

COURSE  
**SELECTION**  
GUIDE



World  
Academy

# INTRODUCTION





**XCL World Academy (XWA) provides a comprehensive and well-rounded programme of education that challenges our students academically while equipping them with the skills and knowledge necessary to excel in university and thrive in their future endeavours.**

This booklet serves as a comprehensive guide for students presenting graduation pathways available at XWA and provides a wealth of information to help you make a well-informed decision.

It is crucial for students to carefully consider their course options, as they will be committing to studying a particular course for two years. The choices made during the final two years of school can profoundly impact the breadth of course options available at the university level. We strongly recommend conducting thorough research on admission requirements for various colleges and universities you aspire to attend.

We are committed to providing unwavering support and guidance throughout this process, assisting you in researching, shortlisting, applying and ultimately selecting a university that aligns perfectly with your academic, personal and career aspirations.

Good luck!



**Ms Leslie Tam**

Director of University & Careers Guidance



**Mr Michael Fletcher**

IB Diploma Programme Coordinator &  
Head of Grades 11-12

# Our ALUMNI

Meet some of our alumni. Following their education at XWA, these graduates have pursued further studies at some of the most renowned universities worldwide:

Daniele Chernyak



**Studied:**  
Life Sciences  
(University of Toronto, Canada)

**Subjects studied:**

- English Literature (HL)
- French ab initio (SL)
- Psychology (HL)
- Biology (HL)
- Chemistry (HL)
- Mathematics Analysis & Approaches (SL)

Fujita Shido



**Studied:**  
Commerce  
(University of British Columbia, Canada)

**Subjects studied:**

- English Language & Literature (SL)
- Chinese B (SL)
- Business Management (HL)
- Economics (HL)
- Physics (SL)
- Mathematics Analysis & Approaches (HL)

Anjali Grillo



**Studied:**  
Neuroscience  
(Northeastern University, USA)

**Subjects studied:**

- English Language & Literature (HL)
- Spanish Ab Initio (SL)
- Psychology (HL)
- Biology (HL)
- Chemistry (SL)
- Mathematics Analysis & Approaches (SL)

Marilena Kolokotsa



**Studied:**  
Musical Theatre/Communications  
(Northwestern University, USA)

**Subjects studied:**

- English Literature (HL)
- Spanish Ab Initio (SL)
- Psychology (HL)
- Environmental Systems & Societies (SL)
- Mathematics Applications & Interpretation (SL)
- Theatre (HL)

Arshia Sharma



**Studied:**  
Medicine  
(Queen's University Belfast, UK)

**Subjects studied:**

- English Language & Literature (HL)
- Mandarin Ab Initio (SL)
- Psychology (SL)
- Biology (HL)
- Chemistry (HL)
- Mathematics Analysis & Approaches (SL)

Yuma Takahashi



**Studied:**  
Social Anthropology  
(University College London, UK)

**Subjects studied:**

- Japanese Language & Literature (SL)
- English B (HL)
- Economics (HL)
- Psychology (HL)
- Physics (SL)
- Mathematics Analysis & Approaches (SL)

<sup>1</sup> HL is an abbreviation for the Higher Level.

<sup>2</sup> SL is an abbreviation for the Standard Level.



Arnav Kulkarni



**Studied:**

Engineering  
(University of British  
Columbia, Canada)

**Subjects studied:**

- Business Management (HL)
- Mathematics Analysis & Approaches (HL)
- Physics (HL)
- Chemistry (SL)
- English Language & Literature (SL)
- Spanish B (SL)

Natasha Elston



**Studied:**

Biomedical Sciences  
(University of Southampton, UK)

**Subjects studied:**

- Biology (HL)
- Chemistry (HL)
- English Literature (HL)
- History (SL)
- Mathematics Applications & Interpretation (SL)
- Spanish Ab Initio (SL)

Nanako Kaji



**Studied:**

International and Liberal Studies  
(Waseda University, Japan)

**Subjects studied:**

- Economics (HL)
- English B (HL)
- Japanese Language & Literature (HL)
- Biology (SL)
- Environmental Systems & Societies (SL)
- Mathematics Analysis & Approaches (SL)

Anushka Bhatia



**Studied:**

Life Sciences  
(University of Toronto, Canada)

**Subjects studied:**

- Biology (HL)
- Chemistry (HL)
- Psychology (HL)
- English Literature (SL)
- French Ab Initio (SL)
- Mathematics Applications & Interpretation (SL)

Sami Ahmed



**Studied:**

Mathematics  
(University of Toronto, Canada)

**Subjects studied:**

- Chemistry (HL)
- Mathematics Analysis & Approaches (HL)
- Physics (HL)
- Business Management (SL)
- English Language & Literature (SL)
- French Ab Initio (SL)

Reisya Anindita



**Studied:**

Business  
(Pre-Law, Boston University, USA)

**Subjects studied:**

- Business Management (HL)
- English Language & Literature (HL)
- Visual Arts (HL)
- Design Technology
- Mathematics Applications & Interpretation (SL)
- Spanish Ab Initio (SL)

George Ponodath



**Studied:**

Medicine (UCL, UK)

**Subjects studied:**

- Biology (HL)
- Chemistry (HL)
- Psychology (HL)
- English Literature (SL)
- French B (SL)
- Mathematics (SL)

Gabrielle Von Sengbusch



**Studied:**

The Paris Politics & Government  
(Institute of Political Studies, France)

**Subjects studied:**

- English Language & Literature (HL)
- History (HL)
- Psychology (HL)
- Biology (SL)
- Chinese B (SL)
- Mathematics (SL)

Anh Quynh Le



**Studied:**

Law (King's College of London, UK)

**Subjects studied:**

- Business Management (HL)
- English Literature (HL)
- Psychology (HL)
- Environmental Systems & Societies (SL)
- Mathematics (SL)
- Spanish Ab Initio (SL)

Sabrina Sui Heng Ayles



**Studied:**

Architecture (Sheffield University, UK)

**Subjects studied:**

- English Language & Literature (HL)
- History (HL)
- Visual Art (HL)
- Mathematics (SL)
- Physics (SL)
- Spanish Ab Initio (SL)

Seara Grundhoefer



**Studied:**

Economics & Political Science  
(University of California,  
Berkeley, USA)

**Subjects studied:**

- Biology (HL)
- Economics (HL)
- English Literature (HL)
- History (SL)
- Mathematics (SL)
- French Ab Initio (SL)
- TOK

Adam Barcak



**Studied:**

Philosophy, Politics and Economics  
(King's College London, UK)

**Subjects studied:**

- Economics (HL)
- English Literature (HL)
- History (HL)
- Biology (SL)
- Mathematics Studies (SL)
- Spanish Ab Initio (SL)
- TOK

Rebecca Samuel



**Studied:**

Major: Psychology, Minor:  
Behavioral Science & English  
Literature  
(McGill University, Canada)

**Subjects studied:**

- English Literature (HL)
- French B (HL)
- Psychology (HL)
- Biology (SL)
- History (SL)
- Mathematics Studies (SL)
- TOK

Anirudh Chhatwal



**Studied:**

Accounting & Law  
(University of Adelaide, Australia)

**Subjects studied:**

- Business Management (HL)
- Economics (SL)
- English Literature (SL)
- Environmental Systems & Societies (SL)
- Mathematics Studies (SL)
- Spanish Ab Initio (SL)
- TOK

### Chiara Cerciello

**Studied:**

Architectural Design  
(Politecnico Di Milano, Italy)

**Subjects studied:**

- Italian Literature (HL)
- Physics (HL)
- Visual Arts (HL)
- Environmental Systems & Societies (SL)
- Mathematics (SL)
- Spanish B (SL)
- TOK

### Tracy Cui

**Studied:**

Fashion Design  
(Parsons School of Design, USA)

**Subjects studied:**

- Mathematics (HL)
- Physics (HL)
- Chinese Literature (SL)
- Economics (SL)
- English B (SL)
- Visual Arts (SL)
- TOK

### Arnav Divaker

**Studied:**

Mechanical Engineering  
(Virginia Tech, USA)

**Subjects studied:**

- Economics (HL)
- English Literature (HL)
- Physics (HL)
- Chemistry (SL)
- Mathematics (SL)
- Spanish Ab Initio (SL)
- TOK

### Austen Pointe

**Studied:**

Business Administration  
(University of Bath, UK)

**Subjects studied:**

- Economics (HL)
- English Literature (HL)
- Psychology (HL)
- Environmental Systems & Societies (SL)
- Mathematics Studies (SL)
- Spanish B (SL)
- TOK







# Graduation PATHWAYS

The last two years of high school are an exciting period for students as they prepare for the next phase of their educational journey. At XWA, we understand that each student possesses unique qualities and aspirations. To cater to the individual needs of our students, we proudly offer two graduating pathways:



Upon successful completion of a chosen course of study, all XWA students will be awarded a High School Diploma accredited by the Western Association of Schools and Colleges (WASC).

In addition to the High School Diploma, we offer students the opportunity to undertake the prestigious and rigorous International Baccalaureate Diploma Programme (IBDP).

Students have the flexibility to choose courses of study that cater to their specific areas of interest, abilities and future aspirations. Whether pursuing a broad academic curriculum or meeting the requirements of specific educational systems, our goal is to provide students with a comprehensive and tailored education.

## High School Diploma



Grade 11 and 12 students who undertake the IBDP Courses instead of the full IB Diploma will graduate with an XWA High School Diploma accredited by WASC. With the XWA High School Diploma and additional American standardised testing (SAT or ACT), students can gain admission to most English-speaking university programmes worldwide.

While students pursuing the IBDP at XWA are required to undertake six courses at either the Standard or Higher Level, students enrolled in the High School Diploma pathway enjoy greater flexibility in choosing their courses and levels of study. For instance, they have the option to take five courses at the Standard Level and one course at the Higher Level.

In addition, all High School Diploma students are required to take English A or B to meet our graduation requirements.

### High School Diploma Graduation Criteria

Subject Area	Minimum for a High School Diploma
English	4
World Language	2
Individuals and Societies	3
Sciences	3
Mathematics	3
Electives (other courses)	10
<b>TOTAL</b>	<b>25</b>

Please be advised that verifying specific university requirements rests solely on the student's responsibility.

### How It Works

- One credit is awarded for every full-year course passed in Grades 9 - 12;
- To gain credit for a subject, students must attend at least 90% of classes;
- Achieve a minimum Level 2 for their semester grade;
- Credit is awarded per semester at a rate of 0.5 credits per subject per semester;
- The maximum transfer credit that may be awarded is equal to 4 credits per semester.

### Additional Graduation Requirements

- Fulfil the Service Learning requirements in Grades 11-12.

# International Baccalaureate Diploma Programme (IBDP)



The IBDP is a rigorous two-year pre-university programme that is widely

recognised by top universities worldwide. It not only encompasses a comprehensive range of college-level courses and examinations but also emphasises the importance of community service, individual research and the exploration of knowledge itself.

## How It Works

In the IBDP, students have the opportunity to delve into three courses of their choice in-depth at the Higher Level while also studying three other courses at the Standard Level. The programme also includes three compulsory core components that enhance the educational journey and encourage students to apply their knowledge and understanding to real-life scenarios. These core requirements consist of the Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, and Service (CAS).



## Theory of Knowledge (TOK)

The TOK course encourages students to reflect on their learning experience by exploring various ways of knowing and their application across different areas of knowledge. It aims to help students discover fundamental questions about themselves as knowledge seekers. At the core of TOK lies the critical question: "How do we know what we know?".

This course investigates how we acquire knowledge and the inherent challenges associated with knowledge acquisition in subjects within the IBDP and fields like ethics, law, politics and religion. Moreover, TOK directs attention to additional factors that shape our comprehension of the world, such as media influence and diverse cultural backgrounds.

The TOK course is assessed through an exhibition and an essay. Students are required to create an exhibition of three objects that explore how TOK manifests in the world around us. The essay focuses on a conceptual issue in TOK.

## Extended Essay (EE)

The EE is an in-depth study of a focused topic of the student's choice. This is usually one of the student's six chosen courses for those taking the full IB Diploma or a subject in which a Diploma Course student has a background. The primary objective of the EE is to foster academic research and writing abilities, enabling students to undertake independent research on a topic of their choice. Throughout this process, they are guided and supported by a supervisor.

The EE is presented as a formal piece of sustained academic writing containing a maximum of 4,000 words and a reflection form not exceeding 500 words. It represents the culmination of approximately 40 hours of dedicated work by the student.

## Creativity, Activity & Service (CAS)

To be awarded the IB Diploma, students are required to complete a substantial commitment to each of the three CAS components. CAS is at the heart of the IBDP, involving students in various activities alongside their academic studies. Students are engaged in a range of activities beyond the academic classroom and are encouraged to develop their

- **Creativity** - exploring and extending ideas leading to an original or interpretive product or performance. This may include visual and performing arts, digital design, writing, film, culinary arts and crafts.
- **Activity** - physical exertion contributing to a healthy lifestyle. Pursuits may include individual and team sports, dance, outdoor recreation, fitness training, and any other form of physical work that purposefully contributes to a healthy lifestyle.
- **Service** - community and social service activities. projects:

The CAS programme formally begins at the start of the IBDP. It continues regularly (ideally weekly) for at least 18 months with a reasonable balance between creativity, activity and service.



# Eligibility Requirements for the IBDP

A student should satisfy either one of the following academic criteria:

- Minimum MYP final grades of 4 in English, Mathematics, Science, Individuals & Societies in both Semester 1 and Semester 2 of Grade 10;
- Minimum of 5 IGCSEs at grade C or above (if taken);
- Minimum of 5 GCSEs at grade 4 or higher (if taken).

The school will also consider the student's attitude towards school and their learning. This includes, but is not limited to:

- The student's ability to meet deadlines (such as homework);
- The student's attendance;
- The student's general behaviour.

Prior to being accepted into the IBDP, the teachers and the Secondary Years Educational Leadership Team will thoroughly assess the student's eligibility for the programme. **It is important to note that a student must meet the required criteria to be admitted into the programme.**

Students who meet the criteria will be admitted to the programme on the condition that they maintain the following:

- A minimum score of **25 Diploma Points** across six DP courses throughout the IBDP.
- Exemplary attitudes towards the school and their learning, including but not limited to
  - Meeting all deadlines;
  - Attendance above 90%;
  - Behaviour in line with the school's expectations and policies.

Students who have been accepted onto the Diploma Programme and subsequently fail to meet the aforementioned conditions by each reporting period may be removed from the IB Diploma Programme.



# IBDP SUBJECT Groups

IBDP students select courses from the following subject groups to meet the IB and XWA graduation requirements. Students will have to choose one course from each of the five subject groups (Groups 1-5), which include a wide range of subjects such as Languages, Individuals & Societies, Sciences and Mathematics. Students are also required to select either an art course from the Arts Group (Group 6) or a second course from any other subject group (Groups 1-5), ensuring a comprehensive and well-rounded educational experience.

## Group 1 – Language A

Language & Literature (English, SL/HL)

Language & Literature (Japanese, SL/HL)

Language & Literature (Chinese, SL/HL)

Literature Self-Taught  
(Offered in any IB recognised Language, SL)

## Group 2 – Language Acquisition

Mandarin Ab Initio (SL)

Spanish Ab Initio (SL)

French Ab Initio (SL)

Spanish B (SL/HL)

Chinese B (SL/HL)

English B (SL/HL)

French B (SL/HL)

## Group 3 – Individuals & Societies

Economics (SL/HL)

Business Management (SL/HL)

Psychology (SL/HL)

## Group 4 – Sciences

Biology (SL/HL)

Chemistry (SL/HL)

Physics (SL/HL)

Design Technology (SL/HL)

Computer Science (SL/HL)

## Group 5 – Mathematics

Mathematics: Analysis & Approaches (SL/HL)

Mathematics: Applications & Interpretation (SL)

## Group 6 – The Arts

Visual Arts (SL/HL)

Theatre (SL/HL)

Music (SL/HL)

### XWA University Guidance Course

Over the course of two years, all students will have a scheduled University Guidance Course in Grades 11 and 12. In this course, they learn about the requirements for various university systems, conduct university research, and learn about possible future subjects/majors and careers.



# Brief Description of the IBDP Courses

## Group 1

The main emphasis of Group 1 courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of language.

### Language & Literature

The Language & Literature course develops students' skills in analysing and understanding written, oral and visual communication. It focuses on literature and language within cultural contexts to enhance critical thinking and communication abilities. Students engage with various literary works, analysing techniques, historical and social contexts, and author perspectives. The course encompasses different forms of media and oral communication.

### Literature

The Literature course aims to develop a deep understanding and appreciation of literature from diverse cultural contexts. The course encourages students to engage critically with literary works, exploring themes, styles and techniques employed by authors. Students analyse texts, considering historical and cultural contexts and the impact of language on meaning and interpretation. The course promotes the development of advanced reading, writing, and analytical skills, culminating in assessments that evaluate students' understanding, analysis, and ability to communicate effectively through written assignments, oral presentations, and examinations.

### School-supported Self-taught Literature

The School-supported Self-taught Literature course is designed for highly motivated and independent students who wish to explore their native language and fulfil their Group 1 subject requirement to earn the IB Diploma. Students can only study this course at Standard Level.

Responsibilities of the Parents:

- Find and hire a suitable private tutor to support their child in the target language;
- Supervise their child's progress.

## Group 2

Group 2 consists of language acquisition courses, where students study a second language and develop their reading, writing, listening and speaking skills.

### Language Ab Initio

The Language Ab Initio course is a language acquisition course for students with limited experience in the target language. Students develop the ability to communicate in the target language through studying language, themes and texts. In doing so, they also create receptive skills and conceptual understandings of language. This course is offered at Standard Level only.

### Language B

The Language B course is designed for students who have some previous experience with the language but may not be native speakers. It aims to enhance their reading, writing, listening and speaking skills in the target language.

Throughout the course, students explore various topics related to culture, society and global issues through the lens of the target language. They engage with various types of texts, including literary works, newspapers, articles, and multimedia resources. The curriculum emphasises the practical use of the language in real-life situations, encouraging students to communicate effectively and express their thoughts and opinions in the target language.

Most Language B courses are available at both Standard and Higher Levels.



**I study Spanish B at the Higher Level. One of the fascinating aspects of this course is exploring current global events using the target language. This approach provides me with a unique opportunity to appreciate and understand the new language in the context of everyday real-world situations.**

**- Juan-Jose, Grade 12**



### Group 3

Group 3 courses explore the interactions between humans and their environment in time, space and place. These courses emphasise critical thinking and help students develop multiple perspectives and constructive comparisons.

#### Business Management

The Business Management course considers the diverse range of business organisations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and day-to-day business functions of marketing, production, human resource management and finance.



**Business Management skills are very transferrable, as the knowledge and concepts acquired in this course can be applied across various industries. I aspire to establish a physiology clinic, and pursuing studies in Business equips me with the necessary skills to achieve this goal.**

- Dario, Grade 12



#### Economics

The Economics course emphasises both microeconomics, which examines economic variables at the individual, firm, and market levels, and macroeconomics, which considers economic variables at the country, government, and societal levels. These economic theories are meant to be applied to real-world problems, including economic fluctuations, international trade, economic development and environmental sustainability. The course encourages students to develop a global perspective, become aware of their responsibilities at various levels, and fosters values and attitudes that promote engagement in resolving these issues in an interdependent world.



**In Economics, the Internal Assessment tasks us with analysing recent news articles and applying economic theory. This process allows us to critically examine real-world events through an economic lens, enhancing our understanding of the course.**

- Yash, Grade 12



#### Psychology

The Psychology course is the rigorous and systematic study of mental processes and behaviour. It is a complex course which draws on concepts, methods and understandings from several different disciplines. No single approach would describe or explain mental processes and behaviour independently, as human beings are complex animals with highly developed frontal lobes and cognitive abilities involved in social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of various research techniques whilst recognising that behaviour is not a static phenomenon; it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

### Group 4

By studying any Group 4 subjects, students should become aware of how scientists work and communicate.

#### Biology

The Biology course is an in-depth study of living organisms and their interactions within the natural world. It explores various biological concepts, including cell biology, genetics, ecology, evolution and human physiology. Students engage in hands-on laboratory work, conducting experiments and investigations to develop their scientific inquiry and practical skills. They learn to analyse data, interpret experimental results and draw conclusions based on scientific evidence.

The course emphasises the interconnectedness of living systems and the impact of biological knowledge on societal issues, such as sustainability and health.

Through studying Biology in the IBDP, students gain a deep understanding of the complexity and diversity of life, develop critical thinking skills and cultivate an appreciation for the role of biology in addressing global challenges.



## Chemistry

The Chemistry course explores the fundamental principles and theories of chemistry, focusing on the structure, properties, and transformations of matter. The course emphasises experimental work and enables students to develop practical skills through laboratory investigations and data analysis. They learn to apply scientific methods and techniques to conduct experiments and draw conclusions based on their findings.

Students gain an understanding of the impact of chemistry on society, including its relevance to environmental issues, technological advancements and human health.

The curriculum promotes critical thinking, problem-solving, and analytical skills, as students learn to interpret and evaluate chemical information and phenomena.



**During my Chemistry Internal Assessment, I had the opportunity to look deeply into various chemistry concepts. It was a truly enjoyable experience as I was able to explore real-world applications of chemistry by designing and conducting my scientific experiment.**

- George, Grade 12



## Physics

The Physics course explores the fundamental principles and laws that govern the behaviour of the physical world. It covers various topics, including mechanics, thermodynamics, electromagnetism, waves and quantum physics.

Students engage in experimental work, conducting investigations to develop their practical skills and understanding of scientific methods. They learn to analyse and interpret data, apply mathematical models and make predictions based on physical principles.

The course focuses on problem-solving, critical thinking and the application of physics concepts to real-world situations. Students gain an appreciation for the interdisciplinary nature of physics, as it connects with other scientific fields and influences technological advancements.

## Design Technology

The Design Technology course focuses on the application of design principles and technological knowledge to solve real-world problems. Students explore the design process, considering user needs, aesthetics, sustainability and functionality. The course integrates practical skills with theoretical understanding, allowing students to develop prototypes and models to demonstrate their ideas.

Students study a range of design technologies, including materials, manufacturing processes, digital tools and systems thinking. They learn to analyse existing products, evaluate their impact on society and the environment and propose innovative design solutions.

The curriculum focused on creativity, critical thinking and collaboration as students develop their design projects and communicate their ideas effectively.



**Design Technology involves creativity and enhances my practical skills. I am making a motorcycle helmet as part of my Internal Assessment, worth 40% of my final grade.**

- Szymon, Grade 12



## Computer Science

Computer science encompasses essential principles of computational thinking and digital device functionality. The Diploma Programme computer science course is dynamic, accessible, and rigorous. It draws from a wide knowledge base, encouraging innovation and ethical reflection, rooted in computational thinking involving procedural, logical, abstract, and recursive processes, as well as algorithm development and understanding of computational limitations.

Students in the course craft computational solutions by identifying, designing, prototyping, and testing solutions while seeking feedback from clients for improvements. Although related to information technology, computer science possesses distinct attributes.

## Group 5

Individual students have different needs, aspirations, interests and abilities.

### Mathematics: Analysis & Approaches

The Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem-solving and generalisation.

This course recognises the need for analytical expertise in a world where innovation increasingly depends on a deep understanding of mathematics. It also includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance, the study of sequences and series at both Standard and Higher Levels, and proof by induction at Higher Level.

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

### Mathematics: Applications & Interpretation

The Mathematics: applications and interpretation course is designed for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will enjoy mathematics best when seen in a practical context.

This course recognises the increasing role of mathematics and technology in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course, such as calculus and statistics.

The course extensively uses technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

“

**I enjoy the logical approach in my IB Mathematics course and the certainty that comes with solving formulas and problems. In addition, this course provides me with the necessary skills and analytical abilities that help me solve real-life problems.**

- Ayane, Grade 11

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## Group 6

Group 6 courses encourage active arts exploration within the student's culture and foreign cultures. The courses focus on creativity in the context of disciplined, practical research into the relevant genres. Each course is designed to foster critical, reflective and informed practice, help students to understand the dynamic and changing nature of arts and express themselves with confidence.

### Visual Arts

The Visual Arts course encourages students to challenge their creative and cultural expectations and boundaries. It is a thought-provoking course helping students develop analytical problem-solving and divergent thinking skills 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. The course is designed for students who are planning to pursue a study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

“

**Visual Art enables me to explore diverse forms of art and inspires me to create my own artwork based on the skills and knowledge acquired throughout the course.**

- Nova, Grade 12

”



## Theatre

The Theatre course emphasises the importance of working individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and contextualise their work. The theatre course encourages students to appreciate that through researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

## Music

The Music explores and develops higher-order thinking skills, such as creative and critical thinking. Students think of themselves as explorers, creators and performers of music. They will research and explore music from different styles, genres, and cultures. They will also focus on the authentic investigation into a diverse range of music to expand their perspectives on music and evolve as global citizens.

Students will explore various creations, from improvisation to adaptations and variations to performing their musical creations in front of their peers and the school community.



**The way the Theatre course and performance techniques are taught and explored in each lesson makes it incredibly impactful and inspiring.**

- Avaana, Grade 11



## How to Assemble your Courses

**To earn a High School Diploma, students are required to select the following:**

- Either English Language & Literature, or English B;
- A minimum of four additional IBDP courses to fulfil the XWA graduation requirements;
- The courses you choose can be at the Standard or Higher Level.

**To earn the IB Diploma, students are required to select the following:**

- Five IBDP courses from one course from each of the five subject groups (Groups 1-5) such as Languages, Individuals & Societies, Sciences and Mathematics;
- Either one course from the Arts Group (Group 6) or a second course from Group 3 or 4;
- Three courses you choose must be at the Standard Level and three at the Higher Level;
- IBDP Core (TOK, EE, CAS).





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