



International School  
Ho Chi Minh City

# Secondary School

## Curriculum Guide 2023-24







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# Learning as an IB student in Secondary School





# Mission, Vision & Values



## Our Vision

To create an inspiring world of education by building self belief and empowering individuals to succeed



## Our Mission

We inspire wellbeing and learning so that our diverse, internationally-minded community flourish as energized, engaged and empowered learners.



## Our Values



# ISHCMC Principles of Learning

- Every learner is capable of achieving their goals within an environment where there is an appropriate balance of standards, challenge, and support.
- Learning builds on prior knowledge and experiences and is contextual, meaningful, and valuable.
- Learning is an active process that takes time and is strengthened through opportunities for error, practice, reflection, and further revision of ideas.
- Motivation is a key factor in learning.
- Learning is effective when adapted to meet each individual's abilities.
- Learning should take place in a safe and engaging environment.
- Learning should encompass personal, local and global issues with the aim to make for a better world.



# IB learner profile

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

**As IB learners we strive to be:**

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## 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.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



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# A Skill Set for Lifelong Learning: ATL Skills

Integral to all learning in our IB programmes are the ‘approaches to learning’ (ATL) skills, the vehicle by which students can develop their IB Learner Profile characteristics. Students are encouraged to learn, practice, and develop these ATL skills throughout secondary school in order to thrive as independent learners.

At ISHCMC these skills are taught and practiced in both the Middle Years Programme (MYP) and Diploma Programme (DP), through subject areas and the Advisory/Wellbeing program. See page 68 for more information on the latter.

The five ATL categories in the Diploma	Broken down into 10 ‘clusters’ in the MYP	The essence of each ATL skill
Communication	Communication	Exchanging ideas through interaction and via reading, writing and use of language.
Social	Collaboration	Working cooperatively with others.
Self-management	Organization	Effectively managing time and tasks.
	Affective skills	Learning how to remain focused, to demonstrate persistence and perseverance, and the determination to bounce back from disappointments.
	Reflection	Learning how to learn more by considering what has already been taught and learned.
Research	Information literacy	Finding, interpreting, judging, and creating information.
	Media literacy	Using information from a variety of media sources and demonstrating awareness of the media’s interpretations of events and ideas, and their impact.
Thinking	Critical thinking	Interpreting and evaluating evidence to develop opposing arguments, and to draw reasonable conclusions.
	Creative thinking	The skills of invention: developing ideas that previously did not exist.
	Transfer	Using skills and knowledge in multiple contexts.

Adapted from [taolearn.com](http://taolearn.com)

Surveys of university admissions officers and employers firmly make the case for learning ATL skills. It has been consistently shown that qualities such as the ability to be an effective communicator, a team player and a critical thinker, rank highest when interviewing prospective university candidates or potential employees.

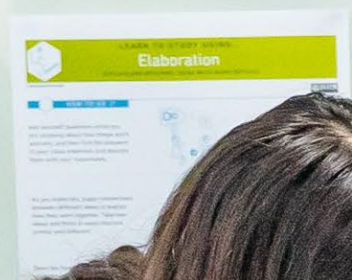
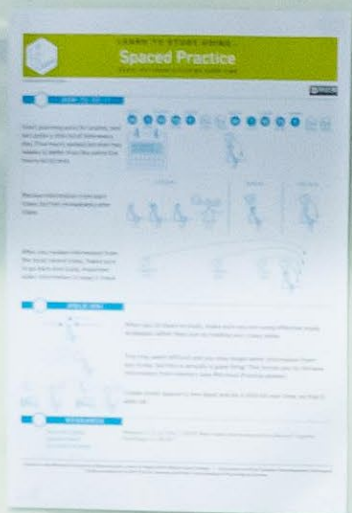
# Grades 11 & 12:

## Courses and Pathways explained





est?







IB Diploma Model

The Grade 11 & 12 curriculum, designed for students aged 16 to 19, is recognized and respected by the world's leading universities.

ISHCMC is proud to present multiple pathways to learning and success. Through learning at ISHCMC students will:

- develop an excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study at least two languages
- excel in traditional academic courses



# 10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



## It increases academic opportunity

Research\* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



## IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



## It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



## The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



## Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



## It's an international qualification

The DP is recognized globally by universities and employers.

7



## DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



## Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



## It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



## It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



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\*Based on IB research - [www.ibo.org/research](http://www.ibo.org/research)

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# Pathways to Graduation

At ISHCMC we believe in supporting students to pursue individual pathways with a purpose that will reflect their interests and passions and we encourage students to make healthy and thoughtful course and pathway selections. The conversations between parents, students, and the school will be as unique as the individuals involved and selections should reflect that individuality and allow students to be the best learner they can be.

## Pathway 1:

### ISHCMC High School Diploma

All students at ISHCMC are eligible to earn the ISHCMC High School Diploma, a qualification equivalent to a North American High School Diploma and accredited by the Council of International Schools. Students may take any combination of courses, provided they earn a minimum of 24 credits from Grades 9 - 12 and meet the 95% attendance requirements. CAS must be completed as a graduation requirement from ISHCMC. Please see the ISHCMC Secondary School Handbook for details on credit requirements for graduation.

## Pathway 2:

### IB Diploma Programme + ISHCMC High School Diploma = IB Courses

A combination of part ISHCMC High School Diploma and part IB Diploma Programme creates the IB Courses pathway. This flexible program allows for students to take some classes in the ISHCMC High School Diploma pathway and some in the IB Diploma Programme pathway. Students can pursue an IB Diploma Courses pathway by choosing individual IB courses which are both their passion and recommended for university acceptance. These choices require consultation and approval from the IB DP Coordinator and students receive an official IB certificate for IB courses successfully completed. There is no requirement to take three courses at Higher Level, and the Extended Essay (EE) and Theory of Knowledge (TOK) do not have to be completed - although IB Courses candidates may choose to do the EE and/or TOK. CAS must be completed as a graduation requirement from ISHCMC.





## Pathway 3:

### IB Diploma Programme

The majority of students at ISHCMC pursue the full IB Diploma. Students who meet the requirements of the two year IB Diploma Programme are awarded an IB Diploma by the International Baccalaureate Organisation (IBO). The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core courses: Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often will involve community service.

For every pathway, and in order to ensure both breadth and depth of knowledge and understanding, students must choose at least one course from each of the following groups.

Group 1	Studies in Language & Literature
Group 2	Language Acquisition
Group 3	Individuals & Societies
Group 4	Sciences
Group 5	Mathematics
Group 6	The Arts

# The IB Diploma Programme in detail

The IB Diploma Programme is an academically rigorous two year (Grades 11 & 12) program where students study six courses concurrently. Typically students choose three courses at Higher Level (HL) and three at Standard Level (SL). There is the option to choose either an Arts course or a second course from one of the groups above.

**3 Higher Level Courses**

**3 Standard Level Courses**

**Theory of Knowledge (TOK)**

**Extended Essay (EE)**

**Creativity, Activity, Service (CAS)**

## The IB Diploma Programme Core

Students engage in the three elements of the IB Diploma Programme Core: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS). The Core supports the IB programme which aims to develop the whole person. The Diploma takes students beyond the acquisition of knowledge, supporting them to build skills that will enable them to enjoy life to the fullest, and learning values that will lead to a positive contribution to society.

**+33** Courses  
Offered

The courses listed in this section of the guide are subject to change when there are insufficient student numbers to run the course.



	Group Description	Course Offerings
<b>Group 1</b>	Language & Literature or Literature	English Literature (HL/SL) English Language & Literature (HL/SL) Vietnamese Language & Literature (HL/SL) Vietnamese Language & Literature (HL/SL) Korean Language & Literature (HL/SL) Dutch Language & Literature (HL/SL) Spanish Language & Literature (HL/SL) School Supported Self-Taught Language (SL)
<b>Group 2</b>	Language Acquisition	English B (HL) French B (HL/SL) Mandarin Ab initio (SL) Mandarin B (HL/SL) Spanish Ab initio (SL) Spanish B (HL/SL)
<b>Group 3</b>	Individuals & Societies	Business Management (HL/SL) Economics (HL/SL) Geography (HL/SL) History (HL/SL) Psychology (HL/SL)
<b>Group 4</b>	Sciences	Biology (HL/SL) Chemistry (HL/SL) Computer Science (HL/SL) Design Technology (HL/SL) Environmental Systems & Societies (SL) Physics (HL/SL) Sports Exercise & Health Science (HL/SL)
<b>Group 5</b>	Mathematics	Mathematics Analysis and Approaches (HL/SL) Mathematics Applications and Interpretations (HL/SL)
<b>Group 6</b>	The Arts	Music (HL/SL) Theater (HL/SL) Visual Arts (HL/SL) Film (HL/SL)

# Group 1

In the IB programme there is an emphasis on supporting the development of the student's mother tongue, as well as learning new languages. Each student will ideally study his or her "best" language for Group 1 and students may also study a second Language and Literature course instead of Language B.

## Language A: Language & Literature - SL/HL (English, Vietnamese, Korean, Dutch and Spanish)

### Course Overview:

Students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the way it is shaped and influenced by identity and culture. Approaches to study in the course are wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others.

### Units of study include:



#### Representing conflict

using *The Sorrow of War* historical fiction novel by Bao Ninh and *War Photography* by Philip Jones Griffiths.



#### Transforming ideas about gender

using *The World's Wife* poetry anthology by Carol Ann Duffy, Dove Real Beauty advertising campaigns, and *GEORGE* magazine covers.



**Growth, transformation and finding a voice** using *Woman at Point Zero* by Nawal El Saadawi and *Pygmalion* by George Bernard Shaw.

### Course Prerequisite:

Two or more years in an MYP (or equivalent), English Language and Literature class (Phase 5 or above) for English Language and Literature. To undertake Korean, Vietnamese, Dutch and Spanish Language and Literature, approval is needed from corresponding teachers.

Internal Assessment	External Assessment
Individual Oral	Individual Oral Paper 1: Guided Literary Analysis Paper 2: Comparative Essay HL Essay





## Language A: Literature - SL/HL (English and Vietnamese)

### Course Overview:

Students focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students will explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

### Units of study include:



#### **Moral ambiguity**

using *The Things They Carried* by Tim O'Brien and *Selected Essays* of George Orwell.



#### **Resistance, advocacy and solidarity**

using *Human Acts* fiction novel by Han Kang, *Behind the Beautiful Forevers* nonfiction prose by Katherine Boo (HL Only) and *The Handmaid's Tale* prose fiction novel by Margaret Atwood.



#### **Institutions and justice**

using *The Reader* fiction novel by Bernhard Schlink and *The World's Wife* poetry anthology by Carol Ann Duffy.

### Course Prerequisite:

Two or more years in an MYP (or equivalent), English Language and Literature class (Phase 5 or above) for English Language and Literature. To undertake Korean, Vietnamese, Dutch and Spanish Language and Literature, approval is needed from corresponding teachers.

Internal Assessment	External Assessment
Individual Oral	Paper 1: Guided Literary Analysis Paper 2: Comparative Essay HL Essay

## School Supported Self-Taught Language A Literature - SL Only

### Course Overview:

In support of a student's mother tongue, when their language is not offered at ISHCMC, an alternative is the School Supported Self-Taught (SSST) option. In this program students focus exclusively on literary texts, adopting a variety of approaches to textual criticism, aligned with our English and Vietnamese Literature courses. Students will also explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

With the School Supported Self-Taught' (SSST) option students are assigned a school supervisor who liaises between the student, parents, and tutor. Although ISHCMC is supportive of this program, it is the responsibility of the student and parents to arrange and pay for a tutor to meet face-to-face or online with the student - at least one time per school cycle, either during or after the school day.

### Course Prerequisite:

This course is for students who have sufficient proficiency in the chosen language to engage in literary discussion. Students should have strong ATL skills; be capable of self-direction, possess good time-management skills, and be willing to study independently.

Internal Assessment	External Assessment
Individual Oral	Paper 1: Guided Literary Analysis Paper 2: Comparative Essay





## Group 2

For Group 2 students may choose a language to study at a level that provides an appropriate challenge. An alternative to a Group 2 language is to choose a second language to study as a Group 1 course.

### Language B - SL/HL (English, French, Spanish, Mandarin)

#### Course Overview:

Language B is an additional language course designed for students with some previous learning of that language, with a focus on language acquisition and the development of language skills. These skills will be developed through the study and use of a range of written and spoken material that extends from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material is chosen to enable students to develop a mastery of language skills and intercultural understanding.

#### Units of study include:

  
**English B: Identities**  
- To what extent do language, culture, and values contribute to forming our identity?

  
**Spanish B: Lengua y cultura** - creencias y valores, el concepto de la belleza.

  
**French B: Partage de la planète** - Qu'est-ce que l'éco-citoyenneté?

#### Course Prerequisite:

English B - Only students that have been in an English medium school for less than two years are eligible and they will need approval from the Diploma Coordinator, Leader of Learning in Group 1 and the Leader of Learning in Group 2.

- Other languages: Students may choose a language to study at a level that provides an appropriate challenge.
- SL Course Prerequisite: Two years study of the language (Phase 2 or above).
- HL Course Prerequisite: students can express ideas verbally and in written form, in the target language, to a degree of coherency. (Phase 3 and 4).

Internal Assessment	External Assessment
Individual Oral	Paper 1: Productive Skills Paper 2: Receptive Skills

## Language Ab initio - SL (Mandarin and Spanish)

### Course Overview:

This 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. The process encourages the learner to go beyond the confines of the classroom, to gain a greater awareness of the world, and to foster a respect for cultural diversity. The language Ab initio course develops a student's linguistic abilities through the development of receptive, productive, and interactive skills by providing them with opportunities to respond and interact appropriately in a range of everyday situations. Language Ab initio is available at Standard Level only.

### Units of study include:



**Mandarin ab initio:**  
**Human ingenuity:**  
surfing the internet,  
online shopping (zhu fu  
bao/tao bao).



**Spanish ab initio:**  
**Compartiendo el  
planeta:** Clima,  
geografía física y medio  
ambiente.

### Course Prerequisite:

Two or more years in an MYP (or equivalent), English Language and Literature class (Phase 5 or above) for English Language and Literature. To undertake Korean, Vietnamese, Dutch and Spanish Language and Literature, approval is needed from corresponding teachers.

Internal Assessment	External Assessment
Individual Oral	Paper 1: Productive Skills Paper 2: Receptive Skills





## Group 3

For Group 3 students choose a course that falls under the category that is known elsewhere as “human sciences”, “humanities” or “social sciences” and explore the interactions between people and their environment in a cultural and social context.

### Business Management - SL/HL

#### Course Overview:

The study of Business Management develops an understanding of international cooperation and responsible citizenship, as well as an appreciation for ethical concerns and social responsibility in the global business environment. The course aims to foster an understanding of the international perspective of business and to promote cultural diversity through the study of essential topics in business management. Business Management provides an opportunity for students to develop an understanding of business practices and skills, as well as business theory. The course analyzes complex business activities while considering the cultural and economic context in which a business operates.

#### Units of study include:



#### **Business organization and environment/finance and accounts**

- the role of business; types of organizations; organizational objectives; key stakeholders; the external business environment; business growth and evolution; sources of finance; costs and revenues; break-even analysis.



#### **Finance and accounts/operations management**

- profitability and liquidity ratio analysis; efficiency ratio analysis (HL only); cash flow; investment appraisal.



#### **Marketing/human resource management**

- the role of marketing; marketing planning; sales forecasting (HL only); market research; the four Ps; the extended marketing mix (HL only); E-commerce.

#### Course Prerequisite:

Students will have studied Grade 10 Integrated Individuals and Societies or an equivalent course in another school.

Internal Assessment	External Assessment
Written Commentary SL Research Project HL	Paper 1 Paper 2

## Economics - SL/HL

### Course Overview:

This course focuses on theories of macro and microeconomics and how they are applied in real-world issues. Key issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability. Students are expected to reflect on the ethical implications of economic goals at a local and global level. Through analysis and inquiry, students develop international perspectives of the effects of economic change in an increasingly interdependent world.

### Units of study include:



**Microeconomics** - demand and supply; competitive market equilibrium; a critique of the maximizing behavior of consumers and producers; elasticity of supply and demand; the role of government in microeconomics; market failure.



**The global economy** - the benefits of international trade; types of trade protection; economic integration; exchange rates; balance of payments; sustainable development; measuring development; barriers to economic growth and/or economic development.



**Macroeconomics** - measuring variations in economic activity; aggregate demand and aggregate supply; the economics of inequality and poverty; monetary policy and fiscal policy; supply-side policies.

### Course Prerequisite:

Students will have studied Grade 10 Integrated Individuals and Societies or an equivalent course in another school.

Internal Assessment	External Assessment
Portfolio - three commentaries based on different sections of the syllabus	Paper 1 Paper 2 Paper 3 (HL only)

## Geography - SL/HL

### Course Overview:

The Geography course is firmly grounded in the real world and focuses on the interactions between individuals, societies, and the physical environment. It seeks to identify trends and patterns in these interactions and examines the processes behind them. The course also investigates the way that people adapt and respond to change and evaluates the management strategies people have developed in response to these changes. The course embodies global and international awareness in several distinct ways: it examines key global issues, such as poverty, sustainability, and climate

change; and it considers examples and detailed case studies at a variety of scales, from local to regional, national and international. The content is underpinned by four key concepts: Places, Power, Processes, and Possibilities.

### Units of study include:



#### Changing populations -

factors affecting population distribution; classifying economic development; the impact of youthful versus aging populations; the challenges of megacity growth; the causes and consequences of forced migration; population policies.



#### Leisure, sport & tourism -

changing leisure patterns; the impact of tourism on different places; the changing geographic influences on a sports league; the role of transnational corporations; national tourism strategies; the impact of hosting the Olympics; future sport and tourism - sustainable tourism, equal opportunities in sport.



#### Power, places & networks (HL only) -

the changing balance of superpowers; the role of multi-governmental organizations; globalization versus nationalism; the rise of anti-immigration movements; migration control.

### Course Prerequisite:

Students will have studied Grade 10 Integrated Individuals and Societies or an equivalent course in another school.

Internal Assessment	External Assessment
A report based on fieldwork in Vung Tau investigating the impact of tourism.	Paper 1: Optional themes Paper 2: Core Paper 3 (HL only)

## History - SL/HL

### Course Overview:

The DP History course is a world history course based on a comparative and multi-perspective approach to the subject. It involves the study of different types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course focuses on the importance of developing skills as well as gaining factual knowledge, and puts an emphasis on developing the skills of critical thinking and an understanding of multiple interpretations of history. The DP History course involves a challenging and demanding critical exploration of the past and has six key prominent concepts: change, continuity, causation, consequence, significance, and perspectives.



### Units of study include:



**The move to global war** - Japanese expansion 1931-1941; German-Italian expansion 1933-1940; the emergence of Mao's China; the Sino-Japanese war.



**20th-century authoritarian states** - the emergence of authoritarian states; consolidation and maintenance of power (Hitler and Mao); the aims and results of policies (The People's Republic of China 1949-2005).

### Course Prerequisite:

Students will have studied Grade 10 Integrated Individuals and Societies or an equivalent course in another school.

Internal Assessment	External Assessment
Historical investigation	Paper 1 Paper 2 Paper 3 (HL only)

## Psychology - SL/HL

### Course Overview:

Psychology is the rigorous and systematic study of mental processes and behavior and it is a complex subject that draws on concepts, methods, and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behavior on its own, as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures, and cultures. The study of behavior and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognizing that behavior is not a static phenomenon - it is adaptive, and as the world, societies, and challenges facing societies change, so does behavior.

### Units of study include:



**The biological approach to understanding behavior** - the relationship between the brain and behavior; hormones and pheromones and their effects on behavior; the relationship between genetics and behavior; the role of animal research in understanding human behavior (HL only).



**The cognitive approach to understanding behavior** - cognitive processing; the reliability of cognitive processes; emotion and cognition; cognitive processing in a technological world (HL only).



**Abnormal psychology** - factors influencing diagnosis; the etiology of abnormal psychology; treatment of disorders.

### Course Prerequisite:

Students will have studied Grade 10 Integrated Individuals and Societies or an equivalent course in another school.

Internal Assessment	External Assessment
Experimental study report	Paper 1 Paper 2 Paper 3 (HL only)



## Group 4

The IB emphasizes the need for students to learn about the overarching Nature of Science (NOS). Through inquiry and active discussions, students are expected to learn about scientific endeavors, how science impacts public opinion, and the role of collaboration in the development of scientific ideas. All Diploma Science courses combine experiential scientific investigation and information technology skills with theoretical study.

### Biology - SL/HL

#### Course Overview:

Through the study of biology students should become aware of how biologists work and communicate with one another and in this course, there is an emphasis on a practical approach through experimental work. In this context all biology students should be able to: develop their experimental and scientific investigative skills, develop an ability to analyze, evaluate, and synthesize biological information, and apply and use the body of knowledge, methods, and techniques that characterize working biologists. The Biology course is aimed at students who wish to learn about living organisms and the structures and systems by which they function, evolve and affect one another. Cells, Biochemistry, Ecology, Genetics, and Evolution underpin this course and form the basis for analyzing a variety of situations of biological discovery.

#### Units of study include:



##### **Classification of life and biomolecules**

- the classification of organisms; the classification of biomolecules; cell biology; plant biology.



##### **Ecology and evolution, human health and physiology**

- ecology; evolution; speciation; human health and physiology; animal physiology (HL only).



##### **Biochemical reactions and genetics**

- biochemical reactions; nucleic acids (HL only); metabolism; genetics; inheritance (HL only).

#### Course Prerequisite:

Students will have studied Grade 10 Integrated Sciences or an equivalent learning experience in another school.

Internal Assessment	External Assessment
Scientific investigation	Paper 1 Paper 2



## Chemistry - SL/HL

### Course Overview:

This course provides the widest opportunities for further study in Science as chemical principles underpin both the physical environment in which we live, and all biological systems. Students will study inorganic and organic chemistry as well as learn about energetics and equilibrium as a basis for wider studies in Chemistry or other sciences at university.

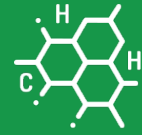
### Units of study include:



**Atomic structure, periodicity and bonding** - the nuclear atom; electron configuration; the periodic table; periodic trends; ionic bonding and structure; covalent bonding; covalent structures; intermolecular forces; metallic bonding.



**Energetics, kinetics, equilibrium, acids and bases** - measuring energy changes; Hess's law; bond enthalpies; energy cycles, and entropy and spontaneity (HL only).



**The Redox process and organic chemistry** - oxidation and reduction; electrochemical cells.

### Course Prerequisite:

Students will have studied Grade 10 Integrated Science or an equivalent learning experience in another school.

Internal Assessment	External Assessment
Scientific investigation	Paper 1 Paper 2

## Computer Science - SL/HL

### Course Overview:

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, under-pinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions.

## Units of study include:



**Genetic Algorithmic development** - Genetic algorithms develop the solution to a problem by starting with a random set of solutions and repeatedly using a subset of these to generate a better one. Examples are those where the suitability of the solutions can be measured, for example the traveling salesman problem.



**Abstract data structures** - Students describe the most common data structures (arrays, stacks, queues, linked lists, binary trees) and the most common data processing operations on each of the basic data structures (addition, deletion and retrieval of data, traversal, searching for a given data, sorting of data into some order).

## Course Prerequisite:

There is no prerequisite for the course, however, experience in MYP Digital Design is helpful.

Internal Assessment	External Assessment
Internal Assessment: Solution	Paper 1 Paper 2 Paper 3 (HL only)

## Design Technology - SL/HL

### Course Overview:

The creative tension between theory and practice is what characterizes design technology within the DP Sciences subject group - inquiry and problem-solving lie at the heart of this subject. DP Design Technology requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In DP Design Technology, a solution can be defined as a model, prototype, product, or system that students have developed independently.

## Units of study include:



### Human factors and ergonomics

- anthropometrics; psychological factors; physiological factors.



### Modelling -

conceptual modelling; graphical modelling; physical modelling; computer-aided design (CAD); rapid prototyping.



### Resource management and sustainable production

- resources and reserves; waste mitigation strategies; energy utilization, storage and distribution; clean technology; green design; eco-design.

### Course Prerequisite:

Students are advised to take an MYP Design course in Grade 10.

Internal Assessment	External Assessment
Design project	Paper 1 Paper 2 Paper 3 (HL only)

## Environmental Systems & Societies - SL

### Course Overview:

This course is an interdisciplinary group 3 and 4 course that is offered at Standard Level (SL) only and it provides students with a coherent perspective of interrelationships between environmental systems and societies. Students form personal responses to a wide range of environmental issues and evaluate the scientific, ethical, and socio-political aspects of issues.

### Units of study include:



### Ecosystems and ecology

- species and populations; communities and ecosystems; flows of energy and matter; biomes, zonation and succession; investigating ecosystems.



### Water and aquatic food production systems & societies

- access to freshwater; aquatic food production systems; water pollution.



### Climate change and energy production

- energy choices and security; the causes and impacts of climate change; mitigation and adaptation to climate change.



**Course Prerequisite:**

Students will have studied Grade 10 Integrated Sciences or an equivalent learning experience in another school.

Internal Assessment	External Assessment
Practical project	Paper 1 Paper 2

**Physics - SL/HL****Course Overview:**

Physics is the most fundamental of the sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Physics is explored as a human activity, involving observation, experimentation and theoretical modeling. This includes both classic Physics as well as more recent articulations of the physical world. Mathematics is viewed as a language of physics and therefore proficiency in Mathematics is essential for Physics students.

**Units of study include:**

**Mechanics** - motion; forces; work, energy and power; momentum and impulse.



**Waves** - oscillations; traveling waves; wave characteristics; wave behavior; standing waves. HL only: simple harmonic motion, single-slit diffraction; interference; the Doppler effect.



**Atomic, nuclear and particle physics** - discrete energy and radioactivity; nuclear reactions; the structure of matter. HL only: the interaction of matter with radiation; nuclear physics.

**Course Prerequisite:**

Students will have studied Grade 10 Integrated Sciences or an equivalent course in another school.

Internal Assessment	External Assessment
Science investigation	Paper 1 Paper 2

## Sports Exercise & Health Science - SL/HL

### Course Overview:

This course involves the application of scientific principles in sports and exercise as well as critical analysis of human performance. The programme incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition in the pursuit of excellence in sport.

### Units of study include:



**Anatomy and movement analysis** - the skeletal system; the muscular system; neuromuscular function; joint and movement type; the fundamentals of biomechanics.



**Genetics and athletic performance (HL only)** - the role of genes in the inheritance of human characteristics; the relative contribution of genetic and environmental factors on performance in different sports; the implications of genetic screening for sports, exercise and health.



**Energy systems** - nutrition; carbohydrate and fat metabolism; the production of ATP from glucose and fatty acids by the aerobic system; the phenomena of oxygen deficit and oxygen debt; the production of ATP by the lactic acid system.

### Course Prerequisite:

Some background knowledge of scientific investigation at a Grade 10 level.

Internal Assessment	External Assessment
Science investigation	Paper 1 Paper 2 Paper 3



## Group 5

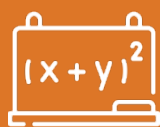
Mathematics can be seen as a set of abstract ideas, a system of knowledge, or as a useful tool. Mathematics is viewed as an essential key to understanding the world and is therefore a compulsory course.

### Mathematics: Analysis and Approaches - SL/HL

#### Course Overview:

This course has an emphasis on calculus appropriate for pure mathematicians and is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. The course has been designed for students who enjoy developing mathematical arguments, problem-solving, and exploring real and abstract applications, both with and without technology.

#### Units of study include:



**Algebraic skills** - number systems; quadratic expressions and equations; deductive proof exponents laws and logarithm laws; arithmetic and geometric sequences and series; binomial expansion.



**Functions and calculus** - quadratic, exponential, logarithmic and rational functions; introduction to the laws of Calculus.



**Trigonometry** - trigonometric principles; trigonometric functions and equations; application of laws of Calculus to trigonometric functions, including the development of Kinematics (study of linear motion).

#### Course Prerequisite:

- **Standard Level:** this course is most similar to the Mathematics SL course and is accessible to students from both MYP Standard and Extended Mathematics pathways. However, students in the Standard pathway need a minimum of MYP level 5 to be recommended for this course.
- **Higher Level:** this course is most similar to the Mathematics HL course and is accessible to students from the MYP Extended Mathematics pathway. Students need a minimum of MYP level 5 to be recommended for this course.

\*Possible Career Pathways: pure mathematics, physical science (physics, chemistry, astronomy and earth science), engineering, and economics.

Internal Assessment	External Assessment
Exploration	Paper 1 Paper 2 Paper 3 (HL Only)



# Mathematics: Applications and Interpretation - SL/HL

## Course Overview:

This course has an emphasis on statistics, modeling, and the use of technology and is intended for students with an interest in the applications of mathematics and how technology can support this. Mathematics: Applications and Interpretation has been designed for students who enjoy describing the real world and solving practical problems using mathematics, and those who are interested in harnessing the power of technology alongside exploring mathematical models.

## Units of study include:



### Number and algebra

- nature of numbers; accuracy; arithmetic and geometric sequences and series with a real-life application; exponents and logarithms; Pythagoras; right angle trigonometry; non-right angle trigonometry; sectors and arc lengths; matrices and use of their inverses to solve systems of equations; matrix transformations.



### Space

- coordinate geometry in 2D and 3D and vector representations; common linear models and Voronoi diagrams; properties of different types of functions and applications to modeling and problem solving; linear, quadratic, exponential, logarithmic, trigonometric, logistic and piecewise functions; complex numbers and their representations.



### Calculus

- applications of calculus including kinematics; integration including areas and volumes of revolution; differential equations; probability and probability distributions; combinations of variables.

## Course Prerequisite:

Standard Level: this course is most similar to the Mathematical Studies SL course. It is accessible to students from both MYP Standard and Extended Mathematics pathways.

\*Possible Career Pathways: statistics, social sciences, a selection of natural sciences, and business.

Please note that these pathways are suggested by the IBO. Students are encouraged to ensure they choose the correct course based on their teacher's recommendation, and in combination with the entrance requirements from the universities which they wish to attend.

Internal Assessment	External Assessment
Exploration	Paper 1 Paper 2 Paper 3 (HL Only)

## Group 6

The fundamental human need to communicate personal and social meaning through art is explored through the courses in Group 6, which encourage respect for cultural and aesthetic differences and promote creative thinking and problem-solving.

### Film - SL/HL

#### Course Overview:

This course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

#### Units of study include:



##### Exploring film production

**roles** - engage with various film texts, seeking influence and inspiration in order to guide their own production work; acquire, develop and apply practical filmmaking skills and techniques, in a variety of forms and a minimum of three film production roles.



##### Reading film

- research and respond to a variety of film texts, using both primary and secondary sources, identifying how the film texts are constructed and the ways in which choices in film elements convey meaning; analyze and deconstruct a variety of film sequences and film texts, showing an awareness of the cultural contexts from which the film texts originate.

#### Course Prerequisite:

There are no prerequisites for the course, however, experience in Media Arts in the MYP is useful.





Internal Assessment	External Assessment
Film Portfolio	Textual Analysis Comparative Study Collaborative Film Project (HL only)

## Music - SL/HL

### Course Overview:

This is an enriching academic course through which students can appreciate the diversity and universality of music and its expression of cultural thought, and it provides a foundation for further study in music at university level or as a career pathway. Musicians engage in this course within three different roles: as a creator, researcher, and performer. The structure of the course presents learning engagements that allow students to explore music that is unfamiliar to them, experiment with new musical ideas, and hone their creative skills and individual expression through original compositions and live performances.

### Units of study include:

			
<b>Musical Identity:</b> Exploring and understanding music that fits within our personal context - music we engage with on a regular basis. Musicians develop their musical analysis and research skills while preparing their first performance of the Diploma Programme!	<b>Local Exploration:</b> Musicians explore and experiment with music from our local context- Vietnamese traditional music - highlighting unique musical and stylistic characteristics. Musicians will then research and experiment within a style or genre from their own local or cultural context.	<b>Head of Arts (HL Only):</b> Musicians will take on the role of the Head of Performing Arts at ISHCMC as they initiate, plan, and draft an event that celebrates the arts in a relevant scenario and context.	<b>Let's Dance!:</b> Musicians will explore Latin music and dance styles, especially rhythmic elements that impact the associated dance. After exploring genre case studies, musicians will compose an original piece of music that is inspired by and applies musical and style characteristics of their chosen genre.

### Course Prerequisite:

Some working skill in playing a musical instrument is essential for students who wish to study Music as part of the Diploma Programme. During this course, students will not receive lessons in learning to play an instrument, but rather in musical theory, composition, and performance and therefore, throughout the course, students are expected to continue to develop their skills in playing their chosen instrument outside lesson time. It is encouraged that students in this course take private lessons with an external tutor or specialist on their instrument.

Internal Assessment	External Assessment
Experimenting with Music Contemporary Music Maker (HL Only)	Exploring Music in Context Presenting Music



## Theater - SL/HL

### Course Overview:

This course is designed to encourage students to examine theater in its diversity of forms around the globe. This may be achieved through a critical study of the theory, history, and culture of theater, and will find expression through workshops, devised work or scripted performance. Students will come to understand the act of imagining and producing theater in its past and present contexts and how this is an art that investigates and finds explanations for the world around us.

### Units of study include:



#### The Production Proposal

- the staging of a selected playtext, Things I know to be true by Andrew Bovell; introduction to Frantic Assembly & Physical Theater; directing and design aspects for a student's chosen moments of theater.



#### Collaboratively creating original theater -

researching and examining the various contexts of at least one starting point (idea, issue, theme, non-dramatic text, music, object, image, event or site) and at least one professional theater company that collaboratively creates original work.



**Theater processes** - different processes involved in making theater from the perspectives of a creator, designer, director and performer; develop the skills required to make theater and to observe and reflect on processes used in different theater traditions and performance practices from around the world.

**Course Prerequisite:** None

Internal Assessment	External Assessment
Collaborative project	Production proposal Research presentation Solo theater piece (HL only)

## Visual Arts - SL/HL

### Course Overview:

This course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

## Units of study include:



### **“As you like it” lens media**

- a focus on photography, montage projection, and any work captured through a lens; learning the use of chosen lens media techniques specific to selected materials, technologies, and processes within a specific area of visual expression.



### **“Truisms” printmaking**

- exploring mixed media and printmaking art forms; learning the use of chosen printmaking techniques specific to selected materials, technologies, and processes within a specific area of visual expression; formulating personal intentions for creating and displaying individual artwork.



### **Refining a body of work**

- understanding Body of Work - what to consider conceptually, functionally, stylistically, visually: motifs, colour, mood, scale, space, lighting; building a body of work - investigating artists' exhibitions and presentation techniques, making connections; finding strengths and making a plan for their own.

## **Course Prerequisite:**

There are no prerequisites for this course, it is suited for students with diverse career aspirations and there is no written examination - although regular critical reflections must be recorded in the form of the investigative workbook throughout the course.

Internal Assessment	External Assessment
Exhibition Folio	Comparative Study Process portfolio



# FAQs on pathways in Grades 11 & 12

Students often ask how some of their course decisions can affect their future career choices. We have collated some frequently asked questions (FAQs) that you may find useful.

## **I don't want to be an artist or musician. Why should I choose an Arts course?**

Studying the Arts is an opportunity to develop skills of analysis and interpretation of a wide range of cultural products of human expression, and it can develop a students' understanding of the human spirit and the world.

Competitive universities around the world are interested in students who have a wide range of skills as well as aptitude in their chosen field. Choosing an Arts course, developing new perspectives and expressing these ideas can often give university applicants a feature that helps them stand out.

If a student is sure that he or she wishes to apply for a specialized field such as medicine however, it would be more appropriate to choose a second Science instead of one of the Arts courses.

## **I would get a better grade if I chose Chinese Ab initio instead of Chinese B for Group 2. Can I choose this option?**

Language B courses are designed to provide students with an appropriate challenge and learning experience. The skills of each student are ascertained at the time of course selection and placement in courses is guided to ensure the integrity of the IB Diploma Programme is maintained.

If a student has the skills in a particular language to study the SL or HL Language B course, it is inappropriate to choose the Ab initio option.

## **What do I do if I want to change my courses after the beginning of Grade 11?**

Students may add or drop courses within a period of 20 teaching days from the start of the academic year. If a student does wish to add or drop a course, he or she must obtain written permission from their parents, the Diploma Coordinator, and the University Counselor.

After 20 days, changes to selections should occur only if:

A student finds the course is not meeting his or her expectations.

Any further issues deemed academically relevant.

A form must be collected from the Diploma Coordinator to request this change.

## **Is it better to choose two Language A courses or to choose one Language A & one Language B course?**

The important difference between Language A and B courses is the level of ability and prior learning in that language.

Language B is focused on acquiring a language and its application in a cultural context and Language A is for students who can read, write and speak the language proficiently.

For example, a student attaining an MYP level 5 or above in MYP Grade 10 English Language & Literature would take English A.



# IB Diploma Examination Fees

Additional fees are charged by the IB for exam registrations and ISHCMC will issue an invoice to families as soon as registration is complete with the IB, typically by December 1 in Grade 12. Please note that due to Vietnamese tax laws, an additional charge will be levied to cover the costs of withholding tax in relation to this transaction in terms of both VAT and CIT. All other administrative, invigilation and freight costs to have the completed exam papers marked will be covered by the school. Please see the IB scale of fees below:

## The Scale of Fees

	USD	VND
<b>1. Annual fee (per school)</b>	11,650	270,629,500
<b>2. Subject fee (per subject per candidate)</b>		
The fee is for each subject that a candidate is registered for	119	2,764,370
<b>3. Core fees (per candidate)</b>		
The fee is for each core requirement of the DP a course candidate is registered for, and for any diploma candidates retaking a core requirement. These core fees do not apply to a diploma category registration.		
Extended Essay (EE)	91	2,113,930
Theory of Knowledge (TOK)	46	1,068,580
Creativity, activity, service (CAS)	10	232,300
<b>4. Late subject fee (per subject per candidate)</b>		
The fee is for the addition of a subject and each amendment to a subject, level or response language, including TOK or an EE, after the first registration deadline.		
During the late registration period	38	882,740
After the late registration period (After the six-month retake deadline)	150	3,484,500
<b>5. Enquiry upon results</b>		
Category 1 re-mark – per candidate/subject/level	123	2,857,290
Category 1 report (stage 1: return of material) – per candidate/ subject/level	18	418,140
Category 1 report (stage 2: report) – per candidate/subject/level	211	4,901,530
Category 2A – per subject/level/component	55	1,277,650
Category 2B – per candidate/subject/level	18	418,140
Category 3 re-moderation – per subject/level sample	296	6,876,080

\*These fees are subject to change.





## **The Middle Years Programme (MYP): Courses and Pathways explained**









**IB MYP Model**

The Middle Years Programme (MYP) is a curriculum designed for students aged 11 to 16, a particularly critical phase of personal and intellectual development. It builds upon the inquiry-based approach to learning developed in the IB Primary Years Programme (PYP) and prepares students for the academic rigor of the IB Diploma Programme.

Learning in the MYP focuses on:

- Approaches to Learning: the essential skills needed for successful learning (see page 7)
- Concepts: big ideas that have relevance within and across subject areas
- Global Contexts: lenses through which students make connections with the real world
- Service-learning: meaningful action arising from the curriculum
- Authentic assessments: real-life challenges and problems that students are presented with, often with a genuine audience in mind
- Connecting subjects: interdisciplinary teaching and learning enables students to transfer knowledge, concepts, and skills across the eight different subject areas.

# 10 Reasons



Middle Years Programme

why the IB Middle Years Programme (MYP) encourages you to become a creative, critical and reflective learner

1



## Become a life-long learner

Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.

2



## Learn by doing and experiencing

Through the MYP community project you learn to service the community and connect what you learn in the classroom to "real life".

3



## The MYP encourages critical thinking

It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.

5



## Learn for understanding

Not just to memorize facts or topics and prepare for exams.

4



## Explore global challenges

The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.

6



## Train yourself to:

- organize and plan your work
- meet deadlines
- concentrate
- bounce back
- persist
- think positively.

7



## Subjects are not taught in isolation

You are encouraged to make connections between subjects.

8



## It empowers you to develop your talents

Feel empowered to prove what you know and earn the MYP certificate or MYP course results.

10



## It encourages international-mindedness

The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.

9



## It prepares you for future education

Prepare yourself for the IB Diploma Programme or IB Career-related Programme delivered by IB World Schools globally.



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# A conceptual framework

Each MYP subject area is framed by 'key concepts', big ideas that add depth to a student's learning and as a way to make connections between subject areas. More subject-specific 'related concepts' are used to add breadth to their learning. Each unit uses inquiry approaches to teaching and learning to develop this conceptual understanding.

The MYP identifies 16 key concepts that are explored across the curriculum:



## Global Contexts

Students learn best when their learning has a context that is connected to their lives and to the world that they experience.

Using six interdisciplinary 'Global Contexts' the MYP emphasizes the importance of learning in and about real-life experiences and situations.

Each MYP unit is framed by one of these Global Contexts:



### **Identities & Relationships**

Who am I?  
Who are we?



### **Orientation in Space & Time**

Where?  
When?



### **Globalization & Sustainability**

Where?  
When?



### **Scientific & Technical Innovation**

How do we understand the world in which we live?



### **Fairness & Development**

What are the consequences of our common humanity?



### **Personal & Cultural Expression**

What is the nature and purpose of creative expression?

# MYP Subject Area Overview

Subject areas	An overview on each
<b>English and additional languages</b>	<p>All students take an English course - either Language &amp; Literature or Language Acquisition depending on a student's level of proficiency.</p> <p>As well as their English course, students take one of the following courses in another language:</p> <ul style="list-style-type: none"> <li>• Korean Language &amp; Literature</li> <li>• Vietnamese (all Vietnamese nationals) Language &amp; Literature</li> <li>• Dutch Language &amp; Literature (in Grades 9 &amp; 10 only)</li> <li>• French Language Acquisition</li> <li>• Mandarin Language Acquisition</li> <li>• Spanish Language Acquisition</li> </ul> <p>Another alternative is to choose a Mother Tongue (Language &amp; Literature - see later guidance on this).</p> <p>Students that are in the lower phase English Acquisition class ("Capable") in Grades 6 to 9 will join an additional English support class (EAL) instead of these other language options.</p>
<b>Individuals &amp; Societies</b>	An integrated course combining Business Management, Economics, Geography, History and Psychology.
<b>Sciences</b>	An integrated course combining Biology, Chemistry, Environmental Systems and Physics.
<b>Mathematics</b>	An integrated course focusing on Number, Algebra, Geometry and Trigonometry, and Statistics and Probability. In Grades 8-10, students join a course based on their level of ability in Mathematics - Standard, Extended, or Further.
<b>Design and The Arts</b>	<p>Grade 6 - 8: students take trimester-long 'taster' units in a range of Design/Arts including Music, Theatre, Visual Art, Digital Design, Food Design, and Product Design.</p> <p>Grade 9: students choose two semester-long units in Design, and the same in The Arts (Theatre, Media Arts, Music or Visual Art).</p> <p>Grade 10: students choose one year-long course in Design and another in The Arts.</p>
<b>Physical &amp; Health Education</b>	A course that integrates physical activity and learning about how to be healthy.

Students also learn via interdisciplinary units in all grades to synthesise their knowledge and understanding.





## Language & Literature



ISHCMC offers a Language & Literature course in English, Vietnamese, Korean, and Dutch (Grades 9 & 10 only). Students need to have reached a high level of English proficiency to join an English Language & Literature class, and otherwise attend an English Language Acquisition class until they are ready to do so. Please see the Language Acquisition overview on the next two pages for further information.

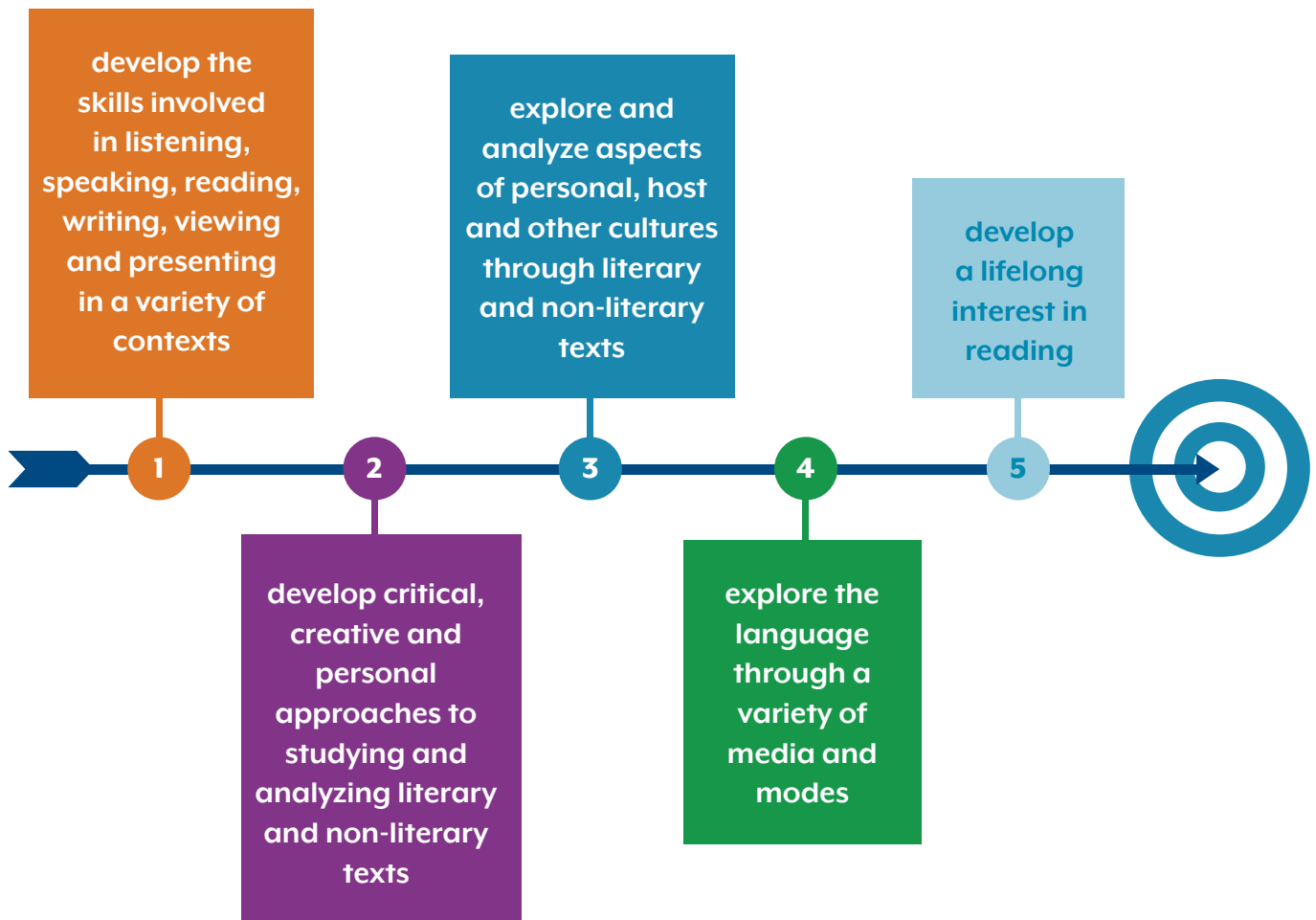
All Vietnamese nationals take Vietnamese Language & Literature to meet the requirements of the Vietnamese government. They therefore take two Language & Literature courses (English and Vietnamese), and no Language Acquisition course.

Most Korean students do the same as Vietnamese students, but this is a choice made by parents.

If parents choose that their son or daughter takes a Language & Literature course in another Mother Tongue language, the school can provide the venue and give support in finding a tutor. The additional cost of a tutor for this option is borne by the parents.

## Aims:

The aims of MYP Language & Literature are to encourage and enable students to:



### Examples of inquiries in Language & Literature include:

Grade 7 students perform their own interpretation of a scene in Shakespeare's "Midsummer Night's Dream" in order to discover its relevance today.

Grade 8 students analyze literary and contemporary persuasive speeches to explore how language is used to convey power.

Grade 9 students study various propaganda posters to explore how audiences' emotions can be affected through visual styles.

Grade 10 students seek to understand how freedom of expression can lead to social and political conflict through Marjane Satrapi's *Persepolis*.



## Language Acquisition

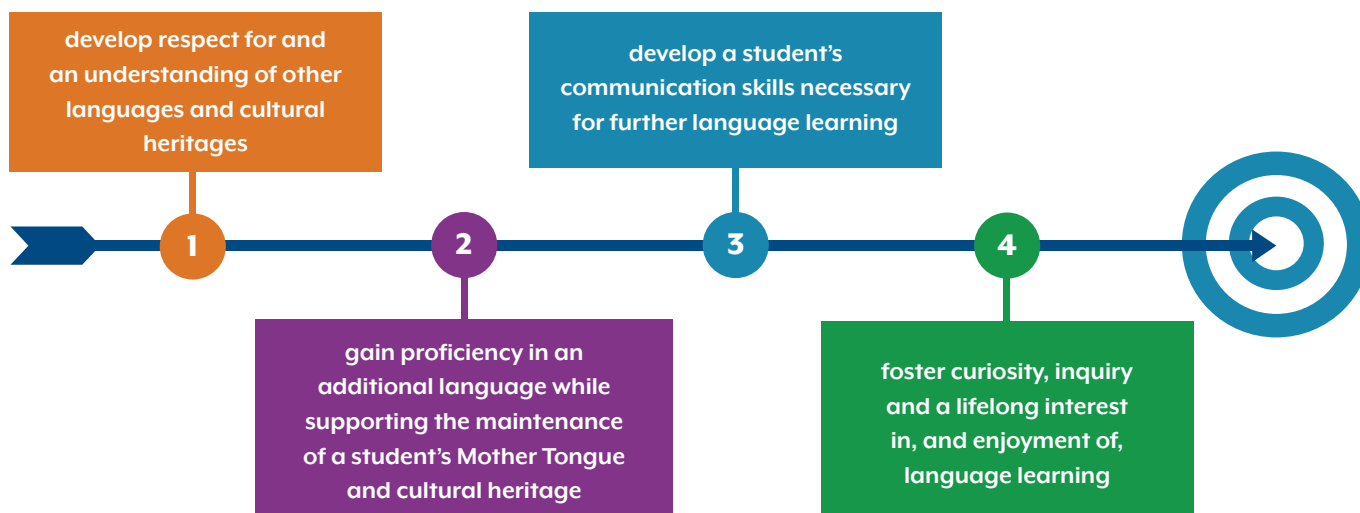


The ability to communicate in more than one language is essential to an education that promotes multilingualism and intercultural understanding, both of which are central to learning as an IB student.

There are six phases (phase 1-6) in any Language Acquisition subject and teachers decide the most suitable phase in which to place individual students based on their skills and knowledge of the language. This phase level is monitored periodically through writing samples and other data points.

## Aims:

The aims of the teaching and learning of MYP Language Acquisition are to:



## Possible pathways in Language Acquisition

Language Acquisition is for students with less experience in the language. Language Acquisition in French, Spanish, Mandarin and English aim to develop students' proficiency in the language. The possible pathways for students include:

- **French/Mandarin/Spanish**

Students entering ISHCMC in Grades 6 - 10 may choose to join a Language Acquisition class in either French, Mandarin or Spanish. As a requirement of the MYP, students have to continue in their chosen language for the duration of their MYP years. The IB's rationale for this is to build the language skills for further study in the language in the Diploma years as a Standard Level course, or possibly a Higher Level course.

- **English Language Acquisition**

Students entering ISHCMC with a WIDA score of below 4 (Grades 6 - 8) and below 5.5 (Grades 9 - 10) take English Language Acquisition instead of English Language & Literature. In Grades 6 - 9, there are two English Language Acquisition classes: Proficient (higher phases) and Capable (lower phases, where students also join an EAL class to fast-track their English skills instead of another language).

- **Mother Tongue students**

Students entering ISHCMC are encouraged to continue their Mother Tongue instead of another language. The school will offer support in finding a suitable tutor if required, but the extra cost is borne by the parents. The aim of this pathway is for students to continue their mother tongue language(s) to study either Literature or Language & Literature in the IB Diploma Programme.



### Examples of inquiries in Language Acquisition include:

To acquire basic grammar structures, Grade 6 students look and explore patterns in their new language.

Using the concept of wellbeing, Grade 8 students inquire into how diets and exercise patterns vary in different cultures by comparing lifestyles in the target language.

Grade 10 students explore contemporary social issues in the country (countries) of the target language and express their opinions and interests on these subjects.





## Individuals & Societies

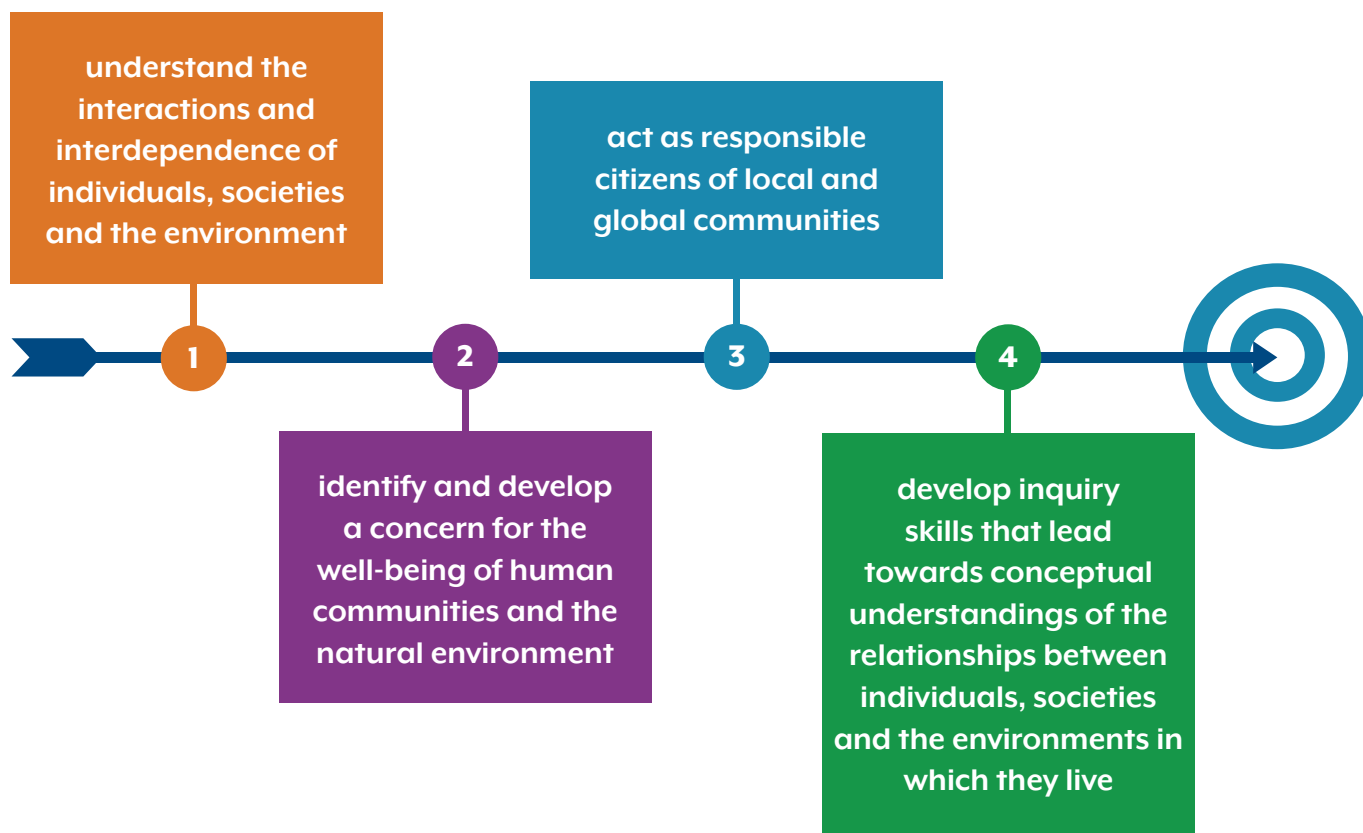


MYP Individuals & Societies integrates Business, Economics, Geography, History, and Psychology. Students inquire and learn from a number of perspectives, bringing together knowledge and conceptual understandings from the different disciplines within the subject area.

Note: In other educational systems the Individuals & Societies course is often called Humanities or Social Studies.

## Aims:

The aims of MYP Individuals & Societies are to encourage and enable students to:



### **Inquiries in Individuals & Societies include:**

Grade 7 students study the discovery and colonisation of the “New World” and evaluate the lasting consequences.

Within small groups Grade 8 students complete a research project and present their findings on the greatest migrations in human history from different perspectives.

After learning about different behavioral psychology theories, Grade 9 students choose one of them to conduct their own investigation into how relationships could be improved for one specific group within the ISHCMC community.

Students learn about difficult choices made within economic systems and use their own research of experiences of other economies to create a manifesto for the future economy of Vietnam.



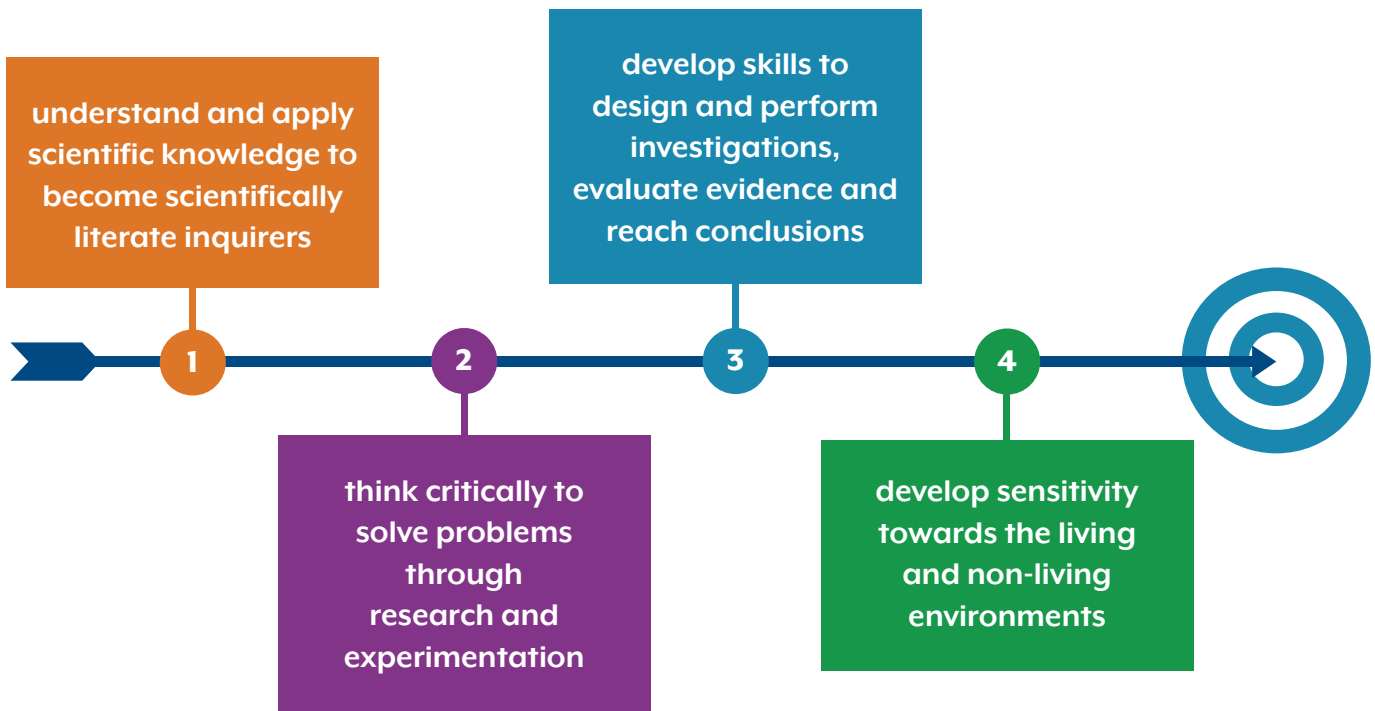
## Sciences



The MYP Sciences course at ISHCMC allows students to develop critical and analytical thinking skills. MYP Sciences in each grade level is a combination of Biology, Chemistry, Physics and Environmental Systems, which ensures that students are well prepared for the Diploma Programme courses ahead.

## Aims:

The aims of MYP Sciences are to encourage and enable students to:



### Examples of inquiries in the Sciences include:

Grade 7 students make a documentary about the impacts of humans on local mangrove forests.

Grade 8 students explore how climate changes over time and how human actions are involved.

Grade 9 students learn Newton's three laws and design an experiment to investigate them in real life.

Grade 10 students audit the school's use of energy and make recommendations to address the identified areas with issues.





## Mathematics



The study of Mathematics is a fundamental part of a balanced education. As students progress through the MYP, the curriculum emphasises understanding mathematical concepts, logical communication of ideas and transferring conceptual skills into real-life applications.

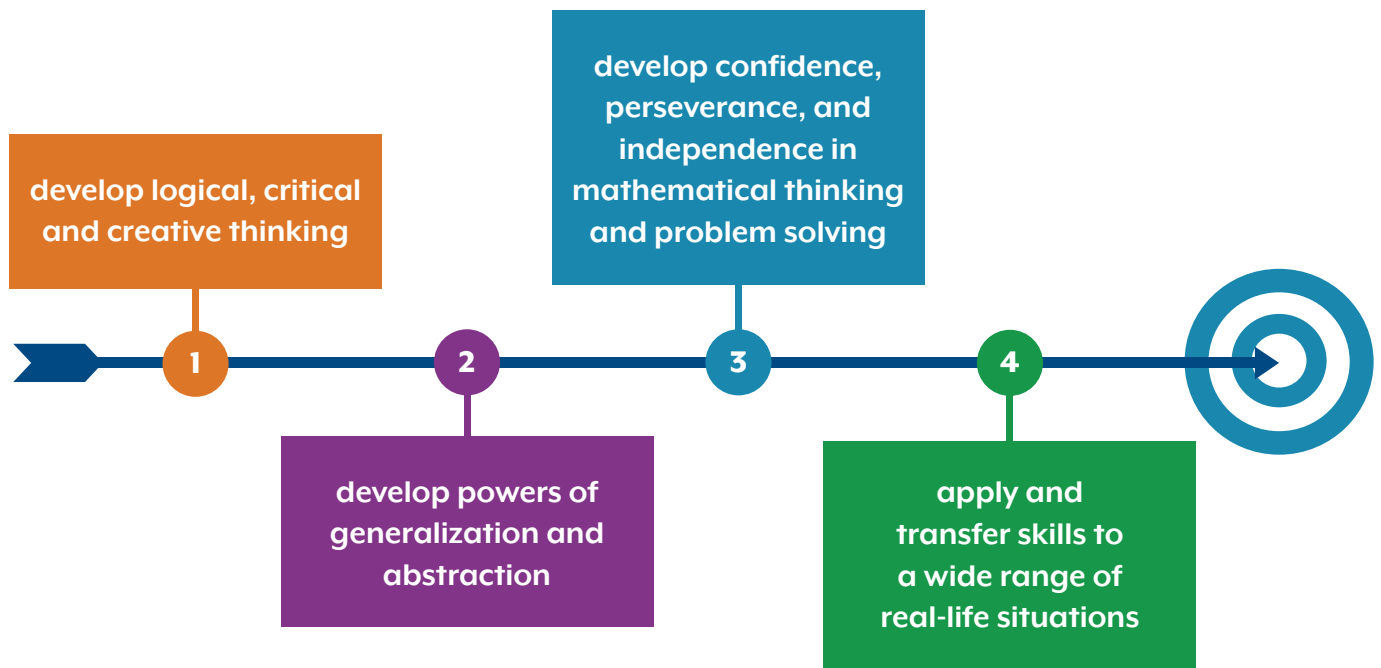
At ISHCMC all students have the opportunity to study Mathematics at an appropriate level. From Grade 8 students are placed into three separate pathways based on their ability to grasp and apply concepts taught in Grades 6 and 7. These courses are designed for students to access both IB Diploma Mathematics courses: Analysis & Approaches and Applications & Interpretation.

The Further Mathematics course is the pathway designed for students who are exceptional at Mathematics and intending on studying the Analysis and Approaches course at an HL Level. The Extended Level course is the pathway for students to study the IB Diploma courses at any level and the Standard Level course is the pathway for students to study the IB Diploma courses at Standard Level only.

**Calculators:** A CASIO FX9860 calculator is required from Grade 9 - the calculator costs VND 3,000,000 and is available from the ISHCMC uniform shop.

## Aims:

The aims of MYP Mathematics encourage and enable students to:



### Examples of inquiries in Mathematics include:

Grade 6 students investigate the space and shape of different parks to design and build their own park using scale factor and considering real-life implications of their decisions.

Grade 8 students take on the role of graphic designers to discover the art of mathematics. They construct an image using linear and nonlinear functions, restricting the domain and range and shading, using inequalities. They communicate the process and assess their design against the client's design specifications.

Grade 9 students connect with PYP students during a 'Chance Carnival'. They are tasked to use their understanding of probability to design a game based on chance that will be suitable for Studio Four and Five learners.

Grade 10 students use patterns and functions to investigate how they are going to pay for university, by making regular payments over a number of years.



## Design



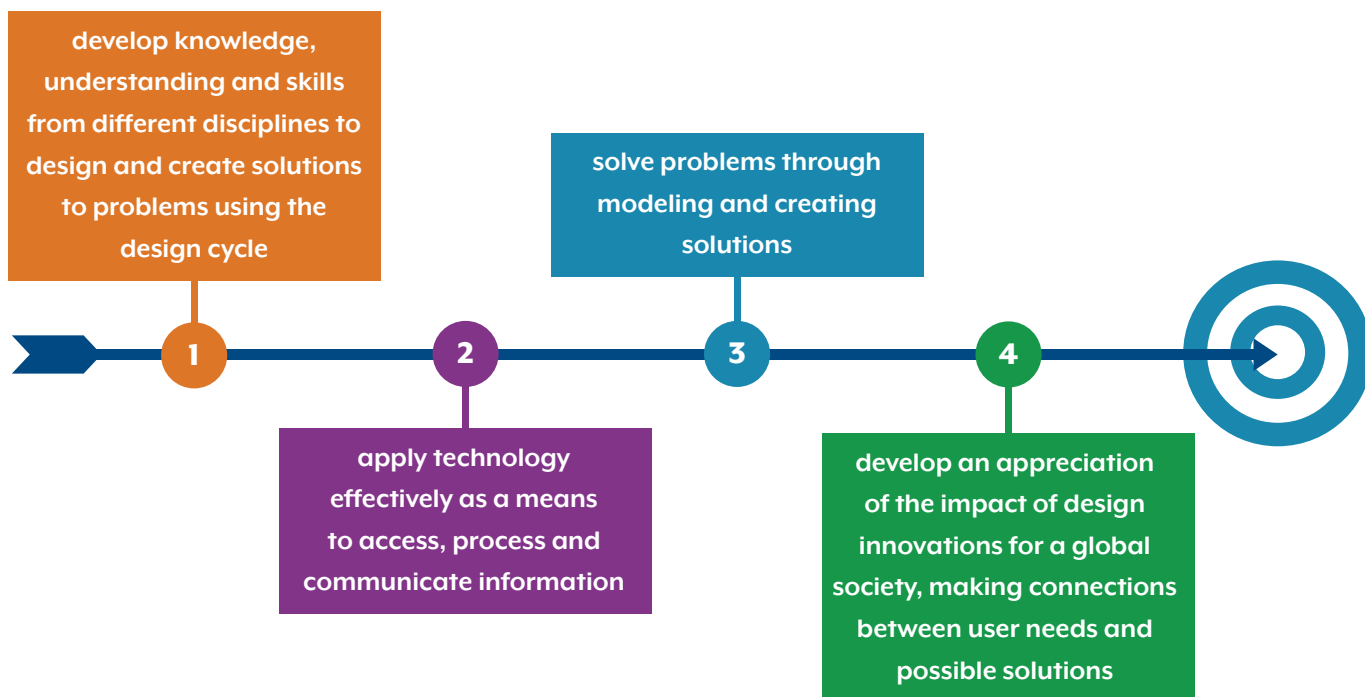
MYP Design links innovation with creativity and inquiry and problem solving lie at the very heart of the course. Students learn how to think beyond their personal 'bubbles' by examining a problem critically, and unleashing their creativity, while continuously reflecting on what could be done to modify and improve.

MYP design requires the use of the 'design cycle' as a tool - this provides the methodology used to structure the analysis of problems, the creation of feasible solutions, and the testing and evaluation of the proposed solution which could be a prototype, product or system that has been developed independently and/or collaboratively.

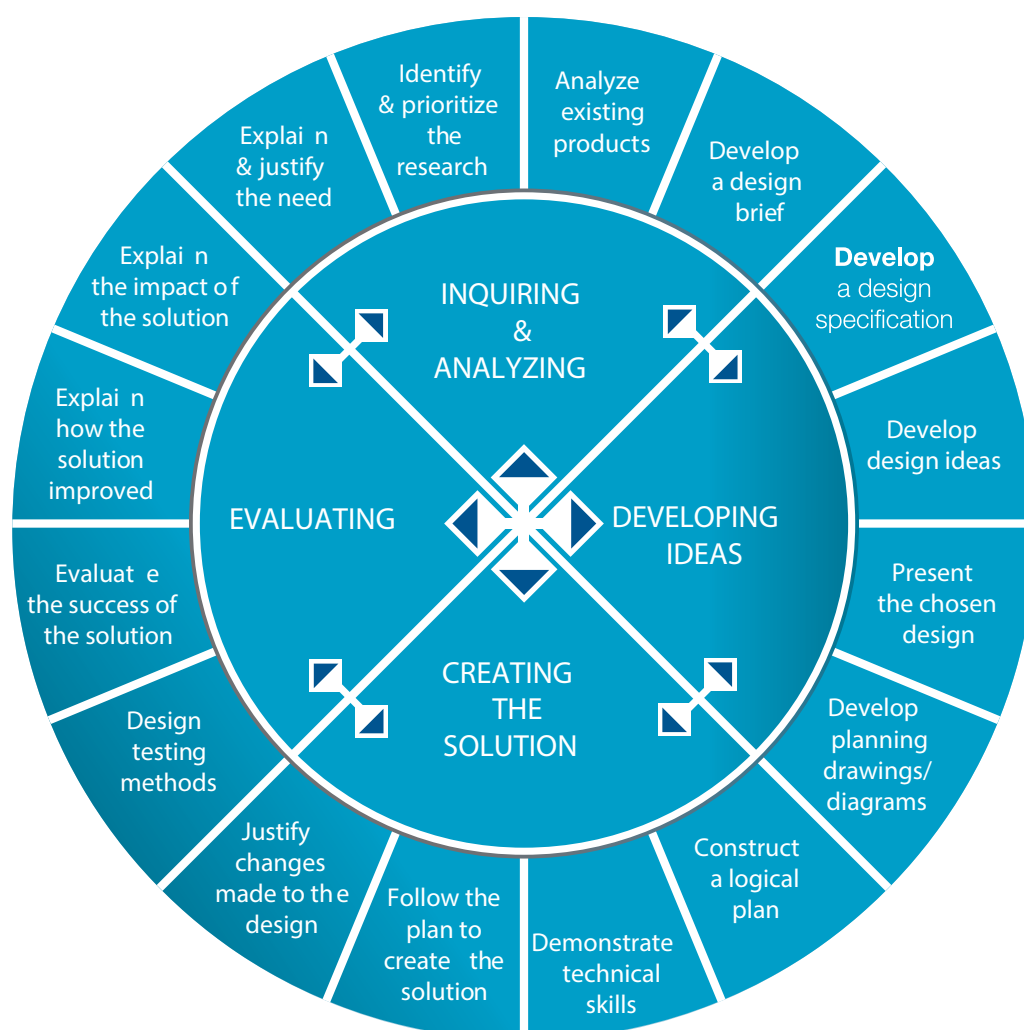


## Aims:

The aims of MYP Sciences are to encourage and enable students to:



In Grades 6 - 8 students experience trimester-long courses in Digital Design, Product Design, and Food Design. From Grade 9 students can choose semester-long Design courses, until Grade 10 when students can choose Design as a year-long course.





### Digital Design

Students develop a range of fundamental computer programming skills to create digital products such as animated graphics and visual displays. The course leads on to more advanced skills such as robotics and student-led projects that encompass and develop their prior learning to solve problems.

#### **An example of an inquiry in Digital Design includes:**

In Grade 8 students consider how robotics can aid in solving the everyday problems that surround us, and consider the ethical implications in the use of robotics and/or the replacement of the human workforce.



### Product Design

Students are introduced to the safe use of a range of workshop tools, techniques and processes to develop the skills required to design and create practical products/solutions to problems. CAD-CAM, such as 3D printing, plays a larger role as students progress through each grade and are used as a resource for prototyping and testing ideas.

#### **An example of an inquiry in Product Design includes:**

In Grade 10, instead of being asked to simply make a chair, students are first asked to question, what makes a chair, a chair? This initial question then informs their research and ultimately, their final product.



### Food Design

Students build a fundamental understanding of how to be safe and hygienic in the kitchen while being introduced to culinary basics. They will develop an understanding of how ingredients work in relation to each other while creatively manipulating their functions to create a variety of food products.

#### **An example of an inquiry in Food Design includes:**

Grade 8 students explore different ingredients as they develop their own menus and work collectively as a kitchen system.



## The Arts

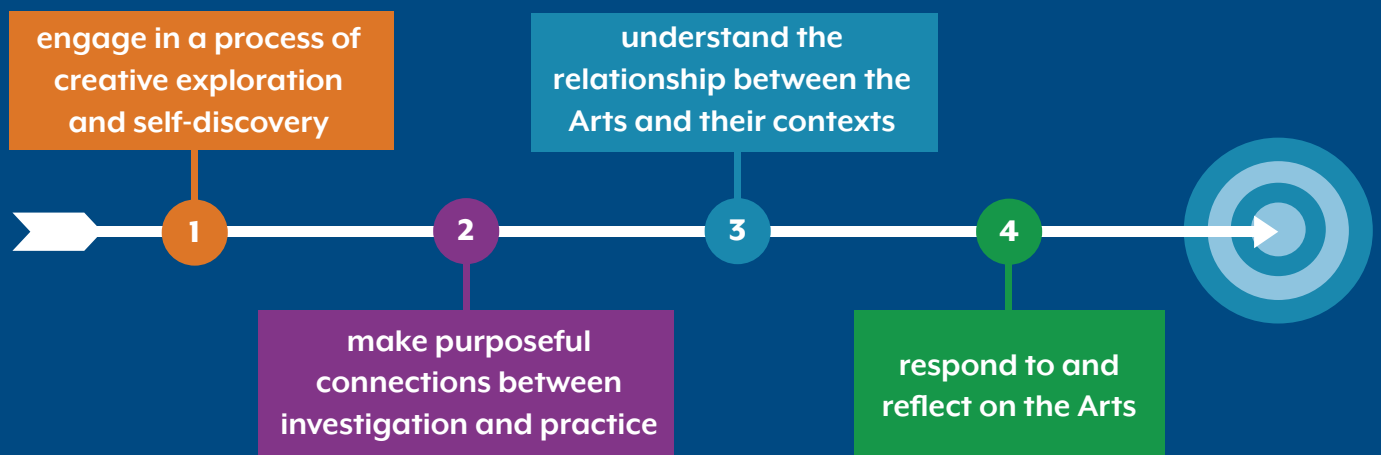


The Arts are a universal form of human expression and a unique form of study that engages us in effective, imaginative and productive activities. Learning through the Arts helps us to explore, shape and communicate our sense of identity and individuality.



## Aims:

The aims of MYP Arts are to encourage and enable students to:



### Theatre (formerly called Drama)

Theatre in the MYP engages students and encourages the growth of creative, reflective, collaborative and communication skills. Emphasis is placed on the students' artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.

#### Examples of inquiries in Theatre include:

Students in Grade 8 explore the world of physical theatre. This is a genre of theatrical performance that encompasses storytelling primarily through physical movement.

Grade 10 students will explore the world of cinematic theatre through the playtext DNA. Students will focus both on the acting and design roles within this as they complete a page to stage performance.



### Media Arts (Film in the DP)

Students discover the ways in which media creators use a visual medium to convey emotion and send a message to their audiences. Through the creation of media, students gain an appreciation for the vast amount of collaboration involved in film-making and how they can harness the amazing tools we have at our disposal to create media in meaningful ways.

#### Examples of inquiries in (Grades 9-10) Media Arts include:

Students in Grade 9 explore how film conventions construct meaning, and can influence or even change society. Grade 10 students learn about storytelling through film to plan, document their process, and produce their own one-minute film.



### **Music**

Music in the MYP gives students access to musical experiences that allow for the development of ideas, practical and performance skills, and reflect on their development as an artist/musician.

Engagement with music from the local community and right across the globe allows students to understand the significance of music to the cultures of the world. By engaging in practical work students develop an understanding of how the act of making music is a significant and universal aspect of human expression.

#### **Examples of inquiries in Music include:**

Musicians in Grade 8 explore how innovation and change can impact how we express ourselves musically and artistically, even with one musical stimulus.

In Grade 9, musicians learn about how cultural ideals and traditions impact the creation of music and the arts before exploring a musical culture that they identify with and creating a piece of music that highlights the musical culture's unique characteristics.

After investigating and researching a social injustice or political issue they are passionate about, Grade 10 musicians create original songs with their own lyrics as a call to action that promotes social change.



### **Visual Art**

MYP Visual Art students investigate the impact of art on identity and society through the aesthetic and conceptual perspectives of both ourselves and of others. This course provides students with a deeper understanding of the role and importance of art in society.

Students learn through a process of investigation, developing technical skills and creative thinking skills, and are given the opportunity to be independent, especially with ideas and artistic expression.

#### **Inquiries in Visual Art include:**

Before visually representing their identity, Grade 7 students examine the impacts of identity on artistic response and develop their research skills in art by studying self-portraits.

Grade 8 students complete a research project and present their findings on Surrealism, inquiring into the connection between art and its social function.



## Physical & Health Education



The MYP Physical & Health Education (PHE) course aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices.

PHE focuses on both learning about and learning through physical activity.

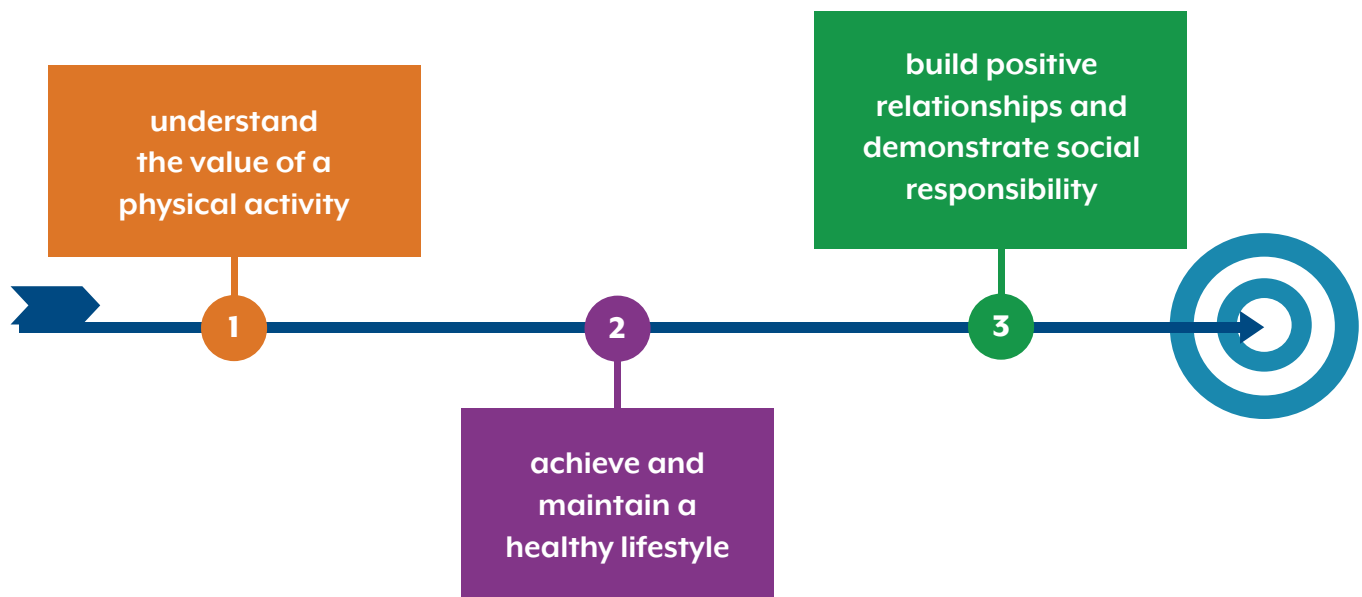
Through opportunities for active learning, different units embody and promote the holistic nature of well-being. The course provides a balance of physical and health-related knowledge, aesthetic movement, team sports and individual sports.

PHE students also learn how to appreciate and respect the ideas of others and to develop effective collaboration and communication skills.



## Aims:

The aims of the PHE course are to encourage and enable students to:



### Examples of inquiry in PHE include:

Grade 6 explore and develop their creative movement skills through circus performances.

Grade 7 develop their techniques through the use of observation and analysis and participate in a variety of activities.

Grade 8 students look at the displacement and exchange of movement and space in a range of invasion games.

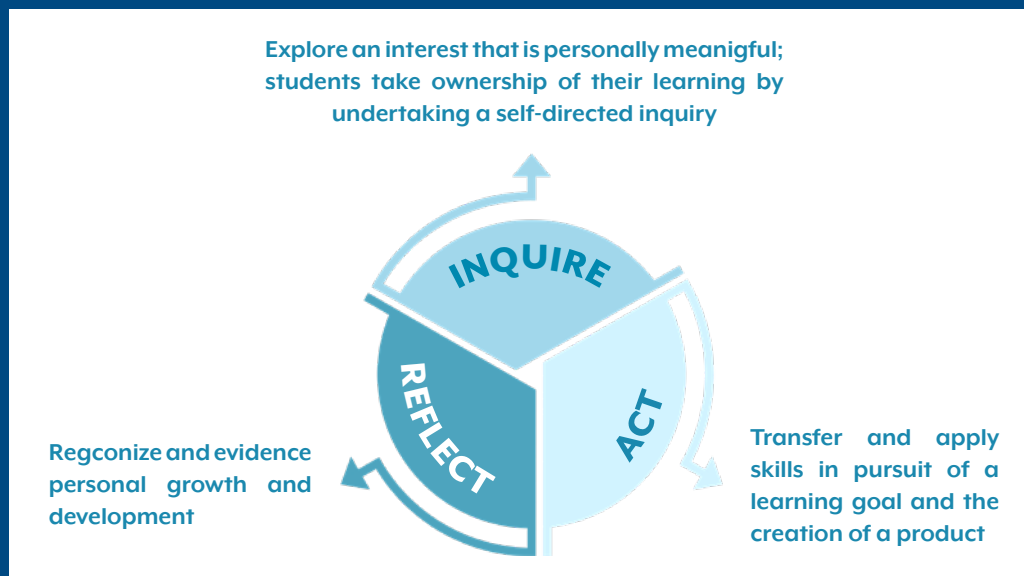
Grade 9 students investigate different training methods before selecting one to create and develop themselves. They use technology to identify areas of weakness in their performances, then look to develop their skills to eliminate the area of weakness.

Looking at different forms of dance, Grade 10 students learn and develop the skills involved then modify them to create their own dance routine. They work collaboratively to create training programmes designed to target specific personal goals of their peers and analyse the effectiveness of the training programmes.

# The MYP Personal Project

A unique feature of the MYP is the Personal Project, an investigative inquiry that enables students to showcase the skills they have acquired throughout their time at ISHCMC. Students investigate, plan, take action and reflect upon an area of personal interest.

This journey begins with students establishing a challenging goal and Global Context to shape the direction of their inquiry. They keep a process journal to capture their learning journey, support their developing organizational skills, and ensure that reflection is prioritized. The Personal Project follows a cycle of inquiry learning which students will have previously encountered in Design.



## Celebrating Personal Project success

To enable Grade 10 students to showcase the learning and outcomes of their Personal Project, ISHCMC hosts an annual Personal Project Fair. Students inspire their younger peers, families and teachers by presenting on a range of highly challenging goals from a spectrum of Global Contexts.

Examples of projects include:

- writing and producing an EP album of songs for teenagers which address relatable topics and encourage the expression of emotions
- studying the aerodynamics of airfoils in order to design and create a modular drone that can test the properties of different airfoils
- providing a glimpse into the lives of people in Saigon by creating a book of street photography
- creating a video to raise awareness of the potential extinction of the traditional Mid-Autumn Festival lanterns along with their creators and artisans
- designing and creating a floating wetland that can clean water and provide an aesthetically pleasing decoration
- creating an action proposal for Vinacapital Foundation to debunk taboos around menstruation and reduce the barriers it forms for Vietnamese girls

In addition, other students have presented on outcomes such as football tournaments with orphans, documentaries advocating against human trafficking, artificial coral reef design, video game creation, dance therapy classes, mental health awareness campaigns, and solar panel engineering.

# PERSONALITY DISORDER

**GOAL:** To investigate Antisocial Personality Disorder and how brain functions work.

**Action:** To produce an informative website regarding the misconceptions and common traits of psychopaths.

# TURN TRASH to TREASURE

**LEARNING GOAL**  
TO INVESTIGATE DIFFERENT TECHNIQUES AND WAYS TO TRANSFORM DISCARDED WOODEN SCRAPS INTO QUALITY INTERIOR DECORATIVE PRODUCTS.

**ACTION**  
TO CREATE A COLLECTION OF QUALITY DECORATIVE PRODUCTS OUT OF WOOD SCRAPS WHILE PROMOTING THE ACT OF RECYCLING

JENNY HOANG

# Sex Ed for all

**Goal:** to investigate the underlying issues about sexual health and intercourse

**Action:** an educational workshop advocating for the importance of safe intercourse and a 3D printed prototype that provides access to contraceptives and period products to high school students in HCMC.

Lyna tran

# CHESS

"THE FUN OF MIND OPERATION"

REUNER TAN MINH LEO

**LEARNING GOAL**  
To investigate diverse forms of national chess in order to teach adolescents about the wonderful game.

**Action:**  
To produce motivational periodical magazines targeting adolescents.

Janggi Shogi Western Chess Xiangqi Tu Lenh

# THRIFT LIFE

**GOAL:** To investigate the apparel manufacturing process in order to raise awareness about the effects of fast fashion and promote the benefits of sustainable clothing

# CRYPTO SIMULATION

**Learning Goal:** "To learn how to invest in cryptocurrency using technical analysis and learn how to code a website."

**Product Goal:** "To create a website that allow users to trade cryptocurrency with virtual/fake money while also offering educational articles for high school students globally."

# art therapy

**GOAL**  
To investigate the mental health, emotions and brain of adolescents to produce an art book used to relieve stress and express emotions for students at ISHCMC.

**ACTION**  
An open art book that allows teenagers at ISHCMC to relieve stress and express themselves through the form of art which will be available to purchase in the school library.

/art therapy/

A method of psychotherapy in which you are encouraged to express yourself through the form of art.

SURI NGUYEN

# TABLETOP CLUB

**ACTION: CREATING A BOARD GAME CLUB**

**GOAL:** TO LEARN ABOUT ORGANISATION SKILLS IN ORDER TO CREATE AND EFFICIENTLY RUN A CLUB FOR STAFF AND STUDENTS AT ISHCMC TO PLAY BOARD GAMES IN ORDER TO SOCIALISE AND RELAX.

Vinh Nguyen

# Understanding Asia LGBTQ+ community through art

**Goal:**  
To understand the root causes of LGBTQ+ discrimination in Asia, and help people understand the LGBTQ+ community better through traditional art.

**Action:**  
A mix-media art-work and booklet: to show the connection between the LGBTQ+ community and its cause of discrimination in Asia.

Han Vo

# Art Therapy

**Action**  
To develop an understanding of Art therapy history and in the context of Vietnam, to create a blog that provides informative and inspiring content about Art therapy.

# FOODIE PUPS

By: Lily Hatch

**GOAL**  
Learn about dog nutrition and the problem with dog kibble, as well as create a logo and learn about web design so that I can make a website to help raise awareness on the issues.

**ACTION**  
To create balanced nutritious dog food bowls and make a website to communicate this information.

# An Alternative to Pesticides

**GOAL:**  
To research DNA extraction and genetic editing techniques to limit the use of Tetranychus pesticides on Adenium plants.

**PRODUCT:**  
An instructional guide to educate Vietnamese farmers of the process and the harmful impact of using Tetranychus pesticides on the environment.

By: Hien Vu

# the INVISIBLE SCARS

By: Anh Nam Duong

**Goal:** To investigate the symptoms, causes, and treatments of post-war trauma of the Vietnam War.

**Action:** To create a podcast series in Vietnamese in order to urge the middle-aged to elderly Vietnamese population affected by the war to seek professional treatment.

# BABYLINGUAL WORLD

Jasmine Le

**Goal:** To investigate the benefits of multilingualism in different social settings: families and schools in order to engage, and educate ISHCMC grades 7-8 students who are in the process of learning languages.

**Action:** produce a mini educational workshop about the benefits of multilingualism and advice for grades 7-8.

BONJOUR HELLO

# THE MEDICAL RECORD

Punyavee Pornsiripiyakool (PunPun)

**GOAL**  
To explore the overlooked factor of mental health within multiple perspectives in the medical field and gain an understanding on what it takes to become a medical professional.

**ACTION**  
Create a podcast in Thai which provides stories and information on the reality of becoming and being a medical professional.

# ARTISTIC EXPRESSION FOR Adolescents

**Goal:**  
To investigate drawing and painting techniques for educating young adolescents on the creative processes in illustrative art.

**Action:**  
A video series presenting fundamental drawing and painting skills for illustration, which will be uploaded on an art website.

Yen Huynh

# Rough Tracks

Peter Huynh

**Goal:** Explore about global issues, and the major issues that are affecting the community in part of, expressed through music.

**Action:** Conduct interviews within my communities and communicate them via an EP, to be uploaded onto Soundcloud

# FOOTBALL WEBSITE

JULES

**Goal**  
To teach beginners and young people to improve their football skills and make their dreams come true

**Product**  
To create an informative website with plenty of information and videos to enable people to learn and improve their skills.



# Wellbeing & Student Support Services







# Our Wellbeing Curriculum

A unique feature of the MYP is the Personal Project, an investigative inquiry that enables students to showcase the skills they have acquired throughout their time at ISHCMC. Students investigate, plan, take action and reflect upon an area of personal interest.

This journey begins with students establishing a challenging goal and Global Context to shape the direction of their inquiry. They keep a process journal to capture their learning journey, support their developing organizational skills, and ensure that reflection is prioritized. The Personal Project follows a cycle of inquiry learning which students will have previously encountered in Design.

- Social-emotional awareness and wellbeing
- Digital citizenship
- Study skills
- Character growth
- Personal Health

Wellbeing is the balance of four main areas: personal, relational, mental and physical, which allow us to function positively in all areas of life.

The ISHCMC touchstones of wellbeing are the PERMAH framework, based on Positive Education: Positive Emotions, Engagement, Relationships, Meaning, Accomplishment and Health. Our 'Positively ISHCMC' approach to wellbeing aims to empower our students to flourish in every aspect of their lives.



## **Positive emotions:**

the right balance of acceptance and happiness to boost our resilience.



## **Engagement:**

regular development of our strengths and mindful practice - those things we are encouraged to do and recognised for doing.



## **Relationships:**

the creation of safe, authentic and energizing connections through clear communication and a caring environment.



## **Meaning:**

a sense of connection to something greater than ourselves through respected and valued relationships that allow for equity.



## **Accomplishment:**

the belief and the confidence to do the things that give us purpose and promote resilience.



## **Health:**

eat well, move well, sleep well.

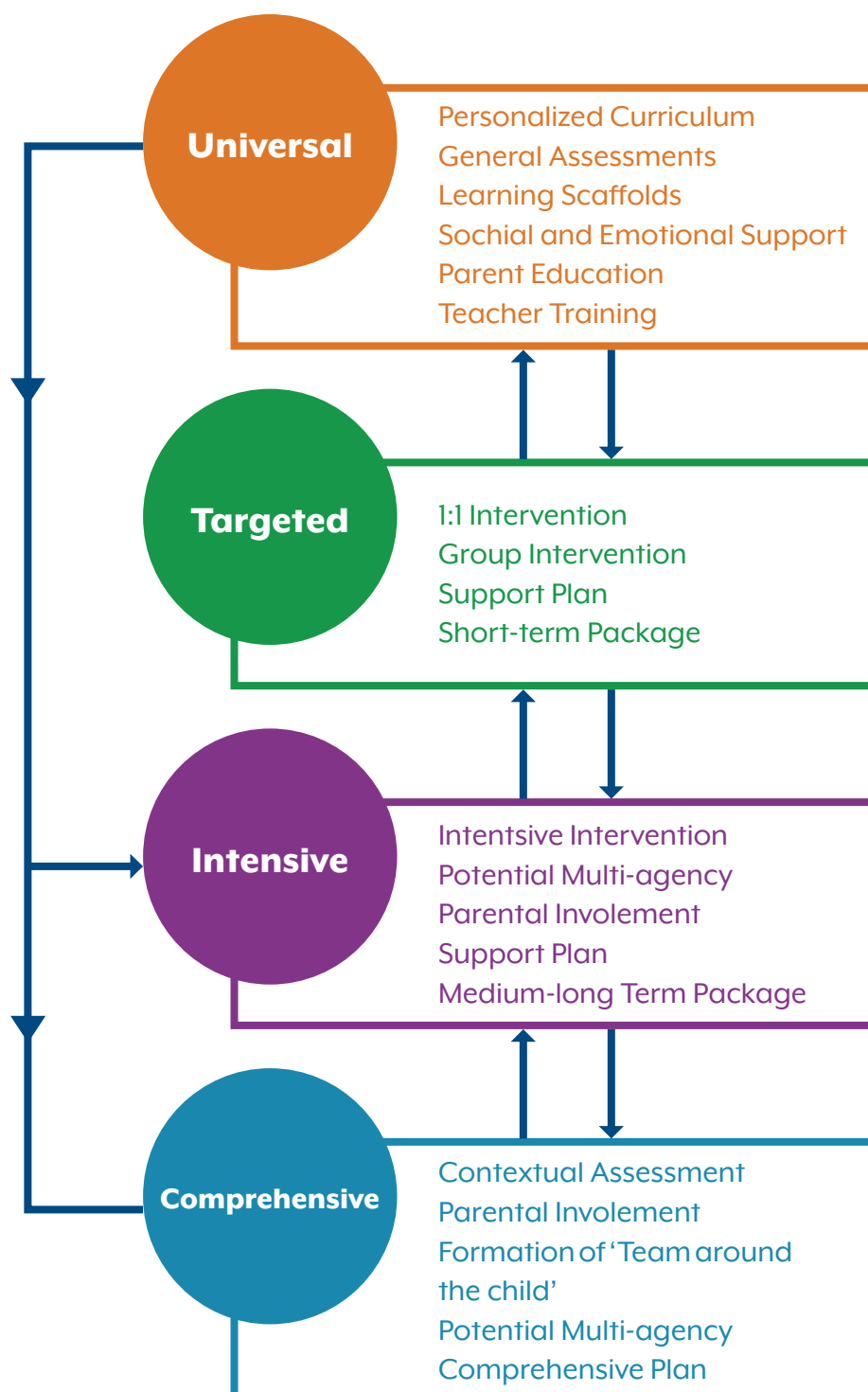


# Student Support Services

The Student Support Services team at ISHCMC aims to energize, engage and empower all community members to remove barriers and open doors to provide opportunities to flourish.

Student Support Services consists of Learning Support, English as an additional language (EAL), and support from our highly trained counseling team.

Student Support Services can be understood as a four-tiered process:



## Entry and exit points for support:

	Entry	Exit
<b>Learning Support</b>	<p>Formal identification/diagnosis of the impacts on learning.</p> <p>A psycho-educational report.</p> <p>An 'Individual Learning Plan' (if one is available from a student's previous school).</p> <p>Referral process</p>	<p>When a student is working to his/her potential at the standard of the relevant grade level for a sustained period of time of at least half a school year, based on standardized assessments.</p> <p>The student understands their learning profile and can demonstrate the use of strategies to compensate effectively for their disability.</p> <p>He/she demonstrates effective self-advocacy skills.</p> <p>A parent requests to exclude the student from receiving Learning Support Services on the condition that a student will not be severely hindered in their learning as a result.</p>
<b>English as an Additional Language (EAL)</b>	<p>A non-native English speaking student joins an English Language Acquisition course (instead of Language &amp; Literature) if the reading and writing WIDA score is below 5 in Grades 6 - 8; 5.5 in Grades 9 - 10. Students that need further support in English join the EAL support class instead of another language until they have reached the required level.</p> <p>As well as WIDA, the following evidence is also taken into consideration:</p> <ul style="list-style-type: none"> <li>Writing samples</li> <li>Teacher recommendations from previous English teachers</li> <li>MAP scores in reading and language usage</li> </ul>	<p>A WIDA score of 5 or above in Grades 6 - 8, and 5.5-6.0 in Grade 9. There will be no movement in Grade 10 as those students will move into IB Diploma English B the following year.</p> <p>Again, a decision to exit the program uses other evidence, including writing samples.</p>



### **Learning Support**

The Learning Support team collaborates with teachers and families to provide support for all students, which may include:

- differentiated support in the classroom
- targeted short-term interventions both within and outside of the classroom
- long-term support guided by Individualized Learning Plans (ILPs)

### **English as an Additional Language (EAL)**

EAL support is provided for students in the English Language Acquisition (“Capable”) classes instead of taking a course in another language. The EAL team provides a personalized programme adapted to a student’s reading, writing and speaking needs. Periodic testing monitors improvements in a student’s command of English until they have reached a level when they are recommended to exit the class (and take another language course).

### **Counseling Support**

Our counselors are here to support our students as and when needed, on an individual or within a small group basis. Counseling supports students to help them overcome any barriers that may be preventing them from flourishing.



**COGNITA**

**ISHCMC Primary Campus**

28 Vo Truong Toan St., An Phu, Thu Duc City, HCMC

**ISHCMC Secondary Campus**

1 Xuan Thuy St., Thao Dien, Thu Duc City, HCMC

**Tel:** (84-28) 3898 9100 - **Fax:** (84-28) 3898 9382

**Email:** [admissions@ishcmc.edu.vn](mailto:admissions@ishcmc.edu.vn)