates undertake an intensive programme of learning and refreshing their ICT application skills in order to prepare them for their Internal Assessment (project). The project is completed towards the end the first year or beginning of the second year. In the second year the focus is on structuring answers to exam questions and answering questions based on technology news articles.

Click [here](#) for ITGS Standard Level Subject Brief

Click [here](#) for ITGS Higher Level Subject Brief

Group 4

EXPERIMENTAL SCIENCES

Biology

Chemistry

Environmental Systems and Societies

Physics

Sports, Exercise and Health Science

Computer Science

“The most exciting phrase to hear in science, the one that heralds the most discoveries, is not "Eureka!" (I found it!) but 'That's funny...”
– Isaac Asimov

Biology

Offered at Standard Level and Higher Level

AIMS

The aims of the course are to develop an understanding of life processes through the study of:

- The structure and function of biological systems
- The universality and diversity of life and life processes
- The maintenance of equilibrium in biological systems
- Evolution as the unifying principle of Biology

Click [here](#) for Biology Standard Level Subject Brief

Click [here](#) for Biology Higher Level Subject Brief

Chemistry

Offered at Standard Level and Higher Level

AIMS

To study Chemistry is to study the composition and properties of substances and the nature of the reactions by which they can be produced or converted into other substances. The IB Chemistry course aims to help candidates understand:

- The world around them
- How to make better materials
- How to get the energy we need
- How to protect the environment

Click [here](#) for Chemistry Standard Level Subject Brief

Click [here](#) for Chemistry Higher Level Subject Brief

Environmental Systems and Societies

Available at Standard Level only

ESS is a Trans-disciplinary Subject: Trans-disciplinary subjects are located in more than one option group and satisfy the requirements of either Groups 3 (Humanities) or Group 4 (Experimental Sciences). However at Nexus we offer this as a Group 4 subject.

The systems approach provides the core methodology of the ESS course. It is complemented by other influences, such as economic, historical, cultural, socio-political and scientific factors, to provide a holistic perspective on environmental issues. During the course, learners will look at examples on a variety of scales, from local to global, and in an international context.

AIMS

The course aims to:

- Acquire the knowledge and understandings of environmental systems at a variety of scales
- Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- Appreciate the dynamic interconnectedness between environmental systems and societies
- Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- Be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- Develop awareness of the diversity of environmental value systems
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- Engage with the controversies that surround a variety of environmental issues
- Create innovative solutions to environmental issues by engaging actively in local and global contexts

Click [here](#) for Environmental Systems and Societies Subject Brief

Physics

Offered at Standard Level and Higher Level

AIMS

The course encourages candidates to:

- Explain the behaviour of the Universe, from the smallest quark to the largest galactic structures
- Study the theories and methodology that have been successful in creating our present understanding of the physical universe
- Appreciate the importance of experimentation in this acquisition of knowledge and to be competent in its application
- Learn how our knowledge of Physics is applied to develop technology

Click [here](#) for Physics Standard Level Subject Brief

Click [here](#) for Physics Higher Level Subject Brief

Sports, Exercise and Health Science (SEHS)

Available at Standard Level and Higher Level

AIMS

The aims of the course are to develop an understanding of life processes through the study of:

- The disciplines of anatomy, physiology, biomechanics, psychology and nutrition
- How to apply scientific principles to the analysis of human performance through experimental research
- The nature of international sporting competitions and the international bodies which regulate them
- Ethical issues that exist within sporting competitions

Click [here](#) for SEHS Standard Level Subject Brief

Computer Science

Available at Standard Level and Higher Level

AIMS

The aims of the course are to develop an understanding of how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved.

- Provide a body of knowledge, methods and techniques that characterise computer science.
- Enable learners to apply and use a body of knowledge, methods and techniques that characterise computer science.
- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems.
- Develop an appreciation of the possibilities and limitation associated with continued developments in IT systems and computer science.
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Click [here](#) for Computer Science Standard Level Subject Brief

Click [here](#) for Computer Science Higher Level Subject Brief

Group 5

MATHEMATICS

Mathematics: applications and interpretations Standard Level

Mathematics: analysis and approaches Standard Level

Mathematics: analysis and approaches Higher Level

“Solving a problem for which you know there’s an answer is like climbing a mountain with a guide, along a trail someone else has laid. In mathematics, the truth is somewhere out there in a place no one knows, beyond all the beaten paths. And it’s not always at the top of the mountain. It might be in a crack on the smoothest cliff or somewhere deep in the valley.”

– Yōko Ogawa, The Housekeeper and the Professor

Mathematics: applications and interpretations Standard Level

AIMS

Candidates are encouraged to:

- Enjoy mathematics and develop an appreciation of the elegance and power of it
- Develop logical, critical and creative thinking
- Develop an understanding of the principles and nature of the subject
- Develop patience and persistence in problem solving
- Transfer skills to alternative situations and to future developments
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- Appreciate the contribution of mathematics to other disciplines, as a particular “area of knowledge” in the TOK course

COURSE STRUCTURE

This course has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for candidates with varied mathematical backgrounds and abilities. Candidates taking this course are well prepared for a career in social sciences, humanities, languages or arts.

Click [here](#) for Mathematics: applications and interpretations Standard Level Subject Brief

Mathematics: analysis and approaches Standard Level

AIMS

Candidates are encouraged to:

- Enjoy mathematics, and develop an appreciation of the elegance and power of it
- Develop logical, critical and creative thinking
- Develop an understanding of the principles and nature of the subject
- Develop patience and persistence in problem solving
- Transfer skills to alternative situations and to future developments
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- Appreciate the contribution of mathematics to other disciplines, as a particular “area of knowledge” in the TOK course

COURSE STRUCTURE

This course caters for candidates with a good background in Mathematics who are competent in a range of analytical and technical skills. The majority of these learners will expect to need a sound mathematical background as they prepare for future studies in subjects such as Chemistry, Economics, Psychology and Business Administration.

Click [here](#) for Mathematics: analysis and approaches Standard Level Subject Brief

Mathematics: analysis and approaches Higher Level

AIMS

Candidates are encouraged to:

- Enjoy mathematics, and develop an appreciation of the elegance and power of it
- Develop logical, critical and creative thinking
- Develop an understanding of the principles and nature of the subject
- Develop patience and persistence in problem solving
- Transfer skills to alternative situations and to future developments
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- Appreciate the contribution of mathematics to other disciplines, as a particular “area of knowledge” in the TOK course

COURSE STRUCTURE

This course caters for candidates with a very strong background in mathematics who are competent in a broad range of analytical and technical skills. The majority of these candidates will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses relating to theoretical and applied science, engineering and technology.

Click [here](#) for Mathematics: analysis and approaches Higher Level Subject Brief

Group 6

ARTS AND ELECTIVES

Music

Visual Arts

“There is a vitality, a life force, an energy, a quickening that is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and will be lost.”

- Martha Graham

Music

Offered at Standard Level and Higher Level

AIMS

The aims of the course at both Standard and Higher Levels are to:

- Give candidates the opportunity to explore and enjoy the diversity of music throughout the world
- Encourage candidates to develop perceptual and critical thinking skills through a breadth of musical experiences, where they will learn to recognise, speculate, analyse, identify, discriminate and hypothesise in relation to music
- Enable candidates to develop creatively their knowledge, abilities and understanding through performance and composition
- Assist candidates to develop their potential as musicians both personally and collaboratively, in whatever capacity, to the full

The IBDP Music comprises both internal and external assessments and is entirely based on coursework. Standard level has 3 components which are; exploring music in context, experimenting with music, and presenting music. Higher level learners present a further component called 'The Contemporary Music Maker'. Learners will engage with settings in real life music-making that reflect the dynamic and mutual influence of music and technology at the heart of the contemporary musical experience.

Over the course of 2 years learners will explore, research and submit work based on the following areas of study.

1. Music for sociocultural and political expression
2. Music for listening and performance
3. Music for dramatic impact, movement and entertainment
4. Music technology in the digital age.

Learners must share their knowledge of the above 4 through personal, local and global contexts, presenting assessments of research, performance and creating through exploration, experimenting and presenting.

The IB course contains three compulsory components:

EXPLORING MUSIC IN CONTEXT
EXPERIMENTING WITH MUSIC
PRESENTING MUSIC

HL learners must do an additional compulsory component:

THE CONTEMPORARY MUSIC MAKER

The Areas of Inquiry and Contexts are relevant to all components, and in order to satisfy the requirement for a study of diverse music, learners must make an effort to incorporate all of them.

EXPLORING MUSIC IN CONTEXT

HL - 20% External Assessment/SL - 30% External Assessment

Learners select samples of their work for a portfolio submission

- a. Written work demonstrating engagement with, and understanding of, diverse musical material.
- b. Practical exercises:
 - Creating: one creating exercise
 - Performing: one performed adaptation of music from a local or global context for the learner's own instrument
- c. Supporting audio material

EXPERIMENTING WITH MUSIC

HL - 20% Internal Assessment/SL - 30% Internal Assessment

Learners submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.

- a. A written experimentation report.
- b. Practical musical evidence of the experimentation process
 - Three related excerpts of creating
 - Three related excerpts of performing

PRESENTING MUSIC

HL - 30% External Assessment/SL - 40% External Assessment

Learners submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.

- a. Presenting as a researcher - Programme notes
- b. Presenting as a creator - Composition and/or improvisation
- c. Presenting as a performer - Solo and/or ensemble

THE CONTEMPORARY MUSIC MAKER

HL ONLY - 30% Internal Assessment

Learners will be expected to collaborate with others in an Arts context, and submit a continuous multimedia presentation documenting their real-life project. Learners submit multimedia presentation (maximum 15 minutes), evidencing a leadership role in:

- a. The project proposal
- b. The process and evaluation
- c. The realized project, or curated selections of it (Total 7 minutes)

Click [here](#) for Music Standard Level Subject Brief

Click [here](#) for Music Higher Level Subject Brief

Visual Arts

Offered at Standard Level and Higher Level

AIMS

The course aims to:

- Provide candidates with the opportunities to develop aesthetic, imaginative and creative skills
- Explore, value and create artwork which is influenced by personal and cultural contexts
- Support learners to become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas with confidence and competence
- Promote a lifelong engagement with the arts.

Click [here](#) for Visual Arts Standard Level Subject Brief

Click [here](#) for Visual Arts Higher Level Subject Brief