



CHATSWORTH  
INTERNATIONAL SCHOOL

# Academic Pathways in Years 12 & 13 Information Booklet 2021-23

For questions, please contact our IB Diploma Coordinator:

Mr Iain Hudson  
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Dear Students, Parents and Guardians of Year 11,

The following pages will provide you with information and guidance regarding the different academic pathways available to Chatsworth students in Years 12 and 13. Please read through this information carefully; students should discuss their options in detail with their parents/guardians as well as our University Advisor. Students are also encouraged to speak to their teachers if they would like to find out more about the subjects. Application forms will be given to students in early February, and should be submitted, with supporting documents, by **8 March 2021**.

After a review of the student's application and all supporting documentation (placement tests, school reports, teacher recommendations and feedback, MYP grades, attendance reports, etc.) a recommendation will be made by the school with regards to the most suitable pathway. This decision will be communicated to both the student and the parents/guardians in writing in Semester 2 of Year 11.

## Years 12 & 13 - Pathways Offered at Chatsworth

There are two pathways for graduation for our students at Chatsworth International School. Students are either placed into DP Course or the IB Diploma. Either way, all students graduate from Chatsworth with a WASC accredited high school diploma, except under special circumstances (such as attendance issues or incomplete academic background in High School prior to admission etc.) The components of each pathway are described in the table below:

<b>DP Course (leading to a Chatsworth High School Diploma#)</b>	<b>IB Diploma (leading to a Chatsworth High School Diploma)</b>
6 subjects at Standard Level^	6 subjects (3 at Higher Level, 3 at Standard Level*^)
	Theory of Knowledge*
	Extended Essay*
Creativity, Action, Service (CAS) programme*^	Creativity, Action, Service (CAS) programme*^

\*Compulsory IBDP component

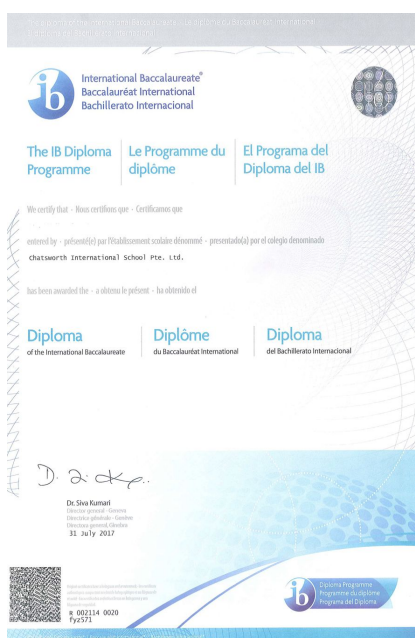
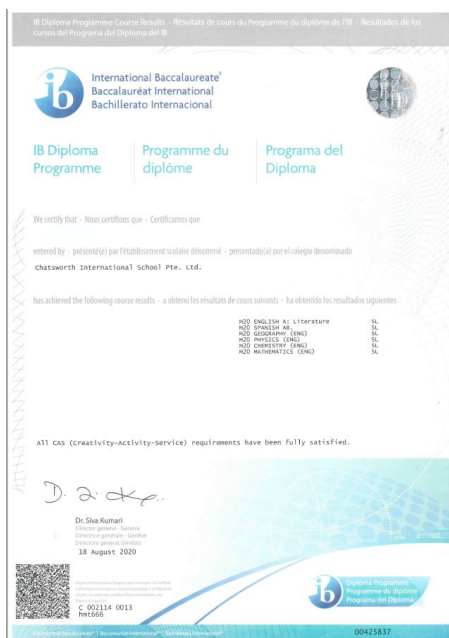
^ Compulsory Chatsworth graduation requirement

# Note that our High School Diploma is accredited by the Western Association of Schools and Colleges (WASC) and has its own set of requirements. These are stipulated on Page 4.

The IB Diploma is a pre-university course and a very demanding programme. Some universities award credits for subjects passed as part of the IB Diploma. Letters recommending placement in the appropriate pathway in Years 12 and 13 are issued by the IB Diploma Coordinator to all the students at the end of Year 11. Recommendations are subject to change once official MYP eAssessment results are available.

Student academic progress is closely monitored in Year 12 and students should be aiming to achieve 28 points or higher. The school reserves the right to move students to the DP Course if the IB Diploma pathway is not leading to success.

Upon successful completion of Year 13, our WASC-accredited Chatsworth High School Diploma is recognised worldwide. Some universities may require the IB Diploma for direct entry into their programmes, while others may accept DP Course results. If you are a DP Course student looking at a university requiring the IB Diploma, then you may need to consider taking a foundation year first, before entering their programme. Otherwise, you may need to consider a different university in a different country. Though there are broadly understood admissions requirements based on regions of the world, please note each university will have their own admissions requirements depending on the programme you are considering. It is best to look directly at the university's website to discover their admissions requirements. The university process is never clear cut, and admissions requirements may change from year to year.



## Application Process / Timeline

The timeline for subject selection for the IB Pathways and the application process is outlined below:

Date	Event	Presenter/ In-charge
November 2020	IB pathways overview Pamoja online courses presentation	IBDP Coordinator Online Course Coordinator (Pamoja)
January 2021	Information Booklets released	IBDP Coordinator
February 2021	Application forms released	IBDP Coordinator
February 2021	University advising presentation	University Advisor/ IBDP Coordinator
November - December 2020	IBDP subject presentations (teachers outline their specific IBDP subjects to students to aid in course selection and planning)	Subject Teachers
January - February 2021	<b>Overview of Core Components:</b> CAS (Creativity, Action, Service) TOK (Theory of Knowledge) EE (Extended Essay)	TOK Teachers, CAS Coordinator EE Coordinator
February - March 2021	University advisor meetings continue	University Advisor
<b>8 March 2021</b>	<b>Application form submission</b>	<b>To IBDP Coordinator</b>
March/April 2021	Review of applications	Student Services and Academic Board
June 2021	Recommendation letters sent to parents/guardians and students	IBDP Coordinator

## Chatsworth High School Diploma

The Chatsworth High School Diploma is Chatsworth's school-leaving certificate, awarded to students who meet our general graduation requirements. It counts credits (courses taken), tracking students from Year 10 through to Year 13 (most courses are 1 credit per year). Students need to obtain a certain number of credits overall and, more specifically, in English, Mathematics, Science and Electives.

If you were passing courses and had a full complement of classes from Year 10 and 11 when joining Chatsworth, then you will almost certainly earn the Chatsworth High School Diploma. However, if you did not pass some classes (i.e. you were awarded lower than a grade 3, particularly in English), then you are at risk of not graduating from Chatsworth and should check your graduation status with the University Advisor as quickly as possible.

### Credit Requirements for the Chatsworth High School Diploma

	Applicable to both pathways: DP Course and IB Diploma
English	4
Math	3
Science	3
Humanities	3
Foreign Language*	2 / 0
Electives (eg. PE, Arts, IT, TOK) (an elective is anything over and above required)	8 / 10
Total Credits (absolute minimum)	23
Total Semesters Total Years	8 4
Other Requirements: <ul style="list-style-type: none"> <li>● Students must be in good standing (demonstrating the academic, mature and motivational capability to proceed to the next year level)</li> <li>● Successful completion of CAS</li> <li>● 90% attendance requirement</li> </ul>	
*Only applicable for students with English as a First Language	

Note: One credit is awarded for each successfully completed subject per year (semester grade of at least 3) in Years 10-13 or equivalent prior study.

## Years 12 & 13 - Subjects Offered

For both pathways, six subjects need to be selected, one from each timetable band as listed below:

Band	Subject Choice <i>You will select one subject from each band</i>
A.	<input type="checkbox"/> English A Language and Literature SL <input type="checkbox"/> English A Language and Literature HL <input type="checkbox"/> English B HL <input type="checkbox"/> School-Supported Self-taught (SSST) Language A Literature SL  <i>(If selecting School-Supported Self-taught please indicate which language is to be studied):</i> _____
B.	<input type="checkbox"/> French B SL <input type="checkbox"/> French B HL <input type="checkbox"/> Mandarin B SL <input type="checkbox"/> Mandarin B HL <input type="checkbox"/> Spanish ab initio SL <input type="checkbox"/> School Supported Self Taught Language A Literature SL <input type="checkbox"/> French ab initio SL (Pamoja) <input type="checkbox"/> Mandarin B ab initio SL (Pamoja) <input type="checkbox"/> Spanish B SL (Pamoja)  <i>Students will typically continue to follow the language options they currently are taking. The exception to this is students wishing to follow Mother Tongue (First Language) classes</i>
C.	<input type="checkbox"/> Economics SL <input type="checkbox"/> Economics HL <input type="checkbox"/> History SL <input type="checkbox"/> History HL <input type="checkbox"/> Psychology SL (Pamoja) <input type="checkbox"/> Psychology HL (Pamoja) <input type="checkbox"/> Business Management SL (Pamoja) <input type="checkbox"/> Business Management HL (Pamoja)
D.	<input type="checkbox"/> Biology SL <input type="checkbox"/> Biology HL <input type="checkbox"/> Physics SL <input type="checkbox"/> Physics HL

Band	Subject Choice <i>You will select one subject from each band</i>
E.	<input type="checkbox"/> Mathematics: Applications and Interpretation course (SL) <input type="checkbox"/> Mathematics: Analysis and Approaches course (SL) <input type="checkbox"/> Mathematics: Analysis and Approaches course (HL)  <i>Allocation into IB Diploma Math classes will be done by the Math department on an ability basis. Student placement in IB Diploma Mathematics classes is made after consultation between the HOD Mathematics and the IB Diploma Coordinator. Students will be required to complete an assessment to determine their placement in the Higher Level Mathematics Analysis and Approaches course.</i>
F.	<input type="checkbox"/> Chemistry SL <input type="checkbox"/> Chemistry HL <input type="checkbox"/> Geography SL <input type="checkbox"/> Geography HL <input type="checkbox"/> Music SL* <input type="checkbox"/> Music HL* <input type="checkbox"/> Theatre SL* <input type="checkbox"/> Theatre HL* <input type="checkbox"/> Visual Arts SL <input type="checkbox"/> Visual Arts HL <input type="checkbox"/> Psychology SL (Pamoja) <input type="checkbox"/> Psychology HL (Pamoja) <input type="checkbox"/> Business Management SL (Pamoja) <input type="checkbox"/> Business Management HL (Pamoja)  <b><i>*Either Music <u>or</u> Theatre will be offered subject to sufficient student numbers. The school will finalise this after reviewing student subject selections</i></b>

Note: Subjects are offered subject to sufficient student demand. Chatsworth reserves the right to amend subject offerings at any time.

The following pages give you an overview of courses from each IB subject group.  
 (Please note that Chatsworth subjects are offered in accordance with timetable bands, as shown on pages 5-6.)

Groups	Subjects
Group 1 Studies in Language and Literature	<p><b>English A language and Literature SL/HL</b>                      This course is designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. Focus is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in the process. The course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.</p> <p><b>School Supported Self-taught Language A: Literature SL</b>                      This programme is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level.                      Students must have native or near native fluency in the target language.</p>
Group 2 Language Acquisition	<p><b>English B HL</b>  <b>French B</b>  <b>Mandarin B</b>  <b>Spanish B SL (Pamoja)</b>                      The Language B course is for students with some previous experience (ideally between three and five years) of learning the target language. The main focus of these courses is on language acquisition and the development of skills considerably beyond those expected of an ab initio candidate, up to a fairly sophisticated degree at Higher Level. Higher Level also involves a study of two works of literature.</p> <p><b>Spanish ab initio (Standard Level only)</b>  <b>French ab initio SL (Pamoja)</b>  <b>Mandarin ab initio SL (Pamoja)</b>                      The Language ab initio courses are language learning courses for beginners, designed to be followed over two years by students who have no or very little previous experience of learning the target language. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language ab initio courses are only available at Standard Level.</p>
Group 3 Individuals and Societies	<p><b>Economics SL/HL</b>                      Economics is essentially concerned with the concept of scarcity and the issue of resource allocation. The study of Economics helps us to understand many real world issues, such as international trade and economic development. Throughout the course, students will gain an understanding of the trade-offs between equity and efficiency whilst also studying the role of private firms, households and government in today's mixed economies. In addition to learning about economic theory and concepts, students will also develop the skills needed to evaluate the ability of economic models to explain the complexities of economies, and the outcomes of decisions made by firms, households and the government.</p>



Group 3  
Individuals and  
Societies

### **History SL/HL**

The DP History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

### **Geography SL/HL**

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

### **Psychology HL/SL (Pamoja)**

Psychology is the systematic study of behaviour and mental processes. It has its roots in both the natural and social sciences, leading to a variety of research designs and applications, providing a unique approach to understanding modern society. Our students will examine how the interaction of biological, cognitive and sociocultural influences affects human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables our students to achieve a greater understanding and appreciation of the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in psychology. Psychology takes a holistic approach that fosters intercultural understanding and respect. Cultural diversity is explored and our students are encouraged to develop empathy for the feelings and needs. The course requires mathematical skills to be able to do statistical analysis. Psychology is offered through our partnership with Pamoja, a leading IBDP online course provider. Extra fees apply.

### **Business Management SL/HL (Pamoja)**

Business Management students will be able to understand the complexity and dynamism of the business environment. They will develop their knowledge and understanding of business theories. Students analyse, discuss and evaluate business activities in a local, national and international context. The course covers the key characteristics of business organisation and environment, and the business functions of human resource management, finance, accounts, marketing and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. Links between the topics are central to the course. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject specific skills, such as financial analysis. Business Management is offered through our partnership with Pamoja, a leading IBDP online course provider. Extra fees apply.

<p>Group 4 Experimental Science</p>	<p><b>Biology SL/HL</b> Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.</p> <p><b>Chemistry SL/HL</b> Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.</p> <p><b>Physics SL/HL</b> Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.</p>
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<p>Group 5 Mathematics</p>	<p><b>Mathematics: Application and Interpretations: SL</b> This course is designed to focus on the applied nature of the subject and students who wish to apply mathematics in the real world and other subjects will enjoy using technology and exploring mathematical models. It will also appeal to students who wish to apply mathematics in a practical context. Students keen on psychology, business and the natural sciences will find this mathematical course beneficial.</p> <p><b>Mathematics Analysis and Approaches: SL</b> This SL course is a subset of Mathematics HL but will be run as a separate class. This course is designed for students pursuing economics and social sciences.</p> <p><b>Mathematics Analysis and Approaches: HL</b> Students keen on pursuing this course should have strong algebraic skills and enjoy solving challenging problems. Students will have to sit for a placement test within the first three weeks of school starting to ensure that they have the necessary mathematics background for this rigorous mathematics course. It is</p>
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	<p>a requirement that students have achieved a MYP 5 e-assessment Standard IBMYP Grade of at least 6 in their May 2021 exams. This new Math HL DP class focuses on calculus and algebra, graphical and numerical approaches. Mathematics HL Analysis and Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue interests related to mathematics such as engineering and physical sciences. This course will appeal to those interested in exploring real and abstract mathematical concepts.</p>
<p>Group 6 The Arts</p>	<p><b>Note: Either Music or Theatre will be available subject to sufficient student numbers. The school will finalise this offering after reviewing student subject selections.</b></p> <p><b>Music SL/HL</b></p> <p>The purpose of the IB Music Course is to provide a strong foundation for the further study of music at the university level or in music career pathways as well as an enriching course of study leading to lifelong participation in the world of music for all students, regardless of their eventual career choice. Students will develop knowledge and understanding of diverse musical material and engage with the processes of exploring, experimenting and presenting. They will show competency and skill in the musical roles of researchers, creators and performers.</p> <p>Students will look at music from personal, local and global contexts. They will develop their musical identities by considering music and its functions in four Areas of Inquiry: Music for sociocultural and political expression; Music for listening and performance; Music for dramatic impact, movement and entertainment; Music technology in the electronic and digital age. The IB has recognised the substantial global increase in access to digital technologies and has therefore made this a central aspect of the curriculum, in order to provide new study opportunities and accessibility for students.</p> <p>The course will also explore broader issues of musical context, the role of music in the history of humankind, artistic standards, and the relationship of music to other disciplines.</p>

<p>Group 6 The Arts</p>	<p><b>Theatre SL/HL</b> Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IBDP Theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.</p> <p>The Theatre course at both HL and SL requires no previous experience in drama or theatre. Since the course is designed to enable students to experience theatre on a personal level, achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying this art form. Students' individual ability to be creative and imaginative, and to communicate in dramatic form, will be challenged and extended through the theoretical and practical content of the course.</p> <p><b>Visual Arts SL/HL</b> The IB Diploma Programme Visual Arts 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. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Students are expected to present an exhibition of their own work at the end of the two year programme.</p>
<p>IBDP core requirements:  DP Course students are only required to fulfil all CAS requirements.  IB Diploma students are required to complete CAS, TOK, and EE.</p>	<p><b>Creativity, Activity and Service (CAS)</b> Creativity, Activity, Service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).</p> <p><b>Theory of Knowledge (TOK)</b> Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between disciplines and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do we know what we know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge and look at the world differently.</p> <p><b>Extended Essay</b> The Extended Essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and</p>

	<p>creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.</p>
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<p>Pamoja Courses</p>	<p><b>Pamoja (online DP education - extra fees apply)</b>  <i>Pamoja Education</i> offers high quality online courses for IB students. Students undertaking studies through Pamoja will have the opportunity to learn with independence, space, and control over their own learning. They will do so with the assistance of a Pamoja-based teacher who will deliver the content and assessment, under the continual supervision of Chatsworth’s Online Course Coordinator. The offering of Pamoja courses will afford students greater choice in the study of languages and humanities subjects, and offers a progressive and flexible manner of study. Subjects undertaken through Pamoja follow the full IB curriculum and assessment model.</p> <p>Chatsworth students are offered the opportunity of taking <u>one</u> of the following Pamoja online courses in Years 12 &amp;13:</p> <ul style="list-style-type: none"> <li>• Mandarin Ab initio SL</li> <li>• French Ab initio SL</li> <li>• Spanish B SL</li> <li>• Psychology SL/HL</li> <li>• Business Management SL/HL</li> </ul> <p>Please note that taking a Pamoja course incurs an extra fee, although the school will subsidise part of the total course cost. In an unusual case such as a transfer student from another school and/or country where the student is required to take a second Pamoja online course, the family will have to bear the full course fees for the additional course.</p>
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**Additional Information**

Students with documented medical conditions requiring additional services from the school may be provided with accommodations through the Student Health Management Policy. Students with documented learning disabilities requiring additional services from the school may be provided with accommodations through the Learning Support program. Students who require these additional accommodations in the classroom or on examinations will be subject to the applicable charges as defined in the Chatsworth Student Contract.

## Year 12 & 13 Entrance Recommendations

Chatsworth strives to recommend placement of students on the pathway which will lead to their individual success. It is our explicit aim to place students in programmes where they will experience academic and social success.

The criteria that we use to evaluate student suitability are linked to: academic achievement, English language proficiency, approaches to learning and attitude and commitment, with indicators such as:

Domain	DP Course	IB Diploma
<p><b>Academic Achievement</b> Students need to have a sufficient foundation at MYP or equivalent level.</p>	<ul style="list-style-type: none"> <li>• Year 11 report grades</li> <li>• Teacher feedback</li> <li>• Typical minimum MYP grade 4, IGCSE grade C (or equivalent) for Standard Level (SL)</li> <li>• MAP scores</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher feedback</li> <li>• Minimum MYP grade 5, IGCSE grade B (or equivalent) for Higher Level (HL)</li> <li>• Minimum MYP grade 4/ IGCSE Year 11 report grades</li> <li>• SE grade C (or equivalent) for Standard Level (SL)</li> <li>• Recommendation from 3 teachers to take a course at Higher Level (HL)</li> <li>• MAP scores</li> </ul>
<p><b>English Language Proficiency</b> (for non-native English speakers) Due to the high academic demands of the Years 12 &amp; 13, students need to be proficient in English and not require language support. Minimum WIDA composite score of 4.0, with literacy components to be given special emphasis. Students entering IBDP would need to demonstrate a solid academic background of studying in English and the capability to learn and study independently, with a typical WIDA composite score of 4.5 for admission into the programme.</p>	<ul style="list-style-type: none"> <li>• Year 11 report grades</li> <li>• Teacher feedback</li> <li>• WIDA proficiency</li> <li>• MAP scores</li> </ul>	<ul style="list-style-type: none"> <li>• Year 11 report grades</li> <li>• Teacher feedback</li> <li>• WIDA proficiency</li> <li>• MAP scores</li> </ul>

Domain	DP Course	IB Diploma
<p><b>Approaches to Learning</b> Students need to have the time management and interpersonal skills to keep on top of their studies.</p>	<ul style="list-style-type: none"> <li>● Teacher feedback</li> <li>● Year 11 report</li> <li>● 'Approaches to Learning' (ATL) feedback</li> <li>● Attendance</li> <li>● Progress concern reports (lack of)</li> <li>● Discipline reports (lack of)</li> <li>● Report card - teacher comments and student reflections</li> <li>● Attendance</li> <li>● Participation in study support (when required)</li> <li>● Work submission</li> <li>● Teacher recommendation</li> <li>● Interaction with teachers</li> <li>● Academic honesty</li> <li>● Time management</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher feedback</li> <li>● Year 11 report</li> <li>● 'Approaches to Learning' (ATL) feedback</li> <li>● Attendance</li> <li>● Progress concern reports (lack of)</li> <li>● Discipline reports (lack of)</li> <li>● Report card - teacher comments and student reflections</li> <li>● Attendance</li> <li>● Participation in study support (when required)</li> <li>● Work submission</li> <li>● Teacher recommendation</li> <li>● Interaction with teachers</li> <li>● Academic honesty</li> <li>● Time management</li> </ul>
<p><b>Attitude &amp; Commitment</b> Students are expected to demonstrate the IB Learner Profile and be fully committed to participating in this course.</p>	<ul style="list-style-type: none"> <li>● Letter of Application</li> <li>● Teacher feedback</li> <li>● Homeroom teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Letter of Application</li> <li>● Teacher feedback</li> <li>● Homeroom teacher feedback</li> </ul>
<p><b>Emotional Resilience</b> Due to the rigorous nature of the course students are expected to have a very high degree of emotional resilience.</p>	<ul style="list-style-type: none"> <li>● Homeroom teacher feedback</li> <li>● Student Services recommendation</li> </ul>	<ul style="list-style-type: none"> <li>● Homeroom teacher feedback</li> <li>● Student Services recommendation</li> </ul>

Note: In extenuating circumstances, the school may recommend a placement to a student based on other factors.

## Appendix i: Sample Recommendation Letter for entry to our Year 12 programme

Dear Parents / Guardian of \_\_\_\_\_,

### Re: 2021-2023 Recommended Academic Pathway

Year 12/ Grade 11 marks the start of our final academic programmes at Chatsworth. Students in Year 12/ Grade 11 are recommended to take either:

- IB Course (typically taking IBDP “standard level” certificates, without TOK or EE) or
- The IB Diploma

Both of these typically lead to the Chatsworth High School Diploma, if students pass the required number of courses each year. While the certificates earned in the DP Course tend to strengthen the Chatsworth High School Diploma, the IB Diploma itself is often viewed as an alternative to a high school diploma by some universities.

Chatsworth recommends student placement in these programmes based on a number of factors. The following elements are all considered during the review process :

- Student’s application
- Academic Achievement
- English Language Proficiency (for non-native English speakers)
- Approaches to Learning
- Attitude & Commitment
- Emotional Stability

Based on the above and having thoroughly reviewed your child’s file, Chatsworth is pleased to recommend placement in:

IB Course 6 subjects + CAS	
IB Diploma 6 subjects + EE + TOK + CAS	

Should you have any questions, please do not hesitate to get in touch with me.

Sincerely,

**Iain Hudson**

[iHUDSON@chatsworth.com.sg](mailto:iHUDSON@chatsworth.com.sg)

IBDP Coordinator (IB code 2114)



## Key Staff for Years 12 & 13 2021-23

Head of Schools	Tyler Sherwood	
Head of Secondary	Siobhan Dean	<a href="mailto:secondary@chatsworth.com.sg">secondary@chatsworth.com.sg</a>
IB Diploma Coordinator	Iain Hudson	<a href="mailto:ihudson@chatsworth.com.sg">ihudson@chatsworth.com.sg</a>
Extended Essay Coordinator	Abigail Melis	<a href="mailto:amelis@chatsworth.com.sg">amelis@chatsworth.com.sg</a>
CAS Coordinator	Elgin Louis	<a href="mailto:elouis@chatsworth.com.sg">elouis@chatsworth.com.sg</a>
School Supported Self Taught Coordinator	Julia Lachet	<a href="mailto:jlachet@chatsworth.com.sg">jlachet@chatsworth.com.sg</a>
Online Course Coordinator	TBC	
University Advisor	Iain Hudson	<a href="mailto:ihudson@chatsworth.com.sg">ihudson@chatsworth.com.sg</a>

## IBDP Subject Groups and Department Heads

Group	Head of Department	Email
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