



**CHATSWORTH  
INTERNATIONAL SCHOOL**

# **Year 12 & 13 Information Booklet 2024-2026**

For questions, please contact our IB Diploma Coordinator,

Mr Iain Hudson

Email: [ihudson@chatsworth.com.sg](mailto:ihudson@chatsworth.com.sg)

We are here to help!



Dear Students, Parents and Guardians of Year 11,

The following pages will provide you with information and guidance regarding the different academic programmes available to Chatsworth students in Years 12 and 13. Accompanying this document are application forms. Please read through this information carefully; students should discuss their choices in detail with their parents/guardians as well as our University Advisor. The completed application form, along with supporting documents, is to be submitted by **22 March 2024**.

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 proposal will be made in conjunction with Student Services with regards to the most suitable programme (IB Diploma with Chatsworth High School Diploma or DP Course with Chatsworth High School Diploma) and any possible conditions attached to a placement offered in Year 12. For any irregularities in the applications, approval is required from the Academic Board. This decision will be communicated to both the student and the parents/guardians in writing by the end of Semester 2 of Year 11.

Upon successful completion of Years 12 & 13, universities around the world will recognise our WASC accredited high school diploma (called the Chatsworth High School Diploma). However, some may require the IB Diploma for direct entry into their programmes, while some may not. 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. 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 on the subject selection for the Years 12 & 13 application process is outlined below.

Date	Event	Presenter/ In-charge
November 2023 - February 2024	Years 12 &13 overview, Pamoja Online Course	IBDP Coordinator Pamoja Coordinator
Mid- February 2024	Application forms released	IBDP Coordinator
February 2024	University advising presentation	University Advisor/ IBDP Coordinator
December 2023 - January 2024	Year 12&13 subject presentations (teachers outline their specific IBDP subjects to students to aid in course selection and planning)	Subject Teachers
January - February 2024	<b>Introduction to Core Components:</b> CAS (Creativity, Action, Service) TOK (Theory of Knowledge) EE (Extended Essay)	TOK Teachers, CAS Coordinator EE Coordinator
February - March 2024	University advisor meetings	University Advisor
Late February 2024	Year 12 & 13 Pathways parent session	Head of Secondary, IBDP Coordinator
<b>22 March 2024</b>	<b>Application form submission Deadline</b>	<b>To IBDP Coordinator</b>
March - April 2024	Review of application	Student Services

## Years 12 and 13 - Programmes Offered

Two pathways are offered in Years 12 & 13:

- IB Diploma
- IB Course (Certificate)

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



\*Compulsory IBDP component

<sup>^</sup> Compulsory Chatsworth graduation requirement

<sup>#</sup> Note that our High School Diploma is accredited by the Western Association of Schools and Colleges and has its own set of requirements.

## Assessment and Reporting in Years 12 and 13

### Assessment

In Years 12&13, students receive grades ranging from 7 to 1 for each subject, with 7 being highest. For students on the IB Diploma pathway, a student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core. The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score.

All students at Chatsworth are required to complete CAS successfully to be eligible for the award of the Chatsworth High School Diploma. CAS completion is also a requirement for the award of the IB Diploma.

## Reporting

Students in Years 12 & 13 receive a 1 - 7 grade at the end of each quarter, and written subject teacher comments at the end of the first semester and the third quarter.

### 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 are 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.



The credit requirements for earning the Chatsworth High School Diploma are shown on the next page.

### Credit Requirements for the Chatsworth High School Diploma

	For IB Diploma Student	For IB Certificate (IB Course) Student
English	4	4
Mathematics	3	3
Science	3	3
Humanities	3	3
Foreign Language*	2 / 0	2 / 0
Electives (eg. PE, Arts, IT, TOK) (an elective is anything over and above required)	8 / 10	8 / 10
Total Credits (absolute minimum)	23	23
Total Semesters	8	8
Total Years	4	4



Group Three: Individuals and Societies
<ul style="list-style-type: none"> <li>• Economics HL/SL</li> <li>• History HL/SL</li> <li>• Geography HL/SL</li> <li>• Psychology HL/SL (Pamoja, extra fees apply)</li> <li>• Business Management HL/SL (Pamoja, extra fees apply)</li> </ul>
Group Four: Experimental Science
<ul style="list-style-type: none"> <li>• Biology HL/SL</li> <li>• Chemistry HL/SL</li> <li>• Physics HL/SL</li> </ul>
Group Five: Mathematics
<ul style="list-style-type: none"> <li>• Mathematics: Analysis and approaches course (HL)</li> <li>• Mathematics: Analysis and approaches course (SL)</li> <li>• Mathematics: Applications and interpretation course (SL)</li> </ul>
Group Six: The Arts
<ul style="list-style-type: none"> <li>• Music HL/SL*</li> <li>• Theatre HL/SL*</li> <li>• Visual Art HL/SL</li> </ul> <p><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></p>

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

Groups	Subjects
Group 1 Studies in Language and Literature	<p><b>English A language and Literature HL/SL</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</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. The former would normally follow the Higher Level (HL) programme and the latter the Standard Level (SL).</p> <p>Students must have native or near native fluency in the target language.</p>

<p>Group 2 Language Acquisition</p>	<p><b>English B</b> <b>French B</b> <b>Mandarin B</b> <b>Spanish B SL (Pamoja)</b></p> <p>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.</p> <p><b>Spanish Ab Initio (Standard Level only)</b> <b>French Ab initio SL (Pamoja)</b> <b>Mandarin Ab initio SL (Pamoja)</b></p> <p>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>
<p>Group 3 Individuals and Societies</p>	<p><b>Economics</b></p> <p>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> <p><b>History</b></p> <p>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.</p> <p><b>Geography</b></p> <p>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.</p> <p><b>Psychology HL/SL (Pamoja)</b></p> <p>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,</p>



	<p>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.</p> <p><b>Business Management HL/SL (Pamoja)</b>          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, globalisation, 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>
<p>Group 4 Experimental Sciences</p>	<p>The collaborative sciences project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.</p> <p><b>Biology HL/SL</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 characterises 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 HL/SL</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 HL/SL</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>
Group 5 Mathematics	<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 start to ensure that they have the necessary mathematics background for this rigorous mathematics course. It is a requirement that students have achieved a MYP 5 e-assessment Standard IBMYP Grade of at least 6 in their May 2019 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 in areas 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><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: 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>

**Note: Either Music or Theatre will be offered subject to sufficient student numbers. The school will finalise this after reviewing student subject selections.**

### **Music HL/SL**

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 awareness of the history and evolution of music from both Western Art Music and non-Western cultures and will be able to identify, evaluate, and reflect upon the similarities and differences of any two musical works. To do this, they will need knowledge of the musical fundamentals of melody, medium, harmony, meter, form, style, context, and technique, together with appropriate musical vocabulary. They will also apply this knowledge to the development of their individual musicianship skills as both performers and creators, with numerous opportunities to perform, compose, and arrange music. In all components, students will engage in a combination of teacher directed studies, independent research, and group research projects.

In addition to these musical applications, students 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.

### **Theatre HL/SL**

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 emphasises 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.

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.

### **Visual Arts HL/SL**

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.

IBDP core requirements:	<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 areas of knowledge 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 you 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.</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 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><b>Pamoja (online DP education - additional fees apply)</b></p> <p>Pamoja Education offers high quality online courses in the IB Diploma. Students undertaking studies through Pamoja will have the opportunity to learn with independence, space and control over their own learning, and will do so with the assistance of Pamoja-based teacher who will deliver the content and assessment, under the 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 Year 12 students are offered the opportunity of taking one of the following Pamoja online courses:</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>When a student opts to do a Pamoja course, the school partially subsidises the course fee and parents are responsible for the remainder of the fee. In an unusual case such as a transfer student from another school and/or country where the student is required to take a second Pajoma online course, the family will 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

The IB Diploma Programme may not be the most suitable pathway for all students given their current academic profile and needs. It is our explicit aim to place students in programmes where they will experience academic and social success that will allow them to pursue their goals after high school.

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	IB Diploma	DP Course
<b>Academic Achievement</b> Students need to have a sufficient foundation at MYP or equivalent level.	<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>	<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>
<b>English Language Proficiency</b> (for non-native English speakers) Due to the high academic demands of the course, students need to be proficient in English and not require language support. Chatsworth entry criteria for year 12 is B2 European Common Framework level.	<ul style="list-style-type: none"> <li>• Year 11 report grades</li> <li>• Teacher feedback</li> <li>• WIDA proficiency profile</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 profile</li> <li>• MAP scores</li> </ul>

Domain	IB Diploma	DP Course
<b>Approaches to Learning</b> Students need to have the time management and interpersonal skills to keep on top of their studies.	<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>
<b>Attitude &amp; Commitment</b> Students are expected to demonstrate the IB Learner Profile and be fully committed to participating in this course.	<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>
<b>Emotional Resilience</b> Due to the rigorous nature of the course students are expected to have a high degree of emotional resilience.	<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 offer a placement to a student based on other factors.

There are generally 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 backgrounds in High School prior to admission etc).

The IB Diploma is a pre-university course and a very demanding program. Placement letters for Years 12 & 13 are issued by the IB Diploma Coordinator to all the students at the end of Year 12

Students joining the school in Semester 2 of Year 11 or at the beginning of Year 12 are monitored to ensure that they are on the appropriate pathway for success. The school reserves the right to place students on the pathway that is best suited to their academic standing and needs.

It is our sincere aim that every student graduates successfully, in an academic programme that is challenging to them. In principle, we seek for our students to be appropriately challenged and not overwhelmed by their academic course while with us.



## Sample Acceptance Letter into our Year 12 programme

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

### 2024-2026 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 pathways 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 pathways 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)

## Keeping Safe: Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is an evidence based child safety and respectful relationship curriculum. The KS:CPC provides age and developmentally appropriate activities for children and young people from age 3 to year 12 (age 17+).

It was developed collaboratively with child protection experts, teachers, educational leaders and other professionals, and has international recognition.

The KS:CPC is divided into 5 documents specific to the age and year level of students, starting from age 3 and progressing to age 17+. It is predicated on two main themes which are presented through topics and activities of increasing complexity. The two KS:CPC Themes are:

- Theme 1: We all have the right to be safe
- Theme 2: We can help ourselves to be safe by talking to people we trust.

The two KS:CPC Themes are explored through four Focus Areas, which are examined in growing complexity in accordance with the age of the students. The Focus Areas are:

- Focus Area 1: The right to be safe
- Focus Area 2: Relationships
- Focus Area 3: Recognising and reporting abuse
- Focus Area 4: Protective strategies

The activities are structured in a sequential nature and at an age and developmentally appropriate level covering a range of topics.

Keeping Safe Child Protection Curriculum. Government of South Australia, Department for Education. Revised Global edition, April 2022.

### Notes

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## High School Academic Structure 2023-24

Head of School	Tyler Sherwood	
Head of Secondary	Siobhan Dean	
IB Diploma Coordinator	Iain Hudson	<a href="mailto:ihudson@chatsworth.com.sg">ihudson@chatsworth.com.sg</a>
Extended Essay Coordinator	Fang Shelly	<a href="mailto:fshelly@chatsworth.com.sg">fshelly@chatsworth.com.sg</a>
CAS Coordinator	Karl Hallauer	<a href="mailto:khallauer@chatsworth.com.sg">khallauer@chatsworth.com.sg</a>
School Supported Self Taught Coordinator	Mamiko Wada	<a href="mailto:mwada@chatsworth.com.sg">mwada@chatsworth.com.sg</a>
Online Course Coordinator	Kamlesh Ballgobin	<a href="mailto:kballgobin@chatsworth.com.sg">kballgobin@chatsworth.com.sg</a>
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
1. Studies in Language and Literature	Elizabeth Scott	<a href="mailto:escott@chatsworth.com.sg">escott@chatsworth.com.sg</a>
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CPE Registration No: 199405288W | Period of Registration: 30/06/23 to 29/06/27

