



**Secondary  
School:  
The Diploma  
Programme**

## Secondary school: The Diploma Programme

The Diploma Programme (DP) marks the critical final two years of your child's journey with CIS and charts the beginning of their transition to the world of post-secondary education.

Our graduates leave as confident, compassionate and well-rounded young men and women welcomed by leading universities around the world, many with scholarships. Our students are empowered to chart their own course and envision a future where anything can be achieved.

Our teachers are experts in their field, and they teach and lead by example. They support students as they assume increasing responsibility for the decisions that will shape their future, and ensure each child has a successful school experience.

Outstanding curricular and co-curricular programmes nurture a sense of capability and develop the knowledge and skills students need to be successful to achieve their goals - anywhere, anytime.

CIS students are able to make practical connections between their learning and the real world. They develop understanding and knowledge in traditional subject areas and can see the relationships between them.

Secondary school is organised into subject areas to foster discussion and group collaboration. The school day runs from 8.30am to 3.30pm, and many students take part in a range of activities either before or after school. Secondary students start the day in advisory and then move about the campus for subject specific classes.

University planning is a key component of our secondary school programme, and through our university advisors and teacher advisor programmes, students graduate as informed and responsive citizens, ready to take their next step in their life journey.



# The CIS curriculum.

CIS is one of the few international schools in Singapore to offer all three International Baccalaureate (IB) programmes, from Primary Years through to the Diploma Programme. Our curriculum is benchmarked against national curricula globally, allowing students to transition to another school if and when required, or graduate and be admitted to leading universities around the world.

The CIS curriculum is represented through learning standards and conceptual understandings. These are developmentally appropriate and provide guidance regarding expectations for students at each grade level. Their purpose is to ensure robust progression for students as they move throughout the grade levels.

## STANDARDS

Each IB Diploma discipline indicates the content and standard required within that particular unit of work. These standards are different from those in the Primary and Middle Years Programmes, and are common to all schools offering the Diploma Programme worldwide.

## BENCHMARKS

Within the IB Diploma Programme, assessment processes are designed to best meet the needs of each student as they progress towards their submission of internal assessments and their participation in final examinations. All assessment pieces are benchmarked against these final submissions, making CIS grades valid and usable in tertiary institutions all over the world.

## CONCEPTUAL UNDERSTANDINGS

Our learning programme is concept-based. Concept-based instruction is driven by 'big ideas'. It promotes in-depth thinking, understanding and the application of knowledge.

At CIS, we foster students' abilities not only to master academically rigorous content but to use it to think critically, create new connections, and develop insightful solutions. By having students consider the context in which they will use their understanding, concept-based learning brings 'real world' meaning to content, knowledge and skills.



# The Diploma Programme.

The Diploma Programme (DP) in grades 11 and 12 is considered the gold standard of secondary programmes, and is accepted by leading universities around the world. In the DP, students are challenged to extend themselves in both their academic and personal development in preparation for college, university or life after secondary school.

## APPROACHES TO LEARNING (ATLS)

The approaches to learning (ATLs) are a set of skills that are essential for success in the 21st century. The ATL categories are:

1. Thinking skills
2. Communication skills
3. Social skills
4. Self-management
5. Research skills

ATLs are common across all three IB programmes. They provide a common language used by students and teachers to reflect on, and articulate, the process of learning. ATLs help students 'learn how to learn'. In secondary school, they are taught in subject specific courses and in our secondary advisory programme. These skills can be learned, taught, and improved with practice.



## The school day.

In secondary school, we have an eight-day rotating schedule designed to maximise teaching and learning time, and minimise disruptions. Subjects are offered at different times of the day across the eight-day schedule, ensuring the same subjects do not always occur on the same day or at the same time.

Every Monday begins with a 50-minute advisory period followed by four 70-minute instructional periods. Tuesday through to Friday, the instructional day begins with a 10-minute advisory period followed by four 75-80 minute periods.

School hours are 8.30am to 3.30pm.





## Secondary school timetable.

### Monday (advisory day)

Advisory	8.30 - 9.20	50 minutes
	9.20 - 9.25	Passing time - 5 minutes
Period 1	9.25 - 10.35	70 minutes
	10.35 - 10.50	Morning break - 15 minutes
Period 2	10.50 - 12.00	70 minutes
	12.00 - 12.05	Passing time - 5 minutes
Period 3	12.05 - 1.15	70 minutes
	1.15 - 1.45	Lunch - 30 minutes
SMART	1.45 - 2.20	SMART - 35 minutes
Period 4	2.20 - 3.30	70 minutes
After school	3.30 - 4.30	Activities*

### Tuesday to Friday

Registration	8.30 - 8.40	10 minutes
	8.40 - 8.45	Passing time - 5 minutes
Period 1	8.45 - 10.05	80 minutes
	10.05 - 10.25	Morning break - 20 minutes
Period 2	10.25 - 11.40	75 minutes
	11.40 - 11.45	Passing time - 5 minutes
Period 3	11.45 - 1.05	80 minutes
	1.05 - 1.35	Lunch - 30 minutes
SMART	1.35 - 2.15	SMART - 40 minutes
Period 4	2.15 - 3.30	75 minutes
After school	3.30 - 4.30	Activities*

\*The school day ends at 3.30pm. Participation in activities is encouraged, but not compulsory.

# IB Diploma Courses.

Students in the DP choose three Higher Level (HL) courses and three Standard Level (SL) courses. They must also complete the IB Core components: Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Activity and Service (CAS).

In most cases both SL and HL courses consist of the same educational aims, core syllabus and curriculum, and assessment models. HL courses typically cover content in more depth and detail, while some will include additional topics (compared to standard level courses).

CIS offers a broad range of subjects. The following courses are available at both standard and higher level (unless indicated) in each of the six subject groups.



<b>Group 1: Studies in Language &amp; Literature</b>	<ul style="list-style-type: none"> <li>• English A: Language &amp; Literature - HL/SL</li> <li>• English A: Literature - HL/SL</li> <li>• Self Taught Language A Literature - SL</li> <li>• Chinese A: Language &amp; Literature - HL/SL</li> <li>• French A: Language and Literature - HL /SL (currently unavailable)</li> </ul>
<b>Group 2: Language Acquisition</b>	<ul style="list-style-type: none"> <li>• English B - HL/SL</li> <li>• Chinese B - HL/SL</li> <li>• French B - HL/SL</li> <li>• Spanish B - HL/SL</li> <li>• Chinese ab initio - SL (online only via Pamoja)</li> <li>• Spanish ab initio - SL</li> <li>• French ab initio - SL</li> </ul>
<b>Group 3: Individuals and Societies</b>	<ul style="list-style-type: none"> <li>• Business Management - HL/SL</li> <li>• Economics - HL/SL</li> <li>• Environmental Systems and Societies - SL</li> <li>• Geography- HL/SL</li> <li>• History - HL/SL</li> <li>• Psychology - HL/SL</li> </ul>

<b>Group 4: Sciences</b>	<ul style="list-style-type: none"> <li>• Physics - HL/SL</li> <li>• Chemistry - HL/SL</li> <li>• Computer Science - HL/SL</li> <li>• Biology - HL/SL</li> <li>• Design Technology - HL/SL</li> <li>• Environmental Systems and Societies (SL)*</li> <li>• Sport, Exercise &amp; Health Science - HL/SL</li> </ul> <p><i>*This is an interdisciplinary subject and can satisfy the requirements for groups 3 &amp; 4.</i></p>
<b>Group 5: Mathematics</b>	<ul style="list-style-type: none"> <li>• Mathematics Applications and Interpretations - HL/SL</li> <li>• Mathematics Analysis and Approaches - HL/SL</li> </ul>
<b>Group 6: Arts*</b>	<ul style="list-style-type: none"> <li>• Music - HL/SL</li> <li>• Theatre - HL/SL</li> <li>• Visual Arts - HL/SL</li> <li>• Film - HL/SL</li> </ul> <p><i>*Students can select an alternate subject for groups 1-4 in place of a group 6 subject.</i></p>
<b>Core</b>	<ul style="list-style-type: none"> <li>• Extended Essay</li> <li>• Theory of Knowledge</li> <li>• Creativity, Activity and Service</li> </ul>

## Subjects and learning areas.

### STEAM

In the DP, STEAM (Science, Technology, Environmental Studies, Arts and Mathematics) is delivered through course work in discrete subject areas.

Students connect their learning in these with practices, elements, design principles, and standards from a range of other disciplines.

The school has invested in the creation of new learning experiences, additional spaces, resources and staff to expand STEAM related offerings for secondary students.

### LIBRARY

The library is a dynamic place and an intrinsic part of daily life at CIS. Our teacher librarians support a lifelong love of reading and writing by offering a vast selection of books and digital media, as well as a range of online educational resources.

Our libraries contain a wide variety of curriculum-related resources which are appropriate for students' ages, cultural backgrounds, and language abilities. Our teacher librarians support classroom instruction and collaborate with teachers in fostering students' research, information literacy, technology, communication, and critical thinking skills.

### DIGITAL LITERACY

Technology at CIS is integrated into classroom activities and the curriculum to provide productive and meaningful 21st century learning experiences.

Our 'One to World' programme ensures our students learn how to think critically and ethically as they harness technology in their learning, behave safely and appropriately online, identify what information is essential online, and use technology as a tool to showcase their skills and talents.





# Outdoor excursions programme.

## EXCURSION WEEK

Excursion week provides students with unique experiential learning opportunities and to make a positive contribution in the world. Our students develop independence, and take positive action to address global issues, and improve the lives of people living within our region.

With a focus on community outreach and service, excursions allow students to participate in a range of activities including house building in Cambodia, or working with NGOs and local charities to help those in need.

Excursion locations for students in grade 11 are Cambodia, Nepal, or Singapore.

## FIELDWORK

Fieldwork in the DP is part of a student's coursework if they take geography, biology or environmental systems and societies. Fieldwork counts towards a student's internal assessment. It serves a distinct purpose: to expand and reinforce concepts and skills that are taught in class. It enriches the study of particular themes within the course, and adds to their knowledge, understanding and awareness, helping to make learning engaging and relevant. As they learn through practical work, students collaborate and develop investigative, analytical and organisational skills.

## SERVICE AND ACTION

At CIS, we value the connections we have with one another as a school community, as well as those we build locally, regionally and globally.

Students participate in local service, where they connect with members of the school and the Singapore community, as well as global service, where they work with regional NGOs and partner organisations. Service activities can be one-time events, year-long or multi-year commitments, and are normally done through the CAS (Creativity, Activity and Service) programme. Students are often involved in leading activities that focus on improving some aspects of school life, or in raising awareness of issues facing the community.

DP students must satisfy the CAS requirements in order to complete the programme.



# Activities.

Activities are an integral part of our school life and student learning. Opportunities are wide in scope, and allow students to discover and develop individual talents and passions - whether sporting, intellectual, creative or service related. Activities bring our students together, encourage the development of skills that facilitate success in group or team environments, and allow them to be successful outside the classroom.

Activities, which include competitive sports, extracurricular (a paid service) and co-curricular (a free service) activities, are offered across three terms each school year.

## COMPETITIVE SPORTS

A range of competitive sports is offered across three terms each school year. Through the Athletic Conference of Singapore International Schools (ACSIS), students represent CIS against other international schools in age-based competitions. Competitive sport requires team trials and player selection, and competitive teams will run based on adequate student numbers.

The following competitive sports, which are seasonal, make up the ACSIS programme:

- Badminton
- Basketball
- Cross country
- Football (soccer)
- Netball
- Rugby
- Touch Rugby
- Swimming
- Tennis
- Track & field
- Volleyball



# Activities.

## ARTS

CIS secondary offers an amazingly broad and vibrant co-curricular arts programme. Students do not need to be studying an arts course to participate.

There are numerous opportunities for creative expression at CIS. Traditional theatre productions provide students with opportunities for on and off stage participation, as well as set, lighting and sound design. Our vocal and instrumental teaching programme offers vocal and music lessons on a number of instruments outside of the academic music curriculum.

Slam poetry, musical celebrations and concerts, fine art studio sessions, and a wide variety of musical ensembles and rock bands provide numerous opportunities for our students to express themselves creatively.

## ENRICHMENT

CIS offers a large selection of enrichment activities that cater to a wide range of skills and interests. Students can choose to join an activity for one season, or continue through all three seasons moving through the different levels available. From Model United Nations (MUN) to TEDx presentations, to yoga and mindfulness, the list is almost endless.

## LANGUAGES (EXTRACURRICULAR)

A range of mother tongue and language acquisition classes are available after school. These classes provide students with an opportunity to support their mother tongue skills, or to learn an additional language that is not included in the regular curriculum. Language classes are a paid service, and are run by independent providers.



## Student guidance, support and wellbeing.

In secondary school, the academic, social and emotional wellbeing of our students is paramount. Our experienced team of counsellors, advisors, school administrators and teachers work collaboratively to support a range of developmental issues related to academics, conflict resolution, crisis management, transition planning and peer interactions.

### ADVISORY PROGRAMME

Each student is assigned an advisor who they meet with each morning. The advisor will be your child's first point of contact. Our advisors provide each student with ongoing interpersonal and academic support throughout the school year.

In addition to delivering the wellbeing curriculum at each grade level, advisors will be instrumental in assisting your child with approaches to learning, goal setting, time management, exam practice and study skills.

### SOCIAL AND EMOTIONAL GUIDANCE

As and when needed, there are opportunities for our students to receive support from our highly trained secondary counsellors, vice principals and school psychologist.

### SMART

For 40 minutes each day, secondary students are engaged in SMART (Students' Maximising Achievement Responsibility on Time). In their SMART block, students participate in a variety of activities designed to encourage independence and self-directed learning. Activities are broad in nature and include service activities, academic enrichment and support, as well as student-led clubs and initiatives such as The Green Machine, Student Council and Model United Nations.



## Student guidance, support and wellbeing.

### UNIVERSITY AND COLLEGE ADVISORY SERVICES

With over 6,000 colleges and universities around the world and an array of entry conditions, admissions requirements and programme prerequisites, the application process can be both daunting and confusing.

Our secondary university advisors are extremely knowledgeable about entry requirements of colleges and universities globally, as well as programme prerequisites, scholarship and bursary opportunities.

Our university advisors are well-connected to the world of university admissions. They have ongoing personal relationships with university admissions officers, attend conferences, conduct site visits and have memberships at a range of professional organisations.

Our goal is to ensure the 'best possible fit' in terms of students and universities, as well as helping students to maximise their chances of gaining acceptance to the university or college of their choice.

Our advisory teachers and university advisors help guide our secondary students so they can:

- Identify future studies and possible career paths
- Decide on university pathways
- Submit university applications

In addition to individual meetings, our university advisors offer presentations and workshops for students and parents, to help in planning and decision making around university choices.

Universities from around the world visit CIS each year to speak with our students and parents.



# Assessment, communication and reporting.

## ASSESSMENT

Assessment serves a number of purposes, including:

- Determining prior knowledge
- Developing student understanding
- Measuring student achievement

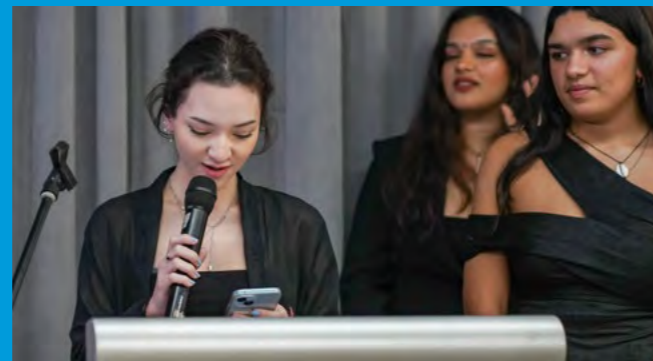
Assessment patterns differ from subject to subject within the DP, however many courses include a coursework, practical or oral component. This means that a student's final grade is based on both work done during the two-year course (grade 11 and 12) and on the grade 12 final examination results.

Exactly what is to be assessed for each course, as well as how it will be assessed, is communicated to students prior to the commencement of a unit of instruction.

## MANAGEBAC

ManageBac is CIS's digital teaching and learning platform. Students access a wealth of 'live' course information that includes their units of study, and details about their assessments and academic progress.

Parents can also access similar information in ManageBac, and follow their child's academic progress as achievement information is added to the progress tab.



# Assessment and communication and reporting.

## REPORTING

Feedback and reporting is structured to support a student's continual growth and improvement against the intended learning outcomes. Students and parents are provided with constructive feedback on all areas of a student's performance through gradebook, report cards and conferences.

The secondary annual reporting cycle includes:

- Two progress reports issued in November and March. Reports include information on student progress, and comments from teachers and advisors. The March progress report includes a numerical grade of 1 through 7.
- Two end of semester reports issued in January and June. These indicate students' academic progress with a numerical grade of 1 through 7 and include an advisor comment.
- Two conferences.

Both progress and semester end reports are available electronically through ManageBac.

## GRADE 12 EXAMINATIONS

Early in the grade 12 school year, students participate in internal 'mock' examinations. Teachers provide students with detailed feedback and guidance based on their results.

Feedback from these mock exams assist students with their exam preparation before they undertake their final DP examinations in May. The May exams, taken over a three week period, represent the culmination of learning in each course (subject).



# Graduation requirements.

While the majority of students pursue the IB Diploma in grades 11 and 12, all students have the opportunity to graduate with a CIS diploma. The CIS Diploma is awarded at the end of grade 12 to students who earn the minimum number of academic credits\* and complete the IB core requirements.

*\*A half credit is earned each semester by achieving a grade of 3 or above*

## CIS Diploma requirements

	Credits
English	4
Mathematics	3
Language Acquisition	3
Sciences	3
Individuals & Societies	3
Physical & Health Education	1
The Arts	1
Design	1
Discretionary credits	6
<b>Total credits</b>	<b>25</b>

## IB core requirements

- Creativity, Activity, Service (CAS)
- Theory of Knowledge (TOK)
- Extended Essay (EE)





## Who to contact.

We understand that selecting a school for your child is a big decision. Our school administrators, counsellors and teachers would be happy to answer any questions you might have.

Whether you are looking for more information, or if you just want to talk to someone about your child and how they will fit in to school life, we are here to help.

### LAKESIDE SECONDARY SCHOOL

Daniel Smith	Secondary Principal
Nicholas Kolenste	Vice-Principal (grades 7-9)
Julie Milligan	Vice-Principal (grades 10-12)
Yongkai Ni	Vice Principal - Chinese
Rebecca Hosick	Middle Years Programme Coordinator
Elsa Baptista	Diploma Programme Coordinator
Rachel Duce	University Advisor
Christopher Joslin	University Advisor
Aaron Mayo	University Advisor
Alexander Ross	University Advisor



Admissions hotline  
**+65 6734 8088**



Inquire  
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# Notes.

## Contact us

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 [www.cis.edu.sg/inquire](http://www.cis.edu.sg/inquire)

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**CIS** Canadian  
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School

