

Discovery College

# Senior School Prospectus

International Baccalaureate  
Diploma and Career-related  
Programmes

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2018-2020



DISCOVERY  
COLLEGE





# Table of Contents

<b>Introduction</b>	2		
DC Graduation Requirements	3		
ESF Applied Learning Pathway	3		
The Application Process	4		
The IB Career-related Programme (CP)	6		
IB Diploma Courses	10		
The IB Diploma Programme (DP)	12		
<b>Overview Of Diploma Subject Groupings</b>	13		
Diploma Subjects Offered at Discovery College	13		
Group 1 and Group 2: Languages	15		
Group 1: Studies in Language and Literature	16		
Group 2: Language Acquisition	17		
Group 3: Individuals and Societies	18		
Group 4: Sciences	22		
Group 5: Mathematics	27		
		Group 6: Arts and Electives	30
		Diploma Core	34
		<b>The Two-Year DP</b>	38
		DP Year One: Year 12	38
		DP Year Two: Year 13	38
		IB Assessment and Moderation Procedures	40
		IB Grading System and the Award of the Diploma	41
		<b>Higher Education</b>	44
		<b>Practical Arrangements</b>	48
		Student Timetable	
		<b>Who to Contact</b>	49



# Introduction

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The purpose of this prospectus is to outline the programme of study in Years 12 and 13 at Discovery College, and to help students make a successful transition to the Senior School. The programme taken by most students in Year 12 (Grade 11) and Year 13 (Grade 12) is the International Baccalaureate Diploma Programme (DP). Students may follow the full DP, or individual DP Courses at Higher or Standard level. Discovery College also offers the International Baccalaureate Career-related Programme (CP).

At Discovery College, we believe in the development of the student as a whole person, intellectually, emotionally, physically, and socially, so that when students leave us they are ready for active world citizenship. We aim to equip them for future decision-making roles by presenting them with a rigorous educational programme aimed at the development of

their talents and skills. At the same time, we aim to nurture in our students an understanding of themselves and others in a world of cultural diversity that will lead to a sense of tolerance, interdependence and open-mindedness. The DP and CP match well with the overall aims of the culminating phase of our educational programme. We aim to uphold rigorous standards of learning and enquiry within an academic framework that is both broad and deep.

In order to accomplish these aims, Discovery College seeks to provide a pleasant, stimulating environment for its students, in which the effective development of the whole person can take place, facilitated by a caring and capable staff, by ongoing development of academic resources, and by the provision of a lively extra-curricular programme of activities and events.

# Discovery College Graduation Requirements

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Successful completion of the DP or the CP qualifies a student for the Discovery College Graduation Certificate (equivalent to a US High School Diploma).

Students who take DP Courses must meet the following minimum requirements:

- Completion of course requirements for at least five DP subjects
- Participation in Creativity, Activity and Service (CAS) activities
- Participation in the first year of Theory of Knowledge (ToK) lessons
- Completion of an Extended Essay or Extended Project
- Attendance of at least 80% (not including serious illness or injury)

Discovery College reserves the right to waive any of the above conditions in exceptional circumstances.

# ESF Applied Learning Pathway

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Students who wish to take a full programme of BTEC courses are able to transfer to another ESF school to follow the Applied Learning pathway.

# The Application Process

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## Current Students

In January of each year there is a presentation to interested parents and students. The Vice-Principal for Y12-13 outlines the details of the programmes available, while Heads of Department outline the details of each Diploma subject and its requirements. The Higher Education Counsellors are available to answer any questions about the implications of subject and programme choices on university applications. Students, in discussion with their parents and current teachers, then determine which programme they will take, and which courses in each subject group might be appropriate for them. This information is then submitted to the Vice-Principal / DP Coordinator who may consult further with the student and their subject teachers as to the suitability of their choices. Where there are concerns about the student's present level of achievement, the College reserves the right not to accept a student into the DP or

CP. Such students may be guided into doing DP Courses, or be recommended to transfer to the Applied Learning pathway at another ESF school.

## Students entering from another school

Students applying from outside of Discovery College must complete the normal admissions procedures. The application will be reviewed and transcripts forwarded from their previous school.

### Planning a course of study

Students need to be aware of their strengths and interests as they consider which programme and subjects to take. They should carefully review school reports and subject teacher feedback in making their options choices. They should also take into account their future study and career plans. Students should become familiar with the

requirements and expectations of the universities and colleges in the countries where they intend to apply. They are strongly encouraged to consult the Higher Education Counsellors and undertake their own research through visiting the online admissions departments at their prospective universities and colleges.

### Higher Level or Standard Level for Diploma Subjects

For many students, once the individual Diploma subjects have been chosen, the greatest difficulty is in deciding what level of study is appropriate: Higher Level or Standard Level. Students need to balance carefully their own interests and abilities with university requirements. Students are urged to speak to their teachers or Heads of Department to find out the differences between Higher Level and Standard Level. In some subjects the difference between Higher Level and Standard Level is mainly the amount of work in the syllabus, while in others it is a variation in the degree of difficulty.



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# The IB Career-related Programme (CP)

Discovery College offers the International Baccalaureate Career-related Programme (CP) as an option for students in Years 12-13. This programme provides a pathway through which students can complete secondary schooling and progress to Higher Education.

## What is the CP?

The CP is the fourth International Baccalaureate programme (along with the PYP, MYP and DP) and it is aimed at students who have a particular career path in mind. The CP allows students to specialise and dedicate themselves to an area of learning that they know they want to pursue.

## What does the CP offer in comparison to the DP?

The CP can be characterised as...	The DP can be characterised as...
Specialised - studies focus on one or two areas	Broad - studies encompass six different subject groups
CP - studies are framed around a career path and the way of learning can be applied to this field of employment	Academic - studies draw on knowledge and understanding from across a number of academic disciplines

## Course elements of CP and DP

CP course elements	DP course elements
2 to 4 DP Courses	6 DP Courses
+ CP study course	
Personal and Professional Skills (PPS) course	Theory of Knowledge course
Language Development course	Language is one of the 6 DP courses
Reflective Project	Extended Essay
Service Learning	CAS

## How is the CP structured?

As the diagram shows, the CP encompasses some elements of the DP within its structure. It also encompasses the IB's educational philosophy and mission.





## What CP study specialisms are available to Discovery College students?

CP studies occur through a partner-provider. Partnerships with the following institutions have been established.

Institution	Course(s)	Study Mode	Qualification
New College, Pontefract (UK)	Business, Game Design, Health and Social Care, IT, Sport	Online	BTEC Level 3 Diploma
HK Academy for the Performing Arts (Hong Kong)	Performing Arts	Onsite - Pok Fu Lam	BTEC Level 3 Subsidiary Diploma in Performing Arts (Musical Theatre)
Savannah College of Art and Design (Hong Kong/USA)	Art and Design	Onsite – Sham Shui Po	Transcript of five foundation classes – College credit hours

**N.B.** Course availability is not guaranteed, depending on considerations such as student demand and timetabling constraints. Consequently, availability may change before the start of each two-year course. Any discussions of course choices are provisional until the timetable/enrolment with partner institutions is confirmed in the summer prior to the start of the programme.

## Details of core components

Core Component	Description of course	Study mode
Personal and Professional Skills (PPS) course	<p>Course that aims to support students in developing practical life and CP skills.</p> <p>5 main themes:</p> <ol style="list-style-type: none"> <li>1. Personal development</li> <li>2. Intercultural understanding</li> <li>3. Effective communication</li> <li>4. Thinking processes</li> <li>5. Applied ethics</li> </ol>	3 blocks per cycle
Language Development course	<p>Student must study a language that is NOT their best language.</p> <p>Chinese and Spanish can be studied as one of the DP course.</p> <p>Any other language can be studied with an outside service provider</p>	1 block per cycle to work on portfolio
Reflective Project	<p>Student will have to produce a written essay about an ethical dilemma directly linked to the student's CP study.</p> <p>They will also have to complete a Reflections on Planning and Progress Form (RPPF).</p>	Transcript of five foundation classes – College credit hours
Service Learning	<p>Students work with community members to undertake service activities that satisfy identified community needs. They will need to reflect about their learning and the impact of their actions.</p> <p>The Service Learning should be related to the student's chosen career path.</p>	Independent learning + support from a supervisor

## What qualifications do students receive at the end and how does this relate to university admissions?

Upon the successful completion of the CP course, the student will be awarded the following qualifications.

Qualification	Awarding body
CP Certificate	IB
DP Courses	IB
BTEC Qualification or Foundation Degree Modules	CP course institution
DC Graduation Certificate	DC

These qualifications provide a number of ways in which students can gain access to a broad range of university courses in different countries around the world.

## IB Diploma Courses

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- This option is aimed at students who would find the full IB Diploma too difficult
- Students take at least 5 subjects including 0, 1 or 2 subjects at Higher Level and 4, 5 or 6 at Standard Level
- Students attend at least two semesters of ToK lessons and complete an Extended Project of about 2,000 words
- Students can complete Theory of Knowledge and the Extended Essay as separate qualifications if appropriate
- Students participate in Creativity, Activity and Service (CAS), which has a special emphasis on cooperative and community-based activities
- While formal completion of CAS is not an IB requirement for DP Courses, participation in CAS is an internal requirement for graduation from Discovery College





# The IB Diploma Programme (DP)

- As the diagram shows, the curriculum consists of six subject groups
- Every DP candidate must take at least one subject from each of Groups 1 to 5 and must then satisfy the Group 6 requirement
- Students take a total of 6 subjects: 3 subjects at Higher Level and 3 at Standard Level
- Those at Higher Level are widely recognised as being equivalent to the English “A” Level or to the Advanced Placement (AP) in the United States
- Subjects at Standard Level are less demanding but when taken as an individual course are perfectly acceptable to many Universities
- Students write a 4,000 word Extended Essay based upon independent research
- Students follow a Theory of Knowledge (ToK) course of 100 hours
- Students complete Creativity, Activity and Service (CAS), which has a special emphasis on cooperative and community-based activities
- Students who enter the full DP but fail are still eligible for qualifications in individual DP Courses



# Overview of Diploma Subject Groupings

## Diploma Subjects Offered at Discovery College

Each DP Group offers a variety of subjects. From that broad list of subjects Discovery College is currently offering the following:

Group 1	Higher Level	Standard Level
Studies in Language and Literature	English A: Literature English A: Language and Literature Chinese A: Language and Literature	English A: Literature English A: Language and Literature Chinese A: Language and Literature Self-taught Language A: Literature
Group 2	Higher Level	Standard Level
Language Acquisition	Mandarin B Spanish B	Mandarin B Spanish B Mandarin Ab Initio Spanish Ab Initio

**N.B.** Subject availability is not guaranteed, depending on considerations such as student demand and timetabling constraints. Consequently, availability may change before the start of each two-year course. Any discussions of subject choices are provisional until the timetable is confirmed in the summer prior to the start of the programme.

Group 3	Higher Level	Standard Level
Individuals and Societies	Business Management Economics Geography History Psychology	Business Management Economics Geography History Psychology
Group 4	Higher Level	Standard Level
Sciences	Biology Chemistry Physics Design Technology Sports, Exercise and Health Science	Biology Chemistry Physics Design Technology Sports, Exercise and Health Science Environmental Systems and Societies
Group 5	Higher Level	Standard Level
Mathematics	Mathematics	Mathematics Mathematical Studies
Group 6	Higher Level	Standard Level
Arts and Electives	Film Music Theatre Visual Arts A second subject from Groups 1, 3 or 4	Film Music Theatre Visual Arts A second subject from Groups 1, 3 or 4

## Group 1 and Group 2: Languages

Students taking the DP must study at least two languages. All students take a first language and in addition either another first language, a language B or a language ab initio. English and Chinese are offered as a first language. Chinese and Spanish are offered as language B and ab initio courses. All courses may be taken at Higher Level or Standard Level except for ab initio courses, which are only available at Standard Level. Selection of the appropriate level in each language will depend on the student's previous linguistic background, academic record, and on the student's intentions for use of the language in the future.

Students with a first language other than English or Chinese may take the language as a self-taught Literature course at Standard Level only. While no instruction in the target language will be provided at the college, internal supervision and assistance with aspects of the course will be provided.

First language courses are designed for students with fluency in the target language. The Literature course is exclusively literature-based while Language and Literature courses combine language and literature study. Language B courses are for students who are in the process of acquiring the target language. Ab initio courses are for students with limited or no prior experience of the language. Language B and ab initio courses focus on developing communicative competence.

Studying language and literature develops critical thought and analytical capacity. These are essential life skills and have wide currency in the job market. Students may choose a career specializing exclusively in language, such as writer, translator, interpreter, editor, journalist, analyst or educator. There are also many excellent academic career paths available in areas such as literacy research, linguistic analysis and literary theory. For many students, study of language complements specialisation in other areas. Some disciplines that notably lend themselves to this kind of career path include law, media studies, engineering, psychology, education, business, information technology, marketing and social work.



## Group 1: Studies in Language and Literature

### Literature (SL and HL)

The Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. This will include an appreciation of author structure, technique and style. Focusing exclusively on literary analysis, this course is aimed at students who wish to pursue the study of English Literature at university. Students will develop their ability to structure a logical, sustained and persuasive argument using academically sophisticated language with precision and coherence. Students will engage in both written and oral literary analysis based on familiar and unfamiliar texts. Comparative analysis will be a strong feature of this. Texts will be drawn from a range of world literature and genres (novel, non-fiction, poetry, short stories, plays) and include works in translation, enabling students to gain understanding and appreciation of other cultures. The course comprises of internal and external assessments requiring students to read, write

and express their understanding orally. In the Standard Level course, students will study 10 pieces of literature, whereas in the Higher Level course, students will study 13 pieces. At Higher Level, a greater emphasis is placed upon comparative literary analysis.

The Literature course is available in English at both Higher and Standard Levels, and as a self-taught language at Standard Level only.

### Language and Literature (SL and HL)

The Language and Literature course develops skills of textual analysis and critical thinking. The course comprises of two language units and two literature units. Literary and non-literary texts are analysed for their form and how meaning is affected by culturally defined reading practices. Relationships between power, identity and language form the basis of inquiry. Students explore the ways in which language is used to construct meaning in a range of contexts within written, oral and visual texts. Texts are chosen from a variety of sources, genres and media including works in translation. A greater number of

literary works is studied at Higher Level. The Language and Literature course fosters the ability to use various modes of writing appropriate to purpose and audience, organise a logical and sustained argument and use sophisticated language with coherence, precision and clarity. The course comprises of internal and external assessments requiring students to read, write, present visually and express their understanding orally.

The Standard Level course is designed for students who wish to pursue a university education in any discipline, catering to a broad range of student abilities and interests.

The Higher Level course is best suited for students whose interests and strengths lie particularly in language based subjects. Students who are interested in pursuing further studies in areas such as Humanities or Social Sciences, Media Studies, Cultural Studies, Law, English or foreign languages are recommended to consider taking Language and Literature as a Higher Level subject.

The Language and Literature course is available in both English and Chinese.

## Group 2: Language Acquisition

### Language B (SL and HL)

This course is designed for students with some previous learning of the language. It may be studied at either Standard Level or Higher Level. The course gives students the possibility of reaching a high degree of competence in an additional language while exploring the culture(s) in which that language is spoken. The course aims to develop the students' linguistic competence and intercultural understanding.

By the end of a Language B courses, students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency

4. organise ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (Higher Level only)

Assessment comprises of external assessment (two written examination papers and one written assignment) and internal assessment (one individual oral and three interactive oral activities).

Language B is offered in Chinese and Spanish.

### Language Ab Initio (SL only)

The Language Ab Initio course is designed for students with little or no prior experience of the language they wish to study. It is available at Standard Level only. The course is organised into three themes:

- individuals and society
- leisure and work
- urban and rural environment

By the end of the Language Ab Initio course, students will be assessed on their ability to:

1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
2. communicate clearly and effectively in a range of situations
3. understand and use accurately the basic structures of the language
4. understand and use an appropriate range of vocabulary
5. use a register and a format that are appropriate to the situation

Assessment comprises of external assessment (two written examination papers and one written assignment) and internal assessment (one individual oral).

Language Ab Initio is offered in Chinese and Spanish.

## Group 3: Individuals and Societies

Business and Management, Economics, Geography, History and Psychology are offered at both Higher and Standard Level.

### Business and Management (SL and HL)

The Business and Management programme introduces students to business theory and guides them in the application of fundamental business principles, tools, practices, and skills. The course explores the diverse range of business organizations and activities within their cultural and economic contexts. Emphasis is placed on strategic decision-making and the daily business functions of marketing, production, human resource management, and finance. Students will gain an awareness of the social, ethical, and environmental considerations that influence organizations and consider the implications of responsible business practices for individuals and the global economy.

Students study five modules: Business Organisation and Environment; Human Resources; Accounts and Finance; Marketing; and Operations Management. Students will compose a business analysis for their internal assessment piece, and sit a written exam for the final assessment at the end of the course. These modules will be presented in relation to 6 key concepts: change, culture, ethics, globalisation, innovation and strategy.

While no prior knowledge is necessary for enrolment, students will be encouraged to keep abreast of significant local and global affairs throughout the course to apply and reinforce their learning. The decision-making and critical thinking skills acquired in Business and Management will enhance the ability of students to participate in commercial industries. This is an ideal course for any student considering university studies or careers in business administration, human resources, the fashion industry, advertising, logistics, finance, and the arts, as well as for anyone interested in how business affects the world around them.





## Economics (SL and HL)

The Economics programme examines how individuals and societies address the basic economic problem of scarcity. The questions of what goods and services should be produced, as well as how they should be produced and distributed given limited resources, are at the heart of this course. After studying the concepts and theories of microeconomics and macroeconomics and their real-world applications, students will explore issues pertaining to international trade and development. These topics will help students appreciate the impact of global economic interactions on individuals and societies.

The course is comprised of four parts: Microeconomics, Macroeconomics, International Economics, and Development Economics. HL students cover extended material within each section, and all students prepare an internal assessment portfolio containing three commentary pieces that apply economic concepts and models to extracts from news media. The external

examination at the end of the course consists of two written papers, with HL students writing an additional quantitative methods paper.

Students enrolling in SL and HL economics need not have taken related courses previously, but they would benefit from a review of introductory economic concepts such as scarcity, opportunity cost, production possibilities, and the factors of production. Additionally, while it is not necessary, enrolment in SL or HL mathematics will assist students in the mathematical aspects of the course.

The exposure to theoretical concepts and models gained in Economics will enable students to pursue challenging university courses and prepare them to conduct quantitative and qualitative research in business and academia. Students interested in undertaking this course will most likely be considering further studies or careers in finance, logistics, politics, law, non-profit organizations, or international business.

## Geography (SL and HL)

Geography is a truly interdisciplinary subject which is dynamic, firmly grounded in the real world and focuses on the interaction between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions, investigate the way in which people adapt and respond to change, and evaluate actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places at varying scales from the perspectives of a range of actors, with varying powers over decision-making processes.

Within Group 3 subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social/human and natural sciences. The DP course integrates physical, environmental and human geography and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of

disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

A new syllabus for DP Geography is being introduced as of August 2017. Both Standard Level and Higher Level students study the core: Geographic Perspectives – Global Change. Standard Level students then study two further optional themes, while Higher Level students study three. In addition, Higher Level students study an extension to the core: Global Interactions and further examine, evaluate and synthesise the prescribed concepts, which by their nature are complex, contestable, interlinked and require holistic treatment. Both Standard and Higher Level students complete one fieldwork study for the internal assessment task.

Geography prepares students to undertake both Science-based and Arts-based university courses. Studies can include resource management, environmental issues, geographic information systems, town planning, travel and tourism, climatology, oceanography and hydrology.

## History (SL and HL)

The History course is fundamentally a 20th century world history course, which meets the increasing interest of students in the contemporary world. The course encourages the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures as well as a lasting interest in history. The study is organised topically, including the following major units: a) The origins and development of authoritarian and single-party states with reference to European and Asian examples b) The Cold War and superpower tensions since 1945. All students will also complete a source-work paper on the move to global war, focusing on military expansion from 1931-41.

In addition to the core study of 20th century world history, Higher Level students study 'A History of Europe' from 1918 to the present. The interaction with other regions and the impact and role of modernization on economic and political developments within the regions is studied.

Students learn from a wide range of sources including many authentic works of history. The emphasis is on developing skills such as analysing and evaluating historical sources and arguments, independent research and inquiry and essay writing. Students are evaluated through document analysis exercises, research papers, and essay writing. In the second year of the course, students complete an internal assessment activity that is an in-depth analysis of one topic of interest. The remainder of formal assessment comes from the external examination at the end of the course. An ability to write analytically and evaluate evidence critically is essential to success in this course. This course is valuable for students with a general interest in history as well as students interested in university study or careers in areas such as history, tourism, government, law and international business.

## Psychology (SL and HL)

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety

of research designs and applications, and providing a unique approach to understanding modern society. DP psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. This may help students to better understand the influences on, and motivations for, human behaviour. Students of psychology may also become better communicators and improve their empathy and interpersonal skills. The ethical concerns raised by the methodology and application of psychological research are key considerations in DP psychology. Learning about the scientific method and topics such as decision-making and problem-solving will hone critical thinking.

In addition to biological, cognitive, social and cultural perspectives on psychology, students will study sub-fields of psychology, for example abnormal, developmental, social or sports psychology. Standard

level students will study one of these options whereas Higher Level students will study two. Both standard and higher level students will learn to understand quantitative research methodology and will design and carry out one psychology experiment during the course. In addition, higher level students will learn to apply qualitative research methods, such as interviews, observations and case studies.

No prior study of psychology is expected. No particular background in terms of specific subjects studied for national or international qualifications is expected or required of students. The skills needed for the psychology course are developed during the course itself.





## Group 4: Sciences

Through studying any of the Group 4 subjects, students should become aware of how scientists work and communicate with each other. Using the scientific method in its variety of forms, there is a great emphasis on a practical approach through experimental work that distinguishes the Group 4 subjects from other disciplines.

Discovery College offers Biology, Chemistry, Physics, Design Technology and Sports, Exercise and Health Science both at Standard and Higher Level, as well as Environmental Systems and Societies at Standard Level only. All courses run for two years and are divided into a comprehensive syllabus of theory and a practical programme. The students will also develop and apply information and communication technology skills within all subjects.

There are no prerequisites for any of the Group 4 subjects, however students who have not achieved a Level 5 or higher in MYP Sciences, or have not regularly scored at least 6 out of 8 in assessments of Knowledge and Understanding (Criterion A), often find the Higher Level DP Sciences very difficult and find the demands

of the course may result in lower grades than expected. Such students are normally better served by choosing a Standard Level Group 4 course.

Assessment for most Group 4 subjects consists of 80% from the final exams at the end of the two-year course and 20% from the criterion-related internal assessments (practical work) covered over the two years. For Design Technology the split is 60% to 40%.

It is a requirement for successful completion of the DP that all students (except for Environmental Systems and Societies students) participate in the Group Four Project. This is an interdisciplinary activity where students from the different Group 4 subjects work collaboratively to analyse a common scientific or technological topic or problem. This may involve a field trip or fieldwork. The emphasis is on the processes involved in scientific investigation rather than the products of such investigations. The project forms part of the internal assessment and takes about 10 hours. Environmental Systems and Societies students undertake required fieldwork when other students are doing the Group 4 Project.

## Biology

During the two years of the DP Biology course, students will acquire and learn a significant amount of facts and information, but at the same time, will experience and practise the real science behind those topics which will lead them to a good understanding of the main pillars of the subject: Structure and Function, Universality Versus Diversity, Equilibrium Within Systems and Evolution.

A series of skills outside the laboratory and the confines of a school timetable will be included in the course. Many of the practicals can only be carried out in the field and on consecutive days. Different areas in Hong Kong provide a stimulating and varied environment, which is significantly different from that in the school. In addition, the experience of working as part of a team is invaluable.

Subject Specific Core topics covered by the Standard Level and Higher Level course include Cell Biology, Molecular Biology, Ecology, Evolution and Biodiversity, Genetics and Human Physiology. Additional Higher Level material covers the Human Health and Physiology topic in greater depth as

well as devoting considerably more time to Nucleic Acids, Metabolism, Cell Respiration, Photosynthesis and Genetics. The option topic is usually decided upon by the students, based on suggestions from the teacher.

## Chemistry

Chemistry spans the scientific spectrum. At one end, the reactions and processes studied are those that biologists need to explain the mechanisms of life. At the other, the design of materials used by engineers to construct technologies links to physics. Environmentally, chemistry covers very topical and up to date subjects such as pollution, global warming and ozone depletion.

Core topics include the mole concept, atomic structure, periodicity, bonding, energetics, kinetics, redox reactions, acids & bases, and organic chemistry. Optional topics such as medicines and drugs, environmental chemistry, food and industrial chemistry give the chance to explore some real-world applications of chemistry.

Experimentation lies at the heart of every science. Chemistry students spend much time in the laboratory

learning practical skills, safety, data handling techniques and working effectively with other people. These processes and skills are necessary for a full understanding of chemistry concepts as well as the development of problem-solving skills.

The course provokes questions about the responsibility chemists have to society, as students explore the social, industrial, technological, environmental and economic implications that chemistry has for the global community. As more and more demands are made on our planet and its limited resources, chemists will be in a crucial position to ensure that technology can keep pace with our wants and needs. The study of chemistry places students in a position to better comprehend and play a part in facing the challenges ahead.



## Physics

Physics is considered to be the root science as its laws apply to all of the experimental sciences. Physics seeks to understand the universe itself, from the microcosmic scale of the smallest particles to the macrocosmic scale of the vast and expanding distances between galaxies. Physicists seek to acquire knowledge through: observation of our natural world, creation of models to understand these observations, and formation of theories, which are then tested by experiment.

The DP Physics programme covers the core topics of Measurement and Uncertainties, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear and Particle Physics and Energy Production. One specialty options, which allow for teacher and student choice, will also be covered. Popular options include Astrophysics, Relativity and Engineering Physics. Higher

Level requires additional learning time to cover a deeper extension of the core topics, in addition to learning more advanced topics such as Quantum and Nuclear Physics, Fields and Electromagnetic Induction.

Physics students not only gain knowledge and understanding of Physics concepts, but also develop investigative practical skills, technological skills, and interpersonal skills. Students will regularly use Mathematics, the language of Physics, to communicate findings and the relationships between variables.

Perhaps the most relevant application of Physics is the development of technologies that have changed our world to accommodate our needs, which have had profound impact on the daily lives of all human beings. Students explore the ethical issues surrounding these applications, and the positive and negative impacts these applications have had on our society, to understand the moral issues and responsibilities that physicists must consider.

## Design Technology



Design Technology aims to develop creative and balanced people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet.

Design Technology achieves a high level of design literacy by enabling students to develop critical thinking and design skills, which they can apply in a practical context. At the heart of the subject the design cycle is used as a tool to inquire into and analyse problems, develop solutions and evaluate individual solutions.

Core topics include: Human Factors and Ergonomics, Resource Management and Sustainable Production,

Modelling, Raw Material to Final product, Innovation and Design and Classic Design. Higher level adds: User-centred Design, Sustainability, Innovation and Markets and Commercial Production.

The course culminates in the Design Project, where students demonstrate their technical and design understanding to address an identified need.

Design is interdisciplinary in nature and draws from many areas including the natural and social sciences, mathematics and arts. The course is considered very useful for students wishing to study creative and design subjects. It may also provide preparation for engineering or technology related subjects at a tertiary level.

## Sports, Exercise and Health Science

Scientific inquiry, conducted over many decades, has accumulated a vast amount of information across a range of sub-disciplines that contribute to our understanding of health and human performance in relation to sport and exercise. The DP course in sports, exercise and health science involves the study of the science that underpins

physical performance and provides the opportunity to apply these principles.

Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sport and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and well-being.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

The sports, exercise and health science course is offered at both Higher and Standard level.



## **Environmental Systems and Societies (SL only)**

This is an interdisciplinary course that fulfils the requirements of both Group 3 (Individuals and Societies) and Group 4 (Experimental Sciences) in the DP. Designed to bridge the gap between Environmental Studies and the Sciences, it is a very topical course involving many contemporary and controversial issues such as global warming, pollution, conservation of resources and biodiversity in ecosystems.

These are studied in a manner that enables students to appreciate that human society is directly linked to the environment. It also promotes a critical awareness of a diversity of cultural perspectives and that appreciation of these is needed at both a local and global scale.

Although the course is not completely science based, many experiments are conducted using biological, chemical and physical techniques. The results are then used to analyse concepts being studied. Students are expected to design experiments, record and process data,

evaluate results and draw conclusions. The personal skills of working cooperatively, safely and ethically are also addressed. In addition to experimental work, students carry out computer modelling, role-play scenarios and fieldwork. Hong Kong is a wonderful place for doing this as it has such a great variety of different habitats.

## Group 5: Mathematics

At Discovery College, we offer the following Group 5 subjects:

- Mathematics Higher Level
- Mathematics Standard Level
- Mathematical Studies Standard Level

### Mathematics Higher Level

Mathematics Higher Level caters for students with an excellent background in mathematics who are competent in a wide range of analytical and technical skills. The majority of these students 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 such as physics, engineering and medicine. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging in its problems.

The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible and coherent way. This is achieved by

means of a carefully balanced approach: students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts while, at the same time, being introduced to important concepts of rigour and proof.

Students embarking on this course should expect to develop insight into mathematical form and structure in their studies, and they should be intellectually equipped to appreciate the links between parallel structures in different topic areas.

The internally assessed component, the Exploration, constitutes 20% of the final grade. It gives students an opportunity to develop and apply mathematics to an area that is of particular interest. The Exploration also provides students with opportunities to increase their understanding of mathematical concepts and processes, and develop a wider appreciation of mathematics.

The remaining 80% of the final grade is made up of three examinations: a calculator based exam, a non-calculator exam and a third paper based on a topic that is studied at a deeper level (the option).

This course is clearly a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the Standard Level programmes: Mathematics Standard Level or Mathematical Studies.



## Mathematics Standard Level

Mathematics Standard Level caters for students who anticipate the need for a sound mathematical background in preparation for their future studies. The programme focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce candidates to these concepts in a comprehensible and coherent way rather than insisting on the mathematical depth of approach required for Mathematics Higher Level.

Students embarking on this course are expected to possess a good knowledge of mathematical concepts and to be equipped with good skills needed to apply fundamental mathematical techniques correctly. It is a demanding course as it contains a broad range

of mathematical topics. The internal assessment, the Exploration, constitutes 20% of the final grade. It allows students to develop an area of interest to them without a time constraint as in an examination. The Exploration provides students with opportunities to increase their understanding of mathematical concepts and processes, and develop a wider appreciation of mathematics.

The remaining 80% of the final grade consists of two examination papers. One paper requires proficient use of a Graphical Display Calculator, while the other is non-calculator.

Students likely to select this subject will be those who expect to go on to study subjects which have a significant mathematical content, such as chemistry, economics or psychology.

## Mathematical Studies Standard Level

Mathematical Studies is available as a Standard Level subject only and aims to cater for students with a variety of backgrounds, abilities and interests. It is specifically designed to build understanding and encourage an appreciation of mathematics in students who do not anticipate a need for a deep study of mathematics in the future.

Students embarking on the course need to be equipped with sound mathematical skills and an adequate knowledge of basic processes. Mathematical Studies partly concentrates on mathematics that can be applied to contexts related to other curriculum subjects, to common general world occurrences

and to topics that relate to home, work and leisure situations. The course includes topics such as calculus, trigonometry, logic and statistics. The programme includes a project, which comprises 20% of the final grade. The project provides an opportunity for students to undertake a mathematical investigation (guided and supervised by the teacher) in the context of another subject in the curriculum or a hobby or interest of their choice using skills learned before and during the Mathematical Studies course.

The course has a strong focus on the effective use of a Graphical Display Calculator, which is required for each of the two final examinations.



## Group 6: The Arts and Electives

At Discovery College, we offer the following Group 6 subjects: Theatre, Music, Visual Arts and Film. Students can take one Group 6 subject or alternatively take a second subject from any of Groups 1, 3 or 4. It is also possible to take two Group 6 subjects, but only if Environmental Systems and Societies is taken to cover Groups 3 and 4.

### Theatre (SL and HL)

Theatre is a dynamic, collaborative art form. It is a subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of life skills, the building of confidence, creativity and working collaboratively.

The benefits of studying theatre are many and provides students with skills which are applicable throughout higher education and life in general. Through Theatre, students learn to communicate and collaborate with others and clearly express their ideas, emotions and

opinions. They gain confidence in public speaking and become well-rounded students.

Theatre and thinking creatively is an area which is highly sought after in the workforce. Leading global companies often incorporate creativity tests into their interview process to determine the best candidates. Studying Theatre at DP level can give students a leading edge during this process, and help them to secure the most prestigious jobs in law, public sector and politics.

### What does the course entail?

All the work in DP Theatre is coursework-based and there is no final exam. Students can explore performance, technical and production techniques, directing, designing lighting, sound and staging, as well as costume and production management.

The coursework components are as follows:

- **Collaborative theatre:** students research a collaborative theatre company, and create a piece of theatre in the approach of this chosen company.

15 pages of journaling and 4 minutes of their performance are internally assessed.

- **Director's Notebook:** students choose a published play script and detail how they would choose to stage this play, through a process journal notebook. 20 pages of the journal are submitted for external assessment.
- **Research Presentation:** students give a presentation of 15 minutes about a theatre tradition and how it can be applied to a moment of theatre. The presentation is submitted for external assessment.
- **Solo Theatre (Higher level only):** students perform a piece of solo theatre of 4-8 minutes, applying what they have learned from their research on a theorist. The performance and a written report are submitted for external assessment.

### Music (SL and HL)

DP Music students will explore music from various perspectives. Through performance, composition and both score and listening analysis, they will gain an

understanding of how music is created, its context and how it affects society. They will develop their skills of music analysis, expand their knowledge of music terminology and gain an understanding and appreciation of the context and characteristics of music from a wide range of cultures and periods. Students will have opportunities to develop their music making skills whether through creating, performing or both. Students have a range of options in creating music including composition, arranging, improvisation and using music technology. Those who undertake the performance component of the course will be given opportunities to develop their performance skills on their chosen instrument(s).

Assessment involves a listening paper which requires students to analyse music from a range of genres both aurally and using scores and to compare and contrast the set works. Students are also required to complete a musical investigation paper in which the student compares and contrasts two distinct musical cultures in a creative media script. Although it would be advantageous to have a good understanding of music theory, this will be

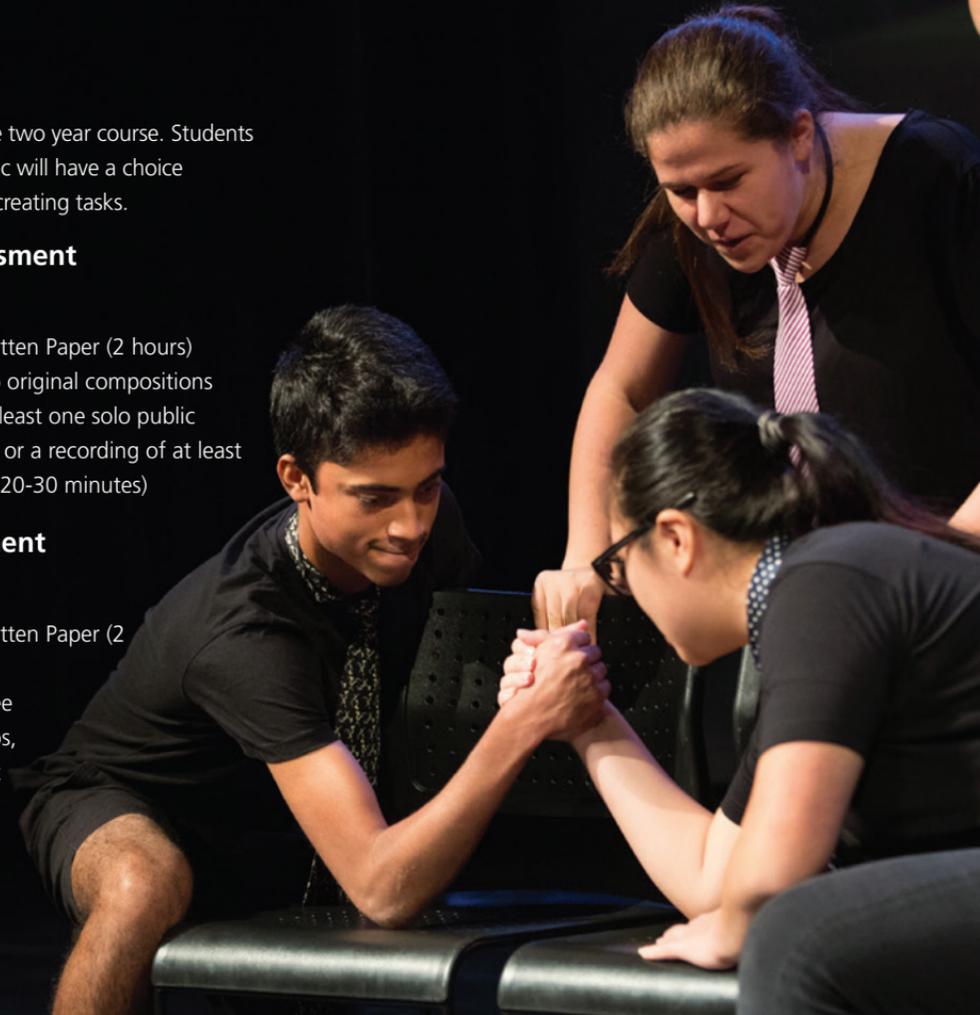
covered in detail as part of the two year course. Students enrolled in standard level music will have a choice between the performance or creating tasks.

### **Standard Level Assessment requirements**

- External Assessment – Written Paper (2 hours)
- Internal Assessment – two original compositions folios or a recording of at least one solo public performance (15 minutes) or a recording of at least two group performances (20-30 minutes)

### **Higher Level Assessment requirements**

- External Assessment – Written Paper (2 hours and 30 minutes)
- Internal Assessment – three original compositions folios, and a recording of at least one public performance (20 minutes)



## Visual Arts (SL and HL)

Through the DP Visual Arts course, students are offered an opportunity to explore the power of creativity, communication and self-expression using a wide variety of approaches to the Visual Arts. The programme encourages an individual, independent, inquiring and integrated approach to the Visual Arts.

Students are encouraged to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop their own thinking skills, while working towards technical proficiency and confidence as art-makers. As well as developing and creating their own artworks, students are expected to explore and compare art from different perspectives and in different contexts.

There are 3 components to the course:

1. An online Process Portfolio with evidence of experimentation, exploration, manipulation of art-making materials and concepts (40%).
2. An Exhibition of selected resolved pieces that demonstrate evidence of technical accomplishment,

understanding of materials and ideas, and that use appropriate visual arts language (40%).

3. A Comparative Study in which students analyse and compare works by different artists. This independent, critical and contextual investigation explores artworks, objects and artefacts from different cultural contexts (20%).

## Film (SL and HL)

The DP Film course aims to develop students' skills so that they become adept in both interpreting films and making their own films.

Through the study and analysis of films, the course explores film history, theory and sociocultural background. The course develops students' critical thinking in order to appreciate a range of cultural and historical perspectives in film. To achieve an international understanding of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. The course requires students to make their own films and develop creative, analytical and production skills within film-making. Students are

expected to demonstrate originality and creativity in developing an idea through the various stages of film-making, from conception to finished production.







## Diploma Core

### Theory of Knowledge (ToK)

The *Theory of Knowledge* course, which is a 100-hour two-year timetabled course and is mandatory for all DP students, aims to stimulate critical reflection on the nature of knowledge. By focussing on the key question “How do we know?”, this course encourages students to think critically both about the subjects that they are studying and the world around them.

Students compare areas of knowledge as diverse as mathematics and history, the natural and human sciences and the arts and ethics. While doing so, they explore the assumptions and value judgments that underlie the claims that people involved in these areas, and the students themselves, make. They are encouraged to explore ToK within the context of their own learning and lives and to consider the impact of cultural and contextual differences on both the production and acquisition of knowledge.

Each student is required - after an extensive period of preparation and drafting - to submit one essay between 1200 and 1600 words, from a list of six titles prescribed by the IB for each examination session. These include such challenging titles as: *Given access to the same facts, how is it possible that there can be disagreement between experts in a discipline? Develop your answer with reference to two areas of knowledge.* (May 2017) and *“Without application in the world, the value of knowledge is greatly diminished.”* Consider this claim with respect to two areas of knowledge. In addition to this, the students deliver a 10-minute presentation based on a self-generated knowledge question and complete a planning document that includes a concise description of the presentation, which is then externally moderated by IBO appointed examiners.

Up to **three points** can be awarded for this work in combination with the *Extended Essay*. In addition to these formal requirements, students are required to keep an ongoing journal, building up a personal set of examples and resources that can be used when completing the assessments.

DP Courses students who do not wish to complete ToK requirements will participate in two semesters of ToK, but will not submit any assessments.

### Extended Essay (EE)

The IB defines the Extended Essay as “an in-depth study of a limited topic within a subject.” The 4000-word essay provides students with the opportunity to conduct independent research at an introductory level. Skills required to produce a successful essay in any given subject are generally those a student uses in the relevant course. Students are introduced to the Extended Essay process in February of year one of the programme.

Students should choose an area they find most interesting. For example, a student who chooses History must be interested in working with primary sources. Those selecting a science topic are advised to undertake experimentally-based investigations rather than library-based surveys. In an essay on Language and Literature, students should be interested in the independent critical analysis of literary works. While the IB allows students to undertake the Extended Essay

in any subject area it is recommended that students confine their choices to subjects they are studying, usually one of their Higher Level subjects.

When the student has chosen a subject area for their Extended Essay they discuss the proposed topic with their supervisor. The student submits an Extended Essay plan, including a specific research question for discussion. As an independent piece of research, it is critical that the student is self-disciplined and adheres to all deadlines. Students must submit the first draft of the essay by the end of August of the second year of the programme. The complete essay is submitted to the supervisor and to the DP Coordinator by late November of the second year of the programme.

DP Courses students who do not wish to complete an Extended Essay will undertake an Extended Project. Students will formulate a research question in their chosen subject and use appropriate methods to reach a conclusion. The main difference to the Extended Essay outlined above is that the Extended Project will be 2000 words in length.

## Creativity, Activity and Service (CAS)

CAS is a framework for experiential learning, designed to involve students in new and meaningful roles. The emphasis is on learning by doing real tasks that have real consequences, and then reflecting on these experiences over time. The purpose is for students to be involved in experiences that will make a significant difference to their lives and to the lives of others, as well as challenge students to participate in experiences that they would not normally do.

All Diploma students at Discovery College must participate in CAS. While students may get involved in school-based experiences as a part of their programme, a large part of fulfilling CAS requirements will involve them undertaking experiences, on their own initiative or with community groups, outside of school. Students are responsible for conducting their own risk assessments for experiences not organised by the school.

CAS neatly reflects our school philosophy: it challenges students to **Grow**, building self-esteem, self-confidence,

autonomy and self-reliance; it requires them to **Discover** about themselves, others, and communities on a local and global scale; and it encourages them to **Dream** to be an agent of change. When well carried out, CAS should also lead to the development of the attributes of the IB Learner Profile.

DP students are required to be regularly involved in CAS, ideally weekly, over at least an 18-month period. The CAS stages provides a framework for students to follow in their researching, planning and then doing activities and projects, with on-going reflection an essential key to reaching the programme's objectives.

Showing evidence in the seven CAS Learning Outcomes is an integral part of successfully completing the programme. Other requirements include being involved in at least one large-scale project, and at least one experience that involves addressing an issue of public importance. It is recommended that no more than ten substantial experiences are conducted over the two-year CAS programme. On average students should aim to spend approximately two to three hours per week participating in

CAS experiences, with a reasonable balance between the three areas of CAS - Creativity, Activity and Service.

### Creativity

This aspect of CAS covers a wide range of arts and other experiences outside the normal curriculum that include creative thinking in the design and carrying out of service projects. This could involve traditional arts experiences, but could also include experiences that involve creative thinking in their creation and implementation, such as organizing an event or competition, developing proposals, and designing lessons.

*Example activities include:*

Photography, Tournament organization, Event management, Website development, Choir, Speech and debate, Drama production, Journalism, Model United Nations, Music/band, Learning an instrument, Community Development, Webpage design course.

### Activity

This aspect of CAS can include participation in sport or other recreational activities that involve physical exertion

contributing to a healthy lifestyle. Students should be encouraged towards group and team experiences and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: goals are set and the student reflects on progress.

Example activities include:

Aerobics, badminton, basketball, swimming, kickboxing, triathlon, hiking, rock climbing, personal training programmes, trekking, tennis, yoga

### **Service**

Service projects and experiences are often the most transformative element of the CAS Programme for the individual student; they have the potential to nurture and mould the global citizen.

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels.

As CAS aims to extend the student, a student's CAS programme should include experiences that sees them working beyond the school community. Collaborating with, as opposed to working for, members of a community provides the most positive Service experiences. To best address the differences in privilege that exist between the students who give service and those members of a community who are being served, a relationship of respect and mutuality should be established and promoted between these two groups. The best results for community development take place when a working relationship is created, where all parties are involved in the planning, implementation and evaluation of service activities.

Example activities include:

Teaching computer literacy, Developing a waste management program, Student Council, Peer tutoring (to junior students), Establishing and coaching a sports team, Working with disadvantaged youth, Event management, Leading arts and crafts at an elderly home, Organising a Film competition.



# The Two-Year DP

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## DP Year One: Year 12

- Students begin the DP
- Teachers explain subject requirements and issue students with a copy of the syllabus
- Critical deadlines for subject assessment are outlined
- Any minor alterations to the options choices are finalised by early September
- The CAS Coordinator introduces students to the CAS programme and guides them through the process of performing CAS activities and keeping their records updated
- In coordination with the DP Coordinator, Learning Advisors and the Dean will monitor the academic and pastoral progress of students (as the programme progresses, students require advice on how to monitor their time, extracurricular commitments, etc.)
- Semester reports and mid-semester reports are issued
- Subject assessment is ongoing

- Some subject assessment meets Internal Assessment requirements for individual subjects
- Extended Essay is introduced to students in February and supervisors are allocated
- School examinations are held in May
- Examinations cover the syllabus taught following DP standard and format

## DP Year Two: Year 13

- Internal Assessment deadlines for individual subjects are ongoing
- Semester reports, mid-semester reports and trial examination results are issued
- The Group 4 Project takes place
- Formal examination entries are completed
- Complete Extended Essays submitted in November
- The Extended Essay Viva Voce takes place in January
- Language orals conducted in December to February

- Trial Examinations take place in January and are intended to familiarise students with the structure of a DP examination and assess the academic standard of students
- Most Internal Assessment is completed by February and March and submitted to the IB
- Conditional and unconditional university placement offers are made
- Final school reports are issued in April
- Students go on study leave in late April
- DP examinations begin in early May and conclude by late May
- Discovery College Graduation Ceremony is held in late May or early June
- DP results are issued on 6 July and results are available online





## Learning Team Programme

Throughout Years 12 and 13, students undertake the following programme of activities:

- Support for Creativity, Activity and Service (CAS)
- Support for the Extended Essay (EE)
- Support for Higher Education applications
- Healthy relationships and positive decision-making
- Physical exercise and fitness

Attendance at these sessions is compulsory.

## IB Assessment and Moderation Procedures

Consistent with the general and subject-specific objectives of the DP, assessment procedures are designed to emphasise process rather than content and to achieve a balanced assessment of a candidate's performance. Various assessment methods are used in order to take account of different learning styles and cultural experience, ensuring that all students have the opportunity to demonstrate their abilities. Conventional external examination techniques are complemented by internal assessment of coursework conducted by teachers.

## Assessment of Subjects

The method of subject assessment is defined with reference to specific assessment criteria and will consist of some or all of the following:

### External Assessment: Written Examinations

- These may include essays and short answer questions, document and data-based questions, multiple choice tests, comprehension exercises, etc

### Oral Examinations

- These are conducted according to procedures established by the IB

### Internal Assessment

- According to the requirements of the subject, this may take the form of guided coursework, project work, fieldwork, practical and/or laboratory work
- All Internal Assessment is subject to external moderation by the IB, which is rigorously conducted and reported upon

### Extended Essay

- The Extended Essay must be based on one of the subjects of the DP curriculum under the supervision of a qualified teacher at the school
- The Extended Essay is externally assessed
- Extended Projects for the DP Courses students will be internally assessed

### Theory of Knowledge

- ToK is assessed by an externally marked essay and an internally marked oral presentation

### Creativity, Activity and Service

- CAS is designed and implemented by the school and all CAS experiences are monitored by the CAS Coordinator and the DP Coordinator

### IB Grading System and the Award of the Diploma

- The award of the final grade in each subject is the responsibility of the Chief Examiner
- In each subject a part of the programme may be internally assessed and externally moderated by the Chief Examiner

- A grade will not be awarded for a candidate in any subject for which any of the required assessment components have not been completed, except in exceptional circumstances
- The grading scheme in use for DP examinations is a 1 to 7 scale, where 7 is an excellent performance

### Theory of Knowledge and Extended Essay Points

According to the Theory of Knowledge (ToK) and Extended Essay (EE) matrix, 3 points may be added to the total score awarded for the individual subjects. A candidate who writes a good Extended Essay and whose performance in Theory of Knowledge is judged to be satisfactory will be awarded + 1 point. A candidate who fails to submit any work for Theory of Knowledge or the Extended Essay will be awarded N, will score no points, and will not be awarded an DP. Performance in either the Extended Essay or Theory of Knowledge of an elementary standard is a failing condition for the DP.

## Conditions for awarding or not awarding the IB Diploma

The IB Diploma will be awarded to candidates whose total score reaches or exceeds 24 points. Apart from this simple condition there are 9 fail codes:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

9. 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).

### Excluding conditions

The IB Diploma cannot be awarded, whatever the total score, to candidates who have:

- not submitted an Extended Essay
- not followed a course in Theory of Knowledge
- not engaged in CAS experiences to fulfill IB requirements

### Arbitration

The Arbitration Committee will review the results of candidates whose performance may have been affected by special circumstances duly reported by the school to the IB.

### Award of the IB Diploma: Bilingual Diploma

Candidates who have taken examinations in at least one of the subjects from Groups 3 or 4 in a language other

than their First Language, or who have offered two First Languages, will be awarded a 'Bilingual' Diploma.

### Award of IB Courses

Candidates who do not fulfill the requirements above for the award of the IB Diploma will receive a document from the IB indicating the results obtained in each subject. Passes in individual subjects are treated with respect by many institutes of higher education.

### Internal Assessment and Reports

Students will regularly be assessed using IB Diploma subject specific criteria. The scale is a 1 to 7 scale similar to that used in the IB MYP, where 7 represents the highest grade awarded. Students in every subject area are given a copy of the subject-specific assessment components at the beginning of the course.



International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional

*Sample*

*We certify that • Nous certifions que • Certificamos que*

*entered by • presente par l'établissement scolaire dénommé • presentado a por el colegio denominado*

*Discovery College*

*has been awarded the*

*Diploma*  
*of the International Baccalaureate*

*Bilingual Diploma awarded  
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*du Baccalaureat International*

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*Diploma*  
*del Bachillerato Internacional*

*Diploma bilingüe otorgado*

# Higher Education

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## Higher Education Counselling

Our purpose is to assist students in career exploration and to emphasise the link between academic engagement and the path to university. We ask students to take ownership of the search process with the goal of finding the university that best fits their academic and career interests, world region choices, and personal goals and aspirations.

To achieve our purpose, we offer group and individual higher education counselling, including university search timelines for each region. In addition, we liaise with representatives from universities around the world, assist with the application process, keep the Guidance Centre updated with relevant resources, and are committed to professional development.

We remain versed in all areas of Higher Education Counselling, including researching choices, critical evaluation of the claims of institutes of higher

education, examination and entrance requirements and application procedures. In addition, we will provide career guidance, including researching careers, visits to workplaces, guest speakers, information sessions, evaluation of goals and aspirations through workshops and careers inventory tests.

## Entry to Institutions of Higher Education

As IB students have the opportunity to attend universities worldwide, it is important that they spend time researching entry requirements independently. In addition, students are encouraged to use Guidance Centre resources and to seek advice and information about entry requirements from the Higher Education Counsellor.

In Year 12 and early in Year 13, one-to-one consultation sessions take place with the Higher Education Counsellor to ensure that the necessary research is in progress, and

that applications are being made. Deadlines are set and applications are checked rigorously.

## Academic Transcripts and Courses of Study

Transcripts, based on the 1-7 scale for Diploma students, or an appropriate scale for the CP study, according to the programme chosen, will be available upon request to students leaving either during the DP/CP, or having completed the full two-year programme. Courses of Study indicating enrolment period will also be available.

In a number of countries (e.g. Canada, China, Singapore, USA), many tertiary institutions will require internal grades for Years 10 to 13, which will be provided by the Higher Education Counsellor. A profile of the school grading system will accompany each transcript. Transcripts of IB results will be sent by the IB to each university, in July, at the request of the student.



## DP Single Subject Courses

Individual course results, particularly at Higher Level, will be recognised by many institutions for purposes of placement or credit.

## IB Career-related Programme

The CP will be recognised by many institutions for purposes of placement or credit.

## Discovery College Graduation Certificate

The Discovery College Graduation Certificate may be used in conjunction with the academic transcript for applying to colleges whose entrance requirements include documentary evidence of continuous internal assessment at the senior secondary level.

## External Tests

Many institutions require entrance tests and/or English proficiency tests. Advice is provided for students wishing to sit external tests such as the Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), American College Testing (ACT) and English proficiency tests such as Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS). Preparatory resources are made available to students needing to sit these tests.

## What can parents do to support the university application process?

### Discuss Career Goals

Encourage your child to explore career paths and develop career goals with the clear understanding that initial interests may change over time. Really, it's the thought

process that counts. Help your child to identify interests, likes and dislikes, not just in academics, but in all areas. This will help to focus on specific goals. Encourage your child to discuss career options with others, such as the Higher Education Counsellor, teachers and recent college graduates who are working professionals in the community. Emphasise that academic and co-curricular engagement now will help pave the road for university choices and the transition into higher education.

### Discuss Expectations

Make sure that you and your child have discussed each other's expectations in regards to the university search. What regions of the world are being considered? What academic subject(s) are being pursued? What type of institution and environment will lead to success, both academically and personally? Will you be looking for scholarships? Having frank discussions around your child's and your own expectations at the outset will make the process transparent and fluid throughout.

### **Suggest CAS/Service Learning activities**

Encourage your child to become active in a sport, school club, music or drama group, or community service activity. Remember that universities would rather see real involvement in one activity than a loose connection to several. In addition, CAS/Service Learning activities help students develop time-management skills and enrich the school experience.

### **Meet with the Higher Education Counsellor**

You are welcome to make an appointment to come in with your child during the school year and discuss future plans with the Higher Education Counsellor. Please note that this process is best worked through as a team effort, including ownership by the student, partnership with parents, and guidance and expertise of the counsellor.

### **Encourage Participation in Meaningful Summer Activities**

There are myriad summer opportunities available for students. Many universities offer summer school programmes for high school students, while some companies are willing to hire students for (usually unpaid) internships. These activities can provide practical ways of finding out more about potential career choices.

### **Learn about External Tests**

Tests such as the PSAT, SAT & TOEFL provide valuable feedback, and students can then work on academic weaknesses while there is still ample time to improve them. The SAT is required for many universities in the USA and the TOEFL and IELTS are used worldwide for English Language Learners.

### **Attend University and Career Fairs**

These often take place in September - December at various locations throughout Hong Kong. Many universities also visit our school, during break and lunch times, and after school. Encourage your child to attend as many of these visits as possible. Please regularly check the Discovery College website for upcoming visits.

### **Tour University Campuses**

If possible, take advantage of vacation or other family travel opportunities to visit universities and see what they're like. Even if there is no interest in attending the university you are visiting, it will help your child learn what to look for in a university.

# The Two-Year Programme

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## Full IB Diploma Candidates

3 x Higher Level Subjects  
3 x Standard Level Subjects  
Theory of Knowledge  
CAS  
Learning Team  
Free/study periods

## 55-minute Periods per 10-day Cycle

3 x 9 = 27 periods  
3 x 6 = 18 periods  
4 periods  
After school and some weekend commitments  
2 periods  
9 periods

DP Courses students follow a reduced timetable that depends on the combination of subjects undertaken.

CP students follow a timetable that allows them to attend DP subject lessons, complete the core, and carry out the CP part of the programme.



## Who to contact



**Mr James Smith**

*Head of Secondary*

- Overall responsibility for the Secondary School



**Mr Brian McCann**

*Vice-Principal and DP Coordinator*

- General questions about the DP
- General questions about the Discovery College Graduation Certificate
- All issues relating to the IB
- All policy and procedural questions
- Guidance on student subject option choices



**Ms Emma Neuprez**

*CP Coordinator*

- General questions about the CP
- General questions about external institutions and their courses



**Ms Susie Blomfield**

*Higher Education Counsellor*

- Information on university admissions policies
- Information regarding subject choices and university entry



**Marisa Jackson**

*Higher Education Counsellor*

- Information on university admissions policies
- Information regarding subject choices and university entry



**Mr Peter Muir**

*CAS Coordinator*

- All matters pertaining to the CAS programme and student involvement and requirements



DISCOVERY  
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