



**ST. JOSEPH'S INSTITUTION  
INTERNATIONAL MALAYSIA**

**DIPLOMA PROGRAMME  
HANDBOOK 2019**

## **WELCOME TO SJI INTERNATIONAL MALAYSIA**

Welcome! In choosing the IB Diploma, you have selected a programme that is going to help you become more knowledgeable, more skillful, more organised, more independent and more globally aware. This aligns with an important part of the IB Mission Statement, which states that:

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

Although the IB Diploma Programme has many special characteristics, perhaps most important is that the DP aims to educate the whole person, and provides students with many options for their later study. The Diploma Programme allows entry into the best universities in the world. It provides a holistic education; as well as academic excellence, its students have intercultural understanding, are internationally minded and care for their community. The Diploma Programme demands special approaches to learning; it develops skills, not just the learning of information in order to pass exams.

Last but not least, the IB encourages in students a set of highly meaningful attributes known as the “Learner Profile” (see page 3). These attributes align very well with our Lasallian core principles of quality education, faith in the presence of God, respect for all persons, an inclusive community and concern for the poor. In this respect, it also aligns strongly with the school’s emphasis on character education.

In addition to your DP subjects, you will be given the opportunity to participate in SJII Malaysia’s rich extra-curricular activities programme.

On beginning your journey at SJII Malaysia, you will be given assistance in choosing the range of subjects you wish to study and when you join Year 12 you will be assigned to a tutor group with an experienced tutor. Your tutor will meet you on most school days, either at an assembly or in a tutor room, will take attendance and will communicate with your parents and subject teachers about your progress. They will also serve as your CAS advisor. In short, your tutor will watch over you, guide you and will become an important person in your life at SJII Malaysia.

I hope that you enjoy your time in the Senior School at SJI International Malaysia!

Mrs. Maureen Fitzgerald

IBDP Coordinator

## THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

ATTRIBUTE	DESCRIPTOR
<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers (Courageous)</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives—intellectual, physical, spiritual and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# THE INTERNATIONAL BACCALAUREATE DIPLOMA

The IB Diploma is a very well established and widely respected two-year programme of study for pre-university students. The IB Diploma qualification is recognised by universities around the world and a strong performance in the Diploma can gain a student access to some of the very best universities in the world.

The IB Diploma is an academically rigorous and demanding programme. It is also holistic and wide-ranging, encouraging activity, community involvement and internationalism as well as academic excellence. It requires and helps to develop extremely effective approaches to learning. The nature of the coursework and examinations at the end of the course encourages inquiring, independent and skills-based learning. The IB Diploma therefore offers the opportunity of a first class education in the widest sense.

***Every student must comply with the three central “Core” requirements of the Diploma. These are:***

1. A 4,000 word Extended Essay on a research subject of the student’s own choice.
2. Theory of Knowledge, a course designed to encourage students to think, evaluate and question the knowledge they have, how they acquired it and what influences it.
3. Participation in “CAS”, comprising Creativity (e.g. involvement in performances, exhibitions, concerts), Activity (e.g. involvement in sports teams, learning new sports, expeditions) and Service (e.g. involvement in local and maybe overseas community service projects).

***Every student must also study six academic subjects, one selected from each of the following groups:***

Group 1 – Studies in Language and Literature

Group 2 – Language Acquisition

Group 3 - Individuals and Societies

Group 4 - Sciences

Group 5 - Mathematics

Group 6 – The Arts or another subject selected from groups 1 to 5.

***Three*** of the six subjects must be taken at “higher level” (HL) and ***three*** at “standard level” (SL).

The Diploma Programme can be illustrated by the model overleaf with the learner (the student) at its centre.



Each of the six subjects consists of a “theory” component, which follows a prescribed syllabus taught in class and examined at the end of the course, and an internally assessed coursework component, which allows the opportunity for both teacher and student to input to the course of study.

### ***How is the Diploma assessed?***

At the end of the two-year programme students take examinations, which are externally marked by IB examiners, in each of the six subjects. The additional coursework component is marked by teachers and marks verified by IB moderators. As a result of the exam performance and coursework, the student will be awarded a numerical grade for each subject ranging from 7 (excellent) down to 1. Therefore, the six subjects taken together yield a possible maximum of 42 points.

In addition, the Extended Essay and Theory of Knowledge course together can contribute a combined score of up to three extra “core” points.

Thus, the maximum and ‘perfect’ Diploma score is 45 points. A total score of below 24 points means that a student will not be awarded the Diploma. A total score of 24 points is the minimum for a ‘pass’ (though further “terms and conditions” do apply). Creativity, Activity and Service (CAS) is not awarded points, but a satisfactory performance in these areas must be recorded in order for the Diploma to be awarded.

## DO THE SUBJECTS I CHOOSE AFFECT WHAT I CAN STUDY AT UNIVERSITY?

The Diploma Programme enables students to have a variety of options for later study. After all, most students at your age do not yet know what they would like to do after school. It is very wise to choose your subjects on the basis of your strengths and your subject enjoyment. However, if you already have an idea of what you might like to study at university, it is worth keeping a few things in mind. Universities are very keen on IB students and look on them favourably. However, some courses do have pre-requisites and some require you to gain not only a specific number of total points, but particular scores in individual subjects. The following information might be useful to you in choosing your subjects.

Architecture – Mathematics and/or Physics at HL may be required; Visual Arts is required for some programmes. A portfolio is usually required.

Economics, Business, or related subjects – Mathematics HL may be required, and some universities will have a requirement for Mathematics Analysis and Approaches. While Economics at IB level may not be specifically required, it would be expected or preferred for an Economics course. Business Management at IB level is not usually required.

Engineering – Entry requirements vary significantly. At some universities Mathematics HL and Physics HL are often required or preferred. Some universities will have a requirement for Mathematics Analysis and Approaches. For Chemical Engineering, Chemistry HL and possibly Physics HL might be required.

Law – There are usually no specific requirements but evidence of analytic skills and reading/writing skills are essential. English A would be preferred, but all students at SJIM will take one of the English A subjects. A student interested in law would usually have a natural interest in the Humanities.

Medicine – Chemistry and Biology at HL (although Physics may be accepted instead of Biology for some courses). Some programmes also have Mathematics and/or English requirements.

Occupational Therapy/Physiotherapy – Students would be expected to have Mathematics and at least one Science (Chemistry, Biology or Physics) at SL. Students interested in these fields usually have a natural interest in Biology.

Psychology, Science or related subjects – One or more HL Science subject and/or Mathematics SL may be required.

Visual or Performing Arts or Music - IB Visual Art/Theatre/Music may not be required, but will be preferred and expected. Students are usually required to submit a portfolio or are auditioned.

**It is always best to check individual university websites for exact requirements to ensure that students have the most up to date information, as these differ between universities and countries.** For UK universities, entry requirements for all programmes at all universities are also listed on the UCAS website ([www.ucas.com](http://www.ucas.com)) under Course Search.

**You might also consult the guides produced by the IB for students considering university study in the UK, USA, Hong Kong, Australia, Canada, Germany, and the Netherlands, which can be found at <http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/> and then clicking on “Country guides for international students”.**

## TEACHING AND LEARNING AT SJII MALAYSIA

At SJII Malaysia we believe in active approaches to teaching and learning. We believe in academic rigour leading to academic excellence, but we do not believe in simply memorising material for examinations. Classrooms at SJII Malaysia will be engaging, lively environments where students enjoy what they are learning and know what they need to do to improve.

Our education will be constructionist; in other words we believe in building new learning on previous learning and prior experience. Of course we want our students to excel in examinations, but at the same time we want them to be able to apply the skills and knowledge they learn inside and outside the classroom. We want our students to develop the quality of self-motivation and to find out for themselves how they learn best, through employing a variety of teaching strategies. We want them to be able to make connections between the different subjects, and between the topics within the subjects that they study. By using a variety of assessment vehicles and methods of feedback, we want our students to be absolutely clear about what to aim for and how to achieve their targets for improvement. Finally, we want our students to interact meaningfully with others, for example by collaboration in group activities and by practising academic honesty. To achieve this, our teachers will be experienced, passionate and energetic IB practitioners.

The IB has specifically outlined a set of approaches to teaching and learning, which align very well with the SJII Malaysia educational vision. The IB aims to develop a broad set of skills that can be summarised as:

**Research skills** – how to research information in constructive ways, how to identify worthwhile sources of information, how to conduct research ethically and how to use information honestly

**Communication skills** – how to speak, read, write and use media effectively and productively

**Social skills** – how to interact with others in a meaningful way, for example during collaborative group work and extended projects

**Thinking skills** – how to analyse, explain, evaluate, discuss, make links and see the big picture

**Self-management skills** – how to work independently, effectively and in an organised manner

This means that teachers will also use a broad set of pedagogical approaches, including:

**Inquiry** – Whilst we know that information has to be imparted, we are aware of the power of students finding things out and coming to conclusions by themselves rather than always being told.

**Emphasizing concepts** – Teachers will emphasise understanding of concepts, so that students can make links and see the big picture, rather than seeing each lesson as an individual entity that can be pushed to one side as soon as it is over.

**Differentiation** – Teachers will use a variety of teaching strategies and approaches, so that their students' different needs and ways of learning can be addressed.

**Development of independence** – By the nature of tasks set and by high expectations, teachers will help students to develop their self-management skills.

**Assessment** – teachers use a variety of assessment methods to reveal ways in which their teaching approaches can constantly be moved forwards, in order to maximise their students' learning achievements.

# THE IB DIPLOMA AT SJII MALAYSIA

As mentioned earlier, students wishing to take the IB Diploma must select *SIX* subjects: *THREE* at HIGHER level (HL) and *THREE* at STANDARD level (SL). The standard of performance required may be very similar between HL and SL courses, but HL courses are likely to be more extensive in scope and depth. Thus, HL courses are allocated more teaching time and are generally more demanding.

The subjects must be selected as follows, one from each of the following six groups:

## 1. Studies in Language and Literature

*Language A: Literature* – This is usually taken in the first language of the student or the language in which the student is most competent.

**OR:**

*Language A: Language and Literature* - This may or may not be taken in the first language of the student or the language in which the student is most competent, but will be taken in a language of which the student has a good command. The student will be a native or near native speaker.

## 2. Language Acquisition

*Language B* – This is a foreign language, which the student has previously studied, and which offers the opportunity for them to build and develop existing skills and knowledge.

**OR:**

*Language ab initio* – This is a foreign language that the student has never previously studied, or has limited experience in, which reflects their aims and interests.

## 3. Individuals and Societies (the “Humanities”)

## 4. Sciences

## 5. Mathematics

**6. The Arts** – This may be Music, Visual Arts **OR** another subject selected from one of the above groups. At SJII Malaysia this will mean another subject from Groups 3 or 4. (Please note that students cannot take two Mathematics subjects.)

In addition to the six subjects, all Diploma students must also study a course in Theory of Knowledge (TOK), write an Extended Essay (EE) and comply with the CAS requirement.



# REQUIREMENTS FOR STUDENTS WISHING TO TAKE THE IB DIPLOMA PROGRAMME AT SJII MALAYSIA

The IB Diploma is a rigorous and demanding academic course. We need to be sure therefore that students will be able to cope with its demands.

**In accordance with the school's Admissions Policy, students wishing to enter the school should display the following attributes:**

- Academic ability: SJI International Malaysia is a high achieving academic school. As such, we expect all students to meet certain minimum academic levels, as shown by both their results in our own admissions assessments and their previous school report grades.
- An ability to access the curriculum in English
- A positive attitude to learning
- The ability to benefit from a high achieving environment
- Willingness to participate fully in all that the school has to offer

Prospective students will attend an interview with the IBDP Coordinator. The students' qualifications will be taken into consideration and they will be required to take English, Mathematics and Non-Verbal Reasoning tests. If a student is an overseas applicant, these tests can be administered at the student's current school.

We take a holistic approach to our admissions process and we value what a student is involved with outside the classroom, as well as their academic grades. The interview is a key part of their admissions process.

All Senior School students will be members of the SJII Malaysia community and all will be expected to make a substantial contribution to it. All students will participate actively in the life of the school beyond the classroom and display an evident degree of constructive energy.

## HOW WILL I MANAGE MY PROGRAMME?

Remember you will be assigned to a “tutor group” with an experienced tutor, who will communicate with your parents and subject teachers about your progress and will watch over and guide you.

When you start your extended essay, you will be assigned a personal supervisor who will consult with you during the writing of your essay, and you will be provided with a timeline which will help you plan the stages of your essay.

You will also be assigned to a CAS Advisor, who will be your form tutor and who will guide and monitor your CAS achievements.

In addition, you will receive regular reports. You will receive a report once each term. Students also take part in student led conferences, in which they reflect on their learning with their form tutor and their parents.

The school will also provide you with a calendar called the “academic planner”, which will outline all the important times of the year when coursework assignments will take place and when other important academic events such as examinations, CAS interviews, projects, etc., will be scheduled. This will help you plan your study timetable in advance and ensure that you will not be taken by surprise by unexpected tasks. Interim deadlines will be set for regular homework and other pieces of work and your teachers will give you regular feedback so that you will know what you need to do to improve.

Finally, internally administered examinations will be held at the end of Year 12 and internally administered mock examinations will be held before the final IB examinations in Year 13.

In line with the grading system for the IBDP, a 7 to 1 grading system is used at SJIIM will be used for achievement, where 7 is the highest grade possible and 1 is the lowest grade.

## SJII DIPLOMA OPTIONS FOR 2020 (SUBJECT TO CHANGE)

GROUP	NAME	CHOICES AVAILABLE AT SJII MALAYSIA
1	Studies in language and literature*	English A: Literature; English A: Language and Literature
2	Language acquisition*	Chinese B, Mandarin ab initio (SL only), Malay B (SL only), Malay ab initio or Spanish ab initio (SL only) or Spanish B
3	Individuals and societies	Economics, History, Business Management or Geography OR Philosophy (SL only) or Psychology or ITGS as an online option with school support**
4	Sciences	Biology, or Chemistry, or Physics
5	Mathematics	Mathematics: Analysis and Approaches or Mathematics: Applications and Interpretations
6	The arts (and electives)	Music, or Visual Arts, or another subject from Groups 3 or 4, or Film (SL only and as an online option with school support**)

*\*Please see the special note about languages on P. 12*

*\*\*Online options are offered through Pamoja Education, who are authorised by the IB to provide online IBDP courses. Students would have an onsite coordinator who would oversee their work and support them with them. Online courses include a regular class at a scheduled time online with other students and the class teacher. Online class teachers provide reports to students and parents.*

Remember, *three* of the chosen subjects must be taken at HL and *three* at SL.

The subject briefs for all of the above subjects, with details of the curriculum covered and assessments carried out can be found at <http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/> and then clicking on “DP subject briefs”. The SJIIM departmental handbooks for most of these subjects can be found at <https://www.sji-international.edu.my/ibdp/>.

Remember as well, there are three compulsory Core components. The table below shows the compulsory core components:

The Extended Essay
Theory of Knowledge (TOK)
Creativity, Activity and Service (CAS)

## **A SPECIAL NOTE ABOUT LANGUAGES**

### **Language Proficiency for Language B or Language ab initio subjects**

It is important that students choose IB subjects which represent an achievable challenge for them. With this in mind, when choosing to study Language B or Language ab initio subjects, students should consider carefully their previous experience in languages other than English. Language B courses are intended for students who have had some experience in studying that language as a foreign language, and who are not fluent in that language. Language ab initio courses are intended for those with little to no previous experience of studying that language. Please see the Language Pathways document on the next page, which details the language courses open to students for Group 2 at SJIIM currently, depending on their previous study.

### **School-supported self-taught languages**

The IB recognizes that it is not possible for every school to provide every language that their students request. This is particularly relevant for students studying in a country where the language they wish to study is not a main language. For example, a Dutch student studying in Thailand may wish to take Language A: Literature in Dutch, but his school does not teach Dutch. To help with this sort of situation, the IB provides a 'school-supported self-taught' language option.

A student taking a self-taught Language A will be supervised by a teacher at the school, and the school will administer examinations, but the student or their parents must source and pay for an outside tutor with whom to study the course requirements. This is an option that must be very carefully considered. It requires a strong degree of independence and commitment from the student. It certainly is not an option for students with poorly developed study habits.

**School-supported self-taught languages are available only in Language A: Literature and at SL only.**

Students and parents interested in this option should speak with Mrs. Fitzgerald (IBDP Coordinator) prior to making their subject selections.

## **INFORMATION ABOUT THE INDIVIDUAL SUBJECTS OFFERED AT SJII MALAYSIA**

What will I study in IB Economics? What is the difference between HL and SL Physics? What sort of coursework will I have to do in History? What exactly is Theory of Knowledge? How many examination papers will there be in Maths HL? How much practical work do I have to do in science? Do languages have oral examinations? What are the exam questions like in Biology?

These and many, many more are examples of questions commonly asked about individual subjects. The best place to find complete information about each of the subjects offered at SJII Malaysia is on the International Baccalaureate Organisation website. The IBO has provided a series of “subject briefs”, one for each subject at HL and one for each subject at SL (although because there are so many languages offered worldwide in Group 2, the languages briefs are generic).

***Find all the subject briefs at:***

<http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/>

On that page, you will need to click on “Diploma Programme Subject Briefs,” in order to access these for individual subjects.

### **STILL HAVE QUESTIONS?**

***Have a look at the FAQs about the IB Diploma at:***

<http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/faqs/>

**ENJOY YOUR DIPLOMA STUDIES!**