



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI
A NORD ANGLIA EDUCATION SCHOOL



Diploma
Programme



Pearson
BTEC

THE SENIOR SCHOOL PROGRAMME



OUR PROMISES

Learning To Thrive

Your family will join an inclusive and diverse community where your child will thrive and experience life-changing opportunities that promote creativity, critical thinking, social responsibility and cultural awareness.

Create Your Future

Your child will leave our school with everything they need for success – whatever they choose to be or do in life.

Unlock Your Child's Potential

Our values and ethos enable us to foster and nurture a personalised learning experience for your child driven by our gifted, passionate, trailblazing and highly qualified teachers.

Our Vision

“Empowering & enriching lives for future success”

Our Mission

“Our mission is to create world class learning experiences that recognise and nurture empathetic, resilient and talented individuals.”



OUR VALUES

Kindness

Honesty

Respect

CONTENTS

Principal's Welcome	5
Life Beyond the Classroom	7
Three Pathways to Your Future	8
IB Learner Profile	10
Entry Requirements	12
Personal Responsibility.....	13
University Destinations & Results	14
Curriculum Subject Overview	16
Group One: Studies in Language & Literature	
Language A:	
Language & Literature - English.....	18
Group Two: Language Acquisition	
Language B	20
Language ab initio.....	21
Group Three: Individuals & Societies	
Business Management.....	22
Economics.....	23
History	24
Geography.....	25
Psychology	26
Group Four: Sciences	
Biology	28
Environmental Systems & Societies.....	29
Chemistry.....	30
Physics.....	31
Sports, Exercise & Health Science	32
Computer Science	33
Group Five: Mathematics	
Analysis & Approaches	34
Applications & Interpretation	35
Group Six: The Arts	
Visual Arts	36
Music	38
Theatre.....	39
BTEC	
Introduction	40
Interesting Facts	41
A guide to BTEC	42
Core Elements	
Creativity, Activity, Service.....	46
Theory of Knowledge	47
Extended Essay	48
Assessment requirements.....	49
Notes.....	53



A GLOBAL PASSPORT TO FURTHER EDUCATION

A welcome from the Principal.

In the summer of 2015, our school's first Year 13 classes posed for their graduation photograph on the lawn outside the school. There were just twenty students in that splendid photograph, students who have now completed their university study and are gainfully employed in the exciting world of work. Since then, the BIS Abu Dhabi Senior School has grown at an astonishing rate – today nearly 200 students in Years 12 and 13 are at work in our Senior School, diligently preparing themselves for a life beyond school.

Much has changed in the intervening period. The International Baccalaureate Diploma Programme (IBDP) remains at the heart of our Senior School offer but the IBDP is just one course that our students have to choose from as they consider their pathway to university. In addition to the IBDP, we now offer a BTEC course, alongside aspects of the IBDP which provides a deeply personalised route for all our students. Our school has always prided itself on our capacity to provide a truly personal experience for students and this is never truer as students reach our Senior School.

Our vastly experienced Senior School team will meet with each student to discuss their plans, their hopes and their dreams, and alongside the student and their family, we will prepare a personalised timetable which will support their future goals. Sometimes students have a specific aim in mind, others still need a broad education and want to keep their options open – either way, we have a pathway to suit their needs.

This is an exciting time in a student's education, as universities all over the world are within their grasp and as they seek to pursue their own passions, passions that they may well develop later into exciting and rewarding careers. Whatever pathway your daughter or your son

chooses, they will develop a range of skills, qualities and attributes that will help them as their focus turns to further education and the world of employment: I hope that this guide will help them to find the right path.

Being a BIS Abu Dhabi Senior School student is about more than academic study though. Whilst we expect hard work in the classroom, we also expect our Senior School students to involve themselves in all aspects of our school community – and they do! Senior School students plan part of our annual House Day, they compete in local and international sports competitions, they take on-stage and behind-stage roles in our school productions, they lead our community events, and they act as role models for our younger students in countless ways. A BIS Abu Dhabi experience in Years 12 and 13 is an exciting and varied one!

In the years since 2015, graduates from our school have found themselves in every corner of the globe, at some of the world's finest academic institutions – we are very much looking forward to supporting your family as you embark on this exciting journey.

With warm regards,

Alan Cocker
Principal





Matt's
MILK
SHAKES

LAUNDRY
MATIC.

Welcome

CONVENIEN

BAR
SHO

TELEPHONE



LIFE BEYOND THE CLASSROOM

Being a Senior School student in our school isn't entirely about study. At BIS Abu Dhabi we believe in empowering students to make the most of their many talents and enjoy the world class opportunities that we provide for them.

From international trips to Iceland and Tanzania, to football and netball matches with local schools, our Senior students take part and lead in all areas of school life.

In the Autumn of 2022 we were crowned BSME Sports Under 19s champions and our Senior School students have a proud record of representing the school in many sports, including at the world-renowned Dubai 7s Rugby Tournament. Students also lead co-curricular activities, helping to coach and inspire younger students in the school.

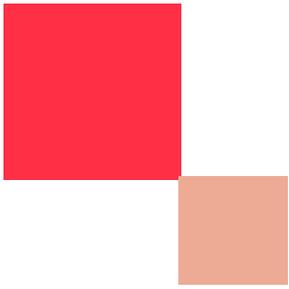
Senior School students also take leading roles in Arts events such as Bugsy Malone (2023) and perform in our Senior Choir. They support our annual Young Leaders Conference and take part in Model United Nations debates all over the world – including at the United Nations Headquarters in New York!

Closer to home, over 200 BIS Abu Dhabi students are now enrolled in the Duke of Edinburgh Award scheme, a programme to encourage service to others and a spirit of adventure and many of the Senior School students are working towards their Gold Award at this time.

Senior School students often find some peace and quiet in our Library or in their very own Senior School Academy and when it is time to unwind a little, students can head to the Hub, our school café where refreshments await.



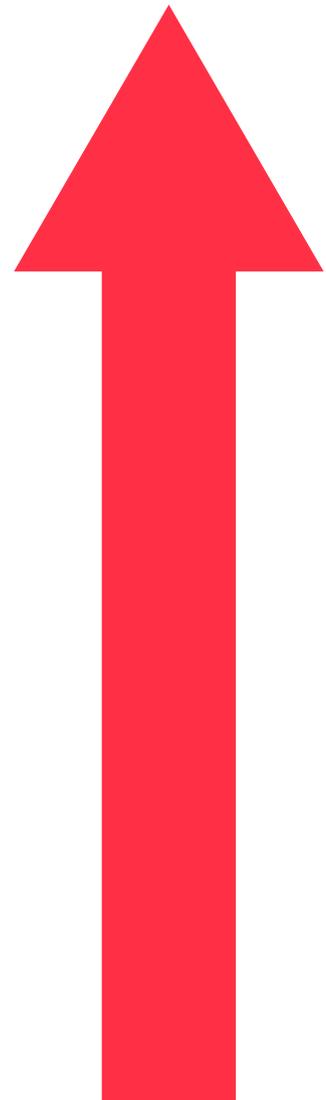
THE THREE PATHWAYS TO YOUR FUTURE



Route 1: The full IB Diploma Programme

Route 2: A BTEC Course alongside individually selected aspects of the IB Diploma Programme

Route 3: IB Diploma Programme Courses, tailored to individual requirements

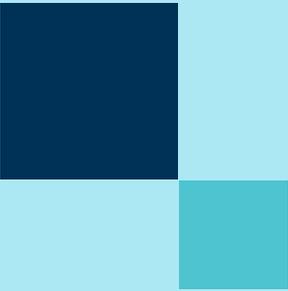




“ I’ve always dreamt of performing in an orchestra on a world-stage. Completing the IB Diploma Programme and performing in ‘Bugsy Malone’ paved my way to Berklee School of Music. I am excited to keep chasing my dream! ”

Sebastien, Graduate of Class of 2023





THE IB LEARNER PROFILE

Whatever route through our Senior School a student chooses, we expect them to live up to the aims of the International Baccalaureate Learner Profile which are to

- Develop internationally minded people
- Recognise the common humanity and shared guardianship of the planet
- Help to create a better and more peaceful world

These aims were established in Geneva in 1968 as the International Baccalaureate programme was established and at the British International School of Abu Dhabi, we believe strongly that all of our students should have the same aims.

THE IB LEARNER PROFILE

The profile aims to develop learners who are:

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 doing so, 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 recognise 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 a 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 also 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.

ENTRY REQUIREMENTS

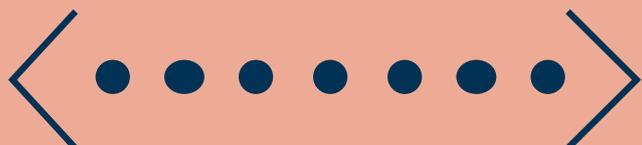
A BIS Abu Dhabi student is 'one of us' and we expect all of our Year 11 students to remain in our care as they complete their secondary education. GCSE results play an important part in their next steps but so do attitude, character and personal interests.

Each student is treated as an individual when it comes to joining our Senior School. To join the full IB Diploma Pathway we expect students to have achieved an average GCSE grade of about 5.0. Some Higher Level subjects in the IB have particular admissions standards – Maths, Chemistry and Physics are particularly challenging at Higher Level for instance and students would be expected to have achieved very strong GCSE grades in those subjects.

To join the BTEC Pathway with some additional IB courses we expect students to have achieved at least 5 GCSEs and to display an enthusiasm for the BTEC Pathway they select.

To join the IB Courses Pathway we expect students to have a particular enthusiasm and a clear idea of their route to university. We can help to piece together a curriculum to enable students to achieve their ambitions.

PERSONAL RESPONSIBILITY



PERSONAL RESPONSIBILITY

Whatever route through our Senior School you choose, you will be required to take responsibility for your own learning in ways that you have not done before so that you are effectively prepared for independent life at university and beyond.

Academic honesty

Academic Honesty is a topic that is very important for students, especially given the opportunities, ambiguities and temptations that research using the internet provides. Students will spend a lot of time researching as part of both the BTEC and the IB programme and we will teach them how to reference and acknowledge sources correctly. This includes teaching students about the positive and 'honest' ways in which they can use artificial intelligence. We will make sure that common pitfalls are avoided so that students are prepared for the kind of research they will be asked to carry out at university or college.

Dress code

We have a dress code rather than a uniform for Senior School students and we hope students will appreciate the freedom that this provides. Students will be expected to dress appropriately for a working environment. For boys, this means a formal shirt and tie, along with smart trousers and shoes. For girls, it means similarly formal business attire. We ask students to apply common sense and respect for local customs and standards to avoid having a long and complicated set of rules.

Study periods (WIN - What I need)

Some study periods will be built into the programme; however, we will not tell students exactly how to use them. Our courses are demanding and students will discover that they will need to use some, if not all study periods to ensure they manage their workload. We will help by providing a good working environment and encouraging students to manage their time effectively - an important life skill that will help them beyond school.

Attendance

Students will be expected to maintain at least 95% attendance at school. This is to ensure that they are able to competently cover the academic material needed to succeed in their chosen pathway. In addition, students are expected to be punctual to school and lessons.

Student conduct

We expect our Senior School students to always conduct themselves in a mature manner, as representatives of the school in the wider community and as role models to our younger students.



UNIVERSITY DESTINATIONS 2016-2023

UK

Brunel University
 Cardiff University
 Central Saint Martins, University of the Arts London
 City, University of London
 Goldsmiths, University of London
 Imperial College London
 King's College London*
 London School of Economics
 Loughborough University
 Manchester Metropolitan University
 Newcastle University
 New College of the Humanities, London
 Point Blank Music School London
 Queen Mary, University of London*
 University College London*
 University of Brighton
 University of Bristol
 University of Central Lancashire
 University of Durham*
 University of Edinburgh
 University of Exeter*
 University of Essex
 University of Glamorgan
 University of Leeds
 University of Leicester*
 University of Manchester
 University of Oxford*
 University of Sheffield
 University of Southampton
 University of Surrey
 University of Sussex
 University of St. Andrews
 University of Swansea
 University of York*
 University of the West of England, Bristol
 University of Warwick*

US AND CANADA

Arizona State University*
 Boston University
 Carleton University
 Dalhousie University*
 Loyola Marymount University
 New York University*
 McGill University, Canada
 University of British Columbia
 University of Calgary
 University of California, San Diego
 University of Houston
 University of Massachusetts
 University of Texas*
 University of Pittsburgh*
 University of Tampa
 University of Toronto*
 York University, Canada

ASIA

National University of Singapore
 City University Hong Kong
 Hong Kong University of Science and Technology

AUSTRALIA AND NEW ZEALAND

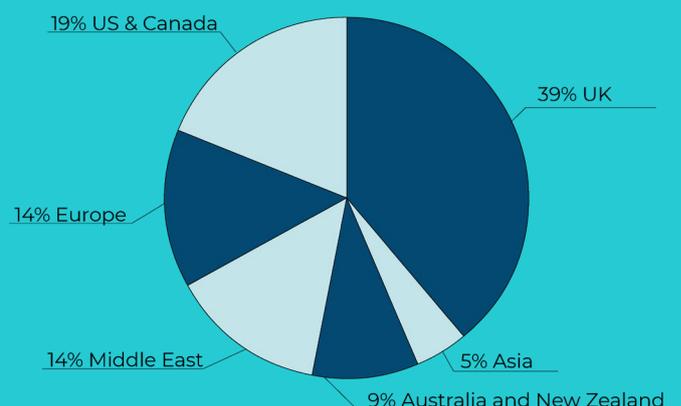
Flinders University
 James Cook University
 Monash University
 University of Auckland
 University of New South Wales, Sydney*
 University of Otago*
 University of Melbourne
 University of Queensland*
 University of Sydney
 University of Wollongong
 University of Western Australia
 Victoria University

EUROPE

Charles University, Prague
 E.C.A.M Ecole Catholique d'Arts et Métiers, France
 Erasmus University Rotterdam, Netherlands*
 Leiden University, Netherlands
 Les Roches International School of Hotel Management
 Maastricht University, Netherlands
 McDaniel College, Hungary
 Pécs University, Hungary
 Semmelweis University, Hungary
 Swiss Federal Institute of Technology, Switzerland
 Trinity College Dublin
 University of Amsterdam
 Université catholique de Louvain, Belgium
 University College Dublin
 University of Amsterdam*
 University of Bucharest
 University of Groningen, Netherlands*
 University of Warsaw, Poland
 Queen Mary University, Malta

MIDDLE EAST

American University Beirut, Lebanon
 American University Dubai
 American University Sharjah*
 Emirates Aviation University, Dubai
 Khalifa University, Abu Dhabi
 Middlesex University Dubai*
 MBRU, Dubai
 Paris Sorbonne Abu Dhabi*
 RCSI Bahrain
 SAE Institute Dubai
 UAE University, Al Ain
 University of Sharjah
 University of Jordan
 Zayed University, Abu Dhabi



* More than one student attends this University

FROM BIS ABU DHABI TO THE WORLD!

Senior School students from BIS Abu Dhabi have gained admission to universities all around the world. These include well known European and American institutions such as Oxford University and the University of British Columbia, in addition to prestigious universities all over Latin America, Asia, Australia and New Zealand.

We offer a great deal of support to students as they make their university choices and later, their applications. It is important that students

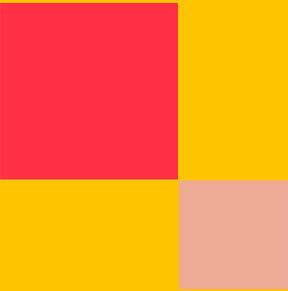
understand that their selections now can affect their university applications later and that they listen carefully to advice given and make the most of opportunities such as the various University Fairs that we offer.

ACADEMIC RESULTS

Since our first cohort of IBDP students graduated in 2015, this school has prided itself on high academic standards and having prepared its students well for their next steps. Our students have consistently outperformed world averages

in the IB for instance and we have a strong record of helping students to achieve over 40 points in the IB – several have even achieved the maximum score of 45 points!





IB DIPLOMA CURRICULUM SUBJECT OVERVIEW

Students must choose one subject from each of groups 1 to 5, ensuring a breadth of experience in languages, social studies, the sciences, and mathematics.

The sixth subject may be an arts subject chosen from group 6, or another subject from groups 1 to 4. At least three, and not more than four subjects are taken at Higher Level, the others at Standard Level.

The following are subjects offered at The British International School Abu Dhabi.

IB DIPLOMA COURSES AND BTEC CURRICULUM SUBJECT OVERVIEW

Group One

Studies in Language and Literature
Language A: Language and Literature in English

Group Two

Language Acquisition
Language B, designed for students with some previous learning of a language (in Arabic, English, French, Spanish or German)
Language ab initio, for students with little or no experience of the language (in French, German or Spanish)

Group Three

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

Group Four

Sciences
Biology, Chemistry, Physics, Computer Science, Environmental Systems and Societies and Sports, Exercise & Health Science

Group Five

Mathematics
Mathematics: Analysis and Approaches
Mathematics: Applications and Interpretation

Group Six

The Arts
Visual Arts, Music, Theatre
or a second choice from groups 1 to 4



LANGUAGE A: LANGUAGE AND LITERATURE

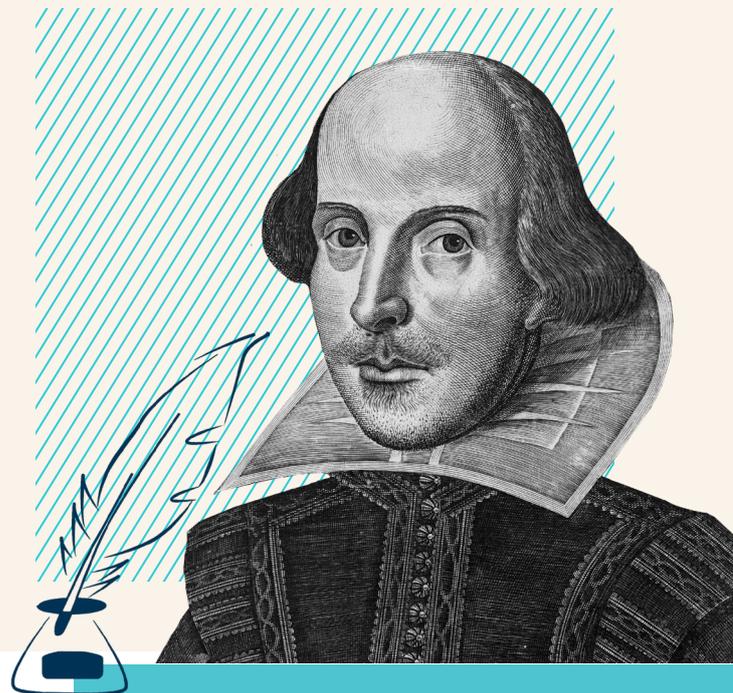
English

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the Language A: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The Language A: Language and Literature 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. The course is designed to be flexible. Teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills.

An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Language and Literature course does not limit the study of texts to the products of one culture or the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.





LANGUAGE B

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either Standard Level (SL) or Higher Level (HL). The main focus of the course is language acquisition and the development of language skills through the study and use of a range of written and spoken material.

Such material will extend from everyday oral exchanges to literary texts and will be related to the target cultures. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding.

The study of an additional language adds to the international dimension of the Diploma Programme. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s).

With this awareness, a greater respect for other people and the way in which they lead their lives is fostered. Through the study of authentic texts, students investigate and reflect on cultural values and behaviours.

The Language B course seeks to develop international understanding and foster a concern for global issues, as well as raise students' awareness of their own responsibility. It also seeks to develop students' intercultural awareness.

The five broad areas of study are:

- Identities
- Experience
- Human Ingenuity
- Social Organisation
- Sharing the Planet

Writing – HL (450-600). SL (250-400).
Reading comprehension, listening comprehension, speaking.

Arabic B SL/HL is taught as one of the 6 IB DP subjects and it covers the Ministry requirements and the ADEK exam in Y13 for the equivalency.



LANGUAGE AB INITIO

Ab initio is a Latin phrase that means “from the beginning.” The Language ab initio course is designed for students with little or no prior experience of the language they wish to study. The final decision regarding the appropriateness of the course for which students are entered is taken by the IB DP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them. The most important consideration is that the Language ab initio course should be a challenging educational experience for the student.

The course is available at Standard Level (SL) only in French, German and Spanish.

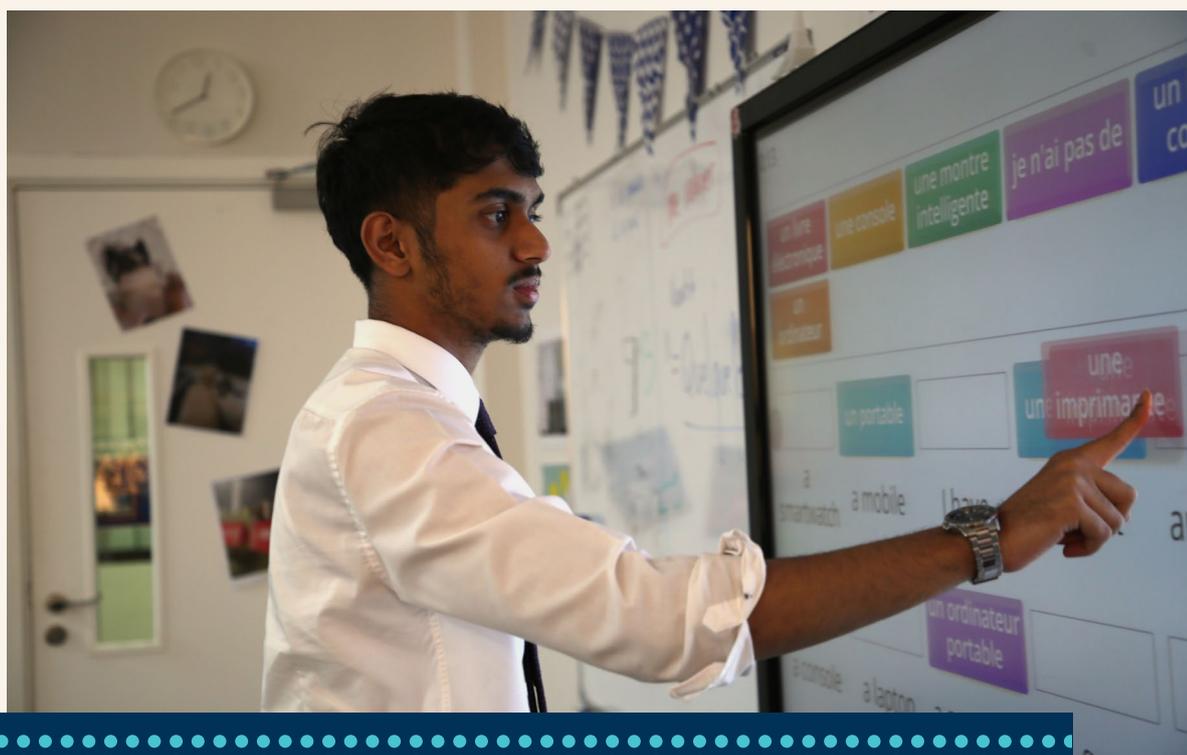
The Language ab initio course is organised into five broad topics:

- Identities
- Experience
- Human Ingenuity
- Social Organisation
- Sharing the Planet

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a range of everyday situations.

The study of an additional language adds to the international dimension of the Diploma Programme. Intercultural understanding is a major cohesive element of the syllabus in Language ab initio. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other people and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours.

The course's five broad themes are well suited to fostering an international perspective. They seek to develop intercultural understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility.



BUSINESS MANAGEMENT

Business Management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on, and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organisation and of the transformation of resources.

The Diploma Programme Business Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organisations and activities and the cultural and economic context in which business operates.

Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The Business 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.

The ideals of international cooperation and responsible citizenship are at the heart of the IB Diploma Programme. The course encourages the appreciation of ethical issues, and creative problem-solving in the global business environment. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent, multicultural world. The Business Management course will contribute to students' development as critical and effective participants in local and world affairs.



ECONOMICS

Economics is a dynamic social science, forming part of Group 3 - Individuals and Societies. The study of Economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a Social Science, Economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme Economics course emphasises the economic theories of Microeconomics, which deal with economic variables affecting individuals, companies and markets, and the economic theories of Macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum - rather, they are to be applied to real-world issues.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The Economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.



HISTORY



History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students of History should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers.

In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of History should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of History both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

The History IB Diploma Programme course fosters an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgements of, different cultures, political systems and national traditions.

The content of the History course is intrinsically interesting, and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

The international perspective in the IB Diploma Programme History course provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.



GEOGRAPHY

Geography is a dynamic subject that is firmly grounded in the real world and focuses 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. These may be defined on a variety of scales and from a range of perspectives.

Within Group 3 subjects, Geography is distinctive in that it occupies the middle ground between Social Sciences and Natural Sciences. 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 takes advantage of its position between both these groups of subjects to examine 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.

The Geography course examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies on a variety of levels, from local to regional, national and international. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

The optional themes covered in this course will be decided by the department.



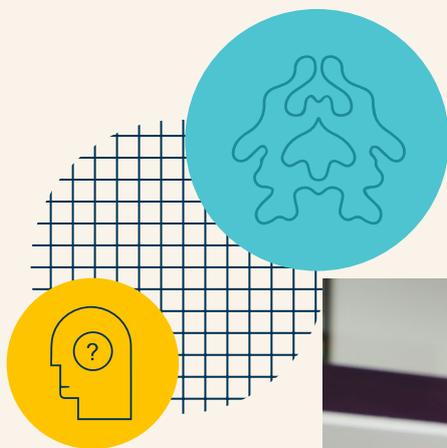
PSYCHOLOGY

Psychology is the scientific 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.

IB Psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB Psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes.

Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.





BIOLOGY

Biologists have accumulated huge amounts of information about living organisms, and it would be confusing to learn large numbers of seemingly unrelated facts. In the Diploma Programme Biology course, it is hoped that students will acquire a limited body of facts and, at the same time, develop a broad, general understanding of the principles of the subject.

There are four basic biological concepts that run throughout:

1. Structure and function. This relationship is probably one of the most important in a study of Biology and operates at all levels of complexity. Students should appreciate that structures permit some functions while, at the same time, limiting others.

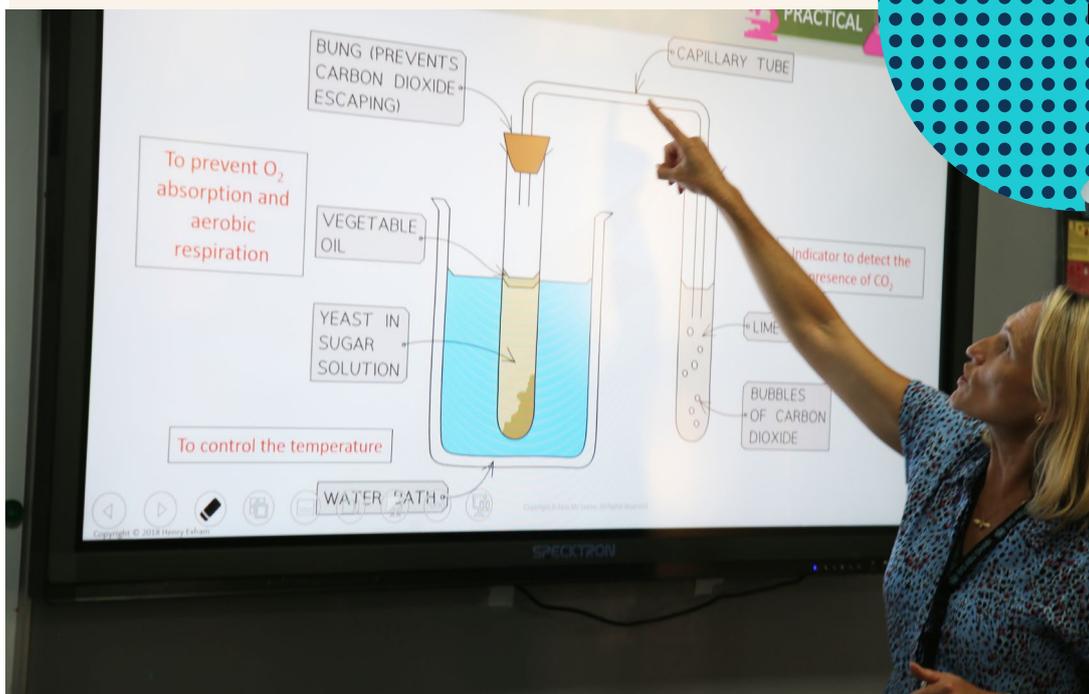
2. Universality versus diversity. At the factual level, it soon becomes obvious to students that some molecules (for example, enzymes, amino acids, nucleic acids and ATP) are ubiquitous, and so are processes and structures. However, these universal features exist in a biological world of enormous diversity. Species exist in a range of habitats and show adaptations that relate structure to function. At another level, students can grasp the idea of a

living world in which universality means that a diverse range of organisms (including ourselves) are connected and interdependent.

3. Equilibrium within systems. Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.

4. Evolution. The concept of evolution draws together the other themes. It can be regarded as change leading to diversity within constraints, and this leads to adaptations of structure and function.

These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the Additional Higher Level (AHL) material and the options.



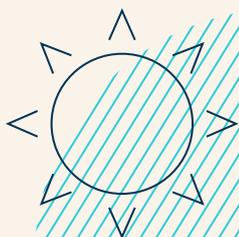
ENVIRONMENTAL SYSTEMS AND SOCIETIES

As a transdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with Group 4 (The Experimental Sciences) with those associated with Group 3 (Individuals and Societies).

The Environmental Systems and Societies course is offered at Standard Level only.

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

Students' attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.



CHEMISTRY

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

Apart from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in Higher Education, such as Medicine, Biological Science and Environmental Science, and serves as useful preparation for employment.

The Diploma Programme Chemistry course includes the essential principles of the subject but also includes several options (modern analytical chemistry, human biochemistry, chemistry in industry and technology, medicines and drugs, environmental chemistry, food chemistry, and further organic chemistry).

The course is available at both Standard Level (SL) and Higher Level (HL), and therefore accommodates students who wish to study Science in Higher Education and those who do not.



PHYSICS

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles – quarks, which may be truly fundamental – to the vast distances between galaxies.

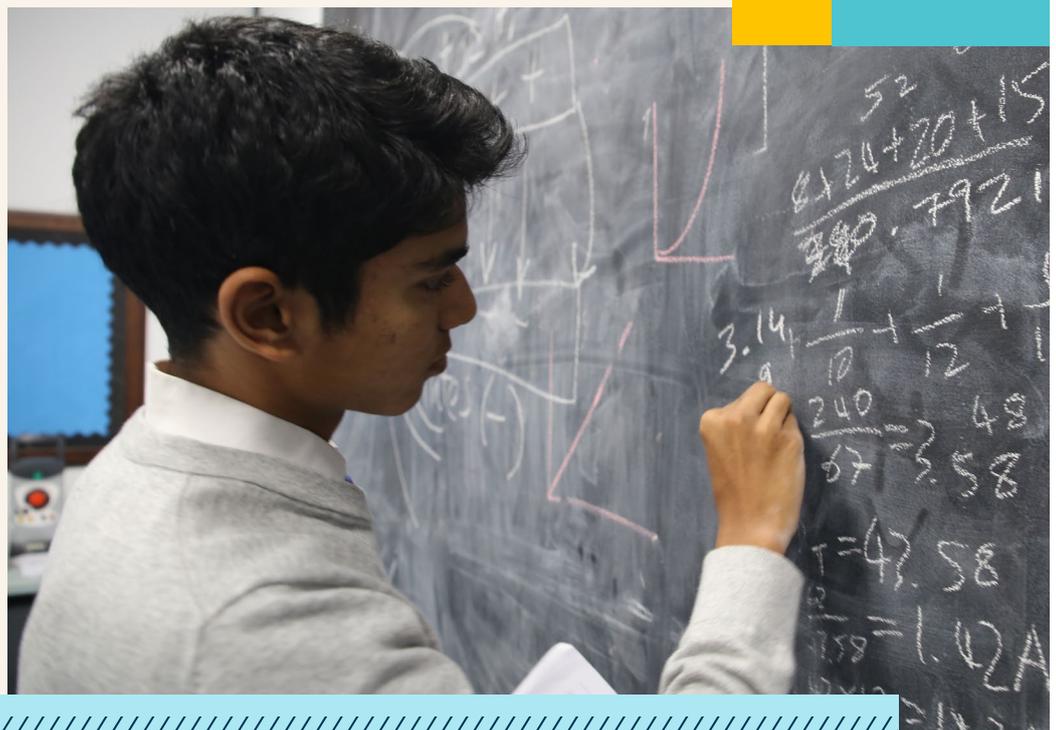
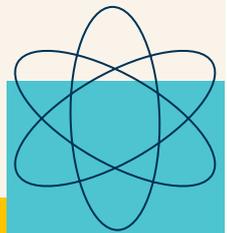
Despite the exciting and extraordinary development of ideas throughout the history of physics, certain things have remained unchanged. Observations remain essential at the very core of physics, and this sometimes requires a leap of imagination to decide what to look for.

Models are developed to try to understand the observations, and these themselves can become theories that attempt to explain the observations. Theories are not directly derived from the observations but need to be created.

These acts of creation can sometimes compare to those in great art, literature and music, but differ in one aspect that is unique to science:

The predictions of these theories or ideas must be tested by careful experimentation. Without these tests, a theory is useless. A general or concise statement about how nature behaves, if found to be experimentally valid over a wide range of observed phenomena, is called a law or a principle.

The Diploma Programme Physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.



SPORTS, EXERCISE AND HEALTH SCIENCE

Sports, Exercise and Health Science (SEHS) is one of the IB Diploma Programme's newer courses. It is available at HL and SL and incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health.

A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyse human performance.

The SEHS course has strong international dimensions such as international sporting

competitions and the international bodies that regulate them. Current ethical issues that exist within sporting competitions are also considered.

The comprehensive curriculum provides excellent preparation for university courses within the thriving industries related to Sport, Exercise or Health.

In addition, the course bears relevance to academic pathways associated with Physical Education, Physiotherapy, Nutrition, Sports coaching and development.



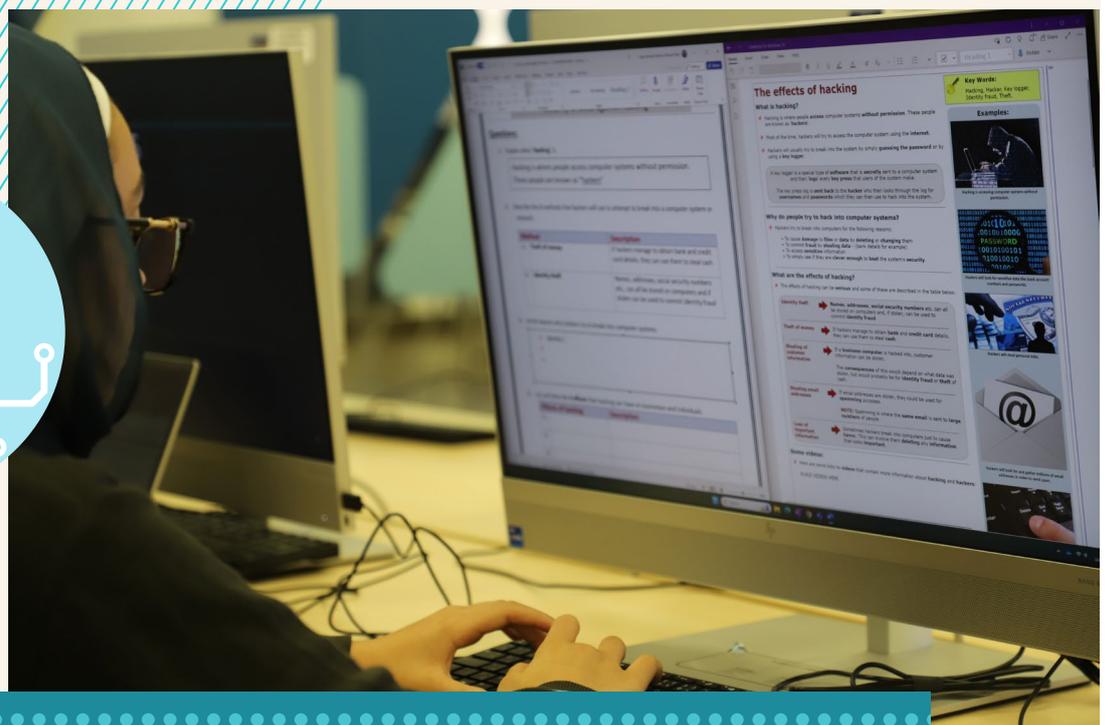
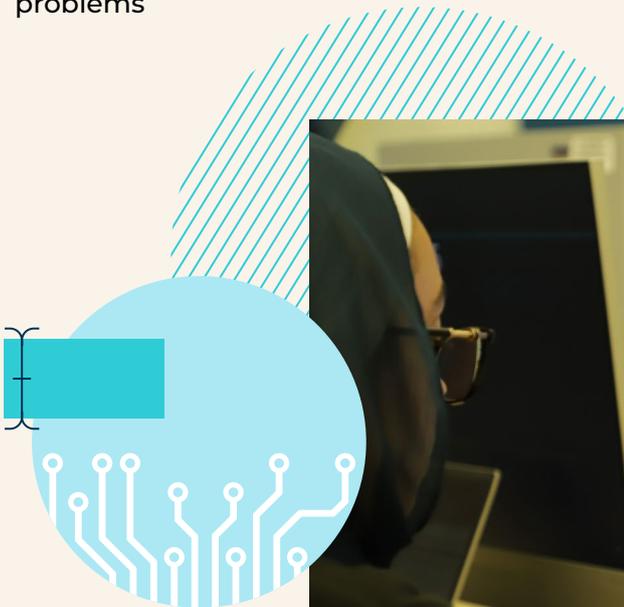
COMPUTER SCIENCE

Computer Science students will become aware of how computer scientists work and communicate with each other and communicate with other stakeholders in the successful development and implementation of IT solutions. At the core of this course is the ability to write computer code using Java to solve a specific problem. In learning to code, this course will emphasise both the theoretical and practical approaches to solving problems.

The core aims of this course are to:

1. Provide opportunities for study and creativity within a global context
2. Enable students to apply and use the body of knowledge, methods and techniques that characterise Computer Science
3. Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
4. Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems

5. Develop logical and critical thinking as well as experimental, investigative and problem-solving skills
6. Develop and apply the students' information and communication technology skills in the study of Computer Science to communicate information confidently and effectively
7. Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
8. Develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
9. Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.



MATHEMATICS:

ANALYSIS AND APPROACHES

The Analysis and Approaches course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach.

Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.



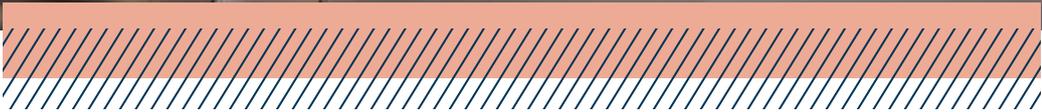
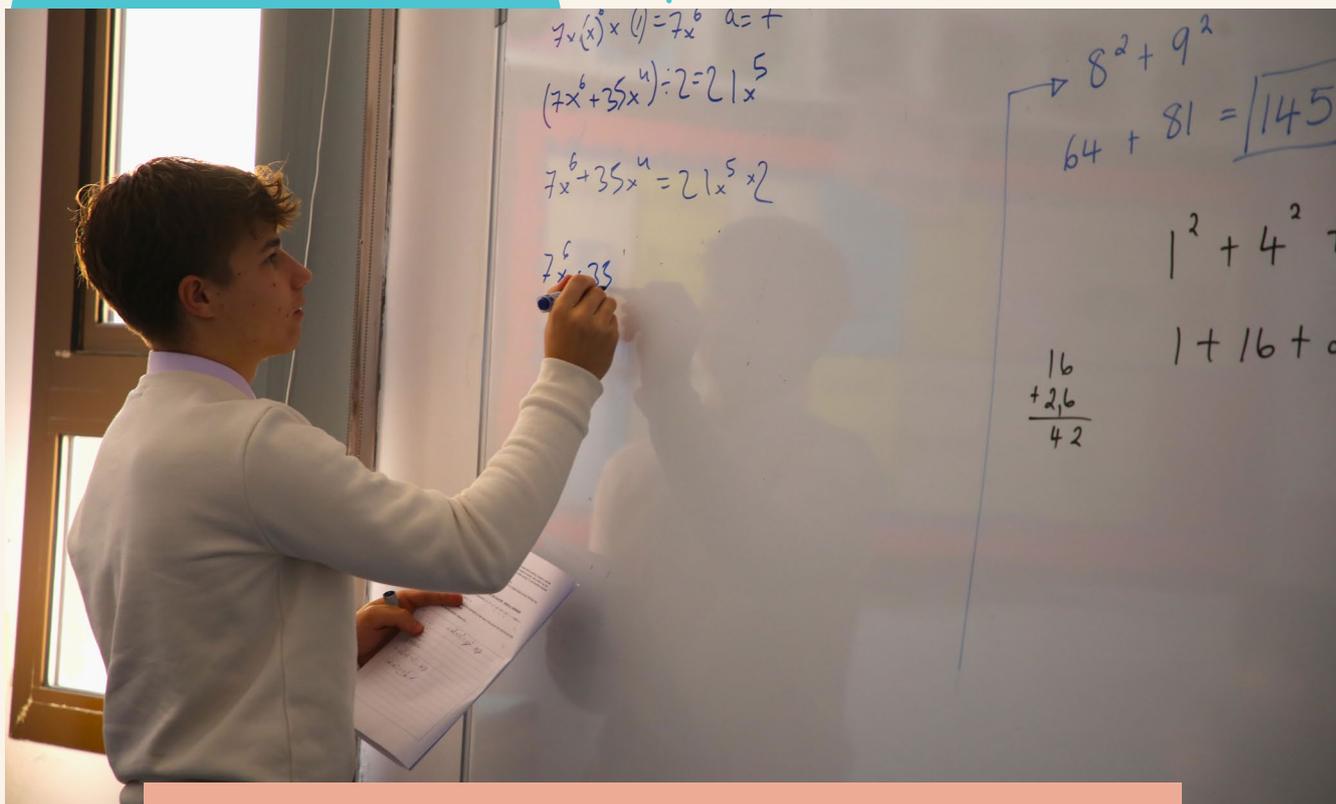
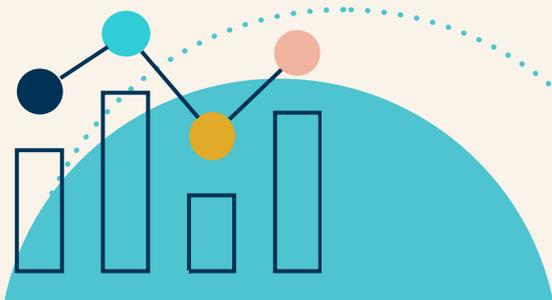
MATHEMATICS:

APPLICATIONS AND INTERPRETATION

The Applications and Interpretation course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling.

To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as Calculus and Statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalisations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. Students should be comfortable in reading and comprehending highly contextualized texts before selecting and applying suitable mathematical concepts.

All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.



VISUAL ARTS

The impulse to make art is common to all people. From earliest times, human beings have displayed a fundamental need to create and communicate personal and cultural meaning through art.

The process involved in the study and production of visual arts is central to developing capable, inquiring and knowledgeable young people, and encourages students to locate their ideas within international contexts. Supporting the principles of the IB mission statement (that is, to foster students' appreciation of diverse world cultures and traditions), the course encourages an active exploration of visual arts within the students' own and other cultural contexts. The study of visual arts and the journey within it encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving.

Visual arts continually create new possibilities and can challenge traditional boundaries. This is evident both in the way we make art and in the way we understand what artists from around the world do.

Theory and practice in visual arts are dynamic, ever-changing and connect many areas of study and human experience through individual and collaborative production and interpretation. New ways of expressing ideas help to make visual arts one of the most interesting and challenging areas of learning and experience.

The processes of designing and making art require a high level of cognitive activity that is both intellectual and affective. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

The Diploma Programme Visual Arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation, with option A students focusing more on the former and option B students on the latter. The course is designed to enable students to study Visual Arts in Higher Education and also welcomes those students who seek life enrichment through visual arts.





MUSIC



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

Music, and all of its associations, may vary considerably from one musical culture to another: yet music may share similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world.

A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music, we are able to explore the similarities, differences and links in music from within our own culture and that of others across time.

Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

The Diploma Programme Music course provides an appropriate foundation for further study in Music at university level or in music career pathways.

It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

Prior learning

The Diploma Programme music course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas. While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended.

Both Standard Level (SL) and Higher Level (HL) music students are required to study musical perception. SL students in music are required to choose one of three options:

- SL creating (SLC)
- SL solo performing (SLS)
- SL group performing (SLG).

HL students are required to pursue both creating and solo performing. This is a significant difference in expectation. By pursuing both creating and performing, this enables HL students to bring to their musical studies a wider perspective. It also allows them to cover some work in more depth.

The study of three components in an integrated way allows HL students to make not only more connections but, potentially, these connections may carry more importance and have more influence during their musical studies. This path of study allows HL students the opportunity to engage in music in a more complete way.



THEATRE

The Theatre course at both Higher and Standard Levels 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 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.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting, they gain a richer understanding of themselves, their community and the world, promoting international mindedness.

The Theatre course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in theatre, performing arts and other related subjects. In addition, by instilling and refining communication and collaborative skills, it offers a valuable course of study for students who wish to pursue a career unrelated to Theatre. More and more, top Universities like to see a rounded approach to learning.

Students who show a fully rounded educational experience will always stand out from their contemporaries.

Why study Theatre?

Theatre is a composite art that is forever evolving into new forms. It is a means of exploring society and relationships within it; through it there may emerge possibilities for individual and communal learning and understanding. Theatre is about transformation. By studying theatre and engaging with it practically, students will discover more about themselves and the world around them in ways that can only be 'imagined'.

The Theatre Diploma course is designed to encourage students to examine theatre in its diversity of forms, from around the world. This is achieved through a critical study of the theory, history and culture of theatre.

Students will be encouraged to imagine, research, create, devise, present, analyse and evaluate; skills which in today's society are vital if young people are to find their own path, in this ever-changing modern world.

By critically reflecting on theatre in its past and present contexts, students are able to better engage with and understand the individual and social need to investigate and find explanations for the world around us.

Assessment

There is no written exam for the IB Theatre Course. Students are assessed on pieces of coursework. In addition, it is good to note that the Theatre course is completed by mid-March of IB2, relieving students of one of their courses and pressure as the revision begins for the externally examined subjects.



BTEC INTRODUCTION

BTEC, which stands for Business and Technology Education Council, is a globally recognised qualification that equips students with practical skills and knowledge essential for a successful career. Developed by Edexcel, a subsidiary of Pearson, BTEC programs are designed to bridge the gap between academic theory and real-world application.

As a student enrolled in our BTEC programme, you will benefit from a hands-on approach to learning. The curriculum is structured to provide you with the opportunity to engage in practical exercises, simulations, and projects that mirror real industry scenarios. This approach is designed to foster critical thinking, problem-solving, and teamwork, all of which are highly valued skills in today's competitive job market.

Throughout your journey with us, you will be guided by experienced and dedicated teachers who are experts in their respective fields. They are committed to providing you with the support and mentorship needed to excel in your studies.

Moreover, our school offers a rich and vibrant learning environment that encourages creativity, innovation, and collaboration. You will have access to state-of-the-art facilities, extensive resources, and a community of like-minded individuals who share a passion for excellence. In addition to the rigorous academic component, we understand the importance of personal and professional development. Our comprehensive BTEC programme also includes opportunities for internships, industry exposure, and networking events. These experiences are designed to complement your classroom learning and provide you with a well-rounded education.

We believe that your journey with us will not only be intellectually stimulating but also immensely rewarding. Your BTEC qualification will open doors to a wide range of career opportunities, and you will be equipped with the skills and knowledge to thrive in the ever-evolving global workforce.

If you have any questions or need further information, please do not hesitate to reach out to our dedicated support team.



INTERESTING FACTS



1 IN 4

Learners in the UK enter higher education with a BTEC- That's over 100,000 learners a year!

72%

of UK employers believe BTEC candidates have advantage over non-BTEC candidates.
(Perspectus Global, 2021)

1 IN 5

of the UK adult working population has a BTEC, so they are qualifications that all employers recognise.
(Pearson 2022)

2295

schools and colleges taught Level 3 BTEC in the 2021/22 academic year.
(Pearson 2022)



90%

of BTEC students are employed full time after graduation.
(Progression Pathways, 2016)

IN 2015

OVER 25%

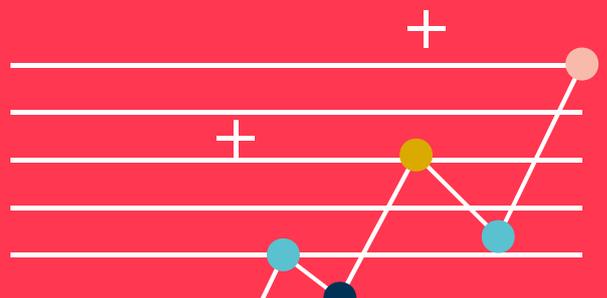
of the students entering university in England did so with a BTEC qualification.

A Level 3 BTEC qualification can boost

lifetime earnings by

£92,000

(London Economics, 2013)



What will be studied?

The BTEC International Level 3 Diploma in Business is equivalent to two A Levels and can potentially be studied alongside IB subjects. The BTEC course covers the key areas of Business Management, including Finance, Human Resources, Operations and Marketing. For the full two-year course, you will study 9 units based on the different areas of Business. There may be the option to study the Extended Diploma which is equivalent to 3 A levels and involves studying a total of 15 units. You will also have the opportunity to undertake Creativity, Activity and Service (CAS) which will support you in your next steps.

How will I be assessed?

The units are assessed internally with no external examinations. Unit 2 and Unit 7 are assessed through a specific Pearson set assignment brief for standardisation across centres. In many units, you are able to choose your own businesses to enable you to tailor your research around your interests and possible career goals.

Mandatory Units:

Unit 1 - Exploring Business
 Unit 2 - Research & Plan a Marketing Campaign *
 Unit 3 - Business Finance
 Unit 4 - Managing an Event
 Unit 7 - Business Decision Making *

4 / 5 Optional: (subject to change)

Unit 9 -Team Building in Business
 Unit 16 - Visual Merchandising
 Unit 23 - Work Experience in Business
 Unit 8 - Human Resources
 Unit 32 -Business and Environmental Sustainability

Assessment

The units are assessed using a variety of methods including research projects, presentations, reports and role plays throughout the year. Each unit is made up of between one and three assignments, all of which have specific deadlines which must be met.

A BTEC course is right for you if:

- You prefer a more practical way of learning;
- You have an interest in Business;
- You are prepared to take guidance from the team to become an independent and active learner;
- You prefer coursework to examinations;
- You want to be prepared for University/ Apprenticeship/work/running your own business.

Useful Links

For the full specification scan here:



For International University Recognition scan here:





BTEC IN SPORT

What will be studied?

The BTEC International Level 3 Diploma in Sport is a comprehensive programme designed to foster a passion for sports and propel students towards a successful career in the field. Our course offers a diverse range of units, enabling students to broaden their learning experiences to align with their interests and career aspirations. Key features to the course include:

Flexible Unit Selection: While there are several mandatory units to complete, the course offers a wide array of optional units covering topics such as anatomy, physiology, psychology, nutrition, coaching, and more.

Practical Learning Opportunities: Our students benefit from hands-on practical sessions, where they can apply theoretical knowledge to real-world scenarios and develop essential skills in coaching, leadership, and sports management through practical projects and activities.

Industry-Relevant Curriculum: Our students can stay ahead in the competitive sports industry with a curriculum designed in collaboration with industry experts, thereby gaining insights into the latest trends, technologies, and practices shaping the world of sports.

Global Perspective: As an international programme, our BTEC Level 3 in Sport provides a global perspective, enabling students to gain a broader understanding of sports and opening opportunities for international careers.

Supportive Learning Environment: Our experienced teachers and coaches, with a deep understanding of sports as a multibillion-dollar industry, are dedicated to supporting our students' academic and personal development, providing one-on-one and group guidance, feedback, and mentorship throughout their two-year learning journey.

The BTEC International Level 3 Diploma in Sport is equivalent to two A Levels and can potentially be studied alongside IB subjects. For the full two-year course, you will study 11 units encompassing a broad range of topics within the sports industry. There may be the option to study the Extended Diploma which is equivalent to three A levels and involves studying a total of 16 units.

How will I be assessed?

The units are assessed internally with no external examinations. Unit 1 and Unit 2 are assessed through a specific Pearson set assignment brief for standardisation across centres. Units are split into Mandatory and Optional assignments, with an example of how the Diploma level course could be delivered below:

Mandatory Units:

Unit 1	Health, Wellbeing and Sport
Unit 2	Careers in the Sport and Active Leisure Industry
Unit 24	Applied Sports Anatomy and Physiology
Unit 34	Sport Development
Unit 35	Practical Sports Performance

Optional Units (example):

Unit 11	Business in Sport
Unit 25	Sports Injuries Management
Unit 26	Nutrition for Physical Performance
Unit 27	Sports Psychology
Unit 28	Fitness Testing
Unit 29	Technical and Tactical Skills in Sport

Assessment

The units are assessed using a variety of methods including research projects, presentations, reports and role plays throughout the year. Each unit is made up of between one and three assignments, all of which have specific deadlines which must be met.

A BTEC course in Sport is right for you if:

- You prefer a more practical way of learning;
- You have an interest in the diverse industry of Sport;
- You are prepared to take guidance from the team to become an independent and active learner;
- You prefer coursework to examinations;

Useful Links

For the full specification scan here:



BTEC IN IT

What will be studied?

Embarking on the BTEC ICT journey offers students a dynamic and hands-on approach to mastering the intricacies of Information and Communication Technology. The programme is meticulously crafted to equip students with not just theoretical knowledge, but practical skills essential for thriving in today's technology-driven world. From software development and hardware fundamentals to networking, databases, and web development, the BTEC ICT curriculum ensures a comprehensive understanding of the diverse facets of ICT.

The BTEC course covers key areas of IT such as Software Development, Network Design, and Cybersecurity. The BTEC International Level 3 has various pathways allowing students access to further education. The Diploma in Information Technology is equivalent to two A Levels compiled of 10 units and can be studied alongside other subjects in IB.

How will I be assessed?

The units are assessed internally with no external examinations. Units 1, 6 and 11 are assessed through specific Pearson set assignments marked by Pearson for standardisation across centres.

Mandatory Units:

Unit 1: Information Technology Systems
Unit 6: Website Development
Unit 11: Cyber Security and Incident Management

Optional Units (subject to change):

Unit 3: Using Social Media in Business
Unit 4: Programming
Unit 5: Data Modelling
Unit 9: IT Project Management
Unit 15: Cloud storage and Collaboration tools
Unit 18: The Internet of Things
Unit 19: Enterprise in IT
Unit 20: Business process modelling tools
Unit 23: Emerging Trends and Technologies
Unit 24: Technical Fundamentals for Computing professionals

Assessment

Assessment is continuous, based on projects, practical tasks, and assignments. Each unit has one to three assignments with specific deadlines that must be met.

A BTEC course in IT is right for you if:

- You prefer hands-on and practical learning.
- You prefer coursework over exams.
- You are interested in technology and computer systems.
- You are an independent learner and proactive problem solver.
- You want to be prepared for higher education or employment in the IT industry

Useful Links

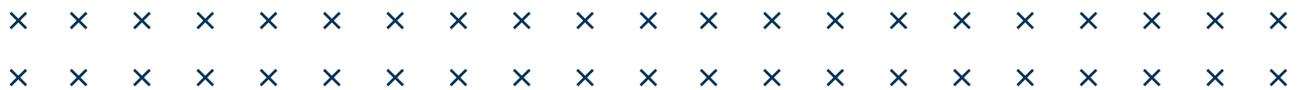
For the full specification scan here:



For International University Recognition scan here:



CORE ELEMENTS



CORE ELEMENTS

The IB Diploma Programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

Creativity, Activity, Service (CAS)

Requires that students actively learn from their experiences beyond the classroom.

Theory of knowledge (ToK)

Is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing different kinds of knowledge.

The Extended Essay

Is an opportunity for students to engage in independent research through the in-depth study of a question relating to one of the subjects they are studying.

CREATIVITY, ACTIVITY, SERVICE (CAS)

Creativity, Activity, Service (CAS) is a core component of the programme and one of the things that sets the IB Diploma Programme apart from other courses at this level. The philosophy is to develop you as a whole person and to encourage you to foster your own individual talents.

CAS recognises that there is a world outside your academic studies and takes seriously the need for you to become involved in sports, theatre productions, artistic pursuits, community service work and other worthwhile activities. Through the CAS programme, you will develop your awareness of, concern for, and ability to cooperate with others.

Over the two years of the IB Diploma programme, or other pathway, you will engage in a variety of experiences and projects, some collaborative, some individual, dividing your time equally between the three strands: Creativity, Activity and Service. You will consider your learning and build a portfolio of evidence and reflection.

To give you a flavour of the kind of activities that fit within the CAS programme, we've listed a few below.

Creative activities may include music, art, drama or dance. If your timetable doesn't include art, for example, you may find opportunities to develop your creative skills through art outside the curriculum such as the School Production.

Activity aims to keep you fit and physically healthy. You might choose to take up a new sport or physical activity, or you might try coaching a team or organising a tournament. Some adventure or activity-based holiday might qualify here too.

Service activities, as you have probably guessed from the name, are about giving something back to the community. Your service might involve participating in environmental clean-up campaigns or helping disadvantaged members of the community such as the disabled or the elderly. We think you will gain a great deal from giving your time to help others.

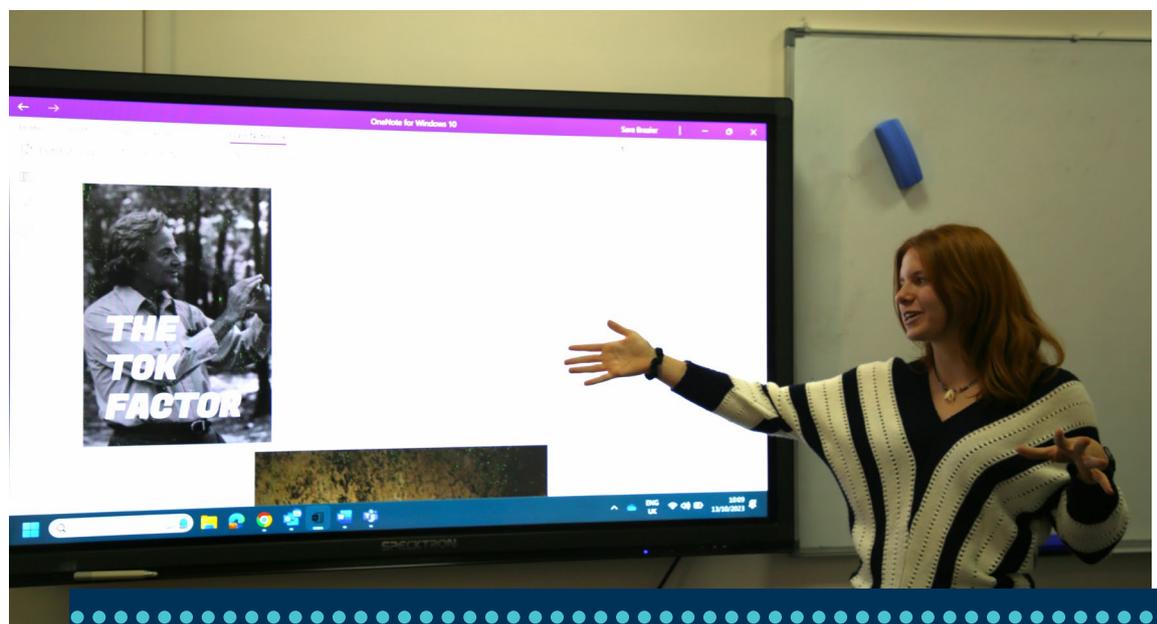
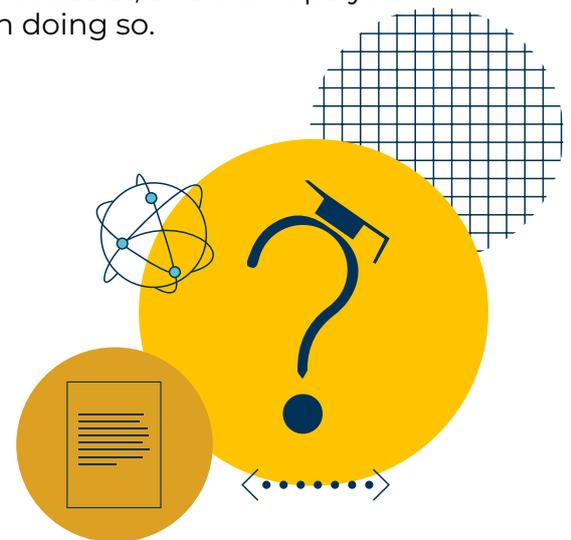


THEORY OF KNOWLEDGE (TOK)

The ToK course will develop your critical thinking skills and enhance your powers of reasoning. These skills will allow you to carry out more effective research, be more demanding and rigorous in your studies and be intellectually more independent.

In short, ToK aims to help you become an active rather than a passive learner, starting you on the way to becoming a discerning adult thinker. In essence, the goals of the course are for you to gain an understanding of what it means to know something, for example as a scientist or an artist or an historian, and so to understand how different forms of knowledge relate to one another. You will be encouraged to compare and contrast your attitudes and perceptions with other students from different cultural backgrounds. ToK does count towards your overall diploma score, and you will be assessed through two tasks: an essay written on a topic chosen by the IB and an exhibition.

ToK is a course that examines the origins and validity of various forms of knowledge. We will not seek to challenge your beliefs: instead, we will ask you to justify or validate your knowledge. By understanding why we believe certain things to be true, you will begin to understand how we make judgements. It is hard to explain fully what ToK is in a few sentences, so perhaps the best thing we can say at this point is that students frequently cite ToK as the thing they enjoy most in the IB programme. We certainly intend to provide you with much to think about, and we hope you will have fun doing so.



THE EXTENDED ESSAY

The Extended Essay is a core element of your IB Diploma Programme. You will complete it alongside Theory of Knowledge and Creativity, Activity, Service. Your combined marks from TOK and the Extended Essay will contribute to your overall Diploma Programme score.

The Extended Essay is an independent piece of research, culminating in a 4000-word paper. A lot of the skills required to research and plan an Extended Essay are similar to those needed when studying at degree level and beyond. To help you throughout this process, you will be given a supervisor. Your supervisor will be an experienced teacher who will help you structure your essay and advise you on how to carry out research to get the information you need.

You will be required to have three mandatory reflection sessions with your supervisor in school. In the first meeting you will discuss your topic area and preliminary research questions. In the second meeting you will discuss how your argument is developing and any challenges you have encountered conducting your research. The third session will be a viva voce. This is a short interview between you and your supervisor where you reflect on your final essay and what you have learned from the experience.

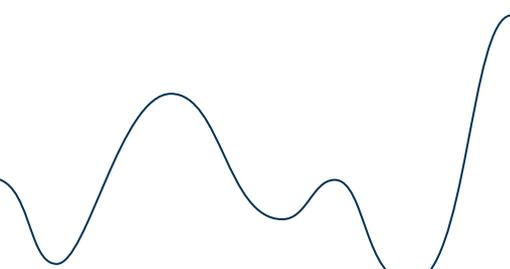
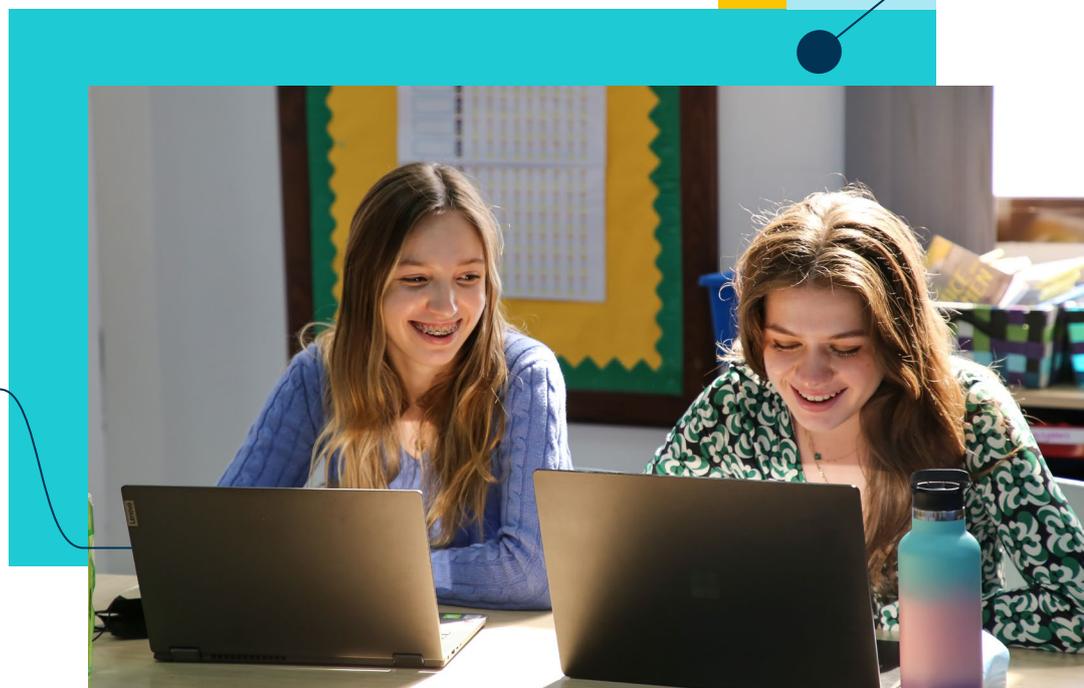
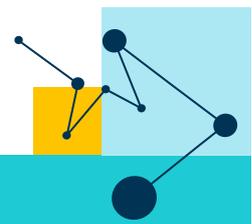
The Extended Essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, most probably relating to a HL subject, or takes the interdisciplinary approach of a World Studies Extended Essay.

Through the research process for the Extended Essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

The Extended Essay and reflection sessions can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.



REQUIREMENTS

In order to be awarded the IB Diploma, students must:

- Complete a course of study from each of Groups 1 to 5, and complete either a subject from Group 6 or another subject from Groups 1 to 4.
- Complete at least three and not more than four of the six subjects at Higher Level (HL) and others at Standard Level (SL).
- Achieve a minimum total of 24 points out of a maximum total of 45, having also met a number of other criteria, including at least 12 points at HL and at least 9 at SL.
- There is no grade 1 in any subject or level
- There are no more than two grade 2s awarded (SL or HL)
- There are no more than three grade 3s or below awarded (SL or HL)
- Submit an Extended Essay in one of the subjects of the IB curriculum and obtain at least a D grade.
- Follow a course in Theory of Knowledge and obtain at least a D grade.
- Complete all CAS (Creativity, Activity and Service) requirements.



ASSESSMENT:

Grading the IB Diploma and BTEC Courses

IB Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest).

Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and The Extended Essay.

The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity, Service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Grades reflect attainment of knowledge and skills relative to set standards applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students.

Statistically the range of scores that students have attained has remained stable and universities value the rigour and consistency of Diploma Programme assessment practice.

All subject teachers are trained by the IB to administer and mark internally assessed tasks. Such internal assessments are moderated by external assessors. Internal assessments include essays, mathematical portfolios, oral language exams, fieldwork assignments and practical/investigative work.

External examinations are written examinations which require long and short responses, data-based questions, essays and multiple choice questions. Responsibility for all academic judgements about the quality of candidates' work rests with more than 2,100 examiners worldwide, led by chief examiners with international authority.



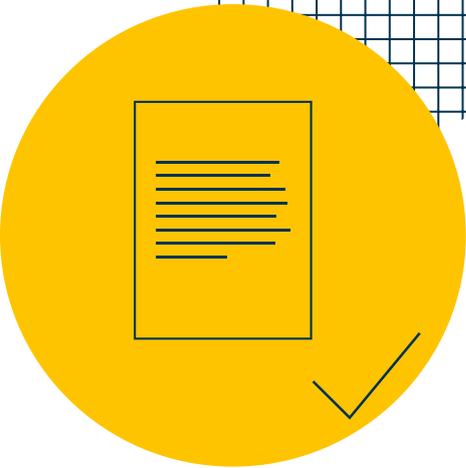
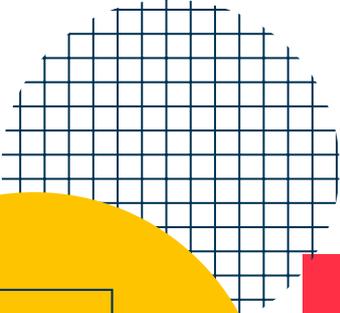
ASSESSMENT:

English Language Competence

All IB courses at The British International School Abu Dhabi are taught in English, except, of course, for languages, where most of the teaching is in the language being studied.

This means that students will need to speak, understand, read and write English well enough to be able to successfully access the subjects they are studying. This does not mean that the students' English has to be perfect, but they will need to feel comfortable working in English.

Students who have completed, or are in the process of completing, the International Baccalaureate Diploma generally meet the English language requirements of universities worldwide. It is often unnecessary for students to show further certification of their English language level since completion of the IB course shows that students have sufficient fluency in written and spoken English to cope with the demands of an undergraduate course from the outset.





THE BRITISH
INTERNATIONAL SCHOOL
ABU DHABI

A NORD ANGLIA EDUCATION SCHOOL