Secondary School

International Baccalaureate Diploma Programme Options

2016-2018
We would like to welcome you to the 2015-2017 IB Full Diploma and Diploma course options book. If you are considering joining the International Baccalaureate programme here at BISI, you are starting off in the right way by reading this first. The school has offered this programme for over 15 years and we find that it is an excellent preparation for courses at universities and colleges all over the world in a wide variety of subject areas. We believe it is the best preparation for those who are moving onto further education, and that the programme produces young adults with a broad academic base, enquiring minds and diverse social interests. Students have left BISI to continue their education at places such as the University of Warwick, University of Toronto, University of Kent, University of British Colombia, and University of New York. We hope the following pages will give you the information you require, but if they do not, please do not hesitate to contact us.

Best wishes

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<td>Turkish A Literature</td>
<td>French B HL/SL Ab</td>
<td>Geography HL/SL</td>
<td>Physics HL/SL</td>
<td>Mathematics HL</td>
<td>Theatre Arts HL/SL</td>
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<td>History HL/SL</td>
<td>Computer Science</td>
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<td>Psychology HL/SL</td>
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Why We Teach the International Baccalaureate Diploma Programme

We teach the IBDP programme because we believe in its mission statement.

“The IB programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessments. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right”.

(IBO Mission Statement 2006)

Furthermore BISI aims to develop in its students the qualities listed in the IB Learner Profile:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
We also believe in the breadth of the IB programme which can be seen from the model below. These subjects in the model are explained in greater detail later on. Central to the programme are Theory of Knowledge (TOK) which challenges students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role knowledge plays in a global society; CAS (Creativity, Action, Service) which encourages students to develop in areas outside the school; and the Extended Essay (EE), a piece of original research on a topic of interest.
The IB Programme at BISI

The two years leading to graduation at BISI are based primarily on courses leading to the IB Diploma exams. Students entering Year 12 will be expected to enrol in six courses in addition to Theory of Knowledge and Personal Health and Social Education (PHSE). These courses will be selected from offerings in Groups 1 to 6. All students must also participate in the school’s CAS programme. **Full Diploma** students take 3 subjects at higher level, 3 subjects at standard level, and do an extended essay. **Diploma Course** students generally take a minimum of 4 subjects at standard level and do not undertake the extended essay. Course selection at this stage in a student’s life entails important decisions and should be made in consultation with parents, teachers and the Key Stage coordinator. These choices must take into account each student’s:

♦ Long-term education and career goals

♦ demonstrated skills and strengths

♦ Current interests.
Entry Requirements for IB Full Diploma and Diploma Course Programmes at BISI

Internal Applicants

Entry to Full Diploma programme

Entry into the IB Full Diploma programme is moderately selective.

Students wishing to study the Full Diploma programme must have demonstrated an academic ability which would enable them to follow the rigorous course of subjects and the core programmes (CAS, Extended Essay and Theory of Knowledge).

Students whom it is felt have not demonstrated this ability may be accepted into the Diploma Course programme, provided that a suitable programme can be offered.

Minimum Requirements for Internal Applicants for the Full Diploma programme

In order to enter the IB Full Diploma programme (Years 12 and 13) students must meet acceptable levels of attainment in the IGCSE programme in Years 10 and 11. The following entry requirements are based on students’ grades in the IGCSE examinations

To do the Full IB Diploma a student will need to have a minimum 6 grade C’s at IGCSE Including at least a C grade in English Language, Mathematics and a Science.

In addition the following criteria and restrictions will apply:

Criteria for Registering for a Higher Level course

A student will need to achieve at least a B at IGCSE to continue the subject at IB Higher level.

The exceptions to this are:

1. To take Maths HL a student must have gained an A* in extended mathematics IGCSE or a B in Additional Mathematics IGCSE or pass a placement test
2. Subjects offered at IB level but not at IGCSE level at BISI will have no prerequisites for initial enrollment. Check with subject teacher about suitability.
3. Business & Management

Final acceptance into the Full Diploma programme will be made at the discretion of the Director of Secondary IB Diploma Coordinator and the Key Stage 5 Coordinator
**Entry to the Diploma Course Programme**

Students may take individual IB Diploma Courses in Years 12 and 13.

To access the subjects chosen at the level of the **IB Diploma Course** programme it is recommended that a student will need to have a minimum of 4 grade C’s at IGCSE, all grades to be gained in the most recent IGCSE examination session and sufficient knowledge of the English language.

Students in this situation will be advised by the IB Diploma Coordinator and the Key Stage 4 & 5 coordinator.

**External Applicants**

Students who have attended other schools are required to sit the CAT3 test and entrance tests in Mathematics, English, Humanities, Science and a foreign language. The school will organise entrance testing days by appointment. Entrance tests are marked by Heads of Department who then advise the IBDP Coordinator on the suitability of the applicants and the level which they should take certain subjects.

*Final acceptance onto a Diploma course or Full Diploma programme will be made at the discretion of the Director of Secondary, the IB Diploma Coordinator and Key Stage 5 Coordinator.*

**Diplomas, Certificates and College/University Acceptance**

Each academic subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the IB Diploma requires a minimum of 24 points and the satisfactory completion of other components. In addition there are certain excluding conditions which apply and bonus points which can be awarded. The maximum Diploma score, including bonuses, is 45 points.

Matrix for the bonus points

<table>
<thead>
<tr>
<th>Theory of knowledge</th>
<th>Excellent A</th>
<th>Good B</th>
<th>Satisfactory C</th>
<th>Mediocre D</th>
<th>Elementary E</th>
<th>Not submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1 + Failing condition*</td>
<td>N</td>
</tr>
<tr>
<td>Good B</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Failing condition*</td>
<td>N</td>
</tr>
<tr>
<td>Satisfactory C</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>Failing condition*</td>
<td>N</td>
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<tr>
<td>Mediocre D</td>
<td>2</td>
<td>1</td>
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<td>Failing condition*</td>
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<td>Elementary E</td>
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If a student successfully completes the Diploma requirements and has taken two languages at A1 level, they will be awarded the Bilingual Diploma. If students do not gain 24 points and/or do not fulfil all the other necessary Diploma Requirements, then they are awarded Certificates in the individual subjects in which they gain a 4 or above.

Good individual subject (Certificate) scores or high overall Diploma totals will open doors in most competitive European, British and North American colleges. Our students have also been successful in college placement in Australia, South Africa and South Korea. Many North American colleges award advanced placements and course credits, for up to one year, based on IB grades. Certificate students gain access to a wide range of universities and colleges in both Europe and North America.

**Transcripts**

Many universities require schools to send transcripts of students’ grades to them upon application. BISI’s transcripts include the Achievement grades for Terms 1, 2 & 3 and the summer examinations in Years 10, 11*, 12 & 13*.

- Summer examinations and term 3 achievements are not recorded on the transcripts
The Academic Subjects

All students must study a range of six subjects, one from each group in the IB Curriculum. For Diploma students three of these subjects must be taken at a Higher Level and three are taken at Standard Level. Course offerings for 2014 - 2016 are set out in the six groups below. Expanded descriptions of each subject are given in separate sections.

Please note that this does not guarantee that all courses will run.

All courses are available at both Higher and Standard Level unless annotated with the following codes: HL = Higher Level, SL = Standard Level.

Group 1 Language A
English A Literature, Language & Literature
Turkish A Literature, Self taught A (SL)

Group 2 Languages B
French B, Spanish B, English B, German B
French Ab Initio SL, Spanish Ab initio SL

Group 3 Individuals and Societies
History, Economics, Geography, Psychology, Business Management

Group 4 Experimental Sciences
Biology, Chemistry, Physics, Sport Science (SL)
Computer Science

Group 5 Mathematics
Mathematics HL, Mathematics SL,
Mathematical Studies SL

Group 6 Electives
Visual Arts, Theatre Arts, Music or a second subject from groups 1, 3 or 4.

The Extended Essay

The Extended Essay (compulsory for IB Full Diploma students only) is an independent research paper of approximately 4000 words in one of the subjects of the IB curriculum. Each student is assigned a supervisor from the school’s teaching staff that will assist and advice with the planning, development and completion of the essay. The Extended Essay provides an excellent preparation for the kind of work required at many colleges and universities. Essays are assessed by an external examiner.

Theory of Knowledge

TOK is a required course for the IB Diploma and the BISI High School Diploma. It focuses on developing skills of critical analysis and thought. In the course each student examines various ways of knowing, including perception, emotion, language, and reasoning and various areas of knowledge, including the arts, mathematics, history, ethics, natural science and human science. At the forefront of discussions and class activities will be the central questions:

♦ How do we know this is true?
♦ What are the problems of knowledge?
♦ What are the links between different ways of knowing and areas of knowledge?
The TOK diagram
The formal assessment of TOK is based upon an essay of 1600 words, which is assessed externally, and a presentation which is assessed internally.

CAS
CAS stands for CREATIVITY, ACTION and SERVICE.
All students should participate in CAS activities for 3 – 4 hours per week for the first six terms of their IB course.
CAS aims to challenge and extend a student by developing a spirit of discovery, self-reliance, as well as additional skills and interests.
All students during the IB years are required to participate in at least one Community Service project and an afternoon activity or personally arranged activity. (Often, IB students initiate their own activities or events that can also form part of their CAS programme.) CAS is an integral part of the IB Programme at BISI, the benefits of which stay with students far beyond their two years at BISI. Completion of CAS is a BISI Graduation requirement.

Personal Health and Social Education (PHSE)
Personal Health and Social Education within the IB years is often determined by current student interests and world issues. The majority of the time is spent in preparation for further education with units on the college/university applications process and college life.
Group 1: LANGUAGE A LITERATURE English and Turkish Higher and Standard Level

AIMS:
The Language A Literature course at both the Higher and Standard Levels is designed to:
1. Develop students’ powers of expression (both oral and written),
2. Introduce students to literature of different genres and from a range of periods and cultures, and to instill in them a lifelong interest in writing of quality,
3. Encourage students to appreciate different cultural perspectives,
4. Give students the skills to analyse literature and make critical and comparative judgments of it.

COURSE CONTENT:
The course offers much variety in the selection of texts for study (thirteen at Higher Level, ten at Standard Level) and focuses on different aspects of literature (works in translation, detailed study, literary genres and new textualities). There are also varied types of assessment (commentaries, essays, oral presentations and an oral examination). Emphasis is placed on in-depth literary analysis and critical personal response.

ASSESSMENT:
Internal:
School-based assessment (oral) 30% of the total assessment

External:
Written assignment 25%
Written examinations 45%

REQUIREMENTS:
Candidates at Higher Level must have a very effective command of the target language. Students with less expressive skill will have difficulty in performing well at Standard Level, and should consider Language A Language and Literature or English B.
Group 1: SELF-TAUGHT LANGUAGE A LITERATURE Standard Level

AIMS:
This course is the same as any other Language A Literature course, but is offered to bilingual students who wish to study their native language and its literature even though it is not offered within the school curriculum. **Students will have to find a suitably qualified tutor.** An Independent Language Coordinator will work closely with the tutor and student to ensure that the requirements of the course are fulfilled. The aim of the course is identical to that of Language A Literature (see page 10).

COURSE CONTENT:
The course content is identical to that for Language A Literature (see page 10).

ASSESSMENT:

Internal:
School-based assessment (oral) 30% of the total assessment

External:
Written assignment 25%
Written examinations 45%

REQUIREMENTS:
Candidates at Higher Level must have a very effective command of the target language. Students with weaker expressive skills are advised to take Standard Level.

Only self-motivated students will be permitted to undertake a Self-taught Language A Literature course, since they must secure a tutor and organise lessons often outside of school time. Students and their tutors will need to liaise with the Key Stage 5 Coordinator to discuss specific requirements.

In certain cases, students may be permitted to study without a tutor, as a Self-taught student; however, Self-taught students may not take Higher Level.

**Please note that payment of tutors for Self-taught Languages is not the responsibility of the school.**
Group 1: LANGUAGE A LANGUAGE AND LITERATURE
Higher & Standard Level

AIMS:
The Language A Language and Literature course at both the Higher and Standard Levels is designed to:
1. Develop students’ powers of expression (both oral and written),
2. Introduce students to both literary and non-literary texts from a variety of genres and media and from a range of periods and cultures, and to instil in them a lifelong interest in writing of quality,
3. Allow students to explore how language develops in specific cultural contexts,
4. Give students the tools which will allow them to analyse a variety of texts and gain an understanding of the role of language in constructing meaning and understanding.

COURSE CONTENT:
The course focuses on both language and literature, and offers much variety in the selection of literary texts for study (four at Standard Level) and focuses on different aspects of literature (works in translation, detailed study). The course also focuses on the study of language in cultural context, and language and mass communication, based on texts from a variety of non-literary sources. There are also varied types of assessment (commentaries, essays, oral presentations and an oral examination). Emphasis is placed on in-depth analysis of both literary and non-literary texts, and critical personal response.

ASSESSMENT:

Internal:
School-based assessment (oral) 30% of the total assessment

External:
Written tasks 20%
Written examinations 50%

REQUIREMENTS:
Candidates at SL must have an effective command of the target language.
The IB Learner
Group 2 language selection for IGCSE students moving into the Diploma Programme.

This applies if the student wishes to continue with the same language they studied as a modern foreign language in the IGCSE programme. The recommendations are:

<table>
<thead>
<tr>
<th>Level studied in IGCSE Programme</th>
<th>Level recommended in Diploma Programme</th>
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<tbody>
<tr>
<td>MFL IGCSE extended Grade A*</td>
<td>Language B HL</td>
</tr>
<tr>
<td>MFL IGCSE extended Grade A</td>
<td>Language B SL, or Language ab initio</td>
</tr>
</tbody>
</table>

**Group 2: LANGUAGE B. French, German, English and Spanish Higher & Standard Level**

AIMS:
The Language B program emphasises the concepts of communication and creative thinking, whether this be written or spoken. The medium of instruction is primarily the language concerned and this offers an intense and rewarding linguistic experience. Knowledge of an additional language is not only useful but also contributes to the 'internationalisation' of students. It develops not only understanding, but also tolerance and divergent thinking.

COURSE CONTENT:
The course involves the regular study of the language itself, its structures, its idioms and vocabulary, not only through the use of text books but also through living material such as newspapers, magazines, films, the Internet and so on. The course will be thematic and some literature will be incorporated at Higher Level and may be included at Standard Level where it relates to the theme.

ASSESSMENT:
Internal:
School-based assessment (oral) 30%

External:
Written examination & Written assignment 70%

REQUIREMENTS:
Three to five years prior study of the language. Please note that native speakers do not qualify for a language B course
Group 2: AB INITIO LANGUAGES. Spanish and French Standard Level

AIMS:
The course is designed for students who have insufficient prior knowledge to follow a Language B programme or those who want to take up a new language. Ab Initio is only open to genuine beginners with no or minimum knowledge of the language. The course aims at developing the student’s ability to communicate in speech and in writing in order to deal adequately with familiar and practical needs.

COURSE CONTENT:
Students will be introduced to the culture of the countries where the language is spoken. The course is thematic and original material, newspaper articles, radio and video programmes are incorporated into the programme, making it a challenging and intellectually stimulating course.

ASSESSMENT:

Internal:
School-based assessment (oral) 25%

External:
Written examination & Written assignment 75%

REQUIREMENTS:
This course is not an easy option for students who have found other languages difficult.
Group 3: Business Management  Higher and Standard Level

AIMS:
The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy.

COURSE CONTENT:

Business organization and environment
Human resources
Accounts and finance
Marketing
Operations management
Business strategy (HL)

ASSESSMENT:

Higher Level:

Internal: School-based assessment (written study) 25%
External: Written examinations 75%

Standard Level:

Internal: School-based assessment (research study) 25%
External: Written examinations 75%

REQUIREMENTS:

An ability to write analytically and produce substantiated evaluations is essential in this course. Students should be able to see the ‘wider picture’ when creative problem solving and making company recommendations. An interest in learning how to undertake a range of financial calculations is vital. Students should be willing to devote a substantial amount of time outside of class to reading case studies and preparing for class presentations.
Group 3: ECONOMICS Higher and Standard Level

AIMS:
The aims of the course are to provide students with a core knowledge of the subject area and to encourage students to think critically about economics. It also promotes an awareness and understanding of internationalism in economics and enables a student to recognise their own tendencies for bias.

COURSE CONTENT:
The core content for Higher Level and Standard Level includes: an introduction to economics, microeconomics, macroeconomics, international economics, and economic development.

ASSESSMENT:
There are three external examination papers for the Higher Level and two for Standard Level. Higher Level:

Internal:
School-based assessment (portfolio) 20%

External:
Written examination 80%

Standard Level:
Internal:
School-based assessment (portfolio) 25%

External:
Written examination 75%

REQUIREMENTS:
An interest in reading newspapers and current affairs magazines and an ability to write analytically and evaluate evidence. Strong mathematical skills are a distinct advantage as assessments comprise complicated calculations.
Group 3 and 4: ENVIRONMENTAL SYSTEMS AND SOCIETIES Standard Level only

AIMS:
ESS is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

CORE CONTENT:
Topics: Foundations of environmental systems and societies, Ecosystems and ecology, Biodiversity and conservation, Water and aquatic food production systems and societies, Soil systems and terrestrial food production systems and societies, Atmospheric systems and societies, Climate change and energy production, Human systems and resource use

ASSESSMENT:
Paper 1 (case study): 25% 1 hour exam
Paper 2 (short answers and structured essays): 50% 2 hour exam
Internal Investigation (individual investigation): 25% 10 hours
Students will also complete a portfolio evidencing a variety of practical work and investigations consisting of 20 hours’ work.

REQUIREMENTS:
Past experience shows that students will be able to study ESS successfully with no background in, or previous knowledge of, environmental studies. Their approach to learning, characterized by the IB learner profile attributes, will be significant here.
Group 3: GEOGRAPHY  Higher and Standard Level

AIMS:
Geography is a dynamic subject focusing on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. The Diploma Programme geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography examines relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

COURSE CONTENT:
Part 1: Core theme—patterns and change (SL/HL). There are four compulsory topics in this core theme.
1. Populations in transition
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability
4. Patterns in resource consumption

Part 2: Optional themes (SL/HL)
There are seven optional themes; each requires 30 teaching hours. Two optional themes are required at SL. Three optional themes are required at HL.
A. Freshwater—issues and conflicts
B. Oceans and their coastal margins
C. Extreme environments
D. Hazards and disasters
E. Leisure, sport and tourism
F. The geography of food and health
G. Urban environments

Part 3: HL extension—global interactions (HL only). There are seven compulsory topics in the HL extension.
1. Measuring global interactions
2. Changing space—the shrinking world
3. Economic interactions and flows
4. Environmental change
5. Sociocultural exchange
6. Political outcomes
7. Global interactions at the local level

ASSESSMENT:
Higher Level:
Internal: School-based assessment (fieldwork) 20%
External: Written examination 80%

Standard Level:
Internal: School-based assessment (fieldwork) 25%
External: Written examination 75%

REQUIREMENTS:
A compulsory, residential field trip may be part of the course.
Group 3: HISTORY  Higher and Standard Level

AIMS:
The selection of medieval and twentieth century options meets the increasing interest of students at BISI. Moreover, it is a sound foundation for training students to understand the nature of historical evidence, to develop the capacity to evaluate evidence and to readjust historical views in the light of new evidence. Finally, it aims to promote the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures; a lasting interest in history; essay writing practice & research skills necessary for university

Depending on student and teacher interest the following options are available:

Standard and Higher Level Paper 1 Source Analysis topics – 1 from the following:
Military leaders; Conquest and its impact; the move to global war; Rights and Protest; Conflict and intervention.

Standard and Higher Level Paper 2 Essay topics – 2 from the following:
Society and Economy (750-1400); Causes and effects of medieval wars; Dynasties and rulers (750-1500); Societies in transition (1400-1700); Early Modern states; Causes and effects of Early Modern wars; Origins, development and impact of industrialization; Independence movements (1800-2000); Evolution and development of democratic states (1848-2000); Authoritarian states; Causes and effects of 20th century wars; The Cold War.

Standard and Higher Level Historical Investigation:
2000 word coursework on a topic of personal interest.

Higher Level Paper 3 Depth Study options – 1 from the following:
History of Africa and the Middle East; History of the Americas; History of Asia and Oceania; History of Europe.

ASSESSMENT:
Higher Level:
Internal: School-based assessment (Historical Investigation) 20%
External: Written examinations (3) 80%

Standard Level:
Internal: School-based assessment (Historical Investigation) 25%
External: Written examinations (2) 75%

REQUIREMENTS:
An ability to write analytically and evaluate evidence critically is essential to success in this course. Students should also be willing to devote a substantial amount of time to reading assignments outside of class in preparation for class lectures and discussions.
Group 3: PSYCHOLOGY  Higher and Standard Level

AIMS:
Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

COURSE CONTENT: Part 1: Core (SL/HL)
- The biological level of analysis
- The cognitive level of analysis
- The sociocultural level of analysis

Part 2: Options
- Abnormal psychology (SL/HL)
- Psychology of human relationships (HL only)

Part 3: Qualitative research methodology (HL only)
- Qualitative research in psychology

Part 4: Simple experimental study (SL/HL)
- Introduction to experimental research methodology

ASSESSMENT:

Higher Level:
Internal: School-based assessment (experimental research study)  20%
External: Written examination  80%

Standard Level:
Internal: School-based assessment (experimental research study)  25%
External: Written examination  75%

REQUIREMENTS:
Interest in the subject, an ability to write analytically and evaluate critically and a good level of mathematics and biology.
Group 4: Physics Higher and Standard Level

AIMS:
This course is designed for students interested in the study of Physics at both a practical and theoretical level. Students develop competence in the collection and analysis of data derived from investigations and laboratory work and also the ability to analyse, evaluate and synthesise scientific information.

COURSE CONTENT
In the course students learn to construct abstract models such as analogies and mathematical systems to explain phenomena, then link these abstract concepts to reality through controlled experiments. Sometimes the experiments lead to constructing models. Standard Level students experience 40 hours of laboratory work and Higher Level students 60 hours. The Standard Level course is a subset of the Higher Level programme and covers the following topics: measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics and energy production. The Higher Level course covers the following additional topics: wave phenomena, fields, electromagnetic induction, quantum and nuclear physics. Students from both Standard and Higher levels study one option from: relativity, engineering physics, imaging and astrophysics.

ASSESSMENT:

Internal:
10 hour individual scientific investigation 20%

External:
Written examinations 80%
Paper 1 – Multiple choice
Paper 2 – Short answers and extended response
Paper 3 – Option and experimental work

REQUIREMENTS:
Entry to Higher Level is for students who have a genuine interest in the subject and who have a strong background in the subject. Students should also have a strong Mathematical background and must be studying Mathematics Standard or Higher level. Physics Standard level builds on the ideas met at IGCSE level and also requires a competency in Mathematics.
Group 4: Chemistry Higher and Standard Level

AIMS:
The aims of the course are to develop the ability to familiarise students with the principles of chemistry and develop analytical and problem solving skills. The course offers a broad and strong foundation on which to study science or medicine-related degrees at university or college.

COURSE CONTENT:
Chemistry is a branch of science in which we study the materials that comprise our environment. We do this by investigating their properties, their composition and the way they react. The course uses practical investigations to complement theoretical aspects.
Standard Level students experience 40 hours of laboratory work and Higher Level students 60 hours.
The Standard Level course course contains the following topics: stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetic/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and data processing.
Higher Level students study the core topics and additional topics including: atomic structure, metals, chemical bonding and structure, energetic/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and analysis.
In addition, all students complete one topic from the following options:
Materials
Biochemistry
Energy
Medicinal chemistry

ASSESSMENT:

Internal:

REQUIREMENTS: Entry to Higher Level is for students who have a strong background in the subject. Students will often be expected to solve problems requiring a good level of Mathematics. To take the Standard Level course requires some background knowledge along with a genuine interest.
Group 4: Biology Higher and Standard Level

AIMS:
Biology is based on the experimental study of living organisms. It forms an introduction to many disciplines of further study, including medicine, veterinary medicine, dentistry, agriculture, forestry, fisheries, nursing, and pharmacy. There is an emphasis on Biochemistry and the more abstract aspects of the subject. It is therefore suitable to the science specialist, who might go on to further Biological studies at university. The Standard Level course is designed to meet the needs of a more varied group of students, typically a non-science specialist who does not necessarily need preparation for higher level university science courses.

COURSE CONTENT:
For Higher Level and Standard Level the course is divided into seven broad areas: Cell biology
Molecular biology
Genetics
Ecology
Evolution and biodiversity
Human physiology

Additional Higher Level topics:
Nucleic acids
Metabolism, cell respiration and photosynthesis
Plant biology
Genetics and evolution
Additional human physiology

Classes will also complete one option from the following topics: neurobiology & behaviour, biotechnology & bioinformatics, ecology & conservation and human physiology.

ASSESSMENT
Internal:
10 hour individual scientific investigation 20%

External:
Written examinations 80%
Paper 1 – Multiple choice
Paper 2 – Short answers and extended response
Paper 3 – Option and experimental work
The theoretical aspects of the course are supported with 40 hours laboratory work for SL students and 60 hours for HL students.

REQUIREMENTS:
Entry to Higher Level is for students who have a genuine interest in the subject and who have a strong background in the subject. To take the Standard Level course requires some background knowledge along with a genuine interest.
Group 4: Computer Science          Higher and Standard Level

AIMS:
Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach.

COURSE CONTENT
In the course students learn about the role of; System fundamentals
Computer organization
Networks Computational thinking
Abstract data structure (HL only)
Resource management (HL only)

One option from databases, modeling and simulation, web science or programming.
Both the core and option topics are taught throughout the first year and should prepare students for their Group 4 Project at the end of Year 1.
Throughout the first year, students are assessed through a series of short practical projects, investigations and reports. The Standard Level course is a subset of the Higher Level programme.

ASSESSMENT:                     SL    HL

Internal:
School-based assessment (practical and Group 4 project)  30%  20%

External:
Written examination                  70%  80%
Two Papers (SL) & three papers (HL)

REQUIREMENTS:
Past experience shows that students will be able to study computer science at SL successfully with no background in, or previous knowledge of, computer science. Their approach to study, characterized by specific IB learner profile attributes—inquirers, thinkers and communicators—will be significant here.
The study of computer science at HL demands a higher level of problem-solving skills and the ability to understand and manipulate abstract concepts, some exposure to programming is desirable.
Group 4: Sports, Exercise and Health Science

AIMS:
This course is designed for students interested in the role of the sport and exercise scientist who, regardless of the athletic event, should be equipped with the necessary knowledge to be able to perform this task competently. Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sport and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and well-being.

COURSE CONTENT
In the course students learn about the role of;
Anatomy
Exercise physiology
Energy systems
Movement analysis
Skill in sport
Measurement and evaluation of human performance

Two options from- optimizing physiological performance, psychology of sport, physical activity and health, nutrition for sport and health
Both the core and option topics are taught throughout the first year and should prepare students for their Group 4 Project at the end of Year 1
Throughout the first year, students are assessed through a series of short practical projects, investigations and reports.

ASSESSMENT:

Internal:
School-based assessment (investigation & Group 4 project) 24%

External:
Written examination 76%
Three Papers

The course requires 40 hours of practical / experimental work.

REQUIREMENTS:
Past experience shows that students will be able to study a group 4 science subject at SL successfully with no background in, or previous knowledge of science. Their approach to study, characterized by the specific IB learner profile attributes, inquirers, thinkers and communicators will be significant here.
Group 5: MATHEMATICAL STUDIES  Standard Level

AIMS:
This course is aimed at students who are going to university or college, but to pursue a subject that does not involve mathematics or is not mathematically based. In this course, the skills needed to cope with the mathematical demands of a technological society are developed. A research project is a requirement.

COURSE CONTENT:
Candidates will cover the following topics:
Number and algebra; sets and logic; geometry and trigonometry; statistics and probability; functions; financial mathematics, and introductory calculus.

ASSESSMENT:
Internal:
School-based assessment (project)  20%

External:
Written examination  80%

REQUIREMENTS:
A reasonable level of mathematical knowledge.

Group 5: MATHEMATICS  Standard Level

AIMS:
This is a demanding program containing a wide variety of mathematical topics aimed at providing a sound mathematical basis for those students who plan to study subjects such as chemistry, economics, geography or business administration in the future.

COURSE CONTENT:
Mathematics SL is a subset of the Mathematics Higher Level course. The candidates will cover the following topics:
Number and algebra; functions and equations; circular functions and trigonometry, calculus; matrices; vector geometry; statistics and probability.

ASSESSMENT:
Internal:
School-based assessment (1 mathematical exploration task )  20%

External:
Written examination  80%

REQUIREMENTS:
A sound background in mathematics.
Group 5: MATHEMATICS  Higher Level

AIMS:
This course aims to provide stimulation and challenge for those with a genuine interest in the subject and to fulfil the mathematical need for future studies in physics, engineering, technology, or mathematics.

COURSE CONTENT:
Mathematics HL covers all the material in Mathematics SL but goes into more depth. It also covers additional material. The following topics will be covered:
Number and algebra; functions and equations; circular functions and trigonometry; calculus; matrices; vector geometry; statistics; probability. The option topic covered is statistics and - probability.

ASSESSMENT:

Internal:
School-based assessment (1 mathematical exploration task) 20%

External:
Written examination 80%

REQUIREMENTS:
This is a very demanding course for candidates with an extremely strong background, interest, and ability in mathematics. See criteria for registering for higher level courses for more information.
Group 6 The Arts and Electives

Study of the Arts enables students to develop skills necessary for success in a wide range of careers. The so-called market attaches high value to creativity, synthesis, and design. The Arts offer us the opportunity to develop these skills along with space for expression, communication, exploration, imagination. Education in the Arts underpins student problem-solving and critical thinking skills, adding significantly to academic achievement, school success, personal development, and readiness for the adult world.

The most compelling reason to study the Arts, however, is that they are there. They occupy a central place in human activity: Without them we would know little of ourselves or our place in the universe, and little of beauty, pleasure, and love.

In the IB Diploma students choose one subject from each of six academic groups. Students may choose a second subject from groups 1,3 or 4, that is, an additional language, humanities or science subject, as an alternative to Group 6, the Arts. This means that they can, for example, access a particular University course or career that requires a specific combination of subjects.

Great care should be taken, however, when making this choice, because the wrong selection could compromise a well-rounded education. Students should think hard before dropping an Arts subject, perhaps to prepare for a career they may not end up having.

In addition, Arts subjects at IB are assessed almost entirely through work submitted during the course, such as recitals, exhibitions, or theatre performances. This can significantly lessen the pressure students feel during the run-up to exams in year 13.

The Arts subjects offered for study at BISI in years 12 and 13 sometimes vary according to the number of students wishing to study them.
Group 6: VISUAL ARTS Higher and Standard Level

AIMS:
The study of the visual arts provides students with the opportunity to develop a critical and personal view of themselves in relation to the world. Today, learning and practice in the visual arts extends beyond traditional boundaries to connect many areas of study and human experience. Learning in the visual arts covers a wide variety of expressive forms from a variety of cultural contexts to produce an individual, personal body of work.

COURSE CONTENT:
The Visual Arts course has two components.

Part A - Studio Work
Studio Work consists of practical, experimental and alternative exploration and artistic production. The course culminates in a final exhibition consisting of twelve to eighteen of the student’s best studio works.

Part B – Investigative Workbooks.
The investigative workbook consists of independent, critical research and analysis, based on more than one culture, in visual and written form. The content of the workbook shows direct correlation to studio work and will demonstrate planning, documentation of process, reflection, exploration of media, and research into a wide range of contemporary artists.

ASSESSMENT:

<table>
<thead>
<tr>
<th>Part</th>
<th>Studio (Practical Work)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Part B</td>
<td>Investigation workbook</td>
<td>40%</td>
</tr>
</tbody>
</table>

At the end of the second year the students prepare an exhibition that is assessed by an external examiner. In addition, there is a 30 to 45-minute interview with the examiner, during which candidates discuss the content of their work. Research workbooks are internally assessed and moderated externally by the IBO. There is no formal written examination.

REQUIREMENTS:
This course requires initiative, commitment, imagination, self-discipline, self-motivation, a passion for the art-making process and the ability to generate work independently.
Group 6: THEATRE Higher and Standard Level

The aims of the theatre course at SL and HL are to enable students to:

- enjoy lifelong engagement with the theatre
- become informed, reflective and critical practitioners
- understand the dynamic and changing nature of the theatre
- explore and value the diversity of the theatre across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.
- explore theatre in a variety of contexts and understand how these contexts inform practice
  (theatre in context)
- understand and engage in the processes of transforming ideas into action (theatre processes)
- develop and apply theatre production, presentation and performance skills, working both
  independently and collaboratively (presenting theatre)

- For HL only:
- understand and appreciate the relationship between theory and practice (theatre in context,
  theatre processes, presenting theatre)

Assessment tasks SL HL

External assessment

Task 1: Solo theatre piece (HL only 35%)

Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their
theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory

Task 2: Director’s notebook (SL 35% and HL 20%)

Students at SL and HL choose a published play text they have not previously studied and develop ideas
regarding how it could be staged for an audience.

Task 3: Research presentation (SL30% and HL20%)

Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in
which they outline and physically demonstrate their research into a convention of a theatre tradition they
have not previously studied.
Internal assessment

Task 4: Collaborative project (SL35% and HL25%L)

Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice
Group 6: MUSIC Higher and Standard Level

AIMS:

This course will give students an opportunity to explore and enjoy a wide range of musical styles and genres. Students engage their musical skills with academic and practical work. They will be encouraged to develop their talents as musicians to the full.

COURSE CONTENT:

Higher level

The Higher Level course is open to any student who wishes to pursue the study of music in depth. The student must be prepared to sing or play an instrument, to compose music in styles of their choice, and be willing to engage with any kind of music. Performance and composition are assessed internally (25% each), and Musical Perception and Analysis is assessed through written coursework (20%) and a listening exam (30%).

Standard level

The options at Standard level are designed for the student who takes pleasure in music and wishes to develop skills and aptitudes that can be useful in a wide range of careers. Written coursework and the listening exam feature in the course in reduced form.

Option 1 Solo Performance 50% of the course is assessed through solo performance and the remaining 50% through Musical Perception and Analysis.

Option 2 Group Performance 50% of the course is assessed through group performance (for example a rock band or an a capella vocal group, but any ensemble where the student plays a full role is acceptable), the remaining 50% through Musical Perception and Analysis.

Option 3 Composition 50% of the course is assessed through a composition portfolio and the remaining 50% in Musical Perception and Analysis.

REQUIREMENTS:

The ability to read music is helpful. New students should consult the Music Department to decide which option is most suitable.
Deadlines for changing between subjects and levels

While we hope that students will have their choices finalised by the end of Year 11, it is recognised that students may have a change of plan over the long holiday or after commencing the Diploma programme. It is possible to switch subjects and/or levels in the first few weeks of the programme. The time limit on this varies from subject to subject because of the nature of the individual subjects. Please see below for a guide to these deadlines.

Group 1 and 2: Languages A1
Change from A1 HL to A1 SL anytime in Year 12
Change from A1 SL to A1 HL should be as soon as possible, but up until December of Year 12

Group 2: Language B and ab initio
Changes between or to an ab initio language can happen only up to week 4 of term 1 in Year 12
Changes between or to a language B should happen by October of Year 12.
From HL to SL or SL to HL can be any time during Year 12 as per individual case.

Group 3: Individuals and Societies
Changes between subjects need to happen in the first 4 weeks of term 1 in Year 12.
Changes from SL - HL:
History, by the end of September of Year 12
Geography, by the end of October of Year 12
Economics by the end of November of Year 12
Psychology by the end of Year 12
STUDENTS CONSIDERING CHANGING WOULD BE STRONGLY ADVISED TO ATTEND HL LESSONS BEFORE THESE CUT OFF POINTS.
Students can change from HL to SL at anytime

Group 4: Experimental Sciences
Changes between any Science subjects should be done in the first 4 weeks of term 1 in Year 12. Changing from SL to HL in a Science subject should be done by the end of November of Year 12. Changing form HL to SL in a Science subject can be done at any time before the end of Year 12.

Group 5: Mathematics
Changes from SL to HL or from Studies to SL need to happen in the first 4 weeks of term 1 in Year 12.
Changes from SL to Studies must happen before students start working on the statistics unit and their project, which is end of term 1 of Year 12 at the latest, preferably earlier.
Changes from HL to SL: By the end of Year 12.

Group 6: Arts
The latest date for joining any of the Arts courses should be by week 4 of term 1 of Year 12. Changing from SL to HL;
Visual Arts, by the end of Year 12
Music and Theatre Arts, by the end Term 2 of Year 12