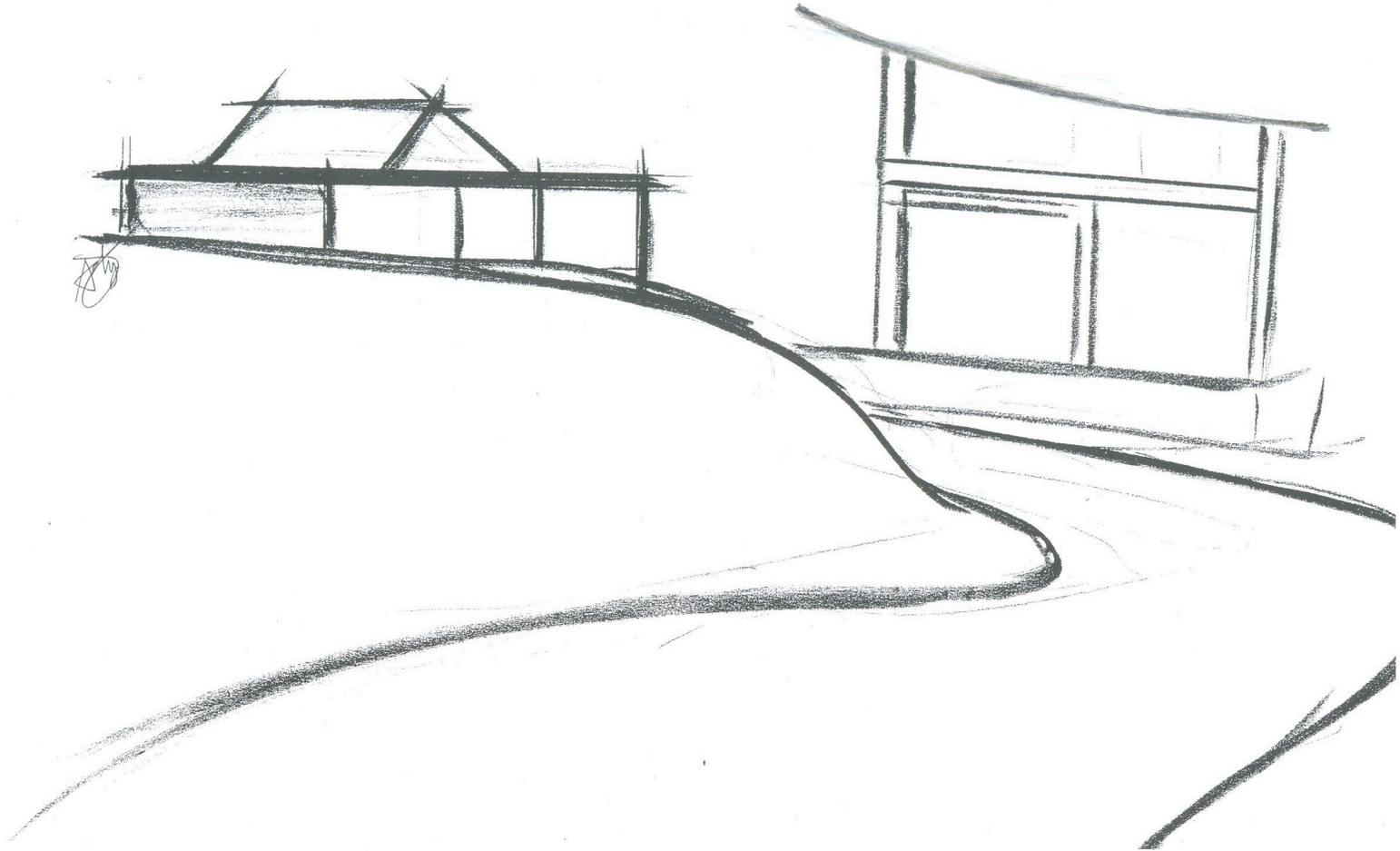




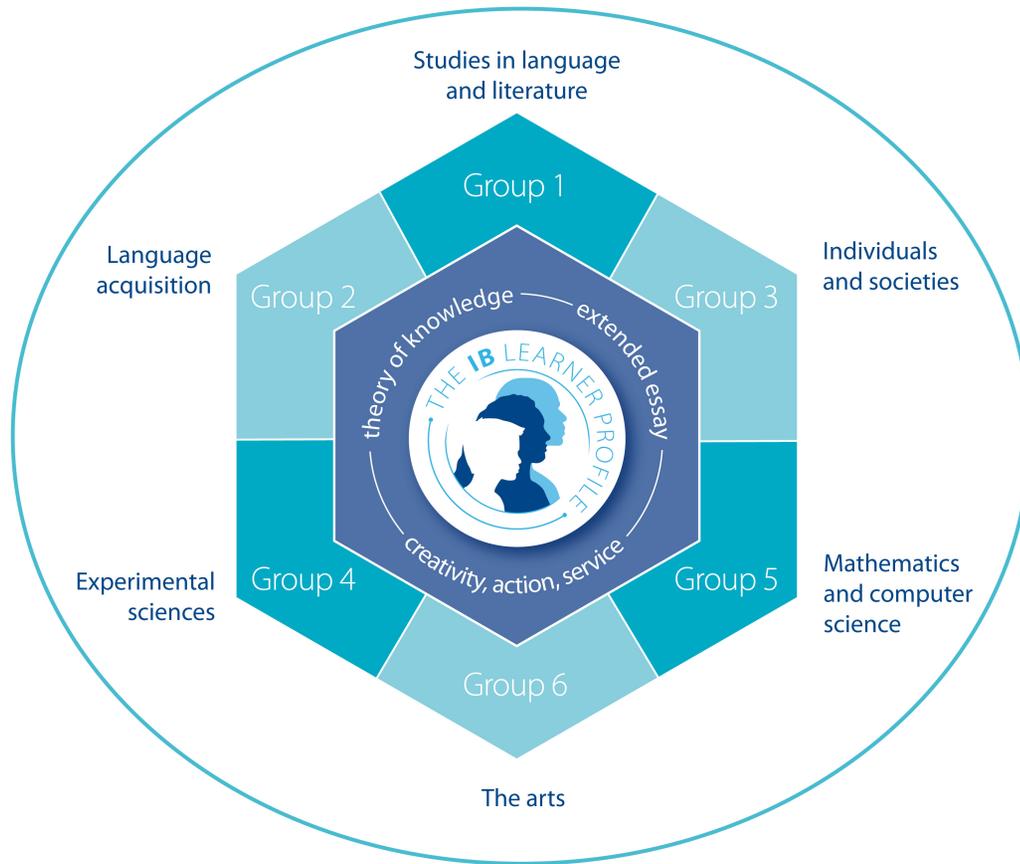
THE BEACON ACADEMY



DP Course Catalogue

for students graduating in 2014

The IB Diploma Programme and the Beacon education



Beacon expects its students to become engaged citizens who value diversity of thought and belief, and are committed to fairness and justice. The curriculum is guided by a commitment to the values that underlie the approach to education: interactive learning, rigorous and disciplined thought, communication, and holistic understanding. The Beacon Academy runs the last two years of the IB Middle Years Programme in grades 9 and 10, and the IB Diploma Programme in grades 11 and 12.

The IB Diploma Programme encompasses the in-depth study of six subjects -- three at Higher Level (HL) and three at Standard level (SL) -- from a variety of disciplines. Students at the IB Diploma do more than build knowledge or skills in the different subject areas, however. At the core of the DP lies three component parts that are crucial to the philosophy of the IB. Students are required to engage in these requirements: Theory of Knowledge; a research-based Extended Essay; and participation in Creativity, Action, and Service activities.

There are two additional courses on offer in grades 11 and 12: Physical Education & Fitness, and Pre-University Filipino. For PE & Fitness, students may participate in an after-school sports activity or join a teacher-led Fitness class. Pre-University Filipino is highly recommended for students who intend to continue on to Philippine universities.

2012/14 Course Offerings

GROUP 1: STUDIES IN LANGUAGE & LITERATURE

English A Literature SL
English A Literature HL
Filipino A Literature SL
Filipino A Literature HL

GROUP 2: LANGUAGE ACQUISITION

Spanish B SL
Spanish B HL
Mandarin B SL
Mandarin B HL
Spanish Ab Initio SL (online)
Mandarin Ab Initio SL (online)

GROUP 3: INDIVIDUALS AND SOCIETIES

History HL
Business and Management HL
Psychology SL
Psychology HL
Environmental Systems and Societies SL*

In addition, students pursuing the full IB Diploma will take the Theory of Knowledge (TOK) course, and complete the Creativity, Action, and Service (CAS) and Extended Essay (EE) requirements.

GROUP 4: EXPERIMENTAL SCIENCES

Biology HL
Chemistry SL
Chemistry HL
Environmental Systems and Societies SL*
Physics SL
Physics HL

GROUP 5: MATHEMATICS AND COMPUTER SCIENCE

Mathematics SL
Mathematics HL
Mathematics Studies SL

GROUP 6: THE ARTS

Visual Arts SL
Visual Arts HL
Music SL
Music HL

NON-DP COURSES

Pre-University Filipino
Physical Fitness

Group 1 : Studies in Language and Literature

English A Literature (SL & HL)

English Literature is intended to encourage an appreciation of world literature through a study of multicultural works including novels, essays, plays, and poetry. The course will introduce students to a range of literary works of different periods, genres, and styles. It will also examine the subtleties of the English language, help students understand writers' techniques, and broaden their appreciation of literature through the examination of works that vary in both time and setting. This course will also focus on the development of critical thinking skills, and the oral and written expression of ideas.

Filipino A Literature (SL & HL)

The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Responding to and producing texts promotes an understanding of how language sustains or challenges ways of thinking and being. The Filipino course is currently under development, as the IB recently changed its official course offerings, no longer offering Filipino A2, or Filipino A1 Language and Literature.

Group 2 : Language Acquisition

Mandarin B (SL & HL)

Mandarin B aims to cultivate in students a balance between the development of communication skills and intercultural awareness through the study and use of a range of written and spoken material and activities. Core topics in this course include communication and media, social relationships, and global issues. These are selected to help students explore and examine Chinese culture in relation to their own; while the course's optional topics provide opportunities for a richer intercultural awareness of Mandarin.

Throughout the course, students further develop their receptive, productive, and interactive skills. Furthermore, by establishing links between the course topics and the four ways of knowing -- reason, emotion, perception, and language, students develop their metalinguistic, sociolinguistic, intercultural, and pragmatic skills and competencies.

Spanish B (SL & HL)

Spanish B in the Diploma Programme aims to develop students' communicative competence in Spanish, as well as an intercultural awareness through an understanding of the importance of learning a widely spoken language in a globalized world. They will also explore Hispanic culture in relation to other cultures and their own, as well as unique cultural aspects of each Spanish-speaking country. Students are thus expected to fortify their communication skills and develop critical and analytical thinking. Throughout the course, links to Theory of Knowledge

are established as students reflect on how they acquire pragmatic competencies and intercultural skills.

Spanish B core topics include social relationships, communication and media, and global issues.

Mandarin and Spanish Ab Initio (SL)

Learning a foreign language is more than acquiring a certain vocabulary and understanding some grammatical rules. It means being able to interact in a new cultural context and hence function in a society different from one's own. An *ab initio* course provides students with the opportunity to take up a new foreign language, whilst also gaining an appreciation for some of the culture.

Contexts of use covered in *ab initio* courses are the individual, education and work, town and services, food and drink, leisure and travel, the environment, and health and emergencies.

Group 3 : Individuals and Societies

Psychology (SL & HL)

Psychology is the systematic study of behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive, and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed, and applied enables students to achieve a greater understanding of themselves, and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

(“The Nature of the Subject,” IB Psychology subject guide, IBO)

History - 20th Century World History, Asia and Oceania (HL)

History HL begins with a study of Stalin's Soviet Union, moves on to Hitler's Germany and Mao's China, Japan in 1912-1952, and ends in the aftermath of the Cold War in 1989-2000. Through these course topics, students will develop essential skills in critical reading and analysis, the application and exploration of concepts and theories, and the development and defense of arguments explaining these concepts and theories.

Students will develop an appreciation for the cultural diversity that makes up our world, while at the same time identifying commonalities across cultures and perspectives. Combining the rigor of compiling and understanding breadth and depth of information with the ability to analyze that information, and to consider a range of perspectives and opinions, this course will develop students capable of making informed and effective decisions using the past to inform and shape the present.

Business and Management (SL & HL)

Business and Management is an in-depth study of how decisions are made in the varied activities of the business world. Essential to understanding these decision-making processes is exploring the marriage of business theory with business practice. Further, the course is intended to facilitate an understanding of how the many varied activities in business are indeed linked and often interdependent. In particular, students will focus on marketing, production, human resource management, and finance.

The course is intended to develop attitudes of ethical practice in a global marketplace, particularly through the analysis of a range of case studies. By understanding the interdependent nature of that global marketplace, students are better positioned to advocate and support ethical and responsible actions, taking into account the multiculturalism of world business.

Environmental Systems and Societies (SL)*

Environmental Systems and Societies is an interdisciplinary group 3 and 4 course that is offered at standard level. The prime intent for the course is to provide students with a coherent perspective of interrelationships between environmental systems and societies; one that enables them to adopt an informal personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students will evaluate the scientific, ethical, and socio-political aspects of issues.

Because it is an interdisciplinary course, students can study this course and have it count as either a group 3 course or a group 4 course, or as both a group 3 and group 4 course. This leaves students the opportunity to study subject/s from any group of the hexagon including subject/s from groups 3 or 4.

(“Environmental Systems and Societies”, IBO Online Curriculum Center)

Group 4 : Experimental Sciences

Biology (HL)

Biology includes the exploration and investigation of such topics as cells, evolution, ecology and conservation, genetics, human health and physiology. Throughout the course, students will demonstrate an understanding of scientific terminology, facts and concepts; scientific methods and techniques; and methods of presenting scientific information. They will also apply their understanding in order to communicate effectively and present scientific information, as well as construct, analyze, and evaluate hypotheses, research questions and predictions, scientific methods and techniques, and scientific explanations. Students will also demonstrate the personal skills of cooperation, perseverance, and responsibility appropriate for effective scientific investigation and problem solving. They will also demonstrate manipulative skills necessary to carry out scientific investigations with precision and safety.

Chemistry (SL & HL)

Chemistry, as a core science, is primarily interested in furthering the students' understanding of how science is conducted and how the world works. With this in mind, the course will provide opportunities for students to look at the fundamental concepts of atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Throughout the development of content knowledge and investigative skills, students will be able to engage in real-world simulations and address problems seen through various contexts. Through formative discussions and presentations, communication skills will be honed, collaborative

thinking encouraged, and the frequent use of inquiry will help to address some of the more challenging problems.

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Physics (SL & HL)

Physics is the application of mathematics to the physical world. Observing and keeping track of what happens is much made simpler when a thorough understanding of how math and physics are intrinsically linked; this course is designed to do just that. By looking at mechanics, thermal physics, harmonic motion, electric currents, fields, nuclear physics, and energy, students will be given the opportunity to relate how the world can be explained and why it works as we observe it. Also, as physics is a fundamental science, it will be built upon the backdrop of experimentation within the classroom, so students can explore the different phenomena we encounter firsthand.

The design portion of the class will be emphasized greatly, looking at how the theoretical science we discuss can translate into an achievable and data-producing experiment. As this is the backbone of physics, it is necessary that students understand the interplay between theory and results. With this, the economic and ethical implications of different experimentation will need to be discussed and should be welcome within the classroom.

The instruction of physics will incorporate both global and local perspectives on issues surrounding types of research and as stated above the ethical, economic, and even environmental implications of various types of research being conducted in the world today.

Group 5 : Mathematics & Computer Science

Mathematics (SL & HL); Math Studies (SL)

Mathematics in the Diploma Programme is designed to prepare students for university courses either in the Philippines or abroad. There are three levels offered in the Academy:

Mathematics HL focuses on developing important mathematical concepts in a comprehensible, coherent, and rigorous manner. Students taking this course have a strong interest in the subject and enjoy meeting its challenges and engaging with its problems. They are expected to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering, or technology.

Mathematics SL focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent manner, rather than insisting on mathematical rigor. Students should, wherever possible, apply the mathematical knowledge they acquire to solve realistic problems set in an appropriate context. This course prepares them for future studies in subjects such as chemistry, economics, psychology, and business administration.

Math Studies SL caters to students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their further studies. Students need to be already equipped with fundamental skills and rudimentary knowledge of basic processes.

Group 6 : The Arts

Music (SL & HL)

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study.

Music and all its associations may vary considerably from one musical culture to another, but may share similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world. Music in the Diploma Programme fosters curiosity and openness to both familiar and unfamiliar musical worlds. We learn to hear relationships of pitch in sound, pattern in rhythm, and unfolding sonic structures, and explore the similarities, differences, and links in music from with our culture and those of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

The course also provides an appropriate foundation for further study of music at university, or in musical career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers, as well as an opportunity to engage in the world of music as lifelong participants.

Visual Art (SL & HL)

Teaching and learning in the Visual Art course rely heavily on student-driven explorations of various media and genres, centered on a theme chosen by the student. Both visual and verbal communication skills are developed as the student is encouraged to explore a wide variety of approaches and contexts in their artwork.

Students will analyze artwork in terms of the elements of art, the principles of design, and various contexts. They will learn basic and advanced techniques for a variety of media, explore the concept of personal relevance, and arrive at a theme around which they will create the majority of their finished works. Students will also examine a number of TOK links. After the first half of the first year, students will be expected to work on their individual projects based on their chosen themes.

Core DP Requirements

CAS: Creativity, Action, Service

CAS is an integral part of the Diploma Programme. Participation in the CAS requirement encourages students to be involved in creative pursuits, physical activities, and service projects in the local, national, and international context. It takes seriously the importance of life outside the world of scholarship, requiring students to share their energies and special talents while developing awareness, concern, and the ability to work cooperatively with others.

Creative, Action, and Service, the three elements of CAS, are interwoven. The service element is the most significant, but the other two are very important as they provide access, balance, and flexibility to meet individual students' interests and preferences.

CAS should involve:

- * real, purposeful activities with significant outcomes
- * personal challenge, i.e., tasks must extend the student, and be achievable in scope
- * thoughtful consideration, e.g. planning, reviewing progress, reporting
- * reflection on outcomes and personal learning

CAS is experiential learning that involves students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. Activities should be undertaken gradually, be appropriately adapted to the circumstances, and take into account the student's aptitude and preferences. CAS credit may

only be awarded for activities in which the student does not receive any other form of credit or pay.

Successful completion of CAS is a requirement for the award of the IB Diploma.

TOK: Theory of Knowledge

Theory of Knowledge aims to encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings, and actions. It hopes to develop an awareness of how knowledge is constructed, critically examined, evaluated, and renewed, by communities and individuals.

Through discussions around a harkness table, examination of various text and video, activities, personal reflections, responses and informal presentations, students will hopefully come to a thoughtful, more considered awareness of what they know, and how they know it to be true. They will examine their personal belief systems, share their perspectives, and consider these in the light of the beliefs and perspectives that others hold. They will further hone their critical thinking skills, working to analyze issues and problems, and to consider implications. They will consider global events and issues, understand their relevance, and situate this understanding in their conceptualization of themselves as citizens of an interconnected world.

EE: Extended Essay

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved DP subjects -- normally one of the student's six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is recommended that completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

The Extended Essay is assessed against common criteria, interpreted in ways appropriate to each subject. It is:

- * compulsory for all DP students
- * externally assessed and, in combination with the grade for TOK, contributes up to three points to the total score for the IB diploma
- * a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor
- * chosen from the list of approved DP subjects, published in the *Handbook of Procedures for the Diploma Programme*
- * presented as a formal piece of scholarship, containing no more than 4,000 words
- * the result of approximately 40 hours of work by the student
- * concluded with a short interview, or *viva voce*, with the supervising teacher (recommended)

Non-DP Courses

Pre-University Filipino

The course is offered outside of the Diploma Programme, and provides for the needs of students intending to pursue further studies in a Philippine university. Pre-University Filipino is designed to equip students with Filipino language skills necessary for success at the university or college level.

Physical Fitness

The Beacon Academy supports the physical fitness and engagement in sport activities of all its students. All DP students are required to sign up for an after-school sport activity or get the necessary credits from a school-approved activity that is consistently engaged in outside of school. If there is no suitable after-school sport, students will register in a Fitness Training class.

THE BEACON ACADEMY
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