



Renaissance  
College  
Hong Kong  
啓新書院



EDUCATIONAL  
SERVICES  
教育服務



Renaissance College **Hong Kong**

# Senior School Prospectus

International Baccalaureate Diploma Programme

## 2012 - 2013

# Contents

Introduction

## **The IB Diploma Programme**

Who should take the IB Diploma?

IB Diploma Curriculum Model

IB Diploma Programme and IB Certificates

The Application Process

## **Overview of Subject Groupings**

Subjects Offered at Renaissance College

Group 1 and Group 2: Languages

Group 1: Studies in Language and Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: The Experimental Sciences

Group 5: Mathematics

Group 6: The Arts and the Electives

Other Curriculum Requirements

## **The Two Year Programme**

IB Diploma Programme Year One: Year 12

IB Diploma Programme Year Two: Year 13

IB Assessment and Moderation Procedures

IB Grading System and the Award of the Diploma

Achievement Grades

Effort and Commitment Grades

## **Further Education**

Further Education Advice

Academic Transcripts and Certificates of Study

PSAT, SAT and TOEFL Tests

Parents: Supporting the University Applications Process

## **Practical Arrangements**

Student Timetable

Who to Contact

## Introduction

The purpose of this prospectus is to answer questions students and parents may have about the Years 12 and 13 programme, and help them to make a successful transition to the Senior School. The programme of study in Year 12 (Grade 11) and Year 13 (Grade 12) is the International Baccalaureate Diploma Programme (IBDP). Students may follow the full IB Diploma Programme, or individual IB Courses subjects at Higher or Standard level. Students taking five IB Courses will also qualify for an ESF Advanced Diploma.

At Renaissance College we believe in the development of the student as a whole person, intellectually, emotionally, physically, and socially, so that when they 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 International Baccalaureate Diploma Programme matches 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 Renaissance College seeks to provide a pleasant and 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 its academic resources, and by the provision of a lively extra-curricular programme of activities and events.



# The IB Diploma Programme

## Who should take the IB Diploma?

The IB Diploma Programme is designed for students who have successfully completed their middle years of secondary schooling. Various indicators of this success exist as possible pathways for entry to the IB Diploma Programme.

- A minimum of 36 points (out of a total 63) on the IB Middle Years Programme Certificate of Achievement
- An average, or predicted average, of 5 Grade C's in the IGCSE examinations
- New applicants will be admitted to the college and the programme on the basis of school transcripts, written applications, interviews, and admission tests
- Students who have not completed these will still be considered on a case-by-case basis

Students successfully completing any of the above will normally be entered into the IB Diploma Programme. Students with grades lower than the requirement but who, in the judgement of the IB Diploma Coordinator, would be suitable candidates for Year 12 entry may be admitted as an IB Courses student. However, all cases will be examined on an individual basis, and the College reserves the right to accept or reject any application at its discretion. Students will be counselled on the correct choice of either full Diploma status or Courses status.

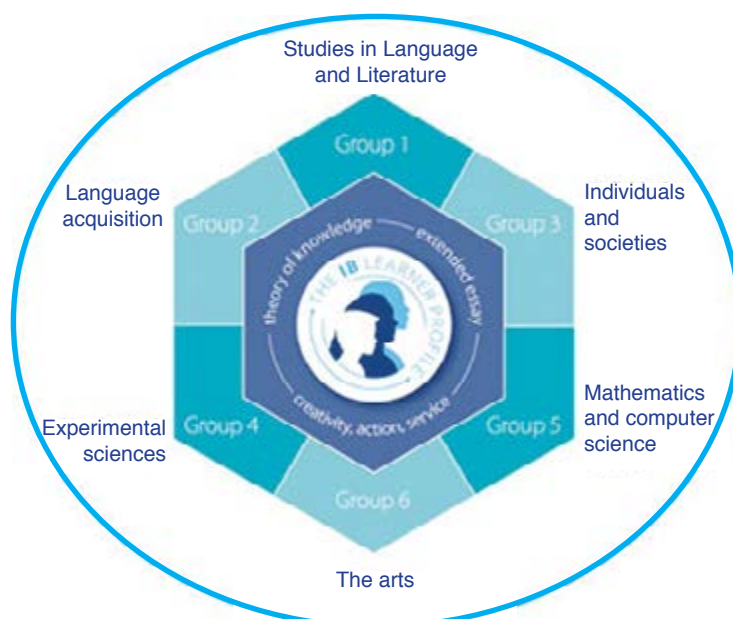
## The IB Diploma Programme Curriculum Model

As this diagram shows, the curriculum consists of six subject groups. Every Diploma candidate must take at least one subject from each of Groups 1 to 5 and must then satisfy the Group 6 requirement.

Subjects are offered at two levels:

Higher Level and Standard Level.

- Those at Higher Level are widely recognised as being equivalent in merit to the British "A" Level or to the Advanced Placement in the United States.
- Subjects at Standard Level are less demanding.



# The IB Diploma Programme

## IB Diploma Programme and IB Courses

### For the IB Diploma Programme

- This course is aimed at motivated and capable students
- Students take a total of 6 subjects: 3 subjects at Higher Level and 3 at Standard Level
- Students write a 4000 word Extended Essay based upon independent research
- Students follow a Theory of Knowledge (ToK) course of 100 hours
- Students complete the Creativity, Action and Service (CAS) extra-curricular programme, which has a special emphasis on cooperative and community-based activities

### For IB Courses

- This course is aimed at students who will find the full IB Diploma too challenging
- Students take 0 or 1 or 2 subjects at Higher Level and 4 or 5 or 6 at Standard Level
- Students complete the Creativity, Action and Service (CAS) extra-curricular programme, which has a special emphasis on cooperative and community-based activities
- While completion of CAS is not an IB requirement for Courses, it is an internal requirement for graduation from Renaissance College
- Students who take 5 or more Courses will also qualify for an ESF Advanced Diploma upon completion of an Extended Project of 2000 words and two semesters of ToK

### The ESF Advanced Diploma

- This programme is available for students for whom the IB Diploma is not suitable
- Students completing 5 IB Courses, a 2000 word Extended Project, CAS, and two semesters of ToK will qualify for an ESF Advanced Diploma
- This Diploma is similar to a High School Diploma and will meet international standards of secondary education expectations



# The IB Diploma Programme

## The Application Process

### Current Students

In November each year there is a presentation to interested parents and students on the IB Diploma Programme. The IB Diploma Programme Coordinator outlines the details of the programme, while Heads of Department outline the details of each subject and its requirements. The Further Education Counsellors will also be available to answer any questions about the implications of subject choices on university applications. Students, in discussion with their parents and current teachers, then determine which courses in each subject group might be appropriate for them. This information is then submitted to the IB Diploma Programme 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 students' present level of achievement, the College reserves the right not to accept a student into the Diploma Programme. Such students may be guided into doing Certificates.

### Entering the IB Diploma Programme from another school

Students applying from outside of Renaissance 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 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 with the Further Education Counsellors and to undertake their own research through visiting the online admissions departments at their prospective universities and colleges.



# The IB Diploma Programme

## The Application Process continued

### Higher Level or Standard Level

For many students, once the individual 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 the Heads of Department or their teachers 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, and in others it is a variation in the degree of difficulty.

### Sample Programme of Study

Below are listed several programmes of study for students entering the IB Diploma Programme, and the type of university programme they might go onto.

These are in no way definitive.

A native or near native Chinese speaker with a strong interest in the Sciences, possibly leading to medicine or engineering:

- Higher Level: Mathematics, Chemistry, Physics
- Standard Level: Chinese A Literature, English Language and Literature, Business and Management

A native or near native English speaker who is interested in the Arts and Humanities:

- Higher Level: English A Literature, Visual Arts, History
- Standard Level: Mathematics Studies, Biology, Mandarin *ab initio*

A bilingual student with a strong interest and ability in languages:

- Higher Level: Chinese A Literature, English Language and Literature, Theatre Arts
- Standard Level: Chemistry, Mathematics Standard, Geography

# Overview of Subject Groupings

## Subjects Offered at Renaissance College

Each IB Diploma Programme Group offers a variety of subjects. From that broad list of subjects Renaissance College is currently offering the following:

**Group 1**  
Studies in Languages  
and Literature

**Higher Level**  
English  
Chinese

**Standard Level**  
English  
Chinese  
Self taught - Japanese, Korean, Indonesian,  
Hindi, Swedish, *other self taught  
languages available upon request*

**Group 2**  
Languages Aquisition

**Higher Level**  
Mandarin

**Standard Level**  
Mandarin  
Spanish

**Group 3**  
Individuals and Societies

**Higher Level**  
Business & Management  
Economics  
History  
Geography  
Psychology

**Standard Level**  
Business & Management  
Economics  
History  
Geography  
Psychology  
Environmental Systems & Societies

**Group 4**  
Experimental Sciences

**Higher Level**  
Biology  
Chemistry  
Design Technology  
Physics

**Standard Level**  
Biology  
Chemistry  
Design Technology  
Environmental Systems & Societies  
Physics  
Sport, Exercise and Health Science

**Group 5**  
Mathematics

**Higher Level**  
Mathematics Higher

**Standard Level**  
Mathematics Standard  
Mathematics Studies

**Group 6**  
Arts and Electives

**Higher Level**  
A third language  
Music  
Theatre Arts  
Visual Art

**Standard Level**  
A third language  
Music  
Theatre Arts  
Visual Art  
Film

NB: Subject availability is not guaranteed, depending on student demand and thus timetabling constraints. Consequently availability may change before the start of each two-year course.

# Overview of Subject Groupings

## Group 1 and Group 2: Languages

Languages offered at IB Diploma level are English, Chinese and Spanish. Students must take at least two languages as part of the IB Diploma: one as a Language A, and a second as a second Language A, if appropriate, a Language B or Language ab initio. Students have the choice of taking English and Chinese at A level, as well as Mandarin B, and Mandarin or Spanish at ab initio level. All courses may be taken at Higher Level or Standard Level except for ab initio Mandarin and Spanish, which are always Standard Level subjects. Selection of the appropriate level in each language will be depend on the student's previous study background, academic record, and on the student's intentions for use of the language in the future.

Language A courses are designed for students with fluency in the target language. A Literature courses are exclusively literature-based while A Language and Literature courses combine language and literature study. Language B courses are for students with less than 5 - 7 years of formal study of the language. Ab initio courses are for students with no prior experience of the language. Language B and ab initio courses focus on developing communicative competence.

In exceptional cases a student wishing to take more than two languages may elect to study a third language as a Group 6 subject. Only English, Chinese and Spanish will be timetabled within the current timetable, thus further languages must be taken as self-taught study. Self-taught candidates may take Language A 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.

Language skills have wide currency in the job market. Language study may form the basis of a diverse range of careers. Students may choose a career specialising exclusively in languages, such as translator, interpreter, editor, language engineer or teacher. However, for many students a highly desirable option will be to study a language alongside another specialisation, enhancing employability in markets in which that language is used. Some disciplines, which notably lend themselves to this kind of career path, include business, economics, engineering, information technology and law.



# Overview of Subject Groupings

## Group 1: Language A - Studies in Language and Literature

Two courses are offered as options for students as their Language A programme: *Language A: Literature*, and *Language A: Language and Literature*. Each may be taken at Higher Level or Standard Level. The Language A is usually the student's first language and they should be able to demonstrate a high level of competency in both oral and written work. There are four parts to each Language A course. Assessment is a combination of written and oral work. Students must have strong verbal, reading and critical thinking skills in order to undertake independent critical analysis of texts and to express ideas in oral presentations and discussions.

Students of *Language A: Literature* study thirteen literary works at Higher Level and ten works at Standard Level; students of *Language A: Literature and Literature* study a combination of language and literature units.

Students must complete written and oral coursework, which is externally assessed or moderated, and sit two external written examinations.

## Group 2: Language Acquisition

All students must study a second language. Options are:

- Language B
- Language ab initio
- a second Language A

### Language B

This programme is for students with previous experience of learning the language. At Standard Level students should have two to five years experience of the target language. At Higher Level students should have four to five years experience of the target language. They must have competency in the usage of vocabulary and grammar and be able to write and converse confidently on topics about everyday and social life.

By the end of Language B courses students should be able to:

- communicate clearly and effectively in a range of situations in oral and written forms
- understand and use a range of vocabulary
- select a register and style appropriate to various situations
- understand and respond to moderately complex written and spoken material
- assess subtleties of the language in a range of forms, styles and registers
- show an awareness of, and sensitivity to, the culture(s) related to the language studied

Students attempting Higher Level courses are expected to demonstrate a wider range of knowledge and understanding and greater depth of analysis. Assessment comprises of a taped oral presentation and two written examination papers.

## Overview of Subject Groupings

### Language *Ab initio*

Ab initio is a language programme for beginners in the language. The course develops the four language skills of listening, speaking, reading and writing. Courses focus on the acquisition of language required for purposes and situations usual in everyday social interaction. The topic areas comprise: the individual, education and work, town and services, food and drink, leisure and travel, the environment, and health and emergencies.

Students must complete oral course work which is externally assessed or moderated, and sit two external written examinations.



# Overview of Subject Groupings

## Group 3: Individuals and Societies

The following Group 3 subjects offered are Business & Management, Economics, History, Geography and Psychology.

### Business & Management

The IB Business & Management programme is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The emphasis of the course is very much on management decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Students should acquire the necessary skills to become empowered participants in local and world affairs, in particular the ability to think critically and make decisions that take account of ethical concerns and social responsibility. It is not necessary for students to have studied a similar course before and no prior knowledge will be assumed.

At Standard Level students study five modules: Business organisation and environment; Human Resources; Accounts and Finance; Marketing; Operations Management. At Higher Level students study the first five in more depth as well as a sixth module: Business Strategy. All students also undertake a piece of internal assessment, which consists of analysing an actual business. For Higher Level this is a research project and for Standard Level it is a written assignment. The remainder of formal assessment comes from the external examination of two papers at the end of the course. Business and Management is invaluable to those planning university study or careers in business administration, marketing, human resources, logistics or finance, as well as anyone interested in how the business world works.

### Economics

The IB Economics programme addresses how society distributes limited resources to provide goods and services. The course is designed to develop a student's understanding of the concept of scarcity and the problem of resource allocation within the domestic and international stage. The course is hinged on concepts that are governed by quantifiable laws designed to predict likely outcomes. Although economics involves the formulation of theory, it is not a purely theoretical subject as economic theories can be applied to real-world examples. Graphs and analysis allow the students to predict and react to stimuli in real world contexts. Students learn through a mixture of textbook, teacher notes and outside media such as podcasts, newspapers and magazines. Emphasis is placed on students developing skills in analyzing and evaluating current events relating to financial conditions. It is not necessary for students to have studied a similar course before and no prior knowledge will be assumed. SL or HL Mathematics is desirable given the mathematical nature of aspects of this course.

The course is divided into four parts for both Standard Level and Higher Level. (Higher Level students study extra units within each topic). Those topics are: Microeconomics, Macroeconomics, International Economics (Trade), and Development Economics. All students undertake a piece of Internal Assessment which consists of a portfolio of 3 commentary pieces based on articles relating to the real world application of economic concepts. The remainder of the formal assessment comes from the external examination at the end of the course. Standard Level students have two papers while Higher Level students have 3 papers.

The study of Economics is invaluable to those planning university study or careers in banking, finance, politics, commerce or trade.

## History

The IB 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 since 1945. All students will also complete a sourcework paper on Communism in Crisis 1976 to 1989.

In addition to the core study of 20th century world history, Higher Level students study 'Aspects of the History of Asia and Oceania' from 1860 to the present. The focus is on Chinese history and Southeast Asian history, studying the interaction between Asia and the West and the impact and role of modernisation on economic and political developments in these regions.

Students learn from a wide range of sources including many authentic works of history. Emphasis is on developing skills at 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.

## Geography

Geography at IB Diploma level is highly skills oriented. The course encourages students to develop a world perspective and a sense of global interdependence, enabling them to understand the interrelationship between people, places and the environment and to develop a responsibility for environmental stewardship and sustainability. Students gain an understanding of the need to plan and manage for future generations and to appreciate the relevance of geography in analysing contemporary world issues. Students will be able to develop and modify their values and attitudes in relation to geographical problems and issues. The syllabus develops the knowledge, skills and concepts of the MYP. Standard Level and Higher Level students study the core unit. Standard Level then study two further option units. Higher Level study three option units and the Higher Level extension, Global Interactions, which examines contemporary issues such as environmental changes and socio-cultural exchanges.

The core theme provides an overview for the key global issues of our times. The purpose is to provide a broad, factual and conceptual introduction to each topic. Many of these global issues also provide an introduction to the UN Millennium Development Goals in particular those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability, and an evaluation of the progress made towards meeting these goals. The core also develops knowledge of the likely causes and impacts of global climate change. An understanding of this issue is the fundamental basis for the section on “patterns in environmental quality and sustainability”. The option units are designed to show a breadth of geographical knowledge in physical processes as well as social, political and environmental conflicts. Students will study the geography of food and health, Urban Environments and the Hazards and Disasters to identify the interface between physical and human Geography.

Throughout the course a wide range of skills are taught as “tools to geographers.” As an internal assessment project, students do an original hypothesis-testing fieldwork study requiring collection and analysis of primary data. This provides a stimulating and practical application of classroom learning. Remaining formal assessment comes from the external examination at the end of the course. Geography prepares students to undertake university courses in resource management, development studies, environmental studies, town and country planning, regional planning, hazard management and tourism management.



## Psychology

Psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior.

The course enables students to achieve a greater understanding of themselves by generating an appreciation of how psychological knowledge is generated, developed and applied. The course also looks at the ethical concerns raised by the methodology and application of psychological research.

Psychology will be offered at Standard and Higher Level. Both Standard and Higher Level students take the core unit, which includes the study of the biological, cognitive and sociocultural levels of analysis. In addition, Higher Level students will also study qualitative research methods. Standard Level students then study one option, developmental psychology, which allows students to study how and why people change over time in the way they behave, think, and relate to others. Higher Level students will study abnormal psychology.

All students are required to complete an internal assessment, which involves the replication of an experimental study for Standard Level students, and the modification of a study for Higher Level students. The remainder of the formal assessment comes from the external examination at the end of the course. Standard Level students sit two examination papers; Higher Level students sit three.

It is not necessary for students to have studied a similar course before and no prior knowledge will be assumed, however psychology uses a lot of mathematical and scientific processes so students will be expected to have a good level of understanding in these two areas. A willingness to do extensive reading and an ability to write analytically, and formulate an argument in response to a specific question, is also essential to success in this course.

Psychology is valuable for students with a genuine interest in studying and researching human behaviour from multiple perspectives. It will prepare students for university study or careers in clinical or experimental psychology, social work, education, as well as any field where substantial interaction with people is a primary focus.



# Overview of Subject Groupings

## Group 4: The Experimental Sciences

Renaissance College offers Biology, Chemistry, Physics, and Design Technology both at Standard and Higher Level, as well as Environmental Systems and Societies at Standard Level only.

Higher Level courses are advanced rigorous courses which will prepare students for further study at university level; many students who are awarded good grades in Higher Level Science subjects receive advanced credit at major universities in the United States. The level of study is comparable with undergraduate requirements in the United States. Standard Level IB Diploma Sciences are intended for those with an interest in the subject but no intention of pursuing it at university level.

There are no prerequisites for any Science subjects, but students who have not achieved a science Level 5 or above in MYP Sciences often find Higher Level IB Diploma Sciences very difficult and final grades tend to be low. Such students are normally better served by choosing to do a Science subject at Standard Level.

All Sciences follow a common assessment model, as prescribed by the IB. The final grade of 76% is determined by performance in a written exam at the end of the course. The remaining 24% is determined by performance in internal assessment. This comprises of 40 hours of practical work at Standard Level and 60 hours at Higher Level. For Design Technology this split is 64% and 36%. It is a requirement for successful completion of the IB Diploma that all students participate in the Group Four Project. This is an interdisciplinary activity, normally part of a field trip, which combines fieldwork, data collection and processing, communication of findings and presentation of results in a format designed to mimic the activities of scientists in the 'real' world. The Group Four Project takes about 10 hours of curriculum time and forms part of the internal assessment.



## Biology

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

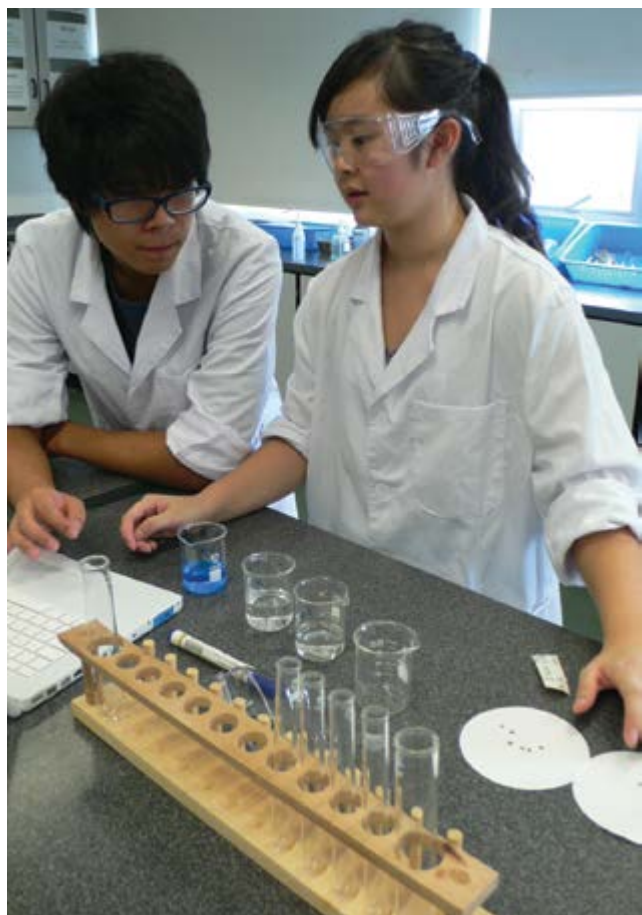
There are four basic biological concepts that run throughout the course: Structure and Function, Universality Versus Diversity, Equilibrium Within Systems and Evolution. These concepts serve as themes which unify the various topics that make up the three sections of the course: the Subject Specific Core (SSC), the Additional Higher Level (AHL) material and the Options.

Subject Specific Core topics covered by the Standard Level and Higher Level course include Cell Biology, Biochemistry, Ecology and Evolution, Genetics and Human Health and Physiology. Additional Higher Level material covers the Human Health and Physiology topic in greater depth as well as devoting considerably more time to Cell Respiration, Photosynthesis and Genetics. The option topics are usually decided upon by the students, based on suggestions by the teacher.

## Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. The core topics can be divided into three broad areas: inorganic chemistry, which looks at atomic structure, bonding and the Periodic Table; physical chemistry, which is concerned with the step-by-step progress of the molecules and energy involved in chemical reactions, and how changing the conditions will affect this; and organic chemistry, which looks in detail at the chemical properties of larger, more complex molecules and their uses in society.

The IB Diploma Chemistry course includes the essential principles of the subject but also, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students, whether they be inclined more towards the physical sciences or the life sciences. Students who are considering chemistry should be aware that the subject requires considerable mathematical skill, especially at Higher Level.



## Physics

Physics is perhaps the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Physicists seek to acquire knowledge of the natural world by forming theories which are then tested by experiment. In the IB Diploma Physics course, students develop practical skills and improve their ability to use Mathematics, which is the language of Physics. The application of Physics has allowed us to develop technologies which have changed the world, nuclear power being an example. Students explore the ethical issues surrounding these applications and their impact on society, both positive and negative.

The bulk of the course covers topics such as Mechanics, Thermodynamics, Waves and Electromagnetism. Atomic, Nuclear and Quantum Physics also form part of the core syllabus. Recent innovations in the syllabus include topics on Digital Technology and Energy, Power and Climate Change. The Options allow for some student and teacher choice. Astrophysics and Relativity are popular choices.

## Environmental Systems and Societies

This course is transdisciplinary in nature, meaning that it fulfills the requirements of both Group 3 (Individuals and Societies) and Group 4 (Experimental Sciences) in the IB Diploma.

The course intends to give students a coherent perspective on the environment; one that is scientific and that enables them to take an informed stance on a wide range of environmental issues. Their understanding of the environment will become profound, and based on scientific principles rather than on a journalistic type appreciation. The course also emphasises human attitudes to the environment and the interrelationships between the natural environment and human activities. In addition to exploring the academic side of local and global environmental issues, the course requires moral and political responses from students. Students look at their own relationships with their environment and the significance of choices and decisions they make in their own lives.

The course leads students to an appreciation of the nature and values of internationalism as the resolution of major environmental issues rests heavily on international relationships and agreements. Topics addressed in the syllabus include conservation and biodiversity, pollution management, global warming, human population, carrying capacity and resource use.

## **Design Technology**

This subject aims to provide students with the opportunity to achieve high levels of technological literacy, enabling them to develop critical-thinking and design skills which can be applied in practical situations. While designing may take various forms, it will involve selective application of knowledge within an ethical framework.

The course will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. Understanding the design cycle is central to the course, combining knowledge, skills and design principles in problem-solving contexts. The course combines elements from both the Sciences and the Arts and is considered very useful for students wishing to study applied science, technology, engineering or design related subjects at tertiary level.

A common curriculum model applies to all Group 4 subjects. Students at Standard Level and Higher Level study a core syllabus, which is supplemented by the study of Options. Some differences in this model for design technology arise from the design project, an independent student-led project, and the internal assessment, which is 36% of the final grade. Students wishing to undertake this subject at Diploma level without previous design technology experience should consider study at Standard Level.

## **Sports, Exercise and Health Science**

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 internationalism and ethics by considering sport, exercise and health relative to the individual and in a global context.

This course is not an extension of MYP P.E. Rather, it allows students to explore and understand the science that underpins successful athletic performance. Students should be prepared for aspects of biology, physics and psychology as applied in the world of sport. Graduates will be prepared for a range of disciplines in the growing field of sport and exercise, but will also be able to apply the theories to their own performance.

# Overview of Subject Groupings

## Group 5: Mathematics

At Renaissance College we are offering the following Group 5 subjects:

- Mathematics Higher Level
- Mathematics Standard Level
- Mathematical Studies (SL)

### 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 technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging 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 rigor 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 portfolio (constituting 20% of the final grade), offers students a framework for developing independence in their mathematical development through engaging in mathematical investigations and mathematical modelling.

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.

## **Group 5: Mathematics** continued

### **Mathematics Standard Level**

Mathematics Standard Level caters for students who anticipate a 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 knowledge of basic concepts and to be equipped with skills needed to apply fundamental mathematical techniques correctly.

It is a demanding course as it contains a broad range of mathematical topics. The internally assessed portfolio (comprising 20% of the final grade) provides an excellent opportunity for a more considered approach to this part of the course.

For the portfolio students are expected to undertake work of an independent nature in areas of mathematical investigation and modelling. 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, geography, psychology and business administration. Standard Level does not have the depth found in the Mathematics Higher Level programme. Students wishing to study subjects with a high degree of mathematical content should opt for Higher Level.

### **Mathematical Studies**

Mathematical Studies is available as a Standard Level subject only and caters for students with varied backgrounds and abilities. It is specifically designed to build confidence and encourage appreciation of mathematics in students who do not anticipate a need for mathematics in future studies. Students embarking on the course need to be equipped with fundamental skills and a rudimentary knowledge of basic processes. Mathematical Studies concentrates on mathematics which 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 programme includes a project (comprising 20% of the final grade). It 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.

Students most likely to select this subject are those whose main interests lie outside the field of mathematics. For many Mathematical Studies students this will be their last formal mathematics course.

# Overview of Subject Groupings

## Group 6: The Arts and the Electives

### Theatre

The IB Diploma Theatre course is designed to encourage students to examine theatre in its diversity of forms from around the world. This will be achieved by a critical study of theory, history and culture of theatre, and will find expression through practical workshop sessions. Students will come to understand the act of imagining, creating, presenting and critically reflecting on theatre (past and present) and the impact on the world around us.

The theatre course emphasises the importance of working individually and as a member of an ensemble. Students are encouraged to develop organisational and technical skills needed to express themselves creatively. A further challenge for students is for them to become aware of their own perspectives and biases and learn to respect those of others. This requires a willingness to understand views and to respect and appreciate culture. As a result the Theatre course can become a way for students at Renaissance College to celebrate the international and intercultural dynamic that inspires and sustains all forms of live theatre.

### Music

IB Diploma Music programme students will explore music from various perspectives. Through performance, analysis, listening, and composing, they will gain understanding of how music is created, how it affects society, and experience making music. Through academic study they will investigate musical styles linked to cultures and regions from around the world and the development of music traditions in the western world. In all areas they will develop notational skills and descriptive musical terminology to express opinions, ideas and values about music.

The programme can be taken at Standard Level and Higher Level. Courses involve a written exam that explores the student's knowledge of different musical genres, the ability to identify and describe different musical genres, and a musical investigation paper in which the student compares and contrasts two musical styles in a creative media script. Students entering the programme require a good understanding of music theory. Performance skills on an instrument or performance using voice is advantageous. As a part of assessment students will submit a recording of their solo or group performance or a folio of several original compositions.



## Visual Arts

Through the IB Diploma Visual Arts course students are offered an opportunity to explore the power of communication and self-expression using visual media. The subject heightens visual and intellectual awareness through direct participation in practical skills and relevant theory, and decision-making based on intuitive analytical synthesising processes.

The programme encourages an individual, independent, inquiring and integrated approach

to the Visual Arts. The course is separated into two inter-linked elements:

### Studio Work

Exploration of art concepts, techniques and media through practical work.

### Investigation Workbooks

Personal research into techniques and concepts, context and the socio-cultural background of the Arts, and critical awareness of the aesthetic and functional qualities of art.

Throughout the course students have the opportunity to gain experience in the spectrum of art, craft and design activities from painting and sculpture to graphic design and digital media. Students are expected to demonstrate an interrelationship between research and artistic production, investigate cultures, and show growth and commitment through the study of Art. The course culminates with a final exhibition and an interview with the visiting examiner.

## Film

Film is offered as a Standard Level Online course. Because of the nature of the learning environment, in particular the need for independent learning, this course will not be suitable for all students. Students will be supervised by a member of staff on campus to ensure that they are meeting expectations, but this contact is limited and study will be overseen by the online tutor. In addition, because of the online delivery of the course, there is an additional charge to cover the costs of the course provider.

Film is both a powerful communication medium and an art form. The DP film course aims to develop students' skills so they become adept both in interpreting others' work and in creating their own films.

Through the study and analysis of film texts and exercises in filmmaking, the DP film course explores film theory and history. The course will develop students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film.

Students are encouraged to develop the professional and technical skills (including organisational skills) needed to express themselves creatively in film. The IB film course emphasises the importance of working individually and as a member of a group.

At the core of IB film is a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis achieved through practical engagement in the art and craft of film.



# Overview of Subject Groupings

## Other Curriculum Requirements

### Creativity, Action, Service (CAS)

The CAS programme provides individual student challenges in Creativity, Action and Service. The challenge is extended by developing a spirit of discovery and self-reliance and encouraging individual skills. The programme reflects the aims of our mission statement in complementing the academic disciplines of the curriculum and meeting our college goals regarding growth of the whole person.

**Creativity, Action, Service (CAS)** is a fundamental part of the IB Diploma Programme. CAS places emphasis on experiential learning and students are expected to be involved in a balanced range of activities for the equivalent of at least three to four hours a week over the two-year programme. CAS requires personal reflection of all activities in which students are involved and students should aim to be involved in long-term activities that encompass all three areas. Students are expected to keep a portfolio of their involvement in the CAS programme. References and testimonials forwarded to colleges and universities include comments on student personal growth through involvement, commitment and contribution to the programme.

**Creativity** can cover a wide range of arts and other activities, and can include creativity by the individual student in designing and carrying out service projects:

Music	Drama or Theatre Projects
Entertainment at children's home	Yearbook

**Action** involves expeditions, sports or physical training, and includes creative or service projects:

Water Safety	Windsurfing
Hiking Expeditions	Extra-Curricular Sporting Activities
Inter-School Sporting Activities	Hong Kong Award for Young People
Construction as part of an environmental or service project	

**Service** involves social service, including environmental and international projects:

Peer Mentoring or Tutoring	Environmental Projects
Clothes Collection	Student Council
Volunteering at an orphanage, children's home, or refugee centre	

# Overview of Subject Groupings

## Other Curriculum Requirements continued

### Theory of Knowledge

Theory of Knowledge (ToK) is a 100-hour two-year course required for all IB Diploma candidates. The course critically examines the types, nature and limitations of the different ways of knowing and areas of knowledge. In the process, students consider the role of language, reason, emotion and perception in the pursuit of certainty and truth.

Students compare systems of knowledge and explore the assumptions and value judgments inherent within them. They are encouraged to explore ToK within the context of their own learning and lives and to consider the impact of cultural differences on knowledge issues. Readings and examples come from a wide range of cultural perspectives and knowledge areas, including human and social sciences, mathematics, the arts, politics, religion and ethics. Students are assessed by means of a written essay and an oral presentation.

Up to three points can be awarded for this work in combination with the Extended Essay. Students are required to keep an ongoing journal, which forms the basis of much of their assessment in Year 12. ESF Advanced Diploma students complete two semesters of ToK focusing on Ways of Knowing and at least two Areas of Knowledge.

### Extended Essay

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 Language A, 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, or to 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 IB Diploma Coordinator by late November of the second year of the programme.

### Extended Project

Students working towards the ESF Advanced Diploma will undertake an Extended Project.

The main difference to the Extended Essay outlined above is that the Extended Project will be 2000 words in length.



# The Two-Year Programme

## IB Diploma Programme Year One: Year 12

- Students begin their IB Diploma Programme
- 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 IB Diploma Programme Coordinator, Advisors and the Head of Year will monitor the academic and pastoral progress of students (as the programme progresses, students require advice on how to monitor their time, extra curricular 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 to March and supervisors allocated
- Semester 1 (December) and Semester 2 (May) school examinations are held
- Examinations cover the syllabus taught following IB Diploma standard and format

## IB Diploma Programme Year Two: Year 13

- Internal Assessment deadlines for individual subjects are ongoing
- Semester reports, trial examination results and mid-semester reports are issued
- The Group 4 Field Trip takes place
- Formal examination entries are completed
- Complete Extended Essays sent to IB Diploma Programme Coordinator in late November
- The Extended Essay *Viva Voce* takes place in January
- Language A1, Language A2 and Language B orals conducted in December to February
- Trial Examinations take place in February and are intended to familiarise students with the structure of a Diploma examination and assess the academic standard of students
- Most Internal Assessment is completed by February and March and forwarded 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
- IB Diploma examinations begin in early May and conclude by late May
- Renaissance College Graduation Ceremony is held in late May
- IB Diploma results are issued around 5 and 6 of July and results are available online

## IB Assessment and Moderation Procedures

Consistent with the general and subject-specific objectives of the IB Diploma Programme, 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 IB Diploma curriculum under the supervision of a qualified teacher at the school
- The Extended Essay is externally assessed
- Extended Projects for the ESF Advanced Diploma will be internally assessed

#### Theory of Knowledge

- ToK is based on a programme outline provided by the IB
- The course is designed and implemented by a team of ToK teachers

#### Creativity, Action and Service

- CAS is designed and implemented by the school and all CAS activities are monitored by the CAS Coordinator and the IB Coordinator
- Renaissance College is proud of its CAS initiatives in local and international communities

## 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
- The grading scheme in use for IB Diploma 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 will be awarded N for the Theory of Knowledge, will score no points, and will not be awarded an IB Diploma. Performance in both the Extended Essay and Theory of Knowledge of an **elementary** standard will qualify as a failing condition for the award of the Diploma.

### 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 19 fail codes, for example:

#### Diploma of 24, 25, 26, 27 points

- No Grade 1 in any subject
- No Grade 2 at Higher Level
- There is no more than one Grade 2 at Standard Level
- Overall there are no more than three Grades 3 or below
- A total of 12 points on Higher Level subjects
- A total of 9 points on Standard Level subjects

#### Diploma of 28 points or above

- No Grade 1 in any subject
- No more than one Grade 2 at Higher Level
- There are no more than two Grades 2 at Standard Level
- Overall there are no more than three Grades 3 or below
- A total of 11 points on Higher Level subjects
- A total of 8 points on Standard Level subjects

### 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 activities to fulfil IB requirements

### Arbitration

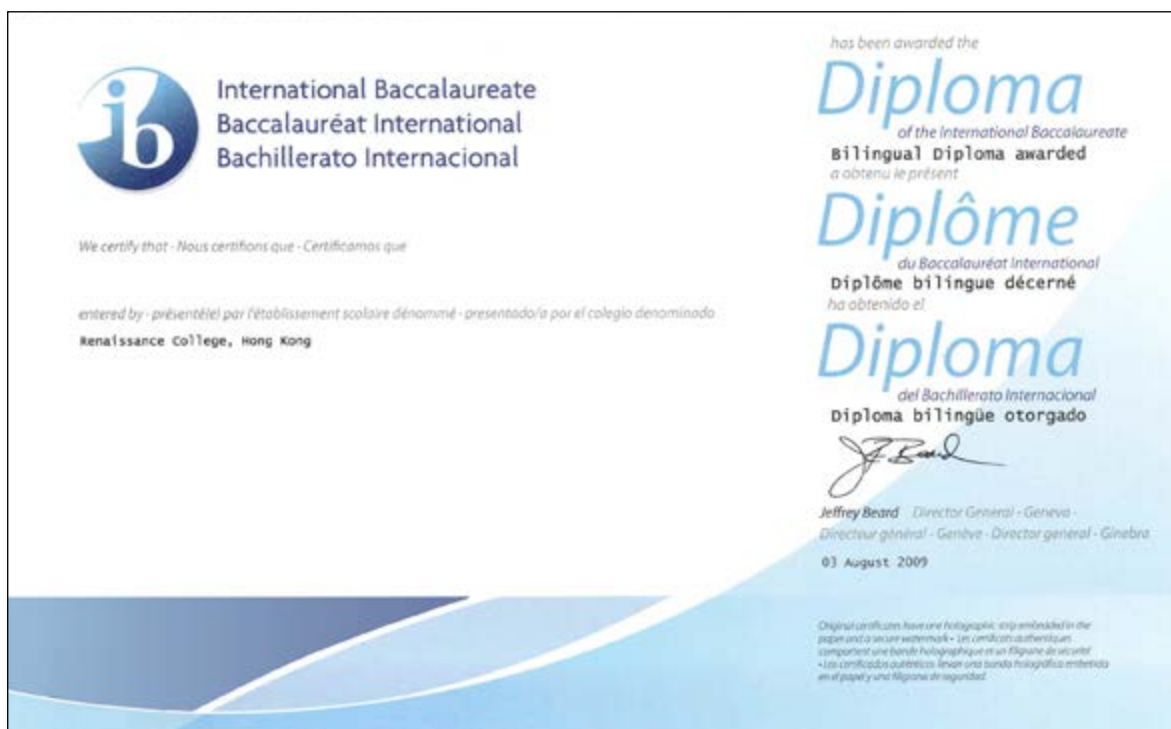
The Arbitration Committee will review the results of candidates whose performance may have been affected by special circumstances duly reported by the school to the IB.

### 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 Language A, or who have offered two Languages A, will be awarded a 'Bilingual' Diploma.

### Award of IB Certificates

Candidates who do not fulfill the requirements above for the award of the Diploma will receive a Certificate from the IB indicating the results obtained. Passes in individual subjects, particularly at Higher Level, are treated with respect by many institutes of further education.



# Internal Assessment and Reports

## Achievement Grades

All subjects in Year 12 and Year 13 are 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 criteria in the first week of Year 12.

## Effort and Commitment Grades

Renaissance College reports also include an effort and commitment grade which takes into account a student's punctuality to class; organisation of notes, files and classroom equipment; motivation; completion of class work and homework; positive contribution to class in both group and individual situations; effective use of the student diary.

## Effort and Commitment Grade Descriptors

### Grade of "A"

The student has continuously demonstrated exceptional commitment, dedication, organisation, enthusiasm, self-discipline and a genuine desire to succeed. There have been significant contributions to the lessons and all tasks have been completed. A great deal of effort has been put into completion of homework, where applicable, all of which have been met or surpassed.

### Grade of "B"

The student has demonstrated, on many occasions, a sense of commitment, dedication, organisation, enthusiasm, self-discipline and a noticeable desire to succeed. There have been constructive contributions to the lessons and all tasks have been completed. Considerable effort has been put into completion of homework, where applicable, all of which have been met.

### Grade of "C"

The student has demonstrated a degree of commitment and involvement in the subject and is reasonably well organised. There have been, on occasions, constructive contributions to the lessons and tasks have been completed. An effort has been made to meet homework requirements, where applicable, most of which have been met.

### Grade of "D"

The student has not demonstrated commitment and or enthusiasm, self-discipline, a desire to succeed, nor displayed organisational skills. A lack of consistent effort has been a contributing factor in many homework requirements not being completed, either on time or at all.

# Further Education

## Further Education Advice

Counselling and guidance concerning further education are of great importance for senior school students.

Students will have access to information sessions, visits to university fairs and workshops and exhibitions run by guest universities. The Further Education Counsellors will focus student awareness on the following:

**Further Education:** researching choices; critical evaluation of the claims of institutes of further education; examination and entrance requirements; application procedures.

**Career Guidance:** researching careers; visits to workplaces; guest speakers; information sessions; evaluation of aims and aspirations through workshops and careers inventory tests.

In Year 12 and early in Year 13, one-to-one consultation sessions take place with the Further Education Counsellors to ensure that the necessary research is in progress, and that tertiary applications are being made. Deadlines are set and applications checked rigorously.

## Academic Transcripts and Certificates of Study

Transcripts, based on the 1-7 scale, will be available upon request to students leaving either during the IB Diploma Programme, or having completed the full two-year programme. Certificates of Study indicating enrolment period will also be available.

Admissions officers in most institutions in a number of countries, including China, USA, Canada, Singapore and Thailand, will require internal grades for Years 10 to 13. A profile of the school grading system will accompany each transcript. The Further Education Counsellors will provide this service to all graduating students.

Transcripts of IB results will be sent by the IB to the university, and to specified institutes of further education in July at the request of the student.

## **Entry to Institutes of Further Education**

Students can receive advice and information about entry requirements to their choice of institution. Because IB students have the opportunity to attend universities worldwide, it is important that they spend time researching entry requirements independently.

## **IB Single Subject Certificates**

Certificates, particularly at Higher Level, will be recognized by some institutions, particularly in North America, for purposes of placement or credit. However, they may also require entrance tests, SAT and/or ACT tests or English proficiency tests. Although more and more institutions are now offering places based on Certificate results, successful completion of IB Certificate courses is no guarantee in itself of entry to institutes of further education.

## **Renaissance College Graduation Diploma and ESF Advanced Diploma**

The Renaissance College Graduation Diploma and the ESF Advanced Diploma 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**

Advice will be 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 TOEFL and IELTS. Preparatory resources are made available to students needing to sit these tests.

## **What can parents do to support the university applications process?**

### **Start your child thinking about careers**

Encourage your child to develop a tentative career goal. Of course it will change – often! – but 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 your child focus on goals. Encourage your child to discuss career options with others, such as the school counselor, teachers and recent college graduates who are working professionals in the community.

### **Suggest CAS activities**

Encourage your child to actively take part in a sport, school club, music or drama group, or community volunteer activity. Remember that universities would rather see real involvement in one activity than a loose connection to several activities. Also try to be supportive of your child's participation in a school activity or volunteer effort.

CAS activities help students develop time-management skills and enrich the school experience.

### **Meet with the Further Education Counsellor**

You can make an appointment to come in during the school year with your child and discuss future plans with the FE Counsellor.

### **Encourage participation in meaningful summer activities**

There are a myriad of 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.

### **Encourage your child to take 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.

### **Attend university and career fairs**

These often take place in September - December at various locations around 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 our 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.



# Practical Arrangements

## Student Timetable

### Full Diploma Candidates

3 x Higher Level Subjects	6 periods
3 x Standard Level Subjects	4 periods
Theory of Knowledge	2.5 periods
CAS	after school and some weekend commitments
Lunch	5 periods

### Number of Periods (40 minute periods)

### Single Subject Certificate Candidates

3 x Higher Level Subjects	6 periods
3 x Standard Level Subjects	4 periods
CAS	after school and some weekend commitments
Lunch	5 periods

### Number of Periods (40 minute periods)

## Who to contact

Guidance and advice will be provided for students wishing to sit external tests such as the Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT) and Test of English as a Foreign Language (TOEFL).

Preparatory resources are made available to students needing to sit these tests.

### Head of Secondary School: **Ms Larkin**

- Overall responsibility for the Secondary School



### IB Diploma Programme Coordinator: **Mr Cotton** (extension 417)

- General questions about the IB Diploma Programme
- General questions about Renaissance College Graduation Diploma
- All issues relating to the IB
- All policy and procedural questions
- Guidance on student subject option choices



### Further Education Counsellors: **Ms Lam and Ms Rossiter** (extension 449)

- Information on university policies relating to the IB Diploma
- Information regarding IB subject choices and university entry



### CAS Coordinator: **Ms Bignold** (extension 596)

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



## Who to contact continued

### Heads of Department

English A	<b>Ms Kraft</b>
Chinese A, B and <i>Ab initio</i>	<b>Mr Yu</b>
Humanities	<b>Ms Wickins</b>
Science	<b>Mr MacIntyre</b>
Mathematics	<b>Mr S McCann</b>
Design Technology	<b>Mr Johnson</b>
Theatre Arts and Music	<b>Ms Liu</b>
Visual Arts	<b>Ms C McCann</b>
Theory of Knowledge	<b>Mr Georgion</b>
Sport, Exercise and Health Science	<b>Mr Morgan</b>

- Questions regarding individual IB Diploma subjects
- Questions regarding suitability for a particular IB subject level (Higher or Standard)

### Head of Year 12 & 13

**Mr Thomas and Ms Braund**



### Advisory Teachers

- Issues regarding individual student time management
- Individual student academic and pastoral progress
- General concerns

### IB Diploma Teachers

- Questions about individual student progress in a particular subject
- Questions about a particular subject curriculum

### Extended Essay Coordinator

**Ms Legget**

### Extended Essay Supervisor

- Questions about individual student work on the Extended Essay



Please visit Renaissance College website at [www.renaissance.edu.hk](http://www.renaissance.edu.hk) to find further IB Diploma subject information.

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