The International Baccalaureate (IB) Diploma Programme

bisabudhabi.com
Dear Parents,

At the British International School Abu Dhabi, one of our key aims is to ensure that students achieve their full potential. Whatever they plan to do after school, we want to give them the skills and knowledge to be able to succeed.

Studying the International Baccalaureate Diploma Programme (IBDP) plays a huge part in helping us to achieve this aim. A recent survey of 150 admissions faculties at UK Universities rated the IB Diploma Programme higher than other qualifications based on the breadth of the curriculum; development of critical thinking, time-management and communication skills; and motivation of the students. Overall, 96% favoured the broad curriculum that is offered by the Diploma Programme.

The IB requires students to become independent learners who seek out and listen to good advice. We very much hope that you will read this guide with your son or daughter and offer them advice. The Diploma Programme is a highly prestigious and recognised qualification that has a number of academic pathways, hence it is important to contemplate the long-term future to ensure that the ‘package’ of subjects undertaken at IB matches the requirements of a future university course.

Should you require any further information, please contact the school and a member of staff will be delighted to assist you.

Yours faithfully,

Lesley-Ann Wallace
Principal
Dear Parents,

At the British International School Abu Dhabi, one of our key aims is to ensure that students achieve their full potential. Whatever they plan to do after school, we want to give them the skills and knowledge to be able to succeed.

Studying the International Baccalaureate Diploma Programme (IBDP) plays a huge part in helping us to achieve this aim. A recent survey of 150 admissions faculties at UK Universities rated the IB Diploma Programme higher than other qualifications based on the breadth of the curriculum; development of critical thinking, time-management and communication skills; and motivation of the students. Overall, 96% favoured the broad curriculum that is offered by the Diploma Programme.

The IB requires students to become independent learners who seek out and listen to good advice. We very much hope that you will read this guide with your son or daughter and offer them advice. The Diploma Programme is a highly prestigious and recognised qualification that has a number of academic pathways, hence it is important to contemplate the long-term future to ensure that the ‘package’ of subjects undertaken at IB matches the requirements of a future university course.

Should you require any further information, please contact the school and a member of staff will be delighted to assist you.

Yours faithfully,

Lesley-Ann Wallace
Principal
The International Baccalaureate (IB) is widely regarded as the best pre-university course that is offered anywhere in the world. No other qualification is recognised by so many institutions in different countries and no other programme will prepare you better for college or university education and the world of work.

The IB Diploma is a comprehensive, two-year course and a rigorous academic programme. It is designed as a pre-university programme for students aged 16 to 19 years old. It is unique in that it is based on no particular national education system, but is a deliberate balance between the breadth and the specialisation which is required by some countries’ national systems.

With that said, you will see that the qualification you will get at the end of the course is a prestigious and internationally recognised one. Most importantly, it is respected by leading universities around the world. Through the IB, students develop the skills to live and work in an international context, essential for life in the 21st century. It provides a balanced education for the ‘whole’ student and provides excellent preparation for both university and adult life.

Universities prefer IB students because the IB curriculum develops a balanced variety of skills. IB graduates, with the range of subjects they have studied, have a greater choice of undergraduate programmes. Employers, too, are increasingly looking for flexibility and adaptability, which is something all IB students are able to offer.

An Introduction
The International Baccalaureate (IB) is widely regarded as the best pre-university course that is offered anywhere in the world. No other qualification is recognised by so many institutions in different countries and no other programme will prepare you better for college or university education and the world of work.

The IB Diploma is a comprehensive, two-year course and a rigorous academic programme. It is designed as a pre-university programme for students aged 16 to 19 years old. It is unique in that it is based on no particular national education system, but is a deliberate balance between the breadth and the specialisation which is required by some countries’ national systems.

With that said, you will see that the qualification you will get at the end of the course is a prestigious and internationally recognised one. Most importantly, it is respected by leading universities around the world.

Through the IB, students develop the skills to live and work in an international context, essential for life in the 21st century. It provides a balanced education for the ‘whole’ student and provides excellent preparation for both university and adult life.

Universities prefer IB students because the IB curriculum develops a balanced variety of skills. IB graduates, with the range of subjects they have studied, have a greater choice of undergraduate programmes. Employers, too, are increasingly looking for flexibility and adaptability, which is something all IB students are able to offer.
Summary of the IB Diploma Programme

You can see how the IB Diploma works by reviewing the diagram below. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the sciences, and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 4. At least three, and not more than four, subjects are taken at higher level (240 teaching hours), the others at standard level (150 teaching hours).

Getting the balance right between higher and standard level subjects is very important. This allows you to emphasise the subjects you are most interested in. In addition to the subjects, students will also complete three core elements that broaden educational experience and challenge students to apply their knowledge and skills:

1. Creativity, Action and Service (CAS)
2. Theory of Knowledge (TOK)
3. The Extended Essay
You can see how the IB Diploma works by reviewing the diagram below. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the sciences, and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 4. At least three, and not more than four, subjects are taken at higher level (240 teaching hours), the others at standard level (150 teaching hours).

Getting the balance right between higher and standard level subjects is very important. This allows you to emphasise the subjects you are most interested in. In addition to the subjects, students will also complete three core elements that broaden educational experience and challenge students to apply their knowledge and skills:

1. Creativity, Action and Service (CAS)
2. Theory of Knowledge (TOK)
3. The Extended Essay

Support Team at the British International School, Abu Dhabi

IB Coordinator
The IB Coordinator is responsible for providing information, guidance and administrative support to staff, students and other stakeholders. In addition the coordinator is responsible for the management of all activities related to the Diploma Programme. At the British International School, Abu Dhabi, the IB coordinator will be the first point of call for parents and students with respect to any items related to the IB Programme. As part of the induction process students and parents will have a one to one meeting with the IB Coordinator in terms of course selection and information about the requirements for IB.

CAS Coordinator
The CAS Coordinator is responsible for the coordination of CAS activities. These activities must cover Creativity, Action and Service. The CAS Coordinator will offer guidance and support on initiatives that the student may wish to engage in provided it meets the criteria of the CAS Programme. Students will be trained in the use of ManageBac which supports the CAS Programme.

Extended Essay Coordinator
The Extended Essay Coordinator is responsible for giving support and guidance to students with regard to completing the Extended Essay. They will offer workshops to students in terms of tips in selecting an appropriate research question and training on how to reference and cite their work.

University and Careers Advisor
The University and Careers advisor is responsible for offering support and guidance in terms of subject options with regard to future University programmes. They will provide support via interviews and helping with preparation and submission of University applications.

University Liaison Officer
The University Liaison Officer is responsible for encouraging and making links between students completing the IB Programme and Universities in the UAE. The purpose is to allow IB students access to university libraries and multimedia facilities to support research and learning. In addition it will serve to create links in the wider community and offer students the ability to observe university students at work.
The aim of all IB programmes is to develop internationally
minded people who, recognising their common humanity and
shared guardianship of the planet, help to create a better and
more peaceful world. IB learners strive to be:

- **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 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 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.
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 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 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 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.
You will be in a different situation at school as an IB student. We have already stressed that the course requires that you take responsibility for your own learning, so that the two years you spend on the IB programme prepare you effectively for independent life at university or college and beyond. There are some important areas where we will ask you to take on some personal responsibility including academic honesty, dress code, attendance and what you do in your study period.

Academic honesty

Academic honesty is a subject that is very important for students at the moment, especially given the opportunities, ambiguities and temptations that research using the internet provides. You will spend a lot of time researching work as part of the IB programme and we will teach you how to reference and acknowledge sources correctly. The system currently being used is the American Psychological Association (APA) template. Students will be given training on how to reference and cite their work. We will make sure that you avoid the common pitfalls, so that you are prepared for the kind of research work you will be asked to carry out at university or college.

Dress code

We have a dress code rather than a uniform and we hope you will appreciate the freedom that this provides you. You will be expected to dress appropriately for a working environment. For boys this means a formal shirt, tie and jacket, along with appropriate trousers and shoes. For girls, it means a similar standard of formal dress and we will ask you to apply common sense to avoid us having to set out a long and complicated set of rules. We will provide more details before you arrive at school.

Study periods

Some study periods will be built into your programme and we will not tell you exactly how to use them. You will find that the IB diploma programme is a demanding one and you will discover that you will need to use some, if not all, of your study periods to make sure you keep properly on top of your work. We will help by providing a good working environment and we will help by encouraging you to make good use of your time. You will learn to manage your time effectively and this will be a skill that helps you a great deal after you have left school.

Attendance

Students will be expected to maintain no lower than 90% attendance to school. This is to ensure that they are able to competently cover the academic material needed to succeed in this Programme. In addition students must be punctual to school and lessons so as not to hinder their learning.

Student conduct agreement

At the beginning of each academic year, you will sign a ‘student conduct agreement’ and we will expect you to adhere to it. In it, we will agree that you, along with everyone else, have a right to learn in the best possible manner we can provide. In return, we will ask for your agreement that those rights come with responsibilities: namely, the kind of behaviour and approach to learning that we expect. It is all about asking you to recognise that you have to be committed to your learning and working with us.

We will expect our students to always conduct themselves in a mature manner as they will be the representative of the school to outside agencies as well as role models to our younger students. Breach of this behavioural policy will not be tolerated.
Personal Responsibility

Academic honesty
Academic honesty is a subject that is very important for students at the moment, especially given the opportunities, ambiguities and temptations that research using the internet provides. You will spend a lot of time researching work as part of the IB programme and we will teach you how to reference and acknowledge sources correctly. The system currently being used is the American Psychological Association (APA) template. Students will be given training on how to reference and cite their work. We will make sure that you avoid the common pitfalls, so that you are prepared for the kind of research work you will be asked to carry out at university or college.

Dress code
We have a dress code rather than a uniform and we hope you will appreciate the freedom that this provides you. You will be expected to dress appropriately for a working environment. For boys this means a formal shirt, tie and jacket, along with appropriate trousers and shoes. For girls, it means a similar standard of formal dress and we will ask you to apply common sense to avoid us having to set out a long and complicated set of rules. We will provide more details before you arrive at school.

Study periods
Some study periods will be built into your programme and we will not tell you exactly how to use them. You will find that the IB diploma programme is a demanding one and you will discover that you will need to use some, if not all, of your study periods to make sure you keep properly on top of your work. We will help by providing a good working environment and we will help by encouraging you to make good use of your time. You will learn to manage your time effectively and this will be a skill that helps you a great deal after you have left school.

Attendance
Students will be expected to maintain no lower than 90% attendance to school. This is to ensure that they are able to competently cover the academic material needed to succeed in this Programme. In addition students must be punctual to school and lessons so as not to hinder their learning.

Student conduct agreement
At the beginning of each academic year, you will sign a ‘student conduct agreement’ and we will expect you to adhere to it. In it, we will agree that you, along with everyone else, have a right to learn in the best possible manner we can provide. In return, we will ask for your agreement that those rights come with responsibilities: namely, the kind of behaviour and approach to learning that we expect. It is all about asking you to recognise that you have to be committed to your learning and working with us.

We will expect our students to always conduct themselves in a mature manner as they will be the representative of the school to outside agencies as well as role models to our younger students. Breach of this behavioural policy will not be tolerated.
The following are subjects offered at The British International School, Abu Dhabi. Detailed descriptions can be found from page 20.

Group One - Studies in language and literature
Options include 'Language A Literature' (self-taught languages) and 'Language A Language and Literature' (in Arabic, English, French, Spanish or German)

Group Two - Language acquisition
Options include Language B, designed for students with some previous learning of a language (in Arabic, English, French, Spanish or German), and language ab initio, for students with little or no experience of the language (in Arabic, French, Spanish, German)

Group Three - Individuals and Societies
Options include Business and Management, Geography, History, and Information Technology in a Global Society

Group Four - Sciences
Options include Biology, Chemistry, Physics and Environmental Systems and Societies

Group Five - Mathematics
Options include Mathematicals Studies and Mathematics

Group Six - The Arts
Includes Visual Arts
The following are subjects offered at The British International School, Abu Dhabi. **Detailed descriptions can be found from page 20.**

**Group One - Studies in language and literature**  
Options include ‘Language A Literature’ (self-taught languages) and ‘Language A Language and Literature’ (in Arabic, English, French, Spanish or German)

**Group Two - Language acquisition**  
Options include Language B, designed for students with some previous learning of a language (in Arabic, English, French, Spanish or German), and language ab initio, for students with little or no experience of the language (in Arabic, French, Spanish, German)

**Group Three - Individuals and Societies**  
Options include Business and Management, Geography, History, and Information Technology in a Global Society

**Group Four - Sciences**  
Options include Biology, Chemistry, Physics and Environmental Systems and Societies

**Group Five - Mathematics**  
Options include Mathematical Studies and Mathematics

**Group Six - The Arts**  
Includes Visual Arts
Core Elements Summary

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.

As a diploma student, you will complete these three core elements - you can combine all three components or do activities related to each one of them separately.

- **The Extended Essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

- **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 (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical, and historical).

- **Creativity, action, service (CAS)** requires that students actively learn from the experience of doing real tasks beyond the classroom.

More detail on the three core elements can be found from page 44.
To be eligible for the award of the IB Diploma, all candidates 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.

- Submit an Extended Essay in one of the subjects of the IB curriculum.

- Follow a course in Theory of Knowledge.

- Complete all CAS (Creativity, Action and Service) requirements.
Assessment: Grading the IB Diploma

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, action, 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 include oral and written examinations, 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.
Our IB courses are taught in English, except, of course, for languages, where most of the teaching is in the language being studied.

This means that you will need to speak, understand, read and write English well enough so that it doesn’t get in the way of the needs of the subject you are studying. This doesn’t mean that your English has to be perfect – far from it – but you will need to feel comfortable working in English. If you aren’t sure about whether this will be true for you, then you will need to talk with the relevant staff member that can support you in making a decision.

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 to show further certification of your English language level.

Completion of the IB course shows you have sufficient fluency in written and spoken English to cope with the demands of an undergraduate course from the start.
IB Diploma holders gain admission to selective universities throughout the world. These include well-known European and American institutions such as Oxford, Yale and the Sorbonne in addition to prestigious centres in Latin America and the Asia/Pacific region. Formal agreements exist between the IBO and many ministries of education and private institutions. Some colleges and universities may offer advanced standing or course credit to students with strong IB examination results.

It is important that individual students ascertain precisely the requirements of their chosen university with regard to the IB Diploma as soon as appropriate. Subject choice and level of study may need to be chosen with university requirements in mind.

Students studying the IB from Nord Anglia Education schools have been accepted into the following universities, amongst many others:

- University of Oxford
- Cambridge University
- Princeton University
- Imperial College
- University of Warwick
- Colgate University
- McGill University, Canada
- University of British Columbia, Canada
- University of Bristol
- The London School of Economics
- Tilburg University
- Utrecht University
- Royal Holloway University
- University of Exeter
- University of Manchester
- University of Nottingham
- The University of Warsaw
IB Diploma holders gain admission to selective universities throughout the world. These include well-known European and American institutions such as Oxford, Yale and the Sorbonne in addition to prestigious centres in Latin America and the Asia/Pacific region. Formal agreements exist between the IBO and many ministries of education and private institutions. Some colleges and universities may offer advanced standing or course credit to students with strong IB examination results. It is important that individual students ascertain precisely the requirements of their chosen university with regard to the IB Diploma as soon as appropriate. Subject choice and level of study may need to be chosen with university requirements in mind.

Students studying the IB from Nord Anglia Education schools have been accepted into the following universities, amongst many others:

- University of Oxford
- Cambridge University
- Princeton University
- Imperial College
- University of Warwick
- Colgate University
- McGill University, Canada
- University of British Columbia, Canada
- University of Bristol
- The London School of Economics
- Tilburg University
- Utrecht University
- Royal Holloway University
- University of Exeter
- University of Manchester
- University of Nottingham
- The University of Warsaw

From IB to University
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 of 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.
Arabic, English, French, Spanish, German

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 of 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.
Arabic, English, French, Spanish, German

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 on language acquisition and development of language skills. These language skills will be developed 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 culture(s) concerned. 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 peoples 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 language B course achieves this reflection on cultural values and behaviours in different ways.

The language B course 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. It also seeks to develop students' intercultural awareness, which contributes to the relationship between language B and the international dimension.

Self-taught Languages

Students whose native language is neither English nor Arabic may enrol in the language A: literature self-taught course at the standard level.

This is an entirely self-guided course for students who have demonstrated comfort and ability levels reading and analysing literature in their native language. Special permission must be sought from the IB DP Coordinator before enrolling in a self-study course.
Arabic, English, French, Spanish, German

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 on language acquisition and development of language skills. These language skills will be developed 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 culture(s) concerned. 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 peoples 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 language B course achieves this reflection on cultural values and behaviours in different ways.

The language B course 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. It also seeks to develop students’ intercultural awareness, which contributes to the relationship between language B and the international dimension.
The language ab initio course is designed for students with little or no prior experience of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are 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.
Arabic, French, Spanish, German

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 course is available at standard level (SL) only.

The language ab initio course is organised into three themes:
1. Individual and society
2. Leisure and work
3. Urban and rural environment

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 defined 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 language ab initio course achieves this reflection on cultural values and behaviours in different ways. The course’s three broad themes are well suited to fostering an international perspective. It seeks to develop intercultural understanding and foster a concern for global issues, as well as to raise students’ awareness of their own responsibility at a local level.
Group Three: Individuals and Societies

Business and Management (Standard/Higher Level)

Business and 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 and 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 organizations 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 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.

The ideals of international cooperation and responsible citizenship are at the heart of Diploma Programme business and management. The course encourages the appreciation of ethical concerns and issues of social responsibility 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 and multicultural world. The business and management course will contribute to students’ development as critical and effective participants in local and world affairs.
Business and 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 and 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 organizations 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 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.

The ideals of international cooperation and responsible citizenship are at the heart of Diploma Programme business and management. The course encourages the appreciation of ethical concerns and issues of social responsibility 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 and multicultural world.

The business and management course will contribute to students’ development as critical and effective participants in local and world affairs.

---

Group Three: Individuals and Societies

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.

Diploma Programme history 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 judgments 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 Diploma Programme history 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 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 at a variety of scales, 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.
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 at a variety of scales, 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.
The IB Diploma Programme information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers social and ethical considerations that are common to other subjects in group 3. The increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline.

The nature of the subject is defined by the use of fundamental ITGS terms. For the purpose of the ITGS syllabus the following definitions apply:

- **Information technology (IT)** is the study, design, development, implementation, support or maintenance of computer-based information systems.
- **Social and ethical significance** refers to the effects that the development, implementation and use of information technology has on individuals and societies. Social impacts and ethical considerations are not mutually exclusive and are therefore categorized as a single entity. However, in general:
  1. Social impacts tend to refer to the effects of IT on human life
  2. Ethical considerations tend to refer to the responsibility and accountability involved in the design and implementation of IT.
- **An information system** is a collection of people, information technologies, data, processes and policies organized to accomplish specific functions and solve specific problems.
The IB Diploma Programme information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers social and ethical considerations that are common to other subjects in group 3. The increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline.

The nature of the subject is defined by the use of fundamental ITGS terms. For the purpose of the ITGS syllabus the following definitions apply:

- Information technology (IT) is the study, design, development, implementation, support or maintenance of computer-based information systems.
- Social and ethical significance refers to the effects that the development, implementation and use of information technology has on individuals and societies. Social impacts and ethical considerations are not mutually exclusive and are therefore categorized as a single entity. However, in general:
  1. Social impacts tend to refer to the effects of IT on human life
  2. Ethical considerations tend to refer to the responsibility and accountability involved in the design and implementation of IT.
- An information system is a collection of people, information technologies, data, processes and policies organized to accomplish specific functions and solve specific problems.
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.
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.
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.
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 is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles – quarks (perhaps 10^{-17} \text{ m} in size), which may be truly fundamental – to the vast distances between galaxies (10^{24} \text{ m}).

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.
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). By choosing to study a transdisciplinary course such as this as part of their diploma, students are able to satisfy the requirements for both groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another group 3 or 4 subject). Transdisciplinary subjects therefore introduce more flexibility into the IB Diploma Programme. 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.
This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, mathematics SL or mathematical studies SL.
This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, mathematics SL or mathematical studies SL.
This course caters for students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course does not have the depth found in the mathematics HL courses. Students wishing to study subjects with a high degree of mathematical content should therefore opt for a mathematics HL course rather than a mathematics SL course.
This course caters for students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course does not have the depth found in the mathematics HL courses. Students wishing to study subjects with a high degree of mathematical content should therefore opt for a mathematics HL course rather than a mathematics SL course.

Group Five: Mathematics
Mathematics (Standard Level)
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 IBO 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.

Group Six: The Arts

Visual Arts

This course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs.

It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking.

Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

The course includes project work, a feature unique to mathematical studies SL within group 5. Each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting from first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae.
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 IBO 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.
CAS is a core component of the programme and one of the things that sets the IB diploma apart from other courses at this level. The philosophy is to develop all areas of your potential, to educate you as a whole person and to encourage you to develop your own individual talents.

CAS recognises that there’s 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.

You will have one timetabled session each week for CAS to plan and organise activities, but what happens outside the timetable will be more important. Over the two years of the IB programme, you will devote a minimum of 3 hours a week to CAS activities, dividing your time equally between the three elements: creativity, action and service.

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.

Action activities aim to keep you fit and physically healthy. You might choose to take up a new sport or physical activity, or you might try coaching or organising a team. 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 your local 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.
Creativity, Action, Service (CAS)

CAS is a core component of the programme and one of the things that sets the IB diploma apart from other courses at this level. The philosophy is to develop all areas of your potential, to educate you as a whole person and to encourage you to develop your own individual talents.

CAS recognises that there’s 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.

You will have one timetabled session each week for CAS to plan and organise activities, but what happens outside the timetable will be more important. Over the two years of the IB programme, you will devote a minimum of 3 hours a week to CAS activities, dividing your time equally between the three elements: creativity, action and service.

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.

Action activities aim to keep you fit and physically healthy. You might choose to take up a new sport or physical activity, or you might try coaching or organising a team. 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 your local 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 IBO, and a presentation made to your fellow students and teachers on a topic of your choice.

TOK is a course that examines the origins and validity of various forms of knowledge. We won’t seek to challenge your beliefs: instead, we’ll 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 all about 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.
One of the most interesting and challenging things you will do is to undertake independent research into a topic of special interest and write an Extended Essay of approximately 4,000 words.

This is excellent preparation for the kind of thesis you will be required to write at university and will acquaint you with research and academic writing skills.

You can do the extended essay in any of your six subjects. Depending on the subject, the final outcome may be a traditional essay, or it may be a structured research project in a form appropriate to your choice of topic.

To help you with this, you will be given a supervisor. Your supervisor will be an experienced teacher who will help you to structure your essay and advise you how to carry out your research to get the data you need. You will complete your research or data collection over the summer holiday, and your final essay will be submitted at the start of the Spring term in Year 13.
If you would like to find out more about studying the IB please contact us:

**The British International School, Abu Dhabi**
PO Box 60968  
Abu Dhabi  
United Arab Emirates

Physical Address: Behind Abu Dhabi University

Main Desk: +971 (0) 2 510 0100  
Admissions: +971 (0) 2 510 0101 / +971 (0) 2 510 0131

Admissions Enquiries: admissions@bisad.ae  
General Enquiries: enquiries@bisad.ae

Student Services,  
University & Career Guidance:  
university.careers@bisad.ae

facebook.com/britishinternationalschoolabudhabi  
@bis_ad

bisabudhabi.com