

THE ACADEMIC PROGRAMME

AT



LI PO CHUN

UNITED WORLD COLLEGE

OF HONG KONG

2009-2010

**MARTIN GOUGH
DIRECTOR OF STUDIES**

Academic Programme 2009 - 2010

In the main part of this Academic Programme handbook you will find descriptions of all the courses we offer. The following notes are to help you think about your initial subject choices and to enable you to make some academic preparations before you come.

The International Baccalaureate Diploma

The International Baccalaureate (I.B.) Diploma programme is a comprehensive two-year pre-university programme which has academic rigour, breadth and coherency. It has been designed to meet the standards of university entry requirements world-wide. Since 1971, when it was introduced, students holding the I.B. Diploma have been accepted at over 800 universities in countries all around the world.

The curriculum, currently adopted by over 1500 schools in about 100 countries, is specifically designed for international use and is assessed by an international team of examiners. This curriculum requires students to take courses chosen from a wide range of the subject areas indicated by the Groups below. These courses, except where indicated otherwise, may be studied at either Higher Level (HL) or Standard Level (SL). The subjects currently offered in the I.B. Programme at Li Po Chun UWC are:

Subject Area	Description
Group 1, First Language	A literature course in your mother tongue, or best language; Chinese, English, Spanish, or "self-taught" in your mother tongue.
Group 2, Second Modern Language	The study of a second language at a range of levels. English, French, Mandarin, Spanish
Group 3, Individuals and Societies	History (HL only), Economics, Geography, Business & Management Studies (SL only), Chinese Studies (SL only), Political Thought (SL only)
Group 3/4	Environmental Systems & Societies (SL only)
Group 4, Sciences	Biology, Chemistry, Physics
Group 5, Mathematics	Mathematics, Mathematical Studies (SL only)
Group 6, Arts	Theatre, Visual Arts

Subjects not mentioned in the table above are NOT OFFERED currently at Li Po Chun United World College.

Students must select one subject from each of the first five groups, though a student may take a second Group 1 subject in place of a Group 2 subject. The sixth subject could be from Group 6. Alternatively a third Language, a second Individuals and Societies subject, or a second Science course may be studied. Students will not be permitted to take more than six subjects. Environmental Systems and Societies counts for both Group 3 and/or Group 4. Studying Environmental Systems and Societies for both a Group 3 and Group 4 allows a student to study two Group 6 subjects in their Diploma.

Each subject is graded on a scale from 1 (very poor) to 7 (excellent). Although the major assessment is the examination session in May of the second year, a wide variety of other testing is used, including written, oral and practical work, group and independent projects and assessment by subject teachers. To be awarded the Diploma at the conclusion of the two-year period of study, students must have gained a total of 24 points and have

performed at a satisfactory level in all subjects. They must also have fulfilled the requirements of the Theory of Knowledge course, submitted an Extended Essay and fully participated in the Quan Cai (CAS) Programme. Brief details of these are given below, and students may gain bonus marks through their performance in the first two of these extra components.

Theory of Knowledge – this is a course which explores the relationships among the various disciplines and which encourages students to engage in critical reflection and analysis of the knowledge acquired within and beyond the classroom.

Extended Essay – this is an essay of approximately 4000 words based on personal research in one of the I.B. subjects and carried out under the supervision of a member of staff.

Quan Cai - Students are required to participate in a variety of creative, action and service (CAS) activities to develop personal qualities and new skills as an integral part of their education. Special importance is attached to the programme of community service. This aims to integrate students into the community and allows them to share their knowledge, individual cultures and particular abilities with others.

We strongly recommend that students take advantage of the location of the College, and take Mandarin and/or Chinese Studies as one of their courses. The opportunity to have a "hands-on" input from fellow students and the local environment is one that you should not miss. The International Baccalaureate is a very special, challenging and satisfying curriculum. Its philosophy reflects the goals of the United World Colleges and its depth and scope allow for intellectual fulfilment.

Further information about the International Baccalaureate can be found on the web at <http://www.ibo.org/diploma>

ACADEMIC SUBJECT NOTES

The following notes are supplementary to the information contained in course descriptors in the main section of this handbook.

English

Most non-native English speakers do very well at Li Po Chun in every respect; however, it is useful to have achieved the best possible level of English before arriving at the College. Once here, all courses are taught in English, and therefore unless you are fairly competent in the language, it is possible to fall behind in other subjects because you might have difficulty following the lessons.

Four excellent ways of improving your English would be:

1. To sign up for English courses at the British Council, where the teaching is excellent. A one month basic course would make a tremendous difference to your confidence in both written and spoken English.
2. If this is not possible, buy a suitable coursebook with listening tapes and workbooks. The Cambridge or BBC English Courses are among the best, but today there are a lot to choose from on the market. Buy the one that looks most helpful for your level.
3. Buy simplified reading books in English so that you can practise reading for pleasure, without having to look up lots of words in a dictionary all the time.

(If you can join the British Council library, suitable coursebooks and reading books are available there).

4. CNN, MTV and satellite television in English (including the BBC World Service TV) may also be available for you to watch. Films may sometimes be shown in English, with subtitles. The BBC World Service also provides both ordinary programmes and English lessons on the radio.

Here at Li Po Chun, we do not use an English as a Second Language (ESL) coursebook, nor is there a list of set books for the Group 2 language courses. The syllabus consists of topic work for which it is difficult to prepare specifically. We believe that if you follow some of the advice provided above, you will improve your chances of settling in quickly.

Language Levels

In order to accommodate students with different levels of language competence, the IB includes four language levels in Group 1 (Language A1) and Group 2 (Language A2, B and *ab initio*) as follows:

Language A1 This is for students who have absolute native competence and fluency in the language. Taught courses in Language A1 are available in Chinese, English and Spanish at both HL and SL. Native speakers of other languages will take Language A1 at the SL level as a self-taught language. Limited tutoring will be available for most of the self-taught languages, but we cannot guarantee this. A fully bilingual student may study two Language A1 subjects rather than a second language chosen from the Group 2 options.

Language A2 This is for students who have near-native fluency or who are very competent in the language, but who are NOT native speakers. Language A2 is offered at HL and SL in English and in Chinese.

Language B This is for students who have a reasonable background in the language, but who are not native speakers and who do not yet have the fluency of A2 speakers. Chinese is offered as Mandarin B at SL only. English and French are offered as Language B at both HL and SL, and Spanish may be offered depending on demand and teacher availability. Students will normally have studied the language previously for 3-5 years.

ab initio This is for absolute beginners in a language and is available at SL only. It is offered in French, Mandarin and Spanish.

Mastering Mandarin is not necessarily restricted to those who have a gift for languages. With an average amount of persistence, mastery of pronunciation and written script is generally assured.

During Orientation Week the language department will assist you in determining the appropriate level for you to be taking your language subjects. It is important however to think carefully about which language choices might be best for you, before coming to the College.

Mathematics Levels

Three courses are offered, one at Higher Level and two at Standard Level to cater for the wide range of student abilities in Mathematics. The Higher Level course is designed for students with a good background and ability in Maths and is useful preparation for

university courses in which Maths can be applied. Standard Level Mathematics is a demanding course which requires a substantial amount of background in Maths and is a good course for students planning to study Science, Economics or Business Administration at university. Mathematical Studies (SL) is intended for students whose interests do not lie in a field where mathematical skills and techniques are required.

School Based Syllabuses

Chinese Studies

Chinese Studies is an interdisciplinary course which explores the broad range of Chinese civilisation and culture, and seeks to put it into a world context. The course attempts to give students an understanding of Chinese culture through history, art, philosophy, sociology, literature, politics, economics, science, technology, and international relations. The study of a vast and complex civilisation over such a span of time dictates a selective approach to the subject, and attention is given to highlighting key areas of experience and achievement, identifying essential characteristics and, where appropriate, relating them to other civilisations. It is available at SL only

Political Thought

The aims of this course are: To introduce you to some important political ideas and concepts. To develop your awareness of the nature of political issues and problems. To develop your ability to interpret and evaluate political information. To enable you to develop independent and critical judgement and communicate your judgements with clarity and coherence. The course is offered at Standard Level only.

The course will draw on a wide range of ideas from books, articles and from you, the students in the group! We will talk about definitions of politics and discuss a number of issues in the course such as: What is it that makes something political? How much power should the State have? How much freedom should the individual enjoy? Should we tolerate the intolerant? Is change desirable and, if so, to what extent? Do we have rights and, if so, what are they? How far is it possible, and how far desirable, for governments to pursue policies which promote equality? Who has, and who should have, most power in society? Is democracy the best form of government?

Course available for two subject Groups 3 & 4

Environmental Systems and Societies

The Environmental Systems and Societies is a trans-disciplinary course designed to provide students with a coherent perspective on the environment that is essentially scientific and above all enables them to adopt an informed and responsible stance on a wide range of pressing environmental issues. The programme content is such that students' attention can be constantly drawn to their own relationship with the environment and the significance of the choices and decisions they make in their own lives. Also, since the resolution of the major environmental problems rests so heavily upon international relationships and agreements, the programme naturally lends itself to issues relating to the nature and values of internationalism. Environmental Systems and Societies is available at SL only, hence this is the ideal science course for those not intending to continue to study sciences at a tertiary level. It can also count as both a Group 3 and a Group 4 option, so taking this as the only subject in Group 3 and Group 4 allows students to study two Group 6 subjects in their Diploma.

The Arts:

Students are encouraged to consider an Arts subject in Group 6 as their sixth subject. This allows students to widen their academic program.

Theatre

Theatre aims to help students understand the nature of theatre by studying it as well as making it. It uses practical activities in class to imaginatively explore character, movement and emotion, then links these with the study of various theatrical forms; from mask and mime through to physical theatre and devised work. Throughout there is an emphasis on a collaborative approach, while a balance between theory and practice is maintained. Students will be expected to research different theatrical traditions and be able to respond critically to productions they see. They will also participate in a number of productions over the two years of the course to put these skills and understandings into practice.

Visual Arts

The program invites students to use their personal experiences as the motivation for the making of art works. Emphasis is placed upon the multicultural perspective of I.B. and, as a means of enriching visual understanding, a variety of cultural traditions and concepts are explored. Students will be challenged to develop ideas and to make informed decisions about visual issues. While a variety of materials and media will be explored the focus is on understanding how the visual arts operate rather than just on technical skill.

University Recognition

It is expected that many students will return to their home countries for university studies after completion of their two years at Li Po Chun. If this is the case it is essential that you know the requirements of the universities in your country BEFORE you make your subject choices. It is also ESSENTIAL that you get the relevant information about the recognition of the I.B. at the university you want to study at and about the choices of I.B. subjects (including the level) required by the university for the specific studies you intend to undertake, if you know at this stage. Regulations and requirements vary TREMENDOUSLY from one university to another, and even from one department to another inside a given university. As regulations change from year to year, we cannot hope to have full information for all the departments in all the universities in 80 different countries! Further information about this can be found at <http://www.ibo.org/diploma/recognition/>

It is an I.B. regulation that a student must take a subject from each of Groups 1 to 5 unless a written statement is obtained from a university, to which the student intends applying, stating that three subjects within one group are required for entry to a particular course (e.g. there are still some institutions that require a student to have been studying all three sciences for entry into medical courses). Under such circumstances the I.B. will usually allow an application for a non-standard Diploma.

Some countries require the International Baccalaureate Diploma to be 'legalised'. The significant legalisation costs are the responsibility of the student and must be paid in April of the second year.

Calculators and Computers

The I.B. Mathematics courses require students to have a graphic display calculator. The Mathematics Department uses the Texas Instruments TI-84 plus model, but many other models are acceptable. Many students find that, although the college provides computing

facilities, a portable laptop computer and printer are very useful for the production of written assignments. Like all electronic goods, calculators and computers can be purchased at very competitive prices in Hong Kong.

IB General Regulations

One of the duties of the College, as an IB school, is to supply all students and their parents/guardians with a copy of the General Regulations of the IB. There are links to the IB General Regulations and Amendments on the LPCUWC Joining Papers webpage – please ensure that you download and read these two documents. Please then ensure that you pass it to your parents/guardian so they can read it and store it in a safe place.

I hope that you will find this handbook useful.

Martin Gough
Director of Studies
13 May 2009

Academic Programme
2009 – 2010

COURSE DESCRIPTION

GROUP 1 & 2

LANGUAGES

Group 1

Language A1 : Literature appreciation course for native or near-native speakers. In practice this means the student's best language which is often their "mother-tongue" and/or the language of instruction at his/her previous school(s).

Group 2

Language A2 : Language and Literature course for fluent speakers.

Language B : Foreign language course for students with some previous experience of learning the language (usually a minimum of 2 years previous study).

Ab initio : Foreign language course for complete beginners.

All diploma candidates are required to study a Language A1 in order to fulfil the requirements for Group 1.

Candidates are able to fulfil the Diploma requirements by studying another Language A1 (from Group 1) or a Language A2 or a Language B or an Ab initio Language (from Group 2).

For your sixth choice of subject, candidates may study a third language from Group 1 or 2. The third language option is also open to candidates who study Ecosystems and Societies as their Group 3 & 4 course.

Languages are offered at both Higher and Standard Level (except for Self-taught School Supported Languages and Ab Initio languages, which are only offered at the Standard Level).

The Language Department offers the following within the timetable:

Chinese A1	-	Higher and Standard Level
Chinese A2	-	Higher and Standard Level
Mandarin B	-	Higher and Standard Level
Mandarin Ab initio	-	Standard Level
English A1	-	Higher and Standard Level
English A2	-	Higher and Standard Level
English B	-	Higher and Standard Level
French B	-	Higher and Standard Level
French Ab initio	-	Standard Level
Spanish A1	-	Higher and Standard Level
Spanish B	-	Higher and Standard Level
Spanish Ab initio	-	Standard Level

NB : If your mother tongue or best academic language is not one of the A1s offered above, you may take it as a Language A1 in the College as long as there is a body of written literature in your language and the IB can find an examiner for it. It will be as a 'self-taught/'school-supported' subject. The College provides support in that all self-taught students attend a World Literature class which introduces the components of the examination and covers the world literature texts in the programme. In addition, the school attempts to find an 'outside tutor', either in the local community or overseas. So, if you are a native speaker of German, Dutch, Danish, Thai, Hindi, etc., and you are worried that you can't study your mother tongue as your Language A1, don't worry, you can! But remember, 'self-taught languages' can only be studied at Standard Level. Language A1 'self-taught' is offered at LPC as an anticipated course, meaning that, for most languages, the course is completed within one academic year.

Language A1 is a literature based course and uses the language at a sophisticated level. All other courses - A2 and B at both Higher and Standard Level together with Ab initio programmes can usefully be seen as being on a continuum from A1 Higher to the Ab initio levels, with the courses becoming progressively less literature based and offering instead a more practical focus on language skills.

*Cherrie Cheung, Mark Eyeington, Ronny Mintjens, Michele Morvan, Linda Olson,
Li Ping, Jesus Sanchez Rodriguez, Hayley Goldberg, Tim Vallence*

GROUP 3

INDIVIDUALS & SOCIETIES

HISTORY

Only offered at the Higher level

The history course at Li Po Chun College involves a study of modern World History from the nineteenth century to recent times with a special focus on China and Japan as two case studies of particular relevance in modernization theory. China in particular will occupy more than 50% of our time and we will study its development up to the death of Deng Xiaoping. A variety of teaching approaches will be used to enable students to develop a critical understanding of the political, economic and cultural forces, which have shaped our present world, with more emphasis being put on political developments in accordance with the UWC ideals of educating active citizens. Of equal importance, the crucial role played by specific individuals in shaping our reality will also be considered. Students will be expected to engage in class discussions, will learn to write argumentative essays, and will also be involved in team work, an example of which would be our mock historical trials, debates, or creating their own reference material to be used by other students too.

The program includes a thematic study of the “causes, practices and effects of war” through a few case studies: The consequences of WW1, WW2 in Europe and in Asia, the Indo-Pakistani wars 1947-1971 and the Chinese Civil War. The other theme studied “the rise and rule of single party states” will focus on a study of Hitler’s Germany and of Mao’s China (1949-1876)

Students will also have to undertake a written HISTORICAL INVESTIGATION (1500-2000 words) on an historical question of their choice and formulated under my guidance. This will be completed before the examinations taking place at the end of their 2nd year and will account for 20% of the final grade. Nevertheless all students will also be required to complete a practice investigation at the end of their first year, in order to be better prepared for the real one.

Sylla Cousineau

ECONOMICS

Nature of the subject: - Higher and Standard Level

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. The scientific approach characterizes the standard methodology of economics. This methodology can be summarized as a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion.

Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions. Encouraging students to explore such questions and to apply theories in an international context form the central focus of the economic course.

Economics has an important role to play in promoting international cooperation and mutual understanding because of its focus on global issues. This course aims to promote an awareness of how the impact of economics can both improve cooperation and understanding between countries and, unfortunately, cause extensive damage. To achieve this understanding, students will be taught to consider economic theories, ideas and happenings from the points of view of different individuals, nations and cultures in the world economy.

The teaching of Economics at Higher Level is seen as an in-depth introduction. It is sometimes necessary to examine in detail certain relatively complicated theories. The Higher Level course is designed for students intending to study Social Science and more specifically for those aiming to specialise in Economics at college or university level.

Students will have to provide a portfolio of economic commentaries throughout the two years. This will be completed before the examinations take place in the second year and will account for 20% of the final grade.

The aims of the economic course at higher level and standard level are to:

1. provide students with a core knowledge of economics
2. encourage students to think critically about economics
3. promote an awareness and understanding of internationalism in economics
4. encourage students' development as independent learners
5. enable students to distinguish between positive and normative economics
6. enable students to recognize their own tendencies for bias.

The Syllabus consists of five sections:

Section 1: Introduction to economics

Section 2: Microeconomics

Section 3: Macroeconomics

Section 4: International economics

Section 5: Development economics

Assessment

Externally assessed	Paper 1(HL)	20%	Extended response questions (1 hour)
	Paper 1(SL)	25%	
	Paper 2(HL)	20%	Short answer questions (1 hour)
	Paper 3(HL)	40%	Data response questions ((2 hours)
	Paper 2(SL)	50%	
Internally assessed	Four commentaries	20-25%	throughout the two years

Esther Chau, John Tonk & Kok Ming Lee

GEOGRAPHY

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change.

Geography as a subject lends itself well to the Internationalism of both the UWC movement and the IB. The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity. Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

Distinction between SL and HL

Students at standard level (SL) and higher level (HL) in geography are presented with a syllabus that has a common core and optional themes. HL students also study the higher level extension.

Geography and prior learning

The geography course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The skills needed for the geography course are developed within the context of the course itself.

Syllabus components

Part 1: Core theme—patterns and change (SL/HL)

1. Populations in transition
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability
4. Patterns in resource consumption

Part 2: Optional themes (SL/HL)

- A. Freshwater—issues and conflicts
- B. Oceans and their coastal margins
- C. Extreme environments
- D. Hazards and disasters—risk assessment and response
- E. Leisure, sport and tourism
- F. The geography of food and health
- G. Urban environments

Part 3: HL extension—global interactions (HL only)

1. Measuring global interactions
2. Changing space—the shrinking world
3. Economic interactions and flows
4. Environmental change
5. Socio-cultural exchanges
6. Political outcomes
7. Global interactions at the local level

Internal Assessment (SL/HL)

A field trip is conducted in February leading to one 2500 written report based on a research question.

Julie Harris

BUSINESS & MANAGEMENT STUDIES

Standard Level Only

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by their internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources.

The Standard Level diploma programme is designed to give students an understanding of business principles, practices and skills. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

Final assessment consists of internal coursework and two examination papers, each accounting for 25% and 75% respectively of the total grade. The ideals of international cooperation and responsible citizenship are at the heart of Diploma Programme business and management. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world. The business and management course will contribute to students' development as critical and effective participants in local and world affairs. By the end of the course, students will have a complete overview of how businesses operate in the international environment and appreciate the ethical issues associated with management.

The Syllabus consists of five core topics:

Topic 1: Business organization and environment

Topic 2: Human resources

Topic 3: Accounts and finance

Topic 4: Marketing

Topic 5: Operations management

Assessment

Externally assessed examination	Paper 1	35%	Extended response questions (1 hour)
	Paper 2	40%	Short answer questions (1 hour)
Internally assessed coursework	One commentary, maximum 1,500 words	25%	Based on three to five supporting documents about a real issue or problem facing a particular organization.

John Tonks

POLITICAL THOUGHT

A School Based Syllabus

Aims

The aims of this course are:

1. To introduce you to some important political ideas and concepts.
2. To develop your awareness of the nature of political issues and problems.
3. To develop your ability to interpret and evaluate political information.
4. To enable you to develop independent and critical judgement and communicate your judgements with clarity and coherence.

Assessment criteria

In the examination and coursework assessments you will be expected to demonstrate:

1. Knowledge and understanding of the political ideas and concepts studied.
 2. The ability to evaluate material critically and to develop independent and convincing arguments with appropriate use of evidence.
3. The ability to communicate ideas and arguments clearly and coherently.
4. An awareness of connections between political theory and contemporary political issues.

Nature of assessment

1. Coursework investigation
An investigation of no more than 1500 words written during the course and an oral Presentation (30%)
2. Final examination
Paper 1(1 hour): extract-based questions on a selection from the set books (30%)
Paper 2 (1 hr. 45 minutes): two essays based on political concepts (40%)

Course content

The course will draw on a wide range of ideas from books, articles and from you, the students in the group! In the first term we will talk about definitions of Politics - what is it that makes something political? We go on to look at some of the ideas of Machiavelli and Hobbes in order to explore the concepts of power and authority. In the second term we will focus on J. S. Mill's On Liberty and Burke's Reflections on the Revolution in France and, in the third term, Marx and Engels' Communist Manifesto and George Woodcock's The Anarchist Reader. These books represent four distinct approaches to looking at political issues: the liberal (Mill); the conservative (Burke); the socialist/Marxist (Marx and Engels) and the anarchist (Woodcock). Using these four 'ideologies'- liberalism, conservatism, socialism and anarchism- as a framework, the course aims to develop a deeper understanding of a number of key political concepts, including:

Liberty (Freedom) and Toleration	Equality and Social Justice
Rights and Obligations	Democracy and Representation

Furthermore as we ARE in Asia, we will also read from others sources such as Confucius, Mencius, Gandhi and others to expand our understanding of the above concepts into a more global perspective.

We will discuss a number of issues in the course such as:

How much power should the State have? How much freedom should the individual enjoy? Should we tolerate the intolerant? Is change desirable and, if so, to what extent? Do we have rights and, if so, what are they? How far is it possible, and how far desirable, for governments to pursue policies which promote equality? Who has, and who should have, most power in society? Is democracy the best form of government?

Sylla Cousineau

CHINESE STUDIES

A School Based Syllabus

Nature of the Subject

China is the home of one of the world's great civilisations. Chinese culture and civilisation has evolved continuously for almost 4000 years, and she is the only survivor of the great "ancient" civilisations of Egypt, Mesopotamia, Indus Valley, Greece and Rome. China today has almost one quarter of the world's population and is an emerging great power. Awareness of the values and achievements of this civilisation is a highly desirable element in a curriculum geared to international understanding. It is particularly relevant and important to a college like Li Po Chun United World College set in the Hong Kong Special Administrative Region of China. There is a burgeoning desire on behalf of our overseas students to learn about Chinese civilization, and this course will ideally complement our Chinese language courses.

Chinese Studies is an interdisciplinary course which explores the broad range of Chinese civilisation and culture, and seeks to put it into a world context. The course attempts to give students an understanding of Chinese culture through history, art, philosophy, sociology, literature, politics, economics, science and technology, and international and culture relations. The study of a vast and complex civilisation over such a span of time dictates a selective approach to the subject, and attention is given to highlighting key areas of experience and achievement, bringing out their essential characteristics and where appropriate, relating them to other civilizations.

The course is offered at Standard Level as a Group 3 subject. It has practically no overlap with other IB subjects apart from some minor consideration of the mechanisms of China's command economy and market socialism (Economics).

Aims

The course, which is suitable for students who have little or no prior knowledge of China, aims to:

1. promote knowledge and understanding of the essence and achievements of traditional, modern and contemporary China;
2. develop an awareness of the varieties of world culture;
3. develop the ability to recognise the achievements and failures of the student's own society and civilisation;
4. encourage an appreciation of the ways in which the Chinese have tackled the problems of organising a state;
5. develop an awareness of both continuity and change in the development Chinese civilisation through time.

ASSESSMENT:

Internal assessment:

Continuous assessment items	20%
Coursework	30%

External assessment:

Final Examination	50% (20% Paper 1; 30% Paper 2)
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Jason Jiang

ENVIRONMENTAL SYSTEMS & SOCIETIES

Standard Level only

Combining subjects from group 3 (Individuals and Societies) with group 4 (Experimental Sciences) allows us to open this course as a transdisciplinary subject which covers the requirements for groups 3 and 4 of the hexagon. Candidates can be flexible with their subject choice because they have the freedom to choose a subject from a different group or another from group 3 or 4.

No specific pre-requisite knowledge is required and the focus will be on the various interrelationships between environmental systems and societies. Candidates will be expected to form an opinion based on investigations into environmental issues at both a local and a global level. The course is ideally suited to the internationalism of a UWC because it provides an opportunity to open up environmental agendas, protocols and political issues that the lives of people have already been affected by.

Environmental value systems are a central theme of this course and frameworks that stimulate argument invite students to discuss our environment from a nature, a people and a technology centred approach. By incorporating a Systems and Models method of study, candidates will investigate the various topics and understand how human populations interact with their environments. Topics will include:

- The ecosystem (structures and measurements)
- Human population, carrying capacity and resource use.
- Conservation and biodiversity.
- Pollution management
- The issue of global warming.

Assessment	Exam paper 1	Short answer and data based questions.
	Exam paper 2	Section A. Case study Section B. Two structured essay questions (from a choice of four)
	Internal	Practical Laboratory and field work

This course would be of particular interest to those who enjoy a combination of Ecology, Geography, Environmental and Political issues.

David McCracken

GROUP 4

EXPERIMENTAL SCIENCES

BIOLOGY

Higher Level and Standard Level

Biology is the study of living organisms. This study is undertaken at a variety of levels, from the molecular to that of the biosphere. By the end of the course the student will have developed an appreciation of the interactions between these levels, and of organisms as functioning entities within the biosphere. Students will also develop an informed perspective in many of the new and ethically controversial areas of biological science such as genetic engineering, cloning and embryo research.

A great deal of the course will involve experimental work. Using observation and hypothesis formulation and testing, students develop a range of practical skills, ranging from light microscopy to more complex procedures such as Genetics investigations with the fruit fly *Drosophila*. The practical programme also allows students to pursue extended investigations, sometimes in a group and occasionally as an individual. The lab work complements the theory and therefore aids understanding of the taught biological concepts.

Higher Level topics covered in the first year include cell ultrastructure and function, the biochemistry of respiration and photosynthesis, molecular biology and human physiology. In the second year aspects of plant science, ecology, evolution, genetics and animal behaviour are studied. Through these topics, it is hoped that the student will develop a broad understanding of some general biological principles, in particular: -

- That the living world portrays a fundamental unity with regard to its cellular structure and chemical composition.
- That the living world represents a great diversity of species and of individuals within those species.
- That balance exists at many levels within living systems, including the human body and the ecological interactions within the biosphere.

Standard Level biology includes many of the topics covered in the Higher Level course, but these are covered in less detail. Higher Level and Standard Level students are taught in the same class. The entire first year programme covers topics common to both Higher Level and Standard Level. In the second year Standard Level students may be released from class at times when Higher Level only material is being taught. The Standard Level course would be suitable for students not intending to pursue science further at university, but who have an interest in extending their knowledge and understanding of biology and its role in society.

Biology can be studied successfully at both Higher Level and Standard Level without any other supporting science, though the biochemistry and molecular biology topics are well supported by the IB chemistry course.

Trevor Marriott, Wendy Liu-Hayes and Martin Gough

CHEMISTRY

Higher Level and Standard Level

Chemistry is the discipline that studies the structure, properties and reactions of materials.

The Higher Level course is a rigorous, quite challenging programme, which deals in depth with chemical principles and their application. Students who have not previously studied chemistry should consult with the staff teaching the programme before choosing this option. Most tertiary institutions will require Higher Level Chemistry for entry into a large number of their science courses, medicine and some types of engineering.

The first year of the course is a common one for both Standard and Higher Level students and comprises mostly of Standard Level material. There is an emphasis on developing practical research skills. In the second year most of the first year topics are revisited in the greater depth required for Higher Level. In the second year the practical programme provides opportunities to improve upon the skills acquired during the first year. The second year of the course will also involve the study of two options chosen from Modern Analytical Chemistry, Human Biochemistry, Chemistry in Industry and Technology, Medicines and Drugs, Environmental Chemistry, Food Chemistry and Further Organic Chemistry.

The Standard Level course combines well with either Higher Level biology or Higher Level physics courses. The course is almost always taught in the same class as Higher Level. While there is a moderate reduction in the depth to which core topics are covered, it is still a rather challenging course for those with little background in the sciences.

Pushpa Pandey & Trevor Marriott

PHYSICS

Higher Level and Standard Level

Students gain an understanding of the basic laws of nature through developing both conceptual and experimental skills. The course does not require any understanding of calculus and Mathematics HL is NOT required for students to study Physics HL. Although it would be possible to study Physics with only Mathematics Studies, Mathematics skills are useful tools in Physics and the minimum level studied should be Mathematical Methods.

The physics course (both HL and SL) covers the following “core” topics during the first one and a half years of the programme: Measurement, Mechanics, Thermal Physics, Wave Behaviour, Electricity + Magnetism, and Atomic + Nuclear physics. To keep students at the forefront of changing world, IB has introduced ‘Global Warming’ in its syllabus.

Students will also study further 2 “option” topics. At present the option topics at LPC are Optics, Astrophysics and Relativity.

While both HL and SL courses study the same topics, at SL the topics are covered in less depth making this course more suitable for those who have an interest in Physics, but do not expect to continue studying it at university.

Magan Savant

ENVIRONMENTAL SYSTEMS & SOCIETIES

Standard Level only

Combining subjects from group 3 (Individuals and Societies) with group 4 (Experimental Sciences) allows us to open this course as a transdisciplinary subject which covers the requirements for groups 3 and 4 of the hexagon. Candidates can be flexible with their subject choice because they have the freedom to choose a subject from a different group or another from group 3 or 4.

No specific pre-requisite knowledge is required and the focus will be on the various interrelationships between environmental systems and societies. Candidates will be expected to form an opinion based on investigations into environmental issues at both a local and a global level. The course is ideally suited to the internationalism of a UWC because it provides an opportunity to open up environmental agendas, protocols and political issues that the lives of people have already been affected by.

Environmental value systems are a central theme of this course and frameworks that stimulate argument invite students to discuss our environment from a nature, a people and a technology centred approach. By incorporating a Systems and Models method of study, candidates will investigate the various topics and understand how human populations interact with their environments. Topics will include:

- The ecosystem (structures and measurements)
- Human population, carrying capacity and resource use.
- Conservation and biodiversity.
- Pollution management
- The issue of global warming.

Assessment	Exam paper 1	Short answer and data based questions.
	Exam paper 2	Section A. Case study Section B. Two structured essay questions (from a choice of four)
	Internal	Practical Laboratory and field work

This course would be of particular interest to those who enjoy a combination of Ecology, Geography, Environmental and Political issues.

David McCracken

GROUP 5

MATHEMATICS

INTRODUCTION :

Since individual students have different needs, interests and abilities, the International Baccalaureate offers three different programmes in Mathematics.

These are targeted at three distinct groups :

1. Students who wish to study Mathematics in depth, either as a subject in its own right or in order to pursue interests in areas related to Mathematics.
2. Students who wish to gain a degree of understanding and competence in order to understand better their approach to other subjects.
3. Students whose interests do not lie in the field of Mathematics and who do not anticipate a need for mathematics in their future lives.

Each programme is designed to meet the needs of these three groups and great care should be exercised in selecting the one most appropriate for you.

In making your selection, you are advised to take account of the following considerations.

- Your ability in Mathematics and the type of Mathematics in which you can be successful.
- Your other choices of subjects within the IB.
- Your future academic plans in terms of subjects you may wish to study at university or college.
- Your choice of career.

All students must choose one of the following three programmes.

1. Mathematics Higher Level

This programme is for students with a good background and ability in Mathematics. The majority of students choosing this course 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.

2. Mathematics Standard Level

This programme caters for students who need a sound mathematical background in preparation for their future studies e.g. Chemistry, Psychology, Geography, Economics or Business Administration. This is a demanding course that covers many of the topics in the Higher Level programme but not to the same depth.

3. Mathematical Studies Standard Level

This course caters for students with varied background and abilities. The emphasis is on the application of Mathematics to real-life situations and a piece of personal research in the form of a "project" is a requirement of this course. It is a suitable course for students planning to pursue a university course in Languages, History etc.

NOTES

- ❖ All 3 courses include an internally assessed component (coursework). [20% of final grade]
For Higher Level and Mathematics Standard Level, students are required to produce a “Portfolio” of two pieces of work assigned by the teacher.

For Mathematical Studies Standard Level the “Project” is the internally assessed component.

- ❖ All three courses require students to have access to a **Graphic Display Calculator (GDC)** at all times during the course, both inside and outside of the classroom. However, for Mathematics HL and Mathematics SL **one** of the final IB examination papers must be taken **without** a GDC (or any other calculator).
- ❖ The Mathematics teachers at the college will assist students and offer advice on choosing the most appropriate course. Changing courses is allowed but it is advisable to find the most suitable course as quickly as possible.
- ❖ Detailed syllabuses are available at ***<http://www.geocities.com/kokminglee/math.html>***.

Shelley Barton, Beta Chau, Kok Ming Lee, Stella McCracken

GROUP 6

THE ARTS

VISUAL ARTS

“The impulse to make art is common to all people. From earliest times, human beings have displayed a fundamental need to create and communicate personal and cultural meaning through art.”

Aims: (from the IB Visual Arts guide)

“The aims of the visual arts course at higher and standard level are to enable students to:

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.”

Programme Outline:

The programme invites students to use their personal experiences as the motivation for the making of art works. Emphasis is placed upon the multicultural perspective of IB, and as a means of enriching visual understanding a variety of cultural traditions and concepts are explored. Students will be challenged to develop ideas and to make informed decisions about visual issues. While a variety of techniques and media will be explored, the focus is on understanding how the visual arts operate rather than just on technical skill.

Successful students commit many hours beyond the classroom to the study of the Visual Arts. Generally this is an enjoyable experience and the Art Studio is a busy, productive and positive place. Having done some Art before is helpful, especially for HL Option A, but it is not a necessary prerequisite - each year a number of students take up Art who have no prior learning in the subject and achieve good results. Speak to some 2nd year Art students and find out how they feel about their Visual Arts experiences.

The programme is divided into two parts, *Studio Work* and *Investigation Workbooks*:

Studio Work is the production of resolved Art works that culminates in a combined exhibition. The work may take the form of paintings, sculptures, prints, photography, etc. or a combination of media.

Investigation Workbooks involve the gathering and sorting of visual information and ideas. The Workbooks will include drawings, collage, photos, and written notes etc. covering contextual, visual and critical investigations.

Standard Level and Higher Level:

At both levels the percentage mark weighting is a 60% - 40% split between Studio Work and Investigation Workbooks and may be allocated as the student chooses.

Option A: 60% Studio Work and 40% Investigation Workbook (the most popular option);

Option B: 40% Studio Work and 60% Investigation Workbook.

Assessment

The assessment in Visual Arts consists of two parts.

Option A students present an exhibition of their finished Studio Work, which is assessed by an external examiner following an interview with each student. Their Investigation Workbooks are assessed internally, and moderated externally. In this way the process of artistic development is considered as well as the finished product.

For Option B, the Investigation Workbook is assessed by the examiner and the Studio Work is assessed internally and moderated by the IBO.

Selwyn Price

THEATRE

Aims

You don't have to want to be a theatre artist to choose this course! There are many benefits to studying Theatre. The course aims to develop the following: -

- Increased self-confidence.
- More effective communication skills.
- Team building skills.
- Creativity and imagination.
- Performance skills (voice, movement, and characterization).
- Technical theatre skills (such as stage lighting and theatre design).
- Research skills.
- Study theatre forms and styles from around the world.
- Study theatre practitioners (actors, directors, designers etc).

What will you do?

Throughout the course you will explore why theatre is an integral part of human development, its historical background and its link between different cultures. The subject has a strong practical element and the keeping of a journal is central to recording your learning experiences and in preparation for assessed coursework. During the course you will: -

- Study at least three play texts, practitioners and styles from around the world, currently including Brazil, China, England, Italy, Nigeria, Russia, South Africa, Tanzania and the United States of America.
- Be involved in at least three public presentations as a performer and backstage/technical person.
- Develop non-performance theatre skills such as mask making, set design and stage lighting.
- Attend several public performances and workshops, working with and watching professional artists.

Assessment

External assessment

- **Research investigation.** This is a research essay investigating an area of world theatre studies of your choice. 25% of total mark.
- **Practical performance proposal.** A proposal in words and images to suggest how you would direct a performance from a choice of stimuli provided by the IB. 25% of total mark.

Internal assessment – teacher assessed.

- **Theatre performance and production presentation.** A presentation in words and images to communicate your experiences, learning and reflections at the end of the course. 25% of total mark.
- **Independent project portfolio.** A portfolio communicating the process of a practical theatre project entirely of your choice (e.g. lighting; directing; acting etc). 25% of total mark.

The knowledge and learning you will acquire will help you to develop as a person and make a valuable contribution to your overall IB Diploma success and the skills and knowledge gained are valued by many professions and higher learning institutions. You will also have fun in the process!

Steve Reynolds