SHINE UE SCHOOL
IB DIPLOMA PROGRAMME
2021-2023 HANDBOOK

“Live as if you were to die tomorrow. Learn as if you were to live forever.”
Mahatma Gandhi

The term "International Baccalaureate" is hereinafter referred to as IB. It is not a bachelor's degree, but a university preparation program that is the foundation of a bachelor's degree.

“Олон улсын баклавриат” гэдэг нэршлийг цаашид АйБи гэж товчилж буй. Энэ нь баклаврын зэрэг биш хэдий ч баклаврын суурь болох их сургуулийн бэлтгэл хөтөлбөр юм.

IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Shine Ue School Mission Statement

We aim to develop active, compassionate, and responsible learners who approach everything they take on with great sincerity while promoting one's native language and preserving one's own heritage. Our programme is developed to encourage young people who are self-confident, caring, reflective, and understand their role as global citizens concerning other cultures and backgrounds.

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THE IB LEARNER PROFILE

A singular capacity for invigorating campus life

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions on campus.

Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

University faculties regularly note IB students' passion for discovery.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to

the lives of others and to the environment.

IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

For more information about the IB Learner Profile, visit www.ibo.org/recognition.

Glossary of Abbreviations

CAS: Creativity, Action, Service

DP: Diploma Programme

DP1: The first year of the Diploma Programme

DP2: The second year of the Diploma Programme

EA: External assessment

EE: Extended Essay

“E” grade: Elementary

HL: Higher level

IA: Internal assessment

IB: International Baccalaureate

ILP: Individual Learner Plan

ITGS: Information Technology in a Global Society

IBO: International Baccalaureate Organization

“N” grade: No submission

SEN: Special Educational Needs

SL: Standard level

SUS: Shine Ue School

TOK: Theory of Knowledge

UC: University Counsellor

UCAS: UK University and Colleges Admissions Service

DP Score: This is the score out of 45. Each subject points out of 7. Six subjects * 7 = 42. 42 + bonus points up to 3 from EE/TOK = 45.

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April 2021

Dear Students/Parents,

We are happy to welcome you to our IB Diploma programme, which we have been delivering since 2018. This handbook aims to give you a better understanding of how SUS delivers the (this) programme, what subjects we offer, (and) what policies are in place to support our students. We pride ourselves on our ability and professional expertise to cater to the programme to our students' unique interests.

The Diploma programme is a **rigorous** pre-university course of study. SUS is continuously working to help our graduates to pursue their studies in some of the best universities in Mongolia and abroad. Our teachers have been certified from the IBO and are encouraged to develop professionally as they go.

We aim to develop active, compassionate, and responsible learners who approach everything they take on with great sincerity while promoting one's native language and preserving one's own heritage. *Our programme is developed to encourage young people who are self-confident, caring, reflective, and understand their role as global citizens concerning other cultures and backgrounds.*

Our CAS programme, for instance, is aimed to give(at giving) our students contact with the local community and expand our students' understanding and open-mindedness to embrace different cultures and communities.

We hope that you take the time to read through this handbook and come to understand what makes the programme here at SUS so unique. Part 1 of the handbook begins by looking at the diploma programme model and its basic features. Part 2 attempts to describe the policies which we hope give each IB student meaningful access to the curriculum. Part 3 gives a brief description of subjects on offer, including important information about prior knowledge. Finally, Part 4 gives a brief career advice. You can also find frequently-asked-questions with answers at the end of this handbook.

We are confident that you will find something to accommodate your interests in our programme, but we are, of course, open to feedback about how we can further develop the programme we offer. We believe that the program's success is a shared responsibility between all stakeholders: the IBO, the school management team, parents, teachers, and students. Should you have any questions or queries about our IB programme, please do not hesitate to contact us. We look forward to welcoming you into our school. Thank you for your time.

Sincerely,

The IB DP Team

Shine Ue School

SUS IB DP team staff and contact details

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About the IB

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission, focused on students. Founded in 1968, the IB currently works with 5,284 schools in 158 countries to develop and offer these four challenging programmes to students aged 3 to 19. The IB is more than its educational programmes and certificates. At its centre, it is motivated by a mission to create a better world through education. The IB promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Diploma Programme

The IB Diploma Programme (DP) is an academically challenging and balanced education program with final examinations that prepare students aged 16 to 19 for success at university and life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally, and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- develop the skills and a positive attitude toward learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action, and service

For detailed information, check it on https://www.ibo.org/programmes/diploma-programme/

ATTENDANCE DURING THE IB DIPLOMA PROGRAMME

Students are expected to attend all classes in which they are enrolled, unless for appropriate medical reasons or they have prior Principal permission. Students who miss classes

regularly severely affect their chances of gaining the IB Diploma and this may result in their enrolment at the school being cancelled. In addition, as an IB World School, SUS is bound to ensure that students meet the recommended guided learning hours for each HL/SL course and as such a student must ensure they do not fall short of meeting these hours during class contact time.

Enquiry upon results

A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for internal assessment) as part of the enquiry upon results service, the details and fees for which are specified each year. All enquiries upon results must be submitted by the school on behalf of the candidate. Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school will obtain the written consent of the candidate or his/her legal guardian.

Incomplete assessment

In cases of incomplete assessment in a subject, the IB Organization may, at its discretion, award a grade for the subject if both of the following circumstances are established:

- an acceptable reason is provided by the school for the incomplete assessment being beyond the candidate's control, such as acute illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law

- the candidate has submitted sufficient work, leading to at least 50 per cent of the total marks available in that subject and including an externally assessed component.

Curriculum: DP subject groups

IB DP students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), social sciences, experimental sciences and mathematics. Students can choose another subject from group 6 by choosing a subject that is not chosen from groups 3 and 4.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students can study and take examinations in English.

Diploma Programme core

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills. The three core elements are:

1. Theory of knowledge develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge. It is assessed through an exhibition and a 1,600-word essay. TOK is part of the International Baccalaureate® (IB) Diploma Programme (DP) core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

TOK is composed almost entirely of questions into different kinds of knowledge. The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions and develop an appreciation of the diversity and richness of cultural perspectives.

2. The extended essay asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying.

The extended essay is a required component of the International Baccalaureate® (IB) Diploma Programme (DP).

It is an independent piece of research, culminating with a 4,000-word paper. The significance of the extended essay:

- practical preparation for undergraduate research
- *an opportunity for students to investigate a topic of personal interest to them relates to one of the student's six DP subjects*

Through the extended essay's research process, students develop skills in formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas, and developing an argument.

Participation in this process develops the capacity to analyze, synthesize, and evaluate knowledge.

3. Creativity, action, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP).

Creativity, activity, service (CAS) involves students in various activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. The activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable self-discovery journeys.

It is not formally assessed. However, students reflect on their CAS experiences as part of the DP and provide evidence of achieving the seven learning outcomes for CAS.

Students can collect evidence in the following forms: photographs, videos, short movies, composing, blogs, written reflections, art performances or exhibitions, writing poems or songs, social media and channels, and so on.

Students also have to form up a CAS portfolio and submit it to the IB DP coordinator at the end of the CAS programme.

Shine Ue School Policies

SUS has developed a number of policies in order to help students achieve success in the diploma programme and beyond. We recognise that the IB curriculum is not 'one-size-fits-all', and we believe that each student should have meaningful access to the curriculum. This is achieved through the following five policies:

1. Admissions policy

SUS is proud to consider itself an inclusive school. This means that we honour the IB's standards, in particular standard A.9 which states that "the school supports access for students to the IB programme and philosophy." (Programme Standards and Practices, 2014: 21).

Notwithstanding, as the diploma programme is considered "an academically challenging" programme of education in order for students to fully benefit we feel it important that prospective students fulfil our own standards as outlined in our admissions policy. All prospective students are assessed in terms of their English language proficiency, by taking the TOEFL Junior test and (an)other English proficiency test prepared by our English B teachers to gauge their readiness to undertake the diploma programme. The assessment must be carried out on school grounds prior to the academic year or the official examination centre. The English B teachers assess this according to standards established by the Common European Framework of Reference for Languages. Students need to have obtained at least B2 ('Independent user') in order to be able to benefit from the diploma programme.

Students who have been assessed by means of external tests, like TOEFL Junior, IELTS or Cambridge B2 First, are exempt from being assessed if these tests were undertaken within a year of being enrolled. For IELTS, we ask that students obtain not below 5.5 in any of the language skills, for TOEFL Junior 850 for overall scores.

In addition, several subjects will ask for additional requirements. For example, in order to study Mathematics analysis and approaches HL students will either need to show evidence of ability (olympiad medals or certificates) or take our entry test. Again, this must be taken on site.

Finally, we ask that applicants also make known to us any documents that provide evidence of learning needs. See section 4 below for more information.

Please refer to Appendix 2 on page 76 to check the IB diploma programme enrollment placement test topics.

Refer the IB diploma programme placement test topics on page 77, *Appendix 1*.

2. Language policy

Most students who take the IB programme are not English-native speakers and therefore the demands imposed on students following a curriculum through English can be considerable. More significantly perhaps, irrespective of what a student's first language is it is imperative that a student develops his/her 'academic literacy'; that is, the language which is necessary for students to become literate in the language of a particular subject.

The following are in place to ensure that students achieve academic literacy:
https://www.ibo.org/programmes/diploma-programme/who-is-the-diploma-for/

- The English B teachers provide language support via a dedicated English B lesson to students. In our current timetable this is normally intended for students who study English B.
- SUS teachers are encouraged to plan differentiating activities that take account of diverse learner needs.

3. Assessment policy

The practice of assessing students has moved from what has traditionally been 'summative assessment' (which assesses students in end-of-year exams, for example) to 'formative assessment' (which assesses students with the express purpose of identifying areas for further improvement). To this extent, each subject in the IB programme comes with a set of marking criteria which show progression along different bands. The marking criteria for each subject is made known to students so that they know where they are at any given time, and what they need to improve on in order to reach the higher bands.

The following are in place to ensure that teachers and students understand how assessment works in the IB programme:

- Students are given copies of the marking criteria for each component (including IAs, TOK and EE), which show them the indicators of each band
- Teachers regularly 'test' students by means of essays or structured tests, and subsequent teacher feedback allows students to gauge where they are along the marking scale
- Teachers attend workshops in their subjects and are encouraged to join local regional associations of IB schools, which allow them to better understand the marking criteria of the subjects they teach
- Teachers are sent subject reports for their subjects, which gives them valuable information on assessment as applied by the IB

A key aspect of the IB programme is the IA. While the larger share of the assessment for the IB is carried out through external examinations (because of the greater degree of objectivity

and reliability), the IB acknowledges that students should have the right to 'test' themselves through more project-like work. Hence the IA in each subject.

Finally, the EE and TOK (as discussed above) are also assessed and do not take the form of examinations. The EE is an extended project while TOK includes an essay and an exhibition. The TOK essay is marked by IB examiners. TOK exhibition is internally assessed by the teacher and externally moderated by the IB at the end of the course.

The full assessment policy is sent to the parents emails.

4. Inclusion/Special Educational Needs policy

Much like language backgrounds, students come to SUS with a range of experiences and different learning styles or needs. An inclusive philosophy guides a school which endeavours to give meaningful access to such differences. The following are in place to enable the school to be inclusive:

- The IB DP Coordinator with the help of professionals to provide support to individual students who are identified as needing support
- If there is a student who needs special education support the IB DP coordinator invites special education specialists to give advice to teachers through workshops and on the most effective strategies to help learners achieve desired outcomes.
- Much like the language policy, teachers are encouraged to plan for differentiating activities to take account of learning styles or needs
- The IB Coordinator is able to request assessment access requirements from IBO if deemed necessary

Special provisions

The IB believes that all candidates must be allowed to undertake assessment under conditions that are as fair as possible. The IB has two forms of special provision to ensure assessment is fair. Candidates with inclusive access arrangement A learning support requirement(s) often necessitates inclusive access arrangements. The IBO is able to authorise inclusive access arrangements for a candidate with inclusive access requirements. If a candidate needs inclusive access arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorisation for inclusive access arrangements from the IBO. Candidates with adverse circumstances Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including temporary illness or injury, severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. Any application for special consideration in cases of adverse circumstances is subject to approval by the IBO and must be submitted by the school's DP coordinator on behalf of the candidate(s).

5. Academic honesty policy

In order to be successful in an academic community, students need to be given an opportunity to experiment with ideas and to take risks.

- At the start of the IB programme students attend an introductory talk and engage in an activity on academic honesty
- Students return to the issue of academic honesty in the TOK class and during tutorials
- The Extended Essay class (mandatory for all DP1 students) will look at the issue of academic honesty and what students need to consider when writing a piece of work
- Prior to finalising their topics for the extended essay students are sent a manual which outlines a recommended referencing convention
- Prior to end-of-year examinations, mock exemptions and the IB examinations, the IB coordinator will send by email a poster which outlines expected conduct during examinations
- A designated notice board in the school will include information about examinations
- Students need to acknowledge in writing that the work they are submitting towards
- Parents are sent the document Academic honesty policy which gives important information about the IB programme including academic misconduct.
- The full assessment policy is sent to the parents emails.

All of the above is carried out in order to promote personal integrity which we believe to be the foundation of success. A person acting with integrity stands a better chance of positively impacting our world.

Academic misconduct

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- ***plagiarism*** - this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- ***collusion*** - this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- ***duplication of work*** - this is defined as the presentation of the same work for different assessment components and/or Diploma requirements

- ***any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate*** (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Actions taken in the event of Academic Misconduct

As an IB World School, SUS embraces the mission and philosophy of the IB Organisation, which holds as a basic tenet, Academic Integrity. As it pertains to Academic Integrity, the IB Learner Profile states that each student must be principled, "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." If a breach of the Academic Integrity Policy is suspected the following will occur.

1. The teacher, invigilator, or fellow student will report suspected academic misconduct to the IB Coordinator.
2. The IB Coordinator will investigate the incident and make a determination as to whether academic misconduct has occurred and the extent of the academic misconduct.
3. If the IB Coordinator reaches the conclusion that academic misconduct has occurred, he/she will submit a report to the Deputy Principal. The assessment will be awarded a non-submission.
4. The student will face disciplinary consequences in accordance with the Responsible Behaviour Plan, General Regulations: Diploma Programme and Diploma Programme Assessment Procedures, including possible removal from the IB Diploma Programme and cancellation of enrolment at SUS.

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

What is the nature of the subject?

Language A: Literature course is designed for students from a wide variety of linguistic and cultural backgrounds who have experience using the course language in an educational context. The language profile of students taking these courses will vary. Still, their receptive, productive, and interactive skills should be strong, and the expectation is that the course will consolidate them further. Students are expected to develop their proficiency, fluency, and linguistic range, particularly to acquire the vocabulary appropriate to the analysis of texts. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts to interpret, analyze, evaluate, and communicate this understanding in clear, organized, and developed products. (Language A: Literature guide, 2021)

What prior knowledge is needed?

Grade level VII or VIII in literature is certainly desirable. However, the most successful students and the ones that find the course the most enjoyable are the students who have a genuine passion for literature (novels, poetry, and plays). Ask yourself the following:

1. Do you read novels for pleasure at home?
2. Do you enjoy reading and analysing poems?
3. When you have been given homework to read passages of a play or a novel, was it a pleasure that you could not wait to start? Or was it a chore to be left until Sunday evening?

What is the distinction between SL and HL?

The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 9 works, while HL students are required to study 13.

In paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study.

How is it useful apart from enabling you to get an IB diploma?

“When we study literature, our horizons are broadened, because we can learn about and come to understand people who are different from us. Conversely, we might discover

characters or poems that we really identify with—it can be really exciting and validating to discover that your exact thoughts and feelings have also been experienced by someone else. Because of these effects, literature encourages us to be sensitive to the whole spectrum of human experience and to consider this when making decisions in our day-to-day lives. Academically, studying literature also helps us to refine our own writing skills and expand our vocabularies".[1]

How is it assessed?

The subject is assessed both internally and externally according to the IB assessment.

<table>
<tr><th colspan="7">Language A: Literature - Internal assessment (guide 2021 first assessment)</th></tr>
<tr><th>Subject</th><th>Level</th><th>Duration</th><th>Weighting</th><th colspan="2">Assessment components</th><th>Marks</th></tr>
<tr><td rowspan="2">Mongolian A: Literature</td><td>SL</td><td>15 mins</td><td>30%</td><td>Individual oral</td><td>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.</td><td>40 marks</td></tr>
<tr><td>HL</td><td>15 mins</td><td>20%</td><td>Individual oral</td><td>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.</td><td>40 marks</td></tr>
<tr><td colspan="3">Higher Level Essay /20 marks/</td><td>20%</td><td colspan="3">An essay of 1,200–1,500 words exploring a line of inquiry in connection with a studied literary work.</td></tr>
<tr><td colspan="7">This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</td></tr>
</table>

1 "Literature." *Enotes.com*, Enotes.com, www.enotes.com/homework-help/why-do-we-study-literature-391197.

Language A: Literature - External assessment (guide 2021 first assessment)						
Subject	**Paper**	**Duration**	**Weighting**	**Assessment components**		**Marks**
Mongolian A: Literature	**SL P1**	**75 mins**	**35%**	Guided literary analysis	The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it.	**20 marks**
	SL P2	**105 mins**	**35%**	Comparative essay	The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.	**30 marks**
	HL P1	**75 mins**	**35%**	Guided literary analysis	The paper consists of two passages, from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it.	**40 marks**
	HL P2	**105 mins**	**35%**	Comparative essay	The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.	**30 marks**

Where can I find more information?
Please see the subject brief for this subject here:
SL: https://www.ibo.org/globalassets/publications/recognition/1_languagea_sl_2011.pdf
HL: https://www.ibo.org/globalassets/publications/recognition/1_languagea_hl_2011.pdf

GROUP 2: LANGUAGE ACQUISITION

LANGUAGE B

What is the nature of the subject?
Language B course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. (Language B guide, 2020)

What prior knowledge is needed?
Language B SL and HL are language courses for students with some background in the target language. At SUS, we offer English B for the Language B course.

- Academic IELTS - 5.5 for SL
- Academic IELTS - 6.0 for HL
- TOEFL Junior - 850 for SL
- TOEFL Junior - 900 for HL

What is the distinction between SL and HL?

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

How is it useful apart from enabling you to get an ID diploma?

Learning a foreign language helps students develop their language skills in a variety of contexts and gives a broad understanding of the culture of countries and communities where the language is spoken. It encourages enjoyment of language learning and the recognition that language skills enable everyone to take their place in a multilingual society.

How is it assessed?

The subject is assessed both internally and externally according to the IB assessment.

<table>
<tr><th colspan="8">English B - Internal assessment (guide 2020 first assessment)</th></tr>
<tr><th>Subject</th><th>Level</th><th>Preparation time</th><th>Duration</th><th>Weighting</th><th colspan="2">Assessment components</th><th>Marks</th></tr>
<tr><td rowspan="2">English B</td><td>SL</td><td>15 min</td><td>12-15 min</td><td>25%</td><td>Individual oral assessment</td><td>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.</td><td>30 marks</td></tr>
<tr><td>HL</td><td>20 min</td><td>12-15 min</td><td>25%</td><td>Individual oral assessment</td><td>A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.</td><td>30 marks</td></tr>
<tr><td colspan="8">This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB.</td></tr>
</table>

English B - External assessment (guide 2020 first assessment)						
Subject	**Paper**	**Duration**	**Weighting**	**Assessment components**		**Marks**
English B	**SL P1**	**75 mins**	**25%**	Productive skills - writing	One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	**30 marks**
English B	**SL P2**	**105 mins**	**50%**	Receptive skills - separate sections for listening and reading	Listening comprehension (45 minutes) (25 marks)	**65 marks**
				Reading comprehension	Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (1 hour) (40 marks)	
English B	**HL P1**	**90 mins**	**25%**	Productive skills - writing	One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions	**30 marks**
English B	**HL P2**	**120 mins**	**50%**	Receptive skills - separate sections for listening and reading	Listening comprehension (1 hour) (25 marks)	**65 marks**
				Reading comprehension	Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (1 hour) (40 marks)	

Where can I find more information?
Please see the subject brief for this subject here:
https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-b-2018-en.pdf

GROUP 3: INDIVIDUALS AND SOCIETIES

BUSINESS MANAGEMENT

What is the nature of the subject?

"The Diploma Programme business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate." (Business Management guide, 2015)

What prior knowledge is needed?
None is needed except an interest in the subject matter. Students are required to be able to write in continuous prose and to express ideas clearly and fluently in English.

What is the difference between SL and HL?
There is a core curriculum for both SL and HL consisting of five obligatory units (business organisation and environment; human resource management; finance and accounts; marketing; operations management) with common content and learning outcomes. HL students complete extension areas of study in all five units. The other notable difference is the IA: SL students write a written commentary (1500 words) while HL students research and report on an issue (2000 words).

How is it useful apart from enabling you to get an ID diploma?
The course is about learning to investigate factors that lead businesses to making certain decisions, as well as interpreting information in a business context. Students are expected to show judgment in weighing up the relative importance of different points or sides of an argument in order to reach a conclusion. This will be of use to them later in life in any situation from work to domestic finances.

How is it assessed?
The subject is assessed both internally and externally according to the IB assessment.

Business & Management - Internal assessment (guide 2016 first assessment)						
Subject	**Level**	**Duration**	**Weighting**	**Assessment components**		**Marks**
Business Management	SL	(15 teaching hours)	**25%**	Written commentary	Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words.	**25 marks**
	HL	(30 teaching hours)	**25%**	Research project	Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words.	**25 marks**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.						

Business & Management - External assessment (guide 2016 first assessment)						
Subject	**Paper**	**Duration**	**Weighting**	**Assessment components**		**Marks**
Business Management	**SL P1**	**75 mins**	**30%**	Section A	Syllabus content: Units 1–5: Students answer two of three structured questions based on the pre-seen case study. (10 marks per question)	**40 marks**
				Section B	Syllabus content: Units 1–5: Students answer one compulsory structured question primarily based on the additional stimulus material.	
Business Management	**SL P2**	**105 mins**	**45%**	Section A	Syllabus content: Units 1–5: Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks)	**50 marks**
				Section B	Syllabus content: Units 1–5: Students answer one of three structured questions based on stimulus material. (20 marks)	
				Section C	Syllabus content: Units 1–5: Students answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks).	
Business Management	**HL P1**	**135 mins**	**35%**	Section A	Syllabus content: Units 1–5 including HL extension topics: Students answer two of three structured questions based on the pre-seen case study. (10 marks per question)	**60 marks**
				Section B	Syllabus content: Units 1–5 including HL extension topics: Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks)	
				Section C	Syllabus content: Units 1–5 including HL extension topics: Students answer one compulsory extended response question primarily based on the additional stimulus material. (20 marks)	
Business Management	**HL P2**	**135 mins**	**40%**	Section A	Syllabus content: Units 1–5 including HL extension topics: Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks)	**70 marks**
Business Management				Section B	Syllabus content: Units 1–5 including HL extension topics: Students answer two of three structured questions based on stimulus material. (20 marks per question)	
				Section C	Syllabus content: Units 1–5 including HL extension topics: Students answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks)	

Where can I find more information?
Please see the subject brief for this subject here:
SL: https://www.ibo.org/globalassets/publications/recognition/businesssl2016englishw.pdf
HL: http://www.ibo.org/globalassets/publications/recognition/businesshl2016english-w.pdf

HISTORY

What is the nature of the subject?
History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past." (History Guide, 2019)

What prior knowledge is needed?
While History can be demanding as far as reading and writing are concerned, an interest in the subject can help students to quickly develop these skills and become successful historians.

What is the difference between SL and HL?
Distinction between SL and HL Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

How is it useful apart from enabling you to get an ID diploma?
Studying history and gaining an IB qualification in the subject gives prospective university students an advantage because of their heightened knowledge of world affairs, their advanced understanding of economic, social and political concepts and their ability to write high quality, analytical prose which flows wonderfully, building to well considered conclusions. They develop objective approaches to sources of information of all kinds

enabling them to make the most sound judgements in any situation. These things, combined, make students of history some of the most sought after applicants by just about any kind of organization and profession. The subject leads directly towards a career in law, journalism, public administration, tourism and business. In support of other subjects, history augments the qualities acquired by young people throughout their journey through life.

How is it assessed?

The subject is assessed both internally and externally according to the IB assessment.

History - Internal assessment (guide 2020 first assessment)						
Subject	**Level**	**Duration**	**Weighting**	**Assessment components**		**Marks**
History	**SL**	**20 hours**	**25%**	Historical investigation	Students are required to complete a historical investigation into a topic of their choice.	**25 marks**
	HL	**20 hours**	**20%**	Historical investigation	Students are required to complete a historical investigation into a topic of their choice.	**25 marks**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.						

History - External assessment (guide 2020 first assessment)					
Subject	**Paper**	**Duration**	**Weighting**	**Assessment components**	**Marks**
History	**SL P1**	**60 mins**	**30%**	Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions.	**24 marks**
History	**SL P2**	**90 mins**	**45%**	Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.	**30 marks**
History	**HL P1**	**60 mins**	**20%**	Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions.	**24 marks**
History	**HL P2**	**90 mins**	**25%**	Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.	**30 marks**
History	**HL P3**	**150 mins**	**35%**	Separate papers for each of the four regional options. For the selected region, answer three essay questions.	**45 marks**

Where can I find more information?

Please see the subject brief for SL/HL here:
https://www.ibo.org/globalassets/programme-information/dp/history-sl-2020-eng.pdf
https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/history-sl-2020-eng.pdf

GROUP 4: EXPERIMENTAL SCIENCES

BIOLOGY

What is the nature of the subject?
Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy. (Biology guide, 2015)

What prior knowledge is needed?
Standard level requires 60% in Biology. If students join from a different system they need to have the equivalent but the final decision is with the Head of Science. Higher Level Biology requires Biology 70%.

What is the difference between SL and HL?
While the skills and activities of group 4 science subjects are common at both SL and HL, at HL students study some topics in greater depth, in the additional HL material and in the common options. The core topics are cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. Additional HL topics include nucleic acids; metabolism, cell respiration and photosynthesis; plant biology; genetics and evolution; and animal physiology. Optional topics include neurobiology and behaviour, biotechnology and bioinformatics, ecology and conservation, and human physiology.

How is it useful apart from enabling you to get an ID diploma?
As indicated above, great progress in biology is expected in the 21st century, especially in addressing issues of global significance such as climate change. As a result, many international bodies - ranging from the United Nations to hundreds of international bodies now exist to promote science.

How is it assessed?
The subject is assessed both internally and externally according to the IB assessment.

Biology - Internal assessment (guide 2016 first assessment)							
Subject	**Level**	**Duration**	**Weighting**	**Assessment components**			**Marks**
Biology	**SL/HL**	**10 hours**	**20%**	Individual investigation	The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long. Investigations exceeding this length will be penalized in the communications criterion as lacking in conciseness.	This investigation covers assessment objectives 1, 2, 3 and 4. Personal engagement: 2 marks (8%); Exploration: 6 marks (25%); Analysis: 6 marks (25%); Evaluation: 6 marks (25%); Communication: 4 marks (17%); Total: 24 marks (100%)	**24 marks**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.							

Biology - External assessment (guide 2016 first assessment)					
Subject	**Paper**	**Duration**	**Weighting**	**Assessment components**	**Marks**
Biology	**SL P1**	**45 mins**	**30%**	30 multiple-choice questions on core material, about 15 of which are common with HL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. No marks are deducted for incorrect answers	**30 marks**
Biology	**SL P2**	**75 mins**	**45%**	Data-based question. Short-answer and extended-response questions on core material. One out of two extended response questions to be attempted by candidates. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.)	**50 marks**
Biology	**SL P3**	**60 mins**	**45%**	This paper will have questions on core and SL option material. **Section A:** candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material. **Section B:** short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.)	**35 marks**

Biology	**HL P1**	**60 mins**	**20%**	40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. No marks are deducted for incorrect answers.	**40 marks**
Biology	**HL P2**	**135 mins**	**36%**	Data-based question. Short-answer and extended-response questions on core and AHL material. Two out of three extended response questions to be attempted by candidates. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.)	**72 marks**
Biology	**HL P3**	**75 mins**	**24%**	**Section A:** candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and AHL material. **Section B:** short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3.	**45 marks**
*****SL/HL Group 4 project - required**					

Where can I find more information?

Please see the subject brief for this subject here:
SL: http://www.ibo.org/globalassets/publications/recognition/biologysl2016english-w.pdf
HL: http://www.ibo.org/globalassets/publications/recognition/biologyhl2016english-w.pdf

CHEMISTRY

What is the nature of the subject?

"Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. 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" (Chemistry guide, 2015)

What prior knowledge is needed?

Students wishing to enter the IB Diploma HL Chemistry course should have an entrance grade above 70% in Chemistry and Mathematics. For those wishing to take the IB Diploma SL Chemistry course, an entrance grade of at least a 60% in both Chemistry and Mathematics is recommended. Students with no background in Chemistry are still encouraged to study the subject at SL. The final decision, however, remains with the IB DP coordinator.

What is the difference between SL and HL?

While the skills and activities of group 4 science subjects are common at both SL and HL, at HL students study some topics in greater depth, in the additional HL material and in the common options. Core topics include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing. Additional HL topics include atomic structure, the transition metals of the periodic table, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and analysis. Optional topics include materials, biochemistry, energy, and medicinal chemistry.

How is it useful apart from enabling you to get an ID diploma?

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 a useful preparation for employment.

How is it assessed?

The subject is assessed both internally and externally according to the IB assessment.

Chemistry - Internal assessment (guide 2016 first assessment)						
Subject	**Level**	**Duration**	**Weighting**	**Assessment components**		**Marks**
Chemistry	**SL / HL**	**10 hours**	**20%**	Individual investigation	The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long. Investigations exceeding this length will be penalized in the communications criterion as lacking in conciseness. This investigation covers assessment objectives 1, 2, 3 and 4. Personal engagement: 2 marks (8%); Exploration: 6 marks (25%); Analysis: 6 marks (25%); Evaluation: 6 marks (25%); Communication: 4 marks (17%); Total: 24 marks (100%)	**24 marks**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.						

Chemistry - External assessment (guide 2016 first assessment)					
Subject	**Paper**	**Duration**	**Weighting**	**Assessment components**	**Marks**
Chemistry	**SL P1**	**45 mins**	**20%**	30 multiple-choice questions on core material, about 15 of which are common with HL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. Students will be provided with a periodic table. No marks are deducted for incorrect answers.	**30 marks**

Chemistry	**SL P2**	**75 mins**	**40%**	Short-answer and extended-response questions on core material. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.) A chemistry data booklet is to be provided by the school.	**50 marks**
Chemistry	**SL P3**	**60 mins**	**20%**	This paper will have questions on core and SL option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.) A chemistry data booklet is provided.	**35 marks**
Chemistry	**HL P1**	**60 mins**	**20%**	40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. Students will be provided with a periodic table. No marks are deducted for incorrect answers.	**40 marks**
Chemistry	**HL P2**	**135 mins**	**36%**	Short-answer and extended-response questions on core and AHL material. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.) A chemistry data booklet is to be provided by the school.	**90 marks**
Chemistry	**HL P3**	**75 mins**	**24%**	This paper will have questions on core and HL option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.) A chemistry data booklet is provided.	**45 marks**
*****SL/HL Group 4 project - required**					

Where can I find more information?

Please see the subject brief for this subject here:

SL: http://www.ibo.org/globalassets/publications/recognition/chemistrysl2016english-w.pdf

HL: http://www.ibo.org/globalassets/publications/recognition/chemistryhl2016english-w.pdf

PHYSICS

What is the nature of the subject?

"Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies ... Alongside the growth in our understanding of the natural world, perhaps the more obvious and relevant result of physics to most of our students is our ability to change the world.

This is the technological side of physics, in which physical principles have been applied to construct and alter the material world to suit our needs, and have had a profound influence on the daily lives of all human beings. (Physics Guide, 2015)

What prior knowledge is needed?

Anybody who had previously studied Physics. 70% is usually a good recommendation for HL, 60% or 50% should be enough for SL. Fluency in English is not required although good writing skills are an asset. For anyone who thinks seriously about engineering studies, university pure science such as Math and Physics, experimental interdisciplinary sciences (i.e. biomaterials, nanotechnology) applied sciences and technology Physics SL or HL is a must.

What is the difference between SL and HL?

Both SL and HL courses have a common core syllabus, a common IA and some overlapping elements in the options. Students at HL are required to study topics in greater depth, in the additional HL material and in the common options. Core topics include measurements and uncertainties; mechanics; thermal physics; waves; electricity and magnetism; circular motion and gravitation; atomic, nuclear and particle physics; and energy production. Optional topics include relativity, engineering physics, imaging, and astrophysics. Additional HL topics include wave phenomena; fields; electromagnetic induction; and quantum and nuclear physics.

How is it useful apart from enabling you to get an ID diploma?

"Courses in physics reveal the mathematical beauty of the universe at scales ranging from subatomic to cosmological. Studying physics strengthens quantitative reasoning and problem solving skills that are valuable in areas beyond physics. Students who study physics or engineering physics are prepared to work on forefront ideas in science and technology, in academia, the government, or the private sector." (Stamford University Department of Physics website)

How is it assessed?

The subject is assessed both internally and externally according to the IB assessment.

Physics - Internal assessment (guide 2016 first assessment)							
Subject	**Level**	**Duration**	**Weighting**	**Assessment component**			**Marks**
Physics	**SL/HL**	**10 hours**	**20%**	Individual investigation	The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long. Investigations exceeding this length will be penalized in the communications criterion as lacking in conciseness.	This investigation covers assessment objectives 1, 2, 3 and 4. Personal engagement: 2 marks (8%); Exploration: 6 marks (25%); Analysis: 6 marks (25%); Evaluation: 6 marks (25%); Communication: 4 marks (17%); Total: 24 marks (100%)	**24 marks**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.							

Physics - External assessment (guide 2016 first assessment)					
Subject	**Paper**	**Duration**	**Weighting**	**Assessment components**	**Marks**
Physics	**SL P1**	**45 mins**	**20%**	30 multiple-choice questions on core material, about 15 of which are common with HL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. No marks are deducted for incorrect answers. A physics data booklet is provided.	**30 marks**
Physics	**SL P2**	**75 mins**	**40%**	Short-answer and extended-response questions on core material. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.) A physics data booklet is provided.	**50 marks**
Physics	**SL P3**	**60 mins**	**20%**	This paper will have questions on core and SL option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.) A physics data booklet is provided.	**35 marks**

Physics	**HL P1**	**60 mins**	**20%**	40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. No marks are deducted for incorrect answers. A physics data booklet is provided.	**40 marks**
Physics	**HL P2**	**135 mins**	**36%**	Short-answer and extended-response questions on core and AHL material. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.) A physics data booklet is provided.	**90 marks**
Physics	**HL P3**	**75 mins**	**24%**	This paper will have questions on core and HL option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (See calculator section on the OCC.) A physics data booklet is provided.	**45 marks**
***SL/HL Group 4 project - required					

Where can I find more information?
Please see the subject brief for this subject here:
SL: http://www.ibo.org/globalassets/publications/recognition/physicssl2016english-w.pdf
HL: http://www.ibo.org/globalassets/publications/recognition/physicshl2016english-W.pdf

GROUP 5: MATHEMATICS

MATHEMATICS: ANALYSIS & APPROACHES

What is the nature of the subject?
This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments." (Mathematics Analysis and Approaches Guide, 2021)

What prior knowledge is needed?
Requirements to enter (the)Higher Level course are to achieve a grade 7* in the entry exam or pass the Entry Test with a mark of 80%. See below for information regarding the contents of the Entry Test.

Algebra: expressions (expanding, factorisation, simplifying), algebraic fractions, linear and quadratic equations and simultaneous equations, equations and graphs of straight lines and quadratics, surds and powers.

Geometry: angle properties, circle theorems, similar/congruent shapes, Pythagoras Theorem, trigonometry.

Handling data: organising data, measures of centre and spread, statistics of grouped data, cumulative frequency.

Higher Level IB courses require high ability – confidence and a fast working pace.

What is the difference between SL and HL?
Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at a higher level will have strong algebraic skills and the ability to understand simple proof.

How is it useful apart from enabling you to get an ID diploma?
“This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.” (Mathematics Analysis and Approaches Guide, 2021)

How is it assessed?
The subject is assessed both internally and externally according to the IB assessment.

Mathematics - Internal assessment (guide 2021 first assessment)						
Subject	**Level**	**Duration**	**Weighting**	**Assessment components**		**Marks**
Math: Analysis and approaches	**SL/HL**	**10 to 15 hours**	**20%**	Mathematical exploration	Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	**20 marks**
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.						

Mathematics - External assessment (guide 2021 first assessment)						
Subject	**Paper**	**Duration**	**Weighting**	**Assessment components**		**Marks**
Math: Analysis and approaches	**SL P1 No technology allowed.**	**90 mins**	**40%**	Section A	Compulsory short-response questions based on the syllabus.	**80 marks**
Math: Analysis and approaches				Section B	Compulsory extended-response questions based on the syllabus.	
Math: Analysis and approaches	**SL P2 Technology required.**	**90 mins**	**40%**	Section A	Compulsory short-response questions based on the syllabus.	**80 marks**
Math: Analysis and approaches				Section B	Compulsory extended-response questions based on the syllabus..	
Math: Analysis and approaches	**HL P1 No technology allowed.**	**120 mins**	**30%**	Section A	Compulsory short-response questions based on the syllabus	**110 marks**
Math: Analysis and approaches				Section B	Compulsory extended-response questions based on the syllabus.	
Math: Analysis and approaches	**HL P2 Technology required.**	**120 mins**	**30%**	Section A	Compulsory short-response questions based on the syllabus.	**110 marks**
Math: Analysis and approaches				Section B	Compulsory extended-response questions based on the syllabus.	
Math: Analysis and approaches	**HL P3 Technology required.**	**60 mins**	**20%**		Two compulsory extended response problem-solving questions.	**55 marks**

Where can I find more information?

Please see the subject brief for this subject here:
https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/subject-brief-dp-math-analysis-and-approaches-en.pdf

IB Diploma Programme at Shine Ue School

We have been introducing IB DP at our school since 2018. We are proud to declare that the first graduation of our IB DP, all of the 5 students were awarded bilingual diplomas, with the utmost success was conducted in May, 2020. Currently, we have been supporting our IB students with our professional and specifically trained IBDP teachers for the third academic year. We offer the following subjects:

Group 1: Studies in Language and Literature

At Shine Ue School, the IB Diploma Program Studies in Language & Literature offers one language course: Mongolian A.

Mongolian A: Literature

Students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- The creativity of writers and readers
- The nature of interaction between the writers' and readers' respective contexts and with literary tradition

- The ways in which language can give rise to meaning and/or effect
- The performative and transformative potential of literary creation and response

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in the process of critical response which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world, and social and cultural identities.

Students will read texts from the four main literary genres, poetry, drama, fictional prose and non-fictional prose, written by the authors listed in the Mongolian Literature Prescribed Authors' list issued by the IB.

In the Standard Level course, nine texts will be studied:

- Works in translation: 3 works
- Original Language: 4 works
- Free choice works: 2 works

At the end of this course, student performance is measured through formal written examinations administered by Shine Ue School and marked through the IB examination centre; Paper 1 is a Guided Textual Analysis from a choice of two works, and Paper 2 is a Comparative Essay based on two pieces of literature studied during the two-year course at Shine Ue School. In addition, all students produce an individual oral commentary examining the ways in which a global issue has been conveyed through extracts of two texts' content and form.

https://www.ibo.org/programmes/diploma-programme/curriculum/language-and-literature/language-a-literature-slhl/

Group 2: Language Acquisition

The aim of studying a language in this group is to promote an understanding of another culture through the study of a second language.

The study of a modern language entails acquiring a language system and applying it in four active and interrelated ways: through listening, speaking, reading and writing. These four skills involve exchanging ideas and effective communication. Effective communication, in turn, involves the intellectual process of understanding how ideas can best be expressed to the audience concerned. Understanding ideas, and expressing them clearly and convincingly, demands an awareness of the cultural characteristics of the audience. The main emphasis of the modern language courses is on language acquisition and use in a range of contexts and for different purposes.

At Shine Ue School, we offer English B for the Language Acquisition course.

English B (SL and HL)

English B Standard Level (SL) and English B Higher Level (HL) courses are language acquisition courses for students with some previous experience of the target language.

The distinction between English B SL and HL can be seen in the number of recommended teaching hours, the level of competency the student is expected to develop in receptive, productive and interactive skills, and that HL students are required to study two literary works originally written in the target language.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and

interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

English B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed.

Key features of the curriculum and assessment models

- Available at standard (SL) and higher level (HL)
- The recommended teaching time to complete the course is 150 hours for SL and 240 hours for HL
- Knowledge of vocabulary and grammar (the *what* of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the *why* and *how* of language)
- The development of international-mindedness is one of the key aims of the course

- The prescribed themes of the course are inspired by the transdisciplinary themes of the Primary Years Programme (PYP) and the global contexts of the Middle Years Programme (MYP)
- Students are exposed to a variety of authentic text types in relation to the prescribed themes and related course content
- Students describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests
- At HL, students are required to study two literary works originally written in the target language, and are expected to extend the range and complexity of the language they use and understand in order to communicate
- Students are assessed both externally and internally
- External assessment consists of Paper 1: productive skills—writing (a written response to a task) and Paper 2: receptive skills—with separate sections for listening (demonstrating understanding of three audio passages) and reading (demonstrating understanding of three written passages)
- Internal assessment at SL consists of an individual oral assessment—productive and interactive skills (a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on at least one additional theme of the course)
- Internal assessment at HL consists of an individual oral assessment—productive and interactive skills (a presentation by the student and a follow-up discussion based on an extract from one of the literary works studied during the course, and a general conversation with the teacher using one or more of the five prescribed themes of the course as a starting point)

https://www.ibo.org/programmes/diploma-programme/curriculum/language-acquisition/language-b-sl-and-hl/

Group 3: Individuals & Societies

Studying courses offered in group 3 provides for the development of a critical appreciation of human experience and behavior; the varieties of physical, economic and social environments that people inhabit; the history of social and cultural institutions.

In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

At Shine Ue School, we currently offer the following two courses for group 3:

Business Management

Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management.

Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment.

During DP1 and DP2, the students become familiar with the following areas:

- Business Organization & Environment;
- Human Resources;
- Marketing;
- Finance & Accounts
- Operations Management

https://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/business-and-management/

History

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

DP1 History covers the twelfth century up through the past decade. The historical topics covered include:

- history methodology and how to interpret history from different perspectives, analyzing source material
- using these methods to interpret known global history from 12th century to 21st century from Northern Africa and Europe to Mongolia
- the origins and development of industrialization
- Military leaders including Chinggis khan
- History of Asia and Oceania
- Authoritarian states

DP2 History covers the twelfth century up through the past decade. The historical topics covered include:

- history methodology and how to interpret history from different perspectives, analyzing source material
- using these methods to interpret known global history from 12th century to 21st century from Northern Africa and Europe to Mongolia
- the origins and development of industrialization
- Military leaders including Chinggis khan
- History of Asia and Oceania
- Authoritarian states

https://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/history/

Group 4: Experimental Sciences

In DP experimental sciences, students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

Past experience shows that students will be able to study a group 4 science subject at SL successfully with no background in, or previous knowledge of, science. Their approach to study, characterized by the specific IB learner profile attributes—inquirers, thinkers and communicators—will be significant here.

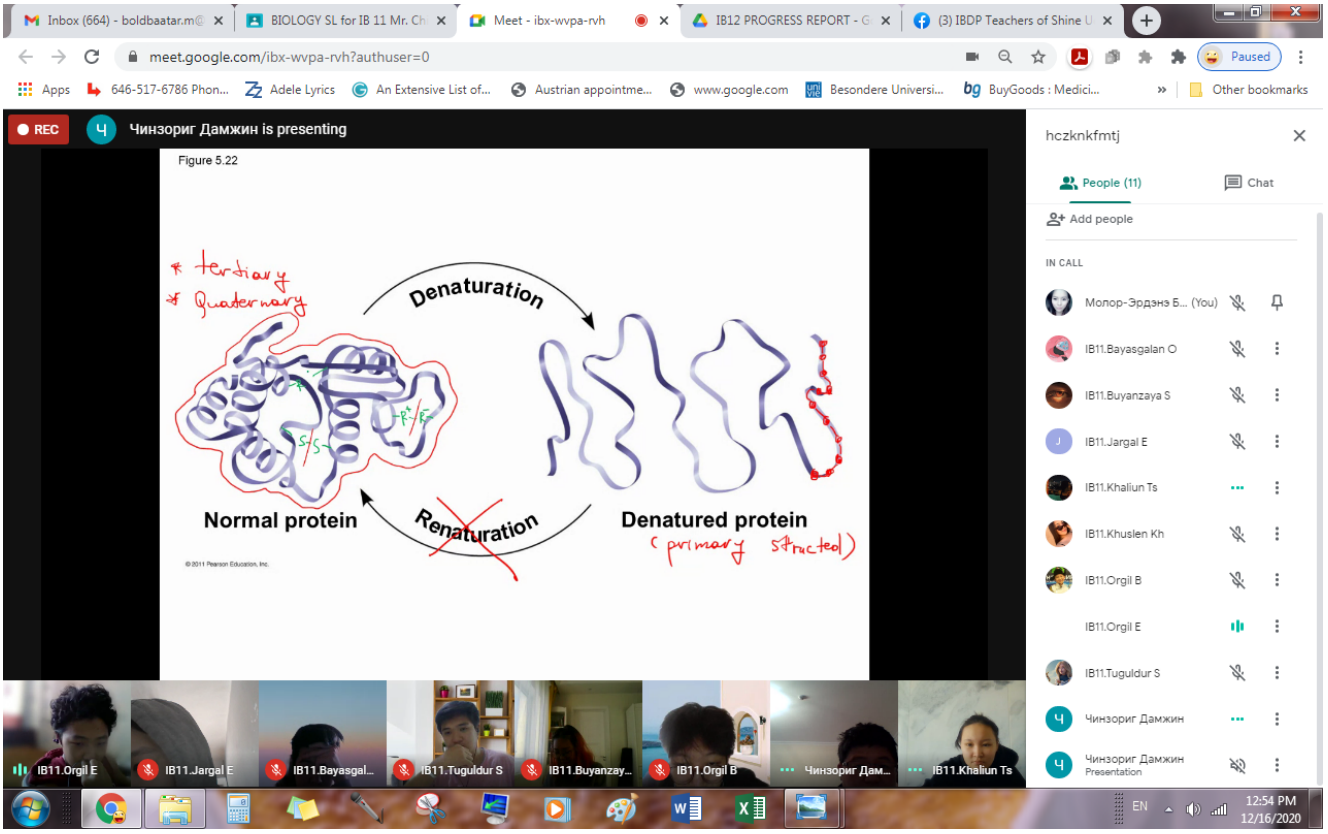
However, for most students considering the study of a group 4 subject at HL, some previous exposure to the specific group 4 subject would be necessary. Specific topic details are not specified but students who have undertaken national science qualifications or a

school-based science course would also be suitable preparation for study of a group 4 subject at HL.

Shine Ue School offers three courses for group 4:

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 the Diploma Programme biology course, it is hoped that students will acquire a limited body of facts and, at the same time, develop a broad, general understanding of the principles of the subject.



Although the Diploma Programme biology course at standard level (SL) and higher level (HL) has been written as a series of discrete statements (for assessment purposes), there are four basic biological concepts that run throughout: structure and function; universality versus diversity; equilibrium within systems; and evolution.

Over the two-year programme, students at Shine Ue School study the following topics:

- Statistical Analysis
- Cells
- The Chemistry of Life
- Genetics
- Ecology and Evolution

- Human Health and Physiology
- Plant Science
- Neurobiology and Behavior
- Ecology and Conservation

https://www.ibo.org/programmes/diploma-programme/curriculum/sciences/biology/

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. 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 course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.

Grade 11 will cover the following topics:

- Stoichiometry
- Atomic Theory
- Periodicity
- Bonding
- States of Matter
- Energetics
- Kinetics
- Equilibrium

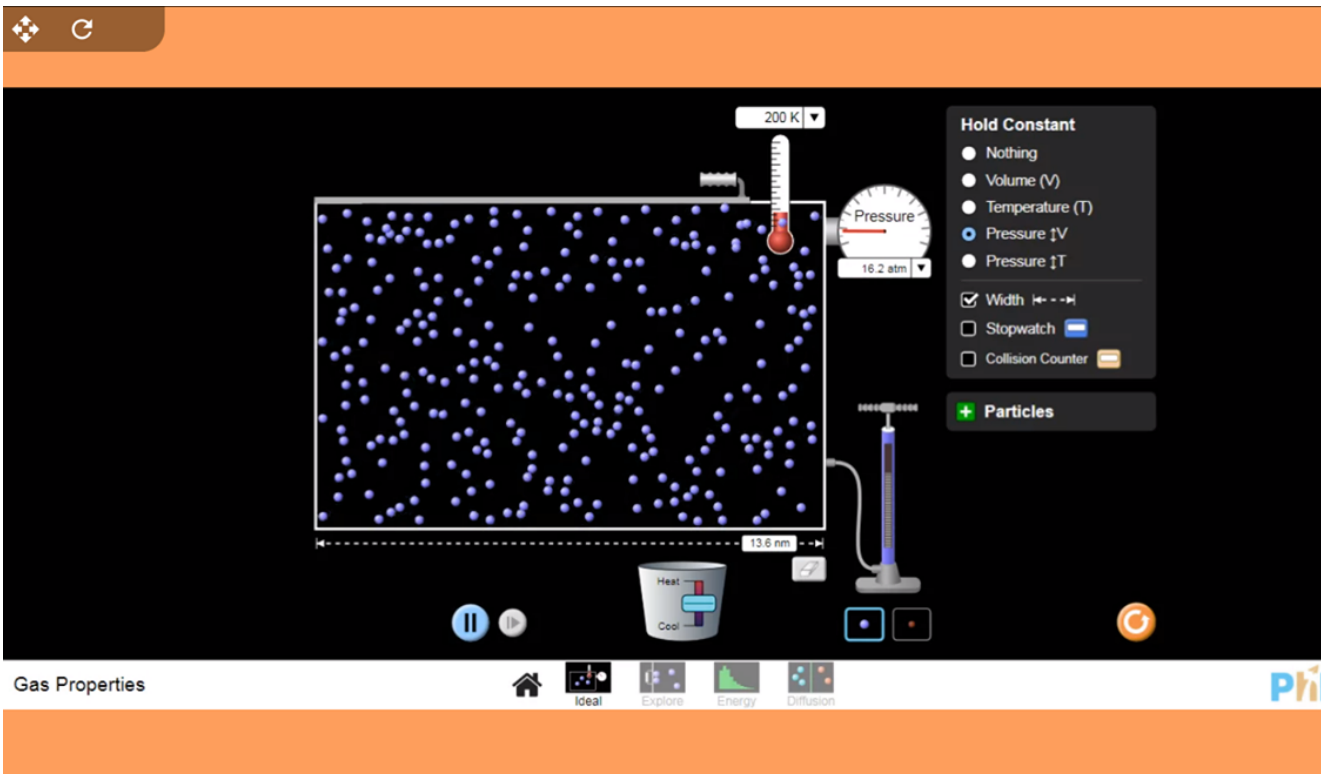
Grade 12 will cover the following topics:

- Acids and Bases
- Redox Reactions
- Organic Chemistry
- Environmental Chemistry

https://www.ibo.org/programmes/diploma-programme/curriculum/sciences/chemistry/

Physics

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles—quarks (perhaps 10–17 m in size), which may be truly fundamental—to the vast distances between galaxies (1024 m).



At the school level both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavors and are important life-enhancing, transferable skills in their own right.

Physics is, above all, a human activity, and students need to be aware of the context in which physicists work. Illuminating its historical development places, the knowledge and the process of physics in a context of dynamic change, in contrast to the static context in which physics has sometimes been presented. This can give students insights into the human side of physics: the individuals; their personalities, times and social milieux; and their challenges, disappointments and triumphs.

Over the two-year programme, the students will cover the following topics:

- Measurements Motion in Fields
- Mechanics Wave Phenomena
- Thermal Physics Electromagnetic Induction
- Oscillations and Waves Quantum Physics
- Electric current Digital Technology
- Fields and Forces
- Atomic and Nuclear Physics
- Energy, Power and Climate Change

https://www.ibo.org/programmes/diploma-programme/curriculum/sciences/physics/

Group 5: Mathematics

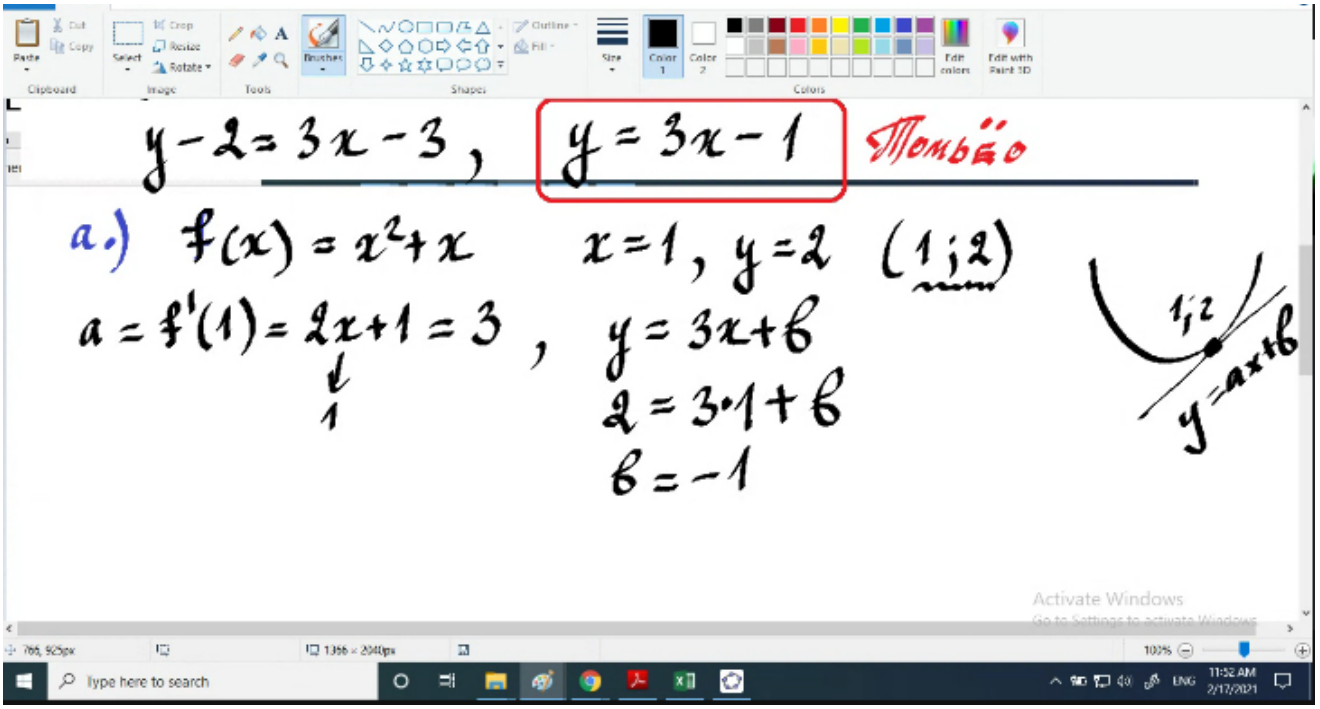
It is a requirement of the programme that students study at least one course in mathematics. Four courses are currently available in mathematics:

- Mathematics: analysis and approaches SL
- Mathematics: analysis and approaches HL
- Mathematics: applications and interpretation SL
- Mathematics: applications and interpretation HL

These courses are designed for different types of students: those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence better to understand their approach to other subjects; and those who may not as yet be aware how mathematics may be relevant to their studies and in their daily lives.

Students can only study one course in mathematics.

All DP mathematics courses serve to accommodate the range of needs, interests and abilities of students, and to fulfill the requirements of various university and career aspirations.



These courses aim to enable students to develop mathematical knowledge, concepts and principles, develop logical, critical and creative thinking, and employ and refine their powers of abstraction and generalization.

https://www.ibo.org/programmes/diploma-programme/curriculum/mathematics/

Group 6: Arts and Electives

Students can choose another subject from group 6 by choosing the subject that is not chosen from groups 3 and 4.

Career advice for students

As you continue your higher education, it's important to consider suggestions that can help you grow personally and professionally. Here are 14 tips to help you prepare for your future career while you continue your higher education:

1. Seek internship opportunities.
2. Consider taking part in a work-study program.
3. Grow your skills and knowledge.
4. Get an early start.
5. Keep your skills up-to-date.
6. Stay focused.
7. Find a balance with your personal life.
8. Pursue your passion.
9. Strive for excellence and stay motivated.
10. Use your school's career services.
11. Build your network.
12. Actively seek opportunities.
13. Create opportunities.
14. Find companies on social media.

Career choice	Subjects	Level	Additional Information
Psychology	Science Mathematics English	HL Application or Analysis SL or HL	
Dentistry	Chemistry Biology or Physics Mathematics	HL HL Application or Analysis	UK universities require two sciences at HL
Computer Science	Mathematics Another science English	Analysis HL SL	Mathematics application is considered in some universities
Finance and Business	Mathematics English	Application SL	

For detailed information, check out:
https://www.indeed.com/career-advice/career-development/career-advice-for-college-students

Top Global University Ranking by IB Requirements

IB or the academic score is one of the most important factors for any university's admission requirements. It carries the highest weight versus other factors like entrance score, extracurricular achievements, leadership, and other softer skills, etc. Review global universities, colleges sorted by IB requirement. Here is a sample of universities with requirements:

University	Required points
European school of Economics, Rome	24 points
Cape Breton University, Canada	24 points
University of Cambridge	40-42 points
De Montfort University	25 points
University of Dundee	30 points
Durham University	38 points
King's College London, University of London	35 points
Goldsmiths, University of London	33 points
Lancaster university	35 points
London School of Economics and Political Science	38 points
Loughborough university	35 points
Queen Mary University of London	35 points
University of Northampton	25 points
University of Oxford	39 points
University of Portsmouth	29 points
University of Sheffield	34 points
University of St Andrews	38 points
University of York	35 points

For more on the global universities, see:
https://www.gotouniversity.com/universities-academics-requirements/ib

The university advisor helps with the university choices and submits the required documents to a university. The school therefore has the expertise with which to identify and support ambitious students. For more information, please contact the university advisor at munkhbayar@shineue.edu.mn.

Support

Pre-IB

All students are invited to meet the IB coordinator during IB introduction week and discuss their subject choice prior to entering the IB diploma programme. This is to ensure that their subject choice is better informed as some university-level courses stipulate that certain subjects need to have been studied.

DP1

All DP1 students are invited to meet the IB coordinator during the IB introduction week to discuss what pathways they are considering once they complete their studies with us. They are introduced to the personal statement, which will help them to consider what they need to develop in order to strengthen their university applications. For more on the personal statement, see:
https://www.ucas.com/undergraduate/applying-university/writing-personal-statement/how-write-personal-statement

The IB coordinator then arranges to meet all students in January/February of the first year to establish progress and offer further advice on pathways. They are also given advice on

making their summer holidays more productive. For instance, students are encouraged to take advantage of open days and/or summer schools.

Some universities have 'virtual' open days:
https://www.ucas.com/ucas/undergraduate/getting-started/events-and-open-days/virtual-tours

DP2

All DP2 students are invited to meet the IB coordinator or the University councilor in September and discuss their chosen pathways. They will need to ensure that they conduct further research, complete their applications and submit by the given deadlines to the Universities that they have chosen. Students are presented with provisional predicted grades.

Education fairs

Many educational organizations and universities organise yearly education fairs in Ulaanbaatar and through online. We will inform our students to attend those events.

Monthly updates

The IB coordinator issues monthly updates with important news and dates via reports. The aim is to remind students and parents of events, course progress and submission deadlines.

IBDP Subject Selection Form

Dear Students,

Please read these instructions very carefully. When making choices you should consider:

- Your areas of interest and what you are good at;
- What would you like to study at university;
- University prerequisites (see note below);
- Advice from your teachers and others who know you well. Selection Guidelines:
- Every student chooses six IB subjects.

You must choose 1 subject from each group. You can choose 3 subjects at Higher Level (HL), and 3 subjects at Standard Level (SL).

The main difference is that HL subjects cover more content, and are taught for more hours (HL: 6hrs./wk.; SL: 4hrs./wk.) and have tougher grading criteria.

As HL subjects you should choose subjects you enjoy, subjects you are good at and/or subjects you may need for university (e.g. if you want to study medicine you should take Biology HL). In addition, all students take Theory of Knowledge as an additional subject, and work to meet the requirements of the Creativity, Activity and Service (CAS) programme, and write an Extended Essay (EE).

Note: Choose 1 subject from Group 6 other than you have chosen from Group 3 and 4.

Warm regards,

Khandjav Terbish
IB Diploma Program Coordinator

IBDP Subject Selection Table

Subject Groups	Subject Choices	Levels Available	
Group 1 **Studies in Language and Literature**	Mongolian A: Literature	HL	SL
Group 2 **Language Acquisition**	English B	HL	SL
Group 3 **Individuals and Societies**	History	HL	SL
	Business Management	HL	SL
Group 4 **Experimental Sciences**	Biology	HL	SL
	Physics	HL	SL
	Chemistry	HL	SL
Group 5 **Mathematics**	Math Analysis and Approaches	HL	SL
Group 6 **Arts and Electives**	History	HL	SL
	Business Management	HL	SL
	Biology	HL	SL
	Physics	HL	SL
	Chemistry	HL	SL

Student name: ……

Parent name: ……..

Parent signature: ……

Shine Ue School Approaches to Learning

How do you contribute to and gain from the intellectual stimulation of your class?

Self-management:	Social-Skills:	Communication:	Thinking:	Research:
Balanced, Reflective The student can: ❏ be on time and prepared for classes and assignments ❏ organize materials effectively and plan for completing assignments ❏ meet deadlines ❏ concentrate and manage distractions ❏ demonstrate perseverance, engagement, and balance ❏ motivate themselves to achieve	Principled, Caring, Open-Minded The student can: ❏ act with integrity, honesty, a strong sense of fairness and justice ❏ accept others and respect their opinions ❏ collaborate productively and positively ❏ resolve differences maturely and with empathy ❏ seek and evaluate a range of points of view in class ❏ contribute to a positive difference in the lives of others connect and apply CAS initiatives to course work	Communicators The student can: ❏ collaborate actively in class, in small and large student-groups ❏ give and receive feedback constructively ❏ use technology appropriately as a communicatio n tool ❏ advocate for themselves and their learning needs	Thinkers, Knowledgeable The student can: ❏ reflect critically before, during, and after learning ❏ explore varied learning styles to pick the best approach for each task ❏ consider connections between subjects and with the world ❏ connect and apply Theory of Knowledge concepts and practices to course-content	Inquirers, Risk-taker The student can: ❏ show independence in their learning ❏ ask relevant questions and develop their natural curiosity ❏ find answers using appropriate and varied strategies ❏ explore ideas in both conventional and creative ways ❏ be an observant inquirer

Leading
An excellent and consistent application of all relevant AtL skills in a wide variety of situations. This student is a leader, modelling confidence, excellence, and integrity; study habits at this level of competency will significantly improve post-secondary and life-long learning.

Practicing
A typically good application of some AtL skills. This student often demonstrates most of the following: good planning, a good attitude, good work-habits, good effort, and can typically regulate their behavior appropriately for varied circumstances.

Emerging
A mediocre application of some AtL skills in some situations. This student needs to concentrate on learning how to learn, and may need more coaching related to the highlighted sub-skills.

Unsatisfactory
Limited application of few AtL skills in few situations.

Predicted Grades and SUS Secondary Education Diploma

Final exams for IB students happen in May of the DP2 year and assess the full two years of each course. These exams are then sent from Shine Ue School to DP teachers around the world for assessment, a process that ensures a reliable entrance standard for universities. Final marks are available on July 6th, well after universities want to receive grades for admissions purposes. As a result, post-secondary institutions will admit IB students based on Shine Ue School's predicted grades – what we expect students will achieve at the end of the Diploma Programme. This presents a significant challenge for students: they need to quickly improve their academic knowledge and AtL skills in order to be ready for mock examinations, held in June of the DP1 year and in February of the DP2 year.

Predicted grades are first based on the mock exams held in June of the DP1 year. Some universities outside Canada, particularly in the United States, require predicted grades at the beginning of DP2, so these June exams in DP1 are crucial. In DP2, predicted grades are reestablished after the February mock exams. Universities in Canada are sent predicted grades at the end of February. Therefore, students must perform as well as they can throughout the entire programme – not only on final exams at the end of DP2.

It is equally important to understand that universities reserve the right to refuse admission – even if admission was initially granted – if students do not, on their final exams, maintain their predicted grades.

To give you a clearer idea of what an IB education means, listed here is chart converting IB scores to Ministry of Education and Science of Mongolia scores:

The IB grade descriptors, per the IBO

IB mark	Shine Ue School (%)	Ministry of Education and Science of Mongolia (Level I-VIII)	Description
7	97-100%	VIII	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	93-96%	VIII	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	84-92%	VII-VIII	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	72-83%	VI-VII	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	61-71%	V-VI	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	50-60%	V	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Below 50	I-IV	Minimal achievement in terms of the objectives.
N/A	Failing	-	Not yet assessed

Frequently asked questions

Is the Diploma Programme for only international students?

- Not necessarily. Although the DP was designed originally for international students and is widely offered in international schools, it is open to all. The Diploma Programme provides an international perspective in its curriculum and is internationally-recognized by universities for admissions.

What, in brief, is the Diploma Programme?

- Students choose 6 subjects: 3 subjects at Standard Level (SL) and 3 subjects at Higher Level (HL). It is possible to take two subjects at SL and 4 subjects at HL.
- SL subjects take up 150 teaching hours; HL subjects take up 240 teaching hours.
- One of the two subjects at standard level (excluding languages ab initio) can be completed and assessed at the end of the first year of the DP.
- The six subject groups are: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; arts.
- Students may opt to take additional sciences, individuals and societies, or languages courses instead of studying the arts.

- Students follow a Core program including Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Action, Service (CAS)

What is the Theory of Knowledge? (TOK)

- TOK is a compulsory course in practical philosophy, designed to provoke critical reflection on the nature of knowledge and on how we know what we claim to know All students will have two 80-minute lessons of TOK per week
- There is no exam in TOK, but the IB requires that they complete a 1,600-word essay and prepare for an examination on which students are graded by the IBO.

What is Extended Essay? (EE)

- Each Diploma candidate writes an 'Extended Essay', which is a 4,000-word self-directed piece of research on a topic which they are interested in
- The topic would normally fall within one of their subject choices and is due in the first term of the second year.
- The school provides a suitable adviser.

What is Creativity, Activity, Service? (CAS)

- CAS involves students in a range of activities alongside their academic studies
- It is not formally assessed. However, students reflect on their CAS experiences and provide evidence of achieving the seven learning outcomes for CAS (these are to identify own strengths and develop areas for growth; demonstrate that challenges have been undertaken; demonstrate how to initiate and plan a CAS experience; show commitment to and perseverance in CAS experiences; recognize the benefits of working collaboratively; demonstrate engagement with issues of global significance and recognise and consider the ethics of choices and actions).
- Students must undertake a CAS project, which challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision making.
- The school provides a CAS coordinator to guide and help.

What is the IB learner profile?

- The IB learner profile serves as the lynchpin of the DP. It is a collection of 10 attributes that inform a student's behavior throughout the programme and beyond because they serve to promote personal integrity. IB learners strive to be: inquirers; knowledgeable; thinkers; communicators; principled; open-minded; caring; risk-takers; balanced; and reflective.
- For more information about this, please click on the following link:

  http://www.ibo.org/benefits/learner-profile

Where can I find more information about the IB approach to education?

- Prospective parents and students are referred to the IBO's publication 'What is an IB education, which can be found here:

  https://www.ibo.org/globalassets/what-is-an-ib-education-2017-en.pdf

How is the IB assessed?

- Students receive grades ranging from 7 to 1, with 7 being the highest.
- All subjects, except for the core, are assessed through final examinations.
- All subjects have an Internal Assessment (IA) component, which counts towards 20-25% of the final grade.
- A student's final result is made up of the combined scores of each subject. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance and the successful completion of the core.
- Students can achieve a maximum of three additional points for their diploma from a combination of TOK and EE (see diploma points matrix below). It is important to note that students cannot obtain the diploma if they achieve an "E" grade in either TOK or the EE.

<table>
<tr><th>TOK/EE</th><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th></tr>
<tr><td>A</td><td>3</td><td>3</td><td>2</td><td>2</td><td rowspan="4">Failing condition</td></tr>
<tr><td>B</td><td>3</td><td>2</td><td>2</td><td>1</td></tr>
<tr><td>C</td><td>2</td><td>2</td><td>1</td><td>0</td></tr>
<tr><td>D</td><td>2</td><td>1</td><td>0</td><td>0</td></tr>
<tr><td>E</td><td colspan="5">Failing condition</td></tr>
</table>

What requirements are there to enter the IB programme?

- the most recent school report
- a copy of the TOEFL Junior test result
- all candidates need to take an English language test to determine (a) their readiness to study the IB diploma programme and (b) what areas they will need further support in
- for certain subjects and levels (please see subject descriptions in Part 3), candidates will need to demonstrate their readiness through either (a) obtained qualifications or (b) testing
- for details on our admission policy, please see Part 2

What are the responsibilities of the school?

The responsibilities of the school are found in the General Regulations of the Diploma Programme. According to this document, the school:

- is responsible for informing candidates and legal guardians about the general characteristics of the DP and how the school implements it must comply with the

details, deadlines, and procedures stated in the Diploma Programme Assessment procedures for the Diploma Programme for the relevant examination session

- is responsible for ensuring that candidates comply with all assessment requirements for the DP

Note: while the school will do everything in its power to prepare candidates for the examination, it is the individual teacher's discretion to follow the syllabus requirements as reflected in the subject guide for that subject.

- will communicate to candidates and parents in good time if students have not met the first-year requirements so that students/parents can look for suitable alternatives.
- will provide candidates and parents with predicted grades prior to submitting university applications. These normally will be provided in early October of the second year but will be updated following mock examinations.

Are there any internal examinations?

- SUS holds mock examinations at the end of each term (1) to gauge what a student has learned and what still needs to be learned; (2) to give students the experience of taking examinations in authentic exam conditions. Towards the end of the first year, SUS holds end-of-year exams to assess whether or not a student should be recommended for progression to the IB programme's final year. Students must achieve a total score of 20 points regarding the end-of-year exams and progress to the final year.

In addition, students will not automatically progress to DP2 if any of the following occurs:

1. There is a grade 1 awarded in a subject/level
2. Grade 2 has been awarded three or more times (HL and SL)
3. Grade 3 or below has been awarded four or more times (HL or SL)
4. There are serious concerns with CAS/EE/TOK
5. The tuition fee has not been paid fully on time.

What subjects are offered at SUS in the school year 2020/2021?

- The subjects offered are based around the subject interests of our graduates and teaching staff capability of Shine Ue school. For this academic year, we are offering Mongolian A, English B, Business Management, History, Biology, Chemistry, Physics, Mathematics: Analysis and Approaches, and the DP core - CAS, EE, TOK.

How do I choose my subjects?

- The choice of subjects is determined by interest, ability, university-entrance requirements (see Part 4), etc. It is essential that students make an informed decision about this as changing subjects in the middle of the programme is 'costly' as students will have to catch up on what has been missed. The IB coordinator will discuss the subject choice with each prospective student to guide students, but it is equally important to discuss this at home.

How can I find out more about each subject?

- See part 3 in this handbook for a brief introduction to each subject.
- Please follow the link to watch our teachers ' videos for further information (in terms of how our teachers organise the content for each subject and what features they choose to teach):

  https://drive.google.com/drive/u/0/folders/1GIRwRtNFOTETIkJAF7YFQ-s8qOrRDpok
- Our teachers would be happy to answer any questions about their subjects. Please see page 8 of this document for their email addresses and contact details.
- You may also wish to read the 'subject briefs' on the IB website here: http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/#briefs

What are the failing conditions for the DP?

- If a student has not met CAS requirements
- If a student's total points are fewer than 24
- If an N has been given for TOK, EE, or a contributing subject
- If a grade E has been awarded for one or both of TOK and the EE
- If there is a grade 1 awarded in a subject/level
- If grade 2 has been awarded three or more times (HL or SL)
- If grade 3 or below has been awarded four or more times (HL or SL)
- If a student has gained fewer than 12 points on HL subjects
- If a student has gained fewer than 9 points on SL subjects

What can I do to ensure that I am successful?

- It is key that students communicate their thoughts or concerns to their teachers and develop a trusting relationship with their form tutor. It is never good to shrug off difficulties because this can have deleterious consequences for the student.
- To be successful in the DP, one needs to develop study skills (e.g., note-taking, prioritizing; working to deadlines). This is because the IB is as much about growing in maturity as it is about academic ability.
- It is partly the student's responsibility to take advantage of the programme and what it has to offer. There is a lot of flexibility in the DP (e.g., in the CAS project; in the chosen topic for the EE; in chosen topics for IAs; in the TOK exhibition and essay), and with a little reflection, a student can turn the DP into a custom-made programme to suit their interests and talents.

What support is available to help me succeed?

- SUS has established several policies (see Part 2 for details), all of which aim to support students in their studies.
- Students can meet with the coordinator to discuss the further assistance or concerns they need.

What is the timeline of key events in the school's DP?

- The calendar is sent to students and parents at the start of the programme. Any changes will be emailed to students and parents.

DP MAJOR EVENTS TIMELINES 2021-2023

Month	DP1 (2021-2022)	DP2 (2022-2023)
Sep	❑ Introducing course expectations ❑ IB courses start ❑ CAS programme starts	❑ CAS programme and interviews continue ❑ Language A: HL Essay starts
Oct	❑ Detailed explanation of EE process	❑ Language A: HL Essay First Draft
Nov	❑ CAS initial interview	❑ TOK exhibition ❑ Language A: HL Essay Final Draft ❑ EE Final Reflection Session ❑ Group 3 and 4 IAs first drafts due
Dec	❑ Student parent meeting ❑ Term 1 break	❑ EE First Draft ❑ Predicted grades submitted ❑ Term 1 break
Jan	❑ Interim Reporting ❑ EE First Reflection Session ❑ Formal CAS interviews with students ❑ Mock tests	❑ TOK essay first draft ❑ Group 1 and 2 IAs due ❑ Mock examinations ❑ Interim Reporting
Feb	❑ IB courses continue	❑ EE Final Draft ❑ TOK final draft ❑ Group 3 and 5 IAs due
Mar	❑ EE Proposal ❑ Mock tests ❑ Term 2 break	❑ TOK course completed ❑ Group 4 IAs due ❑ Term 2 break
Apr	❑ EE First Reflection Session	❑ EAs start
May	❑ Year 1 examinations	❑ CAS presentations ❑ Final DP written examinations
June	❑ End of Year Reporting ❑ Summer vacation	❑ End of Year Reporting ❑ Graduation

Why are deadlines in place?

- The IB diploma programme is demanding in that both the core components (EE/TOK/CAS) and individual subjects require that students submit work. Deadlines are built into the calendar so as not to unduly tax students, especially near the end of the programme.

What consequences do students face if they do not meet deadlines?

- Students are required to meet deadlines as established by the IB coordinator. If there is a valid reason why they are unable to submit work by the due date, an extension

needs to be obtained by the IB coordinator. Any late submissions that have not been previously arranged will be reflected in school reports and an official notice will be sent to students and their parents.

Can the IB coordinator refuse to submit my work?

- The IB coordinator will refuse to submit work if it is deemed not to be the work of the student or if the student has not submitted work by the cut-off date by which all work needs to be submitted.
- ***Circumstances beyond a student's control:*** This includes circumstances such as acute illness or injury, the death of a close relative, unavoidable attendance at a hospital or court of law. It does not include failure of IT devices or technical issues, as students should regularly back up their work elsewhere and should, therefore, be able to provide most recent evidence of work completed.

What are the advantages of taking the DP?

- It is because the DP programme is so rigorous that it challenges students at an academic level, but also at a cognitive and an emotional level.
- DP students develop life skills which are transferable
- the DP programme is well-respected by universities throughout the world

You may also wish to read more about the benefits of the IB DP on the IB website here: https://www.ibo.org/benefits/benefits-for-students/

Can the school guarantee that I take those subjects I like?

- No. While we pride ourselves in our ability to accommodate the interests of our students, we cannot guarantee that students take all the subjects they would like to take. This depends on numerous factors, such as teacher availability and the school timetable.

What does a week at school look like?

Here is a sample timetable:

№	Time	Monday			Tuesday		Wednesday		Thursday			Friday		
		Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject
1	9:00-9:40	Chemistry HL Tuvshinzaya.M	Chemistry SL Bayarsaikhan.N	Physics SL-Group 2-Lkhagvasuren.P	History Patrick.G	TOK-Botaguz.U- (non history studeats)	Mongolian A Purevdorj.J-Group 1	Mongolian A -Otgondorj.S-Group 2	History Patrick.G	TOK-Botaguz.U- (non history students)		Chemistry HL Tuvshinzaya.M	Chemistry SL Bayarsaikhan.N	Physics SL-Group 2-Lkhagvasuren.P
2	9:45-10:25	Chemistry HL Tuvshinzaya.M	Chemistry SL Bayarsaikhan.N	Physics SL-Group 2-Lkhagvasuren.P	History Patrick.G	TOK-Botaguz.U- (non history studeats)	Mongolian A Purevdorj.J-Group 2	Mongolian A -Otgondorj.S-Group 3	History Patrick.G	TOK-Botaguz.U- (non history students)		Chemistry HL Tuvshinzaya.M	Chemistry SL Bayarsaikhan.N	Physics SL-Group 2-Lkhagvasuren.P
3	10:30-11:10	Mathematics Group 1-Batbayar.G	Mathematics Group 2-Iderjavkhlan.B		Mongolian A Purevdorj.J-Group 1	Mongolian A -Otgondorj.S-Group 2	Mathematics Group 1-Batbayar.G	Mathematics Group 2-Iderjavkhlan.B	Mongolian A Purevdorj.J-Group 1	Mongolian A -Otgondorj.S-Group 2		PE-Purevtsogt.D		Physics SL-Group 2-Lkhagvasuren.P
4	11:25-12:05	Mathematics Group 1-Batbayar.G	Mathematics Group 2-Iderjavkhlan.B		Mongolian A Purevdorj.J-Group 2	Mongolian A -Otgondorj.S-Group 3	Mathematics Group 1-Batbayar.G	Mathematics Group 2-Iderjavkhlan.B	Mongolian A Purevdorj.J-Group 2	Mongolian A -Otgondorj.S-Group 3		History Patrick.G	Biology HL ONLY Chinzorig.D	
5	12:10-12:50	Extended essay Group 1 Munkhbayar.B	Extended essay Group 2 Patrick.G		Mathematics Group 1-Batbayar.G	Mathematics Group 2-Iderjavkhlan.B	PE-Gan-Erdene.Ts	Physics HL-Group 1-Purevdorj.P	Chemistry HL Tuvshinzaya.M	Chemistry SL Bayarsaikhan.N	Physics SL-Group 2-Lkhagvasuren.P	History Patrick.G	Biology HL ONLY Chinzorig.D	
	12:55-13:35	LUNCH												
6	13:40-14:20	Extended essay Group 1 Munkhbayar.B	Extended essay Group 2 Patrick.G		Mathematics Group 1-Batbayar.G	Mathematics Group 2-Iderjavkhlan.B	Business Management Anastasiia.Z Group 1	English B Munkhbayar.B-Group 2	Chemistry HL Tuvshinzaya.M	Chemistry SL Bayarsaikhan.N	Physics SL-Group 2-Lkhagvasuren.P	Business Management Anastasiia.Z Group 1	English B Munkhbayar.B-Group 2	
7	14:25-15:05	Biology SL/HL Chinzorig.D	Physics HL-Group 1-Purevdorj.P		Biology SL/HL Chinzorig.D	Physics HL-Group 1-Purevdorj.P	Business Management Anastasiia.Z Group 1	English B Munkhbayar.B-Group 2	Business Management Anastasiia.Z Group 2	English B Munkhbayar.B-Group 1		Business Management Anastasiia.Z Group 1	English B Munkhbayar.B-Group 2	
8	15:10-15:50	Biology SL/HL Chinzorig.D	Physics HL-Group 1-Purevdorj.P		Biology SL/HL Chinzorig.D	Physics HL-Group 1-Purevdorj.P	Business Management Anastasiia.Z Group 2	English B Munkhbayar.B-Group 1	Business Management Anastasiia.Z Group 2	English B Munkhbayar.B-Group 1		Business Management Anastasiia.Z Group 2	English B Munkhbayar.B-Group 1	
9	15:55-16:35	TOK-Botaguz.U-(history students)			TOK-Botaguz.U-(history students)		Business Management Anastasiia.Z Group 2	English B Munkhbayar.B-Group 1	Business Management Anastasiia.Z Group 1	English B Munkhbayar.B-Group 2		Business Management Anastasiia.Z Group 2	English B Munkhbayar.B-Group 1	
10	16:40-17:20	TOK-Botaguz.U-(history students)			TOK-Botaguz.U-(history students)		Biology SL/HL Chinzorig.D	Physics HL-Group 1-Purevdorj.P	Business Management Anastasiia.Z Group 1	English B Munkhbayar.B-Group 2			CLASSWORK-Munkhbayar.B	
11	17:25-18:05						Biology SL/HL Chinzorig.D	Physics HL-Group 1-Purevdorj.P	CAS-Group 1/2-Molor-Erdene.B-					

Can I change subjects during the school year?

- While it is strongly recommended that students consider their subject choices before the start of the academic year, it may be necessary to change subjects during the programme for various reasons. Students can do so in the first two months of the programme. Under no circumstances may candidates change their subjects and levels without prior consultation with the IB coordinator.

Apart from the regular school tuition, what are the costs involved in taking the DP?

- Subject fee (payment per individual subject registered under): equivalent 140 SGD.
- Courier costs (payment for courier costs during an examination session): The school will divide the cost into candidates to pay.

Does the school have a university advisor?

- The university advisor Mr. Munkhbayar with the IB DP coordinator's support will meet each student before the programme and during the programme to gauge what aspirations students have and offer advice.

How does the school communicate information to me?

- The IB coordinator sends fortnightly reports and end of the term reports to parents by email with important information about the IB programme (and any changes to the IB calendar).
- All parents are encouraged to maintain regular contact with the IB DP teachers and DP office.
- All parents are welcome to email teachers. Please find staff email addresses on page 8 of this document.

Am I smart enough to do the Diploma Programme?

- Our experience, and that of other IB schools around the world, is that attitude, effort, and organization are the keys to success in the DP. Although the DP is academically challenging, you do not have to be brilliant to do well; you have to work hard, be organized, and stay positive.

I have diagnosed learning differences – can I do the Diploma Programme?

- Yes. If you have professionally diagnosed learning differences, IB may grant requests for extra time on final exams, use of a laptop, a scribe, and many other allowances. Talk to your Diploma Programme Coordinator to review your options.

Can I take Diploma exams again to improve my scores?

- Although it is not normally done, you can – with permission – retake any of your DP exams after graduation. This is, however, not an ideal situation; permission to retake exams is given at the DP Coordinator’s discretion. There may be an additional cost involved, depending on the circumstances.

Do universities automatically accept DP students?

- Canadian universities accept Diploma courses almost universally; however, they do vary regarding which subjects they give credit for. UBC typically grants credit for HL

courses with a score of 5 or more. It is best to check with the university you have in mind.

How many points do I need for university entrance?

- This varies from place to place and program to program. In general, you will be considered for university admission if you earn the IB Diploma; 30 points will likely give you a choice of Canadian universities; 35 points will probably bring generous entrance scholarships to Canadian universities, and 40 or more points will make you competitive for the best universities worldwide.

Failure to submit or complete School-Based Assessment requirements

Students failing to submit or complete School-Based Assessment requirements on the due or scheduled date, without an extension granted, will be awarded a non-submission. The result of a non-submission on school-based assessment is the awarding of a zero mark for that component/exam for that term/semester reporting period. Students must complete or submit the assessment as soon as possible after the due date for feedback purposes. Students who fail to submit or complete School-Based Assessments will receive a non-compliance letter indicating the required areas of improvement. Students who fail to address these concerns may have their enrolment at the school cancelled.

Refer the request for extension form on page 76, *Appendix 1.*

Failure to submit or complete IB Assessment requirements

Students failing to submit or complete IB Assessment requirements on the due date, without an extension granted, will be awarded a non-submission. The result of a non-submission of an IB Assessment will be determined by the Deputy Principal, either the previously submitted draft will be assessed and submitted to the IBO, or an F grade for that component will be recorded resulting in an N for the subject. The award of an N grade will prevent a student from gaining a Diploma.

- All students must submit work for their IB Assessment by the due date and time as communicated by their teacher.
- Students with extenuating circumstances outside of their control must see the IB Coordinator as soon as possible. Extenuating circumstances are those considered being beyond the candidate's control, such as illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law.

Good Advice, From One IB Learner to Another

Your best source of good advice is the class ahead of you. What would the 11s and 12s tell the 10s? Ask them – they are your natural allies in the programme. Your teachers would probably say:

- Have fun! The DP is supposed to be challenging, not back-breaking.
- Eat well. Get enough sleep and exercise. Spend time with friends and family: it's all about balance.

- Ask questions and participate in your classes: your homework will be easier and faster if you do.
- We'll help you. Remember – we're all in this together. Talk to your teachers and to your DP Coordinator!
- Meet your deadlines. Don't wait until your Grade 12 year to really start working.
- Divide holidays into work and play time. There will be a lot of work in your Grade 11 summer, but you finish Grade 12 in May, and – if you do well – you have a chance to earn first-year university credit: this is well worth one summer!
- Remember that every artist, every scientist, every world leader, and every game-changer was once a teenager.

Advice from our IB DP graduates

Mr. Javkhlan Byambadorj

For time management:

I found this app named "Forest" that is useful for managing one's time wisely. The user sets the duration (studying, for instance), and a virtual tree grows along with your study time. For more information, please visit the link: https://www.forestapp.cc/.

On top of that, prioritizing the essential concepts over details or examples is also crucial because once you have learned the main idea, you can go to the internet and explore more on that topic on your own.

For self-improvement:

The best advice is you have to keep moving forward towards your goals. What is more, there are a few books I can recommend for self-improvement, for instance, the famed "7 HABITS OF HIGHLY EFFECTIVE PEOPLE".

For studying effectively:
Focusing on the task at hand without getting distracted by your surroundings usually helps me but it's hard to achieve that, so you may try the Forest app I mentioned earlier.

Applying for college:
I found quite a welcoming online community of students applying to colleges and going through the same experiences you may be struggling with ATM or in the near future.

It's a subreddit community called **ApplyingToCollege** (aka A2C). They have their Discord chat, and you will find tons of helpful resources and information there.

Mr. Tuvden Tseren

Time Management:
Just act according to what takes priority in the current moment. And do not try to assign activities or assignments for every hour of the day. Try to complete them at a steady pace.

Self-improvement:
Improving yourself is simply learning new things and cultivating them in your daily life. Reading self-help and habit books is an option, but I wouldn't say it's very effective, as the temporary inspiration is quick to fade away. A little bit of exercise, reading, and actual focus in class is pretty good for high school.

Choosing your career:
If you're one of those people who had an actual dream profession since your childhood and is studying to achieve that dream even now, then you're good… for now. For those who differ, choosing a career can be daunting, especially since we're still pretty young. Even now, I'm not entirely sure. A 9-5 doesn't sound like a pleasant way to spend your life if you got your job without considering your real interests. For now, I like to think there is still some time, even though I'm already in college. All I'll say is don't rush it, and don't do it just for the money.

Studying effectively:
Try to refer to your books after lessons and be as active as you can in class (since that's the best way to enjoy it). Any of your subjects aren't going to be easy. But they're not going to be too difficult either. So, focus in class and give it your all to understand them.

Studying abroad:
To study abroad, you should have a firm resolve (not that I can relate). You're leaving your family, friends, and the place you grew up in (some of you may not have, but I'll write it like so anyway) to gain experience and knowledge from a foreign land. Choose a place where you can communicate with the people and be ready to take care of yourself once you get there correctly. And if you come to Saitama, Japan, you've got one connection here in me.

College application:
Begin as soon as you can. Choose the schools that appeal to you early on, figure out what those schools demand from new applicants, and start preparing ASAP. And if you don't get

accepted, keep on trying. But take each application seriously, regardless of your number one choice and what your back-up options are.

Mr. Tuguldur Gerelmaa

The ultimate tip for everything:
Whatever thy hand findeth to do, do it with thy might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, whither thou goest.

Math HL:

- Learn by understanding, not by rote memorization.
- Do the past papers.
- Don't skip the exercises on the textbooks.
- Approach it systematically, learn the names, connect them.
- As you know concepts, let them digest, play with them and study them some more before moving on to the next idea.

Mr. Batbaatar Batbold

For doing your IAs:
On IAs, if you are not sure what to do or where to start, always look up to other people's IAs for reference. I mean past papers. The internet is full of them. By doing this, you can get a general direction to follow for your own IA's format and get its flow.

Committee reviewing this edition

This document was created through teacher collaboration and further amendments will also be made through collaboration with teachers. The document will be reviewed annually by the Head of the School, IB DP coordinator, and IB diploma programme course teaching staff of Shine Ue school. New DP teacher orientation will specifically include an assessment allotment.

Roles and responsibilities for implementing, evaluating and reviewing

Implementing. All teachers are involved in the implementation of the policy. The policy will be referred to during staff meetings, assessment period and as necessary throughout the academic year. The policy will be shared with staff and parents. The policy will be made available to parents through the programmes guidebook and in a future update of the website.

Evaluating and Reviewing. The DP Coordinator, school leadership team and teaching staff will review the assessment policy annually in a staff meeting.

Training new teachers. New teachers will be shown this assessment policy during their induction. New teachers will be given induction on the assessment process, including a copy of the SUS IB DP Handbook.

Appendix 1

REQUEST FOR EXTENSION – DIPLOMA PROGRAMME

Student Name:		Year Level (Tick one only)	10
Group:	Subject:		11
Teacher Name:			12

Assessment Details: (Choose only one)

❏ IB Assessment **OR**

❏ School-Based Assessment

Brief information about the task (topic, % of grades, etc.)

_____

_____

DUE DATE FOR TASK: _____

If applicable, attach electronic evidence of what has been done to date. If you do not have an electronic copy (e.g. you have rough notes in a book), provide those to the IB Coordinator directly.

REASON FOR REQUESTED EXTENSION:

- ❏ MEDICAL (attach original copies of medical certificates)
- ❏ APPROVED LEAVE (attach letter from the school)
- ❏ UNJUSTIFIED LEAVE (attach letter from the school)–will be awarded non-submission
- ❏ OTHER (provide brief information–attach further information if required)

_____

_____

Student Signature: _____ Date: _____/_____/20_____

Parent Signature: _____ Date: ____/____/20_____

Appendix 2

IB DIPLOMA PROGRAMME ENROLLMENT TEST TOPICS

IB diploma programme: Mongolian A placement test topics

ЕРӨНХИЙ СЭДВҮҮД	ХОЛБОГДОХ ЗОХИОЛУУД
1. Зохиолыг уншиж, соёлын хам сэдвийн хүрээнд мэдэрч, тусган хүлээж авах 2. Зохиолчийн үг сонголт, уран дүрслэлийн учир холбогдлоор далд утгыг тайлбарлах 3. Зохиолын сэдэв, гол санааг тайлбарлах 4. Зохиолын орчныг орон, цагийн дүрслэлээр ялган таних 5. Зохиолын дүрийн үг, үйлдлээс зорилгыг тодорхойлох 6. Шүлэглэсэн зохиолын шад, холбоцыг таних 7. Уншсан зохиолын сэдэв, гол санаа, дүрээс төрсөн мэдрэмж, сэтгэгдлээ илэрхийлэн бичих 8. Уншсан зохиолын гол санааг алдагдуулахгүй үйл явдлыг товчилж бичих 9. Уншсан зохиолын үйл явдлыг өөрийн үгээр ойлгомжтой ярих 10. Зохиолыг уншиж өгүүлэгдэхүүний бүтэц, холбоо хамраалыг дүрийн үйлдлээр тайлбарлах 11. Зохиолын орчин, нөхцөл байдал нь зохиолын сэдэв, утгыг тодруулахад нөлөөлж байгааг тайлбарлах 12. Зохиолын дүрийн шууд ба шууд бус тодорхойлолт (үг, үйлдэл, бодол санаа)-оос дүрийн зан төрхийг тодорхойлж, үнэлэх 13. Зохиолын уран дүрслэлийн учир холбогдлоор далд утгыг тайлбарлах 14. Уншсан зохиолд дүр, орчин нэмэх, харилцан яриа оруулах зэргээр үйл явдлыг дэлгэрүүлж бичих 15. Зохиолын үйл явдлыг ярихдаа зохиолын үг хэллэг, уран дүрслэлээс эшлэл авч, сонирхол татаж, сэтгэлд хүрэхээр ярих 16. Зохиолын утга санааг бүрдүүлэхийн тулд сэдвийг хэрхэн хөгжүүлснийг задлан шинжлэх 17. Уншсан зохиолын дүр, орчныг өөрчлөх буюу èгтлол, егөөдөл ашиглан, үйл явдлыг өрнүүлэн богино өгүүллэг зохиох	Монгол ардын үлгэр домог, зүйр үг, оньсого таавар зэрэг ардын аман зохиолууд Данзанравжаа Гурван сүлжээ сургаал Хуульч Сандаг - Салхинд хийссэн хамхуулын хэлсэн үг Дашдоржийн Нацагдорж -Миний эжий Пунцагийн Бадарч -Есөн эрдэнийн орон Жамбын Дашдондог - Аранзал зээрд Сэндэнжавын Дулам -Нүүдлийн цай Загдын Түмэнжаргал - Монголын тал нутаг Пүрэвийн Хорлоо-Алт, Мөнгө хоёр Данигайн Дабааням -Зүрх цагаан Чадраабалын Лодойдамба -Шаргачин Лувсангийн Одончимэд - Хүүхдийн бор Лодонгийн Түдэв - Хорвоотой танилцсан түүх Зурагтай танилцсан минь Лакшмийн соёрхол Шидэт бийр Ас-Синдбад хааны үлгэр Оскар Уайлд “Тосгоны овгор” Изобел Финн”Маш залхуу цох” Б.Ринчен “Шүхэрч Бунияа Л.Түдэв “Эрээн цоохор Ц.Түмэнбаяр “Цагаан сүүний домог Д.Нацагдорж “Хуучин хүү” Г.Мэнд-Ооёо “Нутаг гүйсэн унаганы дууль” П.Пүрэвсүрэн “Бурханбогд аав хоёр” Д.Нацагдорж “Миний нутаг” Д.Пүрэвдорж “Чингис” Т.Галсан “Жирмийн сүлжээ” Д.Цоодол “Харамчийнхны дууль” Д.Нямаа “Шөнийн талд адуу янцгаана Д.Сумьяа “Монгол шагай Ц.Дамдинсүрэн “Зугаацахаар мордсон нь Д.Цэвэгмид “Алагдай аварга” Ү Чэнь-энь “Тансан ламын баруун” этгээдэд зорчсон тэмдэглэл Я.Кавабата “Ангийн даргын мөрдлөг” Э.Хэмингуэй “Өвгөн тэнгис хоёр” Ж.К.Роулин “Харри Поттер” МОНГОЛ АМАН ЯРУУ ЕРӨӨЛ, МАГТААЛ ЭРИЙН САЙН ХАН ХАРАНГУЙ Б.Ринчен МОНГОЛ ХЭЛ С.Дулам ХҮМҮҮН БИЧИГ О.Дашбалбар ӨВӨГ ДЭЭДСЭЭСЭЭ БИД ЭХ ОРНОО ХҮЛЭЭЖ АВСАН ЧИНГИСИЙН ЕСӨН ӨРЛӨГТЭЙ ӨНЧИН ХӨВГҮҮНИЙ СЭЦЭЛСЭН ШАСТИР

18. Зохиолын өнгөрснийг дурсах, ирээдүйг зөгнөх үйл явдлын үүргийг тайлбарлах 19. Зохиолын орчин, нөхцөл байдал нь сэдэв утгыг тодруулахад нөлөөлж буйг шинжлэх 20. Зохиолын үйл явдлын шугам хоорондын холбоо хамаарлыг тайлбарлах (өнгөрснийг дурсах, ирээдүйг зөгнөх гэх мэт) 21. Уншсан зохиолын сэдэв, утга санаа, дүр, дүрслэлээс сонгон, баримт ашиглан дүгнэх 22. Бие даан уншсан зохиолыг бусдад унших хүсэл төрөхүйц, сонирхолтой арга хэлбэрээр танилцуулан илтгэх 23. Зохиолд дэвшүүлсэн асуудал, хам сэдвийн хүрээнд санаа бодлоо илэрхийлэн мэтгэлцэх 24. Зохиолын хэл найруулга, уран дүрслэл, яруу хэрэглүүр, бичил дүрслэлийн уншигчдад үзүүлэх нөлөөг задлан шинжлэх 25. Өөр өөр цаг үед бичигдсэн зохиолоос уншиж, хам сэдвийн хүрээнд тусган эргэцүүлэх замаар үндэсний ижилсэл, үнэ цэнт зүйлсээ ойлгох	Б.Явуухулан ТЭХИЙН ЗОГСООЛ Д.Намдаг ҮРЭГДСЭНИЙГ ХҮЛЭЭГЧ Ж.Барамсай ЦҮНХТЭЙ ИНЭЭД П.Лувсанцүрүн УСНЫ ЭРГҮҮЛЭГ БУЮУ БОРЗООНЫ ЯВДАЛ БАДАРЧНЫ ҮЛГЭРЭЭС Ч.Ойдов ДАЛАН ХУДАЛЧ Хомер “ОДИССЕЙ” ШИДЭТ ХҮҮРИЙН ҮЛГЭР ГЭСЭР ЖАНГАР ЧИНГИСИЙН ЭР ХОЁР ЗАГАЛЫН ТУУЖ Сөнидийн Гилүгэдэй баатрын харуулсан шүлэг Мандухай сэцэн хатны тангаргийн шүлэг Цогт тайжийн хадны бичиг Б.Лхавгасүрэн "Боржигины бор тал" Д.Нямсүрэн "Дөрвөн цаг" Б.Ринчен “Нууцыг задруулсан захиа” Ж.Лхавга "Эвэр" (богино өгүүллэг) Д.Мягмар "Үер" (туужаас) Ч.Лодойдамба "Алтайд" (бэсрэг романаас) Тэмүжиний уг гарал ба бага насны үе Тэмүжинд Чингис хаан цол өргөмжилсөн нь Жамухын дарагдсан нь Өэлүн эхийн магтаал Тэмүжиний залбирал Хөхөчосын сургаал Ж.Саруулбуян “Бодончар богд” өгүүллэг Д.Намсрай “Жамухын өчил” өгүүллэг Д.Нацагдорж “Хөдөө талын үзэсгэлэн” өгүүллэг Д.Нацагдорж“Ламбугайн нулимс”өгүүллэг Д.Равжаа “Үлэмжийн чанар” шүлэг Б.Явуухулан “Хар ус нуурын шагшуурга“ шүлэг Д.Равжаа “Дөрвөн улирал” шүлэг Д.Нацагдорж “Дөрвөн цаг” шүлэг Д.Равжаа “Саран хөхөөний намтар”

IB diploma programme: English B enrollment interview topics

Approximate duration: 10-15 minutes

1. Introduction of the candidate
2. Motivation
3. Learning style
4. Future goals
5. Future career
6. Interpersonal skills
7. Strengths and areas of improvement
8. Values of IB
9. Candidate’s expectation from the Programme and the staff

IB diploma programme: Biology placement test topics

1. Classifications
2. Cells

3. Movements in and out of cells
4. Chemicals of life
5. Enzymes
6. Plant nutrition
7. Animal nutrition
8. Transportation in plants
9. Transportation in animals
10. Pathogens and immunity
11. Respiration and gas exchange
12. Excretory system
13. Regulation and response
14. Homeostasis
15. Reproduction in plants
16. Reproduction in animals
17. Inheritance
18. Variation and selection
19. Organisms and environment
20. Biotechnology

IB diploma programme: Chemistry placement test topics

1. Atomic structure, periodic trends
2. Stoichiometric relationship, the mole concept
3. Salt producing
4. Ion and gas testing
5. State matter
6. Chemical bonding and structure
7. Chemical reaction heat
8. Chemical reaction rate, Equilibrium
9. Electrochemistry
10. Classification of matter – Oxide, acid, salt, alkali
11. Organic chemistry – Organic compound and Structure
12. Organic chemistry – Isomer, naming

IB diploma programme: Physics placement test topics

1. Measurement
    - Numbers and semicolons in the value.
    - Conversion of traditional and base units
    - Read measuring instruments correctly
    - Tool scaling price
    - Determining the density of the substance
    - Determining the volume of the substance
    - Calculate the speed, acceleration and path of the body
    - Calculate the energy of movement, position and elasticity of the body
2. Molecular physics and heat
    - Aggregate state and metabolism of a substance

- Heat balance of the substance
- The amount of heat of melting and freezing
- Quantity of heat of boiling and condensation
- The amount of heat of combustion
- Gas pressure and temperature

3. Electromagnetism
   - Electric charge
   - Current strength
   - Electric circuits
   - Laws of consumer serial and parallel connection currents
   - Voltage and electromotive force
   - Consumer serial and parallel connection voltage law
   - Conductor resistance
   - Ohm's law
   - Joule-Lenz law
   - Constant magnets and their interactions
   - The magnetic field of a permanent magnet
   - Electromagnets and their circuits
   - The direction of the electromagnetic field
4. Optics
   - Light rays and shadows
   - The law of reflection and refraction
   - Creating an image in a mirror and use mirror formulas
   - Creating an image on the lens and apply the lens formula
5. Fluctuations and waves
   - Calculating the phase and frequency of oscillating motion
   - Distinguishing between loud and weak sounds
   - Drawing sound variations
   - Using the wave formula
   - Recognizing wave phenomena

IB diploma programme: Mathematics placement test topics

1. The quadratic equation and inequalities
2. Exponential and logarithmic equation and inequality
3. The system equations
4. The function domain and range
5. Inverse function
6. Function composite (double function)
7. Mixture problems
8. Find the properties and area of a triangle
9. Sequence, arithmetic and geometry progress
10. Combinatorics, Probability

Entry test topics for the IB diploma programme High Level Mathematics course

1. Surds and radicals.

- Ø Simplifying radical expressions
- Ø Rationalizing the denominator

2. Scientific notation (standard form).
   - Ø Conversion between numbers in scientific notation and ordinary decimal numbers
   - Ø Calculations with numbers in scientific notation (with or without a calculator)
3. Number systems.
   - Ø Subsets of the set of real numbers
   - Ø Calculations with rational numbers
4. Algebraic simplification.
   - Ø Collecting like terms
   - Ø Simplifying expressions with brackets
   - Ø Laws of indices
5. Linear equations and inequalities.
   - Ø Linear equations with variables on both sides, brackets and/or fractions
   - Ø Linear inequalities
   - Ø Solving systems of two linear equations with two variables using method of elimination, substitution and graphical
6. Modulus or absolute value.
   - Ø Finding absolute value of a number
   - Ø Solving simple equations with absolute value
7. Product expansion.
   - Ø Expanding brackets (two linear expressions)
   - Ø Difference of squares rule
   - Ø Perfect squares rule
   - Ø Simplifying expressions with brackets
8. Factorization.
   - Ø Difference of squares
   - Ø Perfect squares
   - Ø Factorizing trinomials by splitting the middle term
   - Ø Factorizing trinomials (shortcut method)
9. Quadratic equations and inequalities.
   - Ø Solving quadratic equations by factorization
   - Ø Solving quadratic equations by completing the square
   - Ø Solving quadratic equations using the quadratic formula
   - Ø Solving systems of equations, one linear and one quadratic
   - Ø Solving quadratic inequalities
10. Formula rearrangement.
11. Adding and subtracting algebraic fractions with the same or different denominators.
12. Congruence and similarity.
    - Ø Congruent triangles
    - Ø Similar triangles
13. Coordinate geometry.
    - Ø Distance between two points in a plane

- Ø Midpoint formula
- Ø Gradient of a straight line
- Ø Equations of straight lines
- Ø Rules for parallel and perpendicular lines
- Ø Axes intercepts
- Ø Algebraic methods of finding points of intersection of graphs

14. Pythagoras theorem.
    - Ø Application in solving 2D and 3D problems
15. Trigonometry.
    - Ø Right angled trigonometry (sine, cosine, tangent)
    - Ø The sine rule
    - Ø The cosine rule
    - Ø Problem solving using trigonometry
16. Representing and interpreting statistical data.
    - Ø Organising categorical and discrete data
    - Ø Measures of centre and spread (mean, median, mode, range)
    - Ø Grouped discrete data (mean, median, mode, range, cumulative frequency)
    - Ø Cumulative frequency curve

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