Welcome to Key Stage 4. Years 10 and 11 are called ‘Key Stage 4’ in the English and Welsh system. Students here study examinations called IGCSEs – International General Certificate of Secondary Education – run by the University of Cambridge. IGCSEs are recognised worldwide as a major educational qualification for this age range.

Students entering year 10 will be beginning a very important phase of their education. They will have to make significant choices about the courses that they study, probably for the first time. This guide helps students to make an informed choice of the subjects that they study in years 10 and 11. These choices may well influence and shape what they go on to study at IB and at university.

Although students are being asked to make some choices for the next two years, some of what they will study is compulsory at examination level:

- Mathematics: International Mathematics and, for some, Additional Mathematics
- Science: Biology, Chemistry & Physics
- English Language and Literature
- Slovak (compulsory for Slovak students)

In addition, students will continue to take non-examined courses:
- Physical Education
- Enrichment Programme
- Life Skills

So, in fact, students are being asked to make four IGCSE option choices from a range of subjects available which are:

- Art and Design
- Business Studies
- Economics (tbc)
- French
- Geography
- German
- History
- Music
- Spanish
- Sport Science (IGCSE Physical Education)

We expect students to be studying for a full range of IGCSE subjects. However, some students may be better suited to a reduced programme of IGCSEs and they will receive some extra language and/or learning support to help them cope with the demands of these examination courses. SEN/EAL staff will talk with students and parents in these cases.

How should students choose?
We cannot – and would not want to – choose for them. We would strongly urge parents to take the same line. These are their choices. They
should, however, listen to advice and guidance so that they make an informed decision about what to study.

• Students consider subjects which they already enjoy. There are two years of study involved with each option leading to examinations.
• Students should play to their strengths.
• Students should consider the promise of studying something new like Spanish and Business.
• Students need to think now about what they might like to study for the IB Diploma. Please look at the current IB booklets on the school’s website.
• Students should even think ahead to the future – to what they might study after school at college & university.
• Students should be aware of what doors close by not choosing certain subjects.
• All this involves talking with, and listening to, teachers, others students and family.

What next?
Students in Year 9 will receive information and advice. Then, there is the options presentation in Term 1 on Wednesday 19th November at 6:00pm for both students and parents.

The presentation takes place at the same time as the consultation evening so there is a chance to talk with subject teachers first about IGCSE. This is not the only opportunity to do this and subject teachers will be available to talk to parents and students throughout the options process.

Do also have a look at the appendix in the back of this booklet which contains information which we hope you will find useful.

Feel free to contact Ms Mably (Key Stage 4 Co-ordinator) or myself if you have any queries about the next two years, or subject teachers if you would like to discuss their courses in more detail.

I hope Year 9s enjoy making these choices while they think about an exciting future in years to come.

Karen Eastwood,
Head of Secondary
Autumn 2014
English Faculty

ICGSE First Language English

Aims of the Course
This course aims to allow students to:
- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities;
- develop the ability to read, understand and respond to material from a variety of sources; to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects;
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

Details of what the course involves
- At Core and Extended levels students will learn how to understand and collate explicit and implicit meanings from a range of texts.
- They will also gain experience of selecting, evaluating and analysing material for specific purposes.
- To help develop writing skills, they will learn how to write for a range of audiences and purposes.

How the course will be assessed
Reading
Students will take a final Reading examination in Year 11 which will test their understanding of two unseen passages, their ability to select specific information in the form of a summary and to demonstrate an awareness of how writers use language to create an effect.

Writing
Writing is assessed by an end of course examination in which students will demonstrate an ability to communicate clearly, organise ideas and arguments and to use Standard English accurately and effectively for different purposes. There is also the opportunity for ‘creative’ writing in this paper.

English Literature

Aims of the Course
This course aims to encourage students to:
- enjoy the experience of reading literature;
- understand and respond to literary texts in different forms and from different periods and cultures;
- communicate an informed personal response appropriately and effectively;
- appreciate different ways in which writers achieve their effects;
- experience literature’s contribution to aesthetic, imaginative and intellectual growth;
- explore the contribution of literature to an understanding of areas of human concern.

Details of what the course involves
- Students will study in detail three or four texts each from the three main genres of poetry, prose and drama.
- They will develop the ability to respond sensitively to these texts and explore how writers employ vocabulary and structure language to shape meaning.
- They will gain experience in communicating their personal response to a range of texts and develop the ability to do so in a coherent and structured manner.

How the course will be assessed
There will be two or three final literature examinations depending on the decision of individual teachers. The first option has two examination papers when students answer four questions on the poetry, prose and drama texts studied during the course. The second option has three examination papers when students answer questions on three set texts from the main genres and one paper where they respond to an unseen passage or poem.

The texts for examination are chosen from a changing list of set texts which include the following in 2016: An Inspector Calls, The Tempest, Silas Marner, Songs of Ourselves (the Cambridge Poetry Anthology) and Stories of Ourselves (the Cambridge Anthology of Short Stories).

IGCSE English as a Second Language (Core and Extended)

There are two levels of this two year course: Core and Extended. This syllabus assesses the receptive skills of Reading and Listening, and the productive skills of Writing and Speaking.

By gaining a Grade C in this subject many British Universities accept this qualification as suitable proof of competency in English for the purposes of undergraduate study.

Aims of the Course
Reading
- To read a wide variety of texts from brochures and reports to public notices and advertisements and demonstrate the ability to extract relevant information from them.
- To scan for particular information, organise the relevant information and present it in a logical manner or prescribed format.

Writing
- To carry out writing tasks, such as form filling, article writing, report writing and letter writing using both formal and informal registers.
- To make notes and write summaries on a variety of topics.

Listening
- To understand specific details, information and semi-formal announcements, e.g. news, weather, travel and in interviews, dialogues and telephone conversations.
- To demonstrate general comprehension and take notes from material heard.

Speaking
- To speak clearly, confidently and competently on a range of topics within...
a defined range such as past and present schooling, future plans or current affairs

How the Course Will be Assessed
Reading and Writing:
- at Core level (eligible for grades C-G) one paper of 1 hour 30 minutes. At Extended level (eligible for grades A*-E) one paper of 2 hours

Listening:
- an examination lasting 30-40 minutes at Core level and 45 minutes at extended level.
Oral
- (optional) one examination of at least 10 minutes; at both levels this is separately endorsed.

What Opportunities are there to take this subject further in Year 12 and 13? Successful completion of any of the above courses with at least a grade B would allow the student to apply for one of the English courses offered at IBDP.
IGCSE Compulsory Subjects 2014 – 2016

Mathematics Faculty

IGCSE International Mathematics (CIE 0607)

IGCSE International Mathematics is a compulsory two-year course which is differentiated to meet students' needs, and students will be taught in sets. By the end of Year 10, students will decide, in consultation with their teachers, which course of study is most appropriate for them to continue with, Core (grades C-G) or Extended (grades A*-E), although some may begin Year 10 in the Core set if there is enough demand. Strong mathematicians may be offered the opportunity to complete the Extended curriculum and then continue with the IGCSE Additional Mathematics course, both of which will be examined at the end of Year 11.

Aims of the course

The aim of this course is to help students acquire knowledge and skills which they will need for further study and in their adult lives. It has been designed specifically to prepare students for Mathematics in the IB Diploma Programme.

Details of what the course involves

The course includes the following content areas:

- Number
- Algebra
- Functions
- Transformations
- Mensuration
- Geometry
- Trigonometry
- Probability
- Statistics
- Calculus
- Matrices
- Binomial expansion
- Permutations and combinations

The top sets in Year 10 will begin by studying the International Mathematics (0607) and Additional Mathematics (0606) curricula concurrently with the aim of sitting both examinations at the end of Year 11. However, the Additional Mathematics course is extremely demanding, and students may be advised at the end of Year 10 or after the mock examinations in January of Year 11 to sit only the Extended (0607) examination. Even so, these students will have studied some more advanced mathematical concepts and engaged in more difficult problem-solving tasks and will have benefitted from their exposure to what this course has to offer, better preparing them for IB Mathematics.

Aims of the Course

The aim of the course is to help students solidify their skills, particularly algebraic manipulation, and their ability to recognise the appropriate mathematical procedure for a given situation. This will enable them to become efficient problem-solvers. They will also become aware that creativity and perseverance are essential to successful problem solving and will develop confidence in their abilities to tackle new and challenging problems. It is hoped that they will also gain a greater appreciation of the beauty, power and usefulness of mathematics. This course is excellent preparation for IB Mathematics at Standard or Higher Level.

Details of what the course involves

The course includes the following content areas:

- Polynomial functions and equations
- Exponential and logarithmic functions and equations
- Trigonometric functions and equations
- Transformations of graphs
- Vectors in two dimensions
- Permutations and combinations
- Matrices
- Binomial expansion
- Differentiation and integration

How the course will be assessed

The course is assessed entirely by two 2-hour final examination papers. The exam tests a student's ability to solve multi-step problems, often involving several different techniques and incorporating various areas of the syllabus.

Calculator

Students may use a GDC throughout the course, but only a scientific calculator will be allowed on the examination papers. They may borrow a school scientific calculator just for the examination, but it is recommended that they purchase their own natural display scientific calculator which they can familiarise themselves with during the final terms of the course.

What opportunities are there to take this subject further in Year 12 and 13?

Mathematics is a compulsory component of the IB Diploma. As such, there are three options available at IB depending on the interest and ability of the student:

- Standard level – Mathematical Studies or Mathematics SL
- Higher level – Mathematics HL

What are the entrance requirements for the IB Diploma?

The department recommends the following grades at IGCSE for entrance into the IB Mathematics courses:

- Minimum grade A at IGCSE (0607) and C in Additional Maths (0606) for Mathematics HL
- Minimum grade A at IGCSE for Mathematics SL
- Minimum grade C at IGCSE for Mathematical Studies SL
Year 10 students are expected to take an IGCSE course in each of the three sciences listed below as part of the compulsory curriculum. Exceptions may be made in the case of students who join the School part way through Key Stage 4.

IGCSE Biology

Aims of the course

The aims of the syllabus, listed below, are the same for all students. They are not listed in order of priority.

1. to provide a worthwhile educational experience for all students, through well-designed studies of experimental and practical science, whether or not they go on to study science beyond this level

2. to enable students to acquire sufficient understanding and knowledge to:
   a. become confident citizens in a technological world, to take or develop an informed interest in scientific matters
   b. recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life
   c. be suitably prepared for studies beyond the IGCSE in pure sciences, in applied sciences or in science-dependent vocational courses

3. to develop abilities and skills that:
   d. are relevant to the study and practice of biology
   e. are useful in everyday life
   f. encourage efficient and safe practice
   g. encourage effective communication
   h. concern for accuracy and precision
   i. objectivity
   j. integrity
   k. enquiry
   l. initiative
   m. inventiveness

4. to develop attitudes relevant to Biology such as:
   n. to stimulate interest in, and care for, the environment
   o. to promote an awareness that:
      p. scientific theories and methods have developed, and continue to do so, as a result of the co-operative activities of groups and individuals
      q. the study and practice of science is subject to social, economic, technological, ethical and cultural influences and limitations
      r. the applications of science may be both beneficial and detrimental to the individual, the community and the environment
      s. science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal

Details of what the course involves
- Characteristics of living organisms
- Classification and diversity of living organisms
- Cell structure and organisation
- Movement in and out of cells
- Nutrition in plants and animals
- Transport in plants and animals
- Respiration and breathing
- Excretion in humans
- Coordination and response
- Reproduction in plants
- Reproduction in humans

How the course will be assessed

The progress and development of the skills will be assessed internally by tests, practical assignments, problem solving tasks and projects.

All candidates must enter for three papers in their final exam – Multiple choice question paper (30% of the final mark), Theory paper (50% of the final mark) and Alternative to practical paper (20% of the final mark).

What opportunities are there to take this subject further in Year 12 and 13?

After completing IGCSE Biology or IGCSE Coordinated Science course, students can study Biology either at Higher Level or Standard Level in the IB diploma programme offered at the school.

What are the entrance requirements for the IB Diploma?
Minimum B grade from IGCSE is required to study either Higher Level or Standard Level Biology.

Details of educational visits
Educational visits are under review at present.
Aims of the course
All students doing IGCSE Chemistry have the opportunity to acquire the thorough knowledge and understanding of key principles and their applications of the subject. The course will set out:

1. to provide a worthwhile educational experience for all candidates, through well-designed studies of experimental and practical science, whether or not they go on to study Chemistry beyond IGCSE;
2. to enable candidates to acquire sufficient understanding and knowledge to become confident citizens in a technological world, able to take an informed interest in scientific matters;
3. to develop abilities and skills that are relevant to the study of Chemistry and useful in everyday life; encourage safe and efficient practice;
4. to stimulate interest in environment and caring for it; and
5. to promote an awareness that - scientific theories and methods have developed, and continue to do so, as a result of co-operative activities of groups and individuals.

the study and practice of science are subject to social, economic, technological, ethical and cultural influences and limitations.

particulate nature of matter; Experimental techniques; atoms, elements and compounds; bonding and structure; mole concept and stoichiometry; Electrochemistry; Energy changes; rate of reactions; Acids, bases and salts; the periodic table; metals, air and water; sulphur and carbonates and Organic Chemistry.

Students perform experiments and acquire required skills in investigations which they can apply in their further studies. This includes selecting and using the correct glassware and chemicals by following health and safety requirement in a chemistry laboratory.

Their practical skills include: designing experiments, making and recording observations, measurements and estimates, interpreting and evaluating experimental observations and data, evaluate methods and suggesting possible improvements.

How The Course Will Be Assessed
Two levels of entry in the course are:

- Extended level and Core level.
- The EXTENDED level covers all aspects of the course and requires good understanding and the ability to apply theory to unfamiliar situations, and the CORE level where the extent and depth of knowledge and understanding of the topics listed above is less.

Final Examination
All students have to enter for three written papers.

Extended level
Paper 1: multiple choice consisting of 40 questions (four-choice type). This has 30% weight of the total and the paper is 45 minutes duration
Paper 3: Extended paper consists of structured questions. This has 50% weight of the total and the paper is 1 hour 15 minutes duration
Paper 6: This is the Alternative to practical. Questions are based on practical skills. This paper has weight of 20% of the total and is 1 hour duration

Core level
Paper 1: multiple choice consisting of 40 questions (four-choice type). This has 30% weight of the total and the paper is 45 minutes duration
Paper 2: Core level consists of structured questions. This has 50% weight of the total and the paper is 1 hour 15 minutes duration
Paper 6: This is the Alternative to practical. Questions are based on practical skills. This paper has weight of 20% of the total and is 1 hour duration.

What opportunities are there to take this subject further in Year 12 and 13?
All students require to do at least one science subject in the IB level. Some students take two science subjects (Higher or Standard level). This course needs to be completed to continue in IB Chemistry.

What are the entrance requirements for the IB Diploma?
Students need to get at least a B grade at IGCSE in Chemistry to take Chemistry at IB Higher level or Standard level.
Aims of the course
Students should acquire a knowledge and understanding of the concepts, principles and applications of Physics so that all candidates have the opportunity to:

1. Become confident citizens in a technological world, able to take and develop an informed interest in matters of scientific importance.
2. Recognize the usefulness and limitations of scientific method and appreciate its applicability in other disciplines and in everyday life.
3. Be suitably prepared to embark on certain post-16 science vocational courses and study in any of the pure and applied sciences.
4. Develop abilities and skills that relevant to the study and the safe practice of science, useful in everyday life and which encourage effective communication.
5. Be curious, interested and have enjoyment in science and its method of enquiry, as well as an interest in the care of the environment.
6. Develop attitudes such as concern for accuracy and precision; objectivity; enquiry; integrity; initiative and inventiveness.
7. Have an awareness of the fact that the study and practice of science are co-operative and cumulative activities subject to social; economic; technological; ethical and cultural influences and limitations.
8. Have an awareness of the fact that the applications of science may be both beneficial and detrimental to an individual; the community and the environment.
9. Have an awareness of the fact that the concepts of science are of a developing and sometimes transient nature and that science and its language transcends national boundaries.

Details of what the course involves
Students starting Year 10 follow the Cambridge IGCSE Physics course. This is a single award course that covers the traditional areas of Physics and its application.

The course consists of the following topics:
- General Physics: motion, density, mass and weight; forces; moments; equilibrium; center of mass; scalars and vectors; energy, work done and power; energy resources; kinetic theory; evaporation; pressure; thermal properties; the transfer of heat; temperature; waves; light; sound; the electromagnetic spectrum; wave properties; lenses; magnetism; electricity; electromagnetism; circuit components; digital electronics; the motor effect; the dynamo effect; the transformer; cathode rays and the oscilloscope; atomic physics and radioactivity.

Alongside the theoretical section of the course, there is a strong practical aspect. Experimentation is a major part of the subject and occurs throughout the two years of the course. Through this, students will learn essential skills as well as acquiring the ability to plan, execute and evaluate experiments.

How the course will be assessed
The structure of the course allows two levels of entry: the EXTENDED level that covers all aspects of the course and requires a good understanding and the ability to apply theory to unfamiliar situations, and the CORE level where the extent and depth of knowledge and understanding of the topics listed above is less. If the student has been entered at the Extended level, then a grade between A* and G is possible. If the Core entry is selected then the grades available are C to G only.

Core Level candidates:
will sit the following examination papers:
- Paper 1: a 45 minute multiple-choice paper that covers the core sections of the syllabus, worth 30% of the total mark.
- Paper 2: a 1 hour and 15 minute hour paper consisting of structured and short answer questions that cover the core sections of the syllabus, worth 50% of the total mark.
- Paper 6: a 1 hour written paper that assesses practical skills and experimental data-analysis, worth 20% of the total mark.

Extended Level candidates:
will sit the following papers:
- Paper 1: a 45 minute multiple-choice paper that covers the core sections of the syllabus, worth 30% of the total mark.
- Paper 3: a 1 hour 15 minute paper consisting of structured and short answer questions that cover the core and extended sections of the syllabus, worth 50% of the total mark.
- Paper 6: a 1 hour written paper that assesses practical skills and experimental data-analysis, worth 20% of the total mark.

What opportunities are there to take this subject further in Year 12 and 13?
At least one science must be chosen for the IB Diploma, either at Standard or Higher Level, though two can be chosen as well. Students completing this course can choose either Standard or Higher Level Physics.
IGCSE and Core Physical Education
Aims of the course
Physical Education develops students’ competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality physical education curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others’ performances and find ways to improve them.

At BISB, students engage in 2 hours of physical activity a week. At Key Stage 4 boys and girls follow a range of activities in single sex groups, with growing opportunities to represent the school at a number of sports.

Details of what the course involves
The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It gives students the opportunity to be involved in a number of physical activities in the roles of participant, leaders and officials.

Students will:
- Develop their knowledge and practical skills in a range of physical activities
- Examine the effects of exercise and how training can improve performance
- Find ways to improve their own performance in a variety of roles
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity

Key Stage 4 PE has a particular focus on theoretical practice. During the 2 hours of PE a week, theory will be implemented in far greater detail during practical sessions. Students will discuss and look at:
- Health and skill related exercise
- The effect of exercise on health, fitness and performance
- The importance of diet, work and rest in relation to physical activity and a healthy lifestyle
- Physical and mental health
- How lifestyle choices (exercise, diet, rest and drugs) affect the mind and body

By the close of KS4, we expect students to have achieved well in these areas and in these ways:

<table>
<thead>
<tr>
<th>Concept</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence 1.1</td>
<td>* Developing control of whole-body skills and fine manipulation skills. * Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity. * Responding with body and mind to the demands of an activity. * Adapting to a widening range of familiar and unfamiliar contexts.</td>
</tr>
<tr>
<td>Creativity 1.3</td>
<td>* Using imaginative ways to express and communicate ideas, solve problems and overcome challenges. * Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.</td>
</tr>
</tbody>
</table>

Healthy, Active Lifestyle

Performance 1.2
* Understanding how the components of competence combine, and applying them to produce effective outcomes. * Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve. * Appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams. * Understanding the nature of success in different types of activity.

Healthy, Active Lifestyle 1.4
* Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle. * Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing. * Developing leadership skills, teamwork skills and the ability to practice in a safe manner.
Assessment of the above concepts will be conducted through the curriculum shown below. Each sport provides us with the opportunity to assess a conceptual focus:

<table>
<thead>
<tr>
<th>Type</th>
<th>Sport</th>
<th>Conceptual Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invasion Games</td>
<td>Floorball / Football / Basketball / Volleyball</td>
<td>* Priority Concepts: Competence 1.1 and Performance 1.2</td>
</tr>
<tr>
<td>Striking and Fielding</td>
<td>Softball / Rounder's / Cricket</td>
<td>* Priority Concepts: Competence 1.1 and Performance 1.2</td>
</tr>
<tr>
<td>Athletics</td>
<td>Athletics</td>
<td>* Priority Concepts: Healthy Active Lifestyle 1.4 and Creativity 1.3</td>
</tr>
<tr>
<td>Composition and movement</td>
<td>Dance / Gymnastics</td>
<td>* Priority Concepts: Performance 1.2 and Creativity 1.3</td>
</tr>
<tr>
<td>Fitness and Health</td>
<td>Personal Exercise Programme Development</td>
<td>* Priority Concept: Healthy Active Lifestyle 1.4</td>
</tr>
</tbody>
</table>

How will core PE be assessed?

Self Assessment
- Analysis of work through video evidence. Draw comparisons with previous work and have an awareness of standards. Success criteria – meeting targets set either individually or as a whole group.
- Comparison of work produced/completed against wall target areas e.g. beating a player. Level is assessed against a sliding coloured scale to enable easy recognition of levels achieved. Do they consistently achieve these standards or rarely? Students complete self assessment analysis to determine own views regarding progress. Level descriptors are easily accessible to allow reflection.

Peer Assessment
- Analysis of video evidence enabling students to focus upon good/bad performance.
- Observation of demonstrations and completed work providing verbal feedback and utilising appropriate PE vocabulary associated with the specific area e.g. extension, fluency and consistency within gymnastics.
- Use of wall target areas to determine overall or specific areas of performance.

Teacher Assessment
- Performed within each unit of work to determine progress. Assessment will be a reflection on ability, effort and conceptual focus in relation to level descriptors. Students will be expected to grade between A* - C.

- Teacher assessment within lessons also includes the use of lower/higher order questioning to establish understanding and ability to relate skills. (Knowledge & Understanding).

How will IGCSE PE be assessed?

This covers all of the above, but formalises assessment for both practical and theory, providing students with an IGCSE in this subject. Students will be offered an extra 1 to 2 hours of PE a week and be classroom based for theoretical lessons.

Attainable grades for this course are A*, A, B, C, D, E, F

All candidates will be assessed in the following manner:

<table>
<thead>
<tr>
<th>Component 1</th>
<th>Component 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: 1 hour 45 min</td>
<td>Coursework Centre-based assessment</td>
</tr>
</tbody>
</table>

Section A:
Candidates answer short answer questions on the three units they have studied: Factors affecting performance, Health, safety and training, Reasons and opportunities for participation in physical activity.

Candidates choose to undertake four practical activities from at least two of seven categories (50% of total marks). Candidates must show the ability to analyse and improve practical performance in one of their four chosen practical activities (10% of marks)

Section B:
Candidates answer three structured questions, one from each of the three units they have studied.

40% of total marks 50% of total marks

What are the entrance requirements for the IB Diploma?

IB Sport Science is currently under review with the hope it may be offered in the academic year 2015-16. It is heavily theory based and a B or above would be expected in both PE and a relevant science.
At the BISB we aim to provide a broad co-curricular programme in which our schools high academic standards can be matched by outstanding levels of achievement in activities, team sports and the creative and performing arts. The new BISB Diploma which will be introduced in 2014 will combine the philosophies of the BISB learner profile and CAS with an emphasis on Leadership, Internationalism and Personal Development at its core. The Diploma will have an age appropriate structure at each Key stage and each student will tackle the diploma through an individually tailored programme designed to suit their personal co-curricular interests, skills and developmental needs. Throughout the programme, students will be encouraged to reflect on how their learning in one area of school life may help them in another, thus unifying their co-curricular programme into a single coherent learning experience.

**Core Elements**  
Leadership  
Internationalism  
Personal Development

**Broad Components**  
Creativity – Arts and Skills  
Action – Sport and adventure  
Service – Community and Environment

**Reflection and Evaluation**  
This is a key part of the Diploma and will encourage students to reflect how learning and development in one area can support development and learning in another.

**Specialism**  
Students can have all-round focus, or opt to have specialized pathways to their Diploma such as Sports, Arts, Skills, Community, Adventure or Environment Focus. In such a case a student will need to demonstrate additionally competency in their area of focus.
IGCSE Art and Design (CIE 0400)

Aims of the Course
Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics and is a form of communication and a means of expressing ideas and feelings.

This syllabus is intended as a broad course exploring practical and critical/contextual work through a range of two-dimensional and/or three-dimensional processes.

Details of what the course involves
We offer three component options:
- Component 1: Observational/Interpretative Assignment
- Component 2: Design Assignment
- Component 3: Critical and Historical Assignment

Most of the formal training takes place in Year 10 and students will learn techniques in drawing, painting, design, and explore some Art history.

Students must choose two of the options in Term 2 of Year 11.
Each option is weighted equally

Attainable grades for this course are A*, A, B, C, D, E, F

How the course will be assessed
Components 1 and 2 require an examination piece. This is an exciting opportunity for the chosen artists, as each exhibition runs for two weeks.

IGCSE Music (CIE 0410)

Aims of the Course
IGCSE Music is an interesting and challenging course for students who share a passion for music of all styles. It offers opportunities for students to build on the knowledge, and skills they have already learned in school, whilst helping them to develop a more sophisticated musical understanding.

There is a wealth of evidence, which suggests that ongoing music education helps children across a wide range of criteria - including overall academic performance. Formal music instruction requires focus, discipline and determination – excellent qualities which are often transferred into other areas of the student’s life.

Details of what the course involves
IGCSE Music is an academic course designed to develop skills in performance, composition and music analysis through the exploration of classical and world musical cultures. In addition to this, students will be taught the rudiments of music including standard notation, harmony, melody and rhythm, making them confident, well rounded musicians.

Performance constitutes a large percentage of the IGCSE Music course and therefore it is desirable that students have at least 3 years instrumental (or vocal) experience and some understanding of reading notation and basic music theory to ensure they are able to make secure progress throughout the course. It is a requirement of this course that students take additional weekly one-to-one instrumental lessons on their chosen main instrument. The school can assist students who may need help finding a suitable instrumental tutor.

How the course will be assessed
There are three components to the course as follows:

Unprepared Listening and Prepared Listening (Component 1 - 40%)
The listening section of the course is examined through a 1hr 15 minute exam at the end of the course.

The listening paper aims to establish the students understanding of a range of musical styles and cultures. Over the course of 2 years, students will study 4 main areas in Western Classical music;
- Baroque
- Classical
- Romantic
- 20th Century

Students will examine traditional musical styles including the Concerto, Dance Suite, Sonata, Symphony, Opera, Jazz and Musical Theatre. They will also study the music of non-western cultures such as the music of India, Latin America, and China.

Students will develop the listening and interpreting skills required to analyse musical scores and identify key features in the music.

In addition, students will make an in depth study of one orchestral piece over the 2 year study period. They will examine in detail the score and will develop an understanding of the composer’s intentions and musical style.

Performing (Component 2 – 30%)
The performance element of the course is examined through a recorded examination which is sent for moderation in April of the final year of study.

For many students, performance is the most enjoyable part of music. Students who take IGCSE Music will be encouraged to perform a range of musical pieces both as solo and ensemble performances and it is a requirement that IGCSE students will be active members of the school orchestra, choir and school concerts.

For the practical part of the examination, students must perform and record 2 performance pieces on an instrument (or voice).

- one (or two short contrasting) pieces playing a solo instrument or singing
- one (or two short contrasting) pieces singing or playing in an ensemble

The duration of the total performance is from 4 – 10 minutes.

Composing (Component 3 – 30%)

The composition element of the course is examined through written coursework which is recorded and sent for moderation in April of the final year of study.

Composition is an exciting area of study for many students and the opportunity to create a piece of music from scratch is extremely rewarding and satisfying.

Students will be challenged throughout the 2 year course to build a portfolio of musical compositions for a variety of musical instruments and styles. Students will be taught how to use sophisticated computer software which is used widely by universities and professional composers around the world to create complex and sophisticated compositions which will be performed live and recorded onto CD.

All students take every part of the examination, and can be awarded the full range of grades A-G.

What opportunities are there to take this subject further in Year 12 and 13?
An IGCSE in music is an excellent foundation for those students who would like to take their study of music further. Students can study Music either at Higher Level or Standard Level in the IB diploma programme offered at the school.

What are the entrance requirements for the IB Diploma?
The Music department recommends that students must have a the equivalent to a grade B in IGCSE Music to consider taking Music at IBDP level.
**IGCSE Business Studies (CIE 0450)**

**Aims of the course**
The aims of the course are to develop knowledge and understanding of business concepts and practices. At the end of the course students will be able to apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts. In addition they will have developed an awareness of the nature and significance of innovation and change within the context of business activities.

**Details of what the course involves**
There are five main study areas:
- Business and the environment in which it operates
- Business structure, organisation and control
- Business activity to achieve objectives
- People in Business
- Regulation and controlling business activity

In addition to the specific content given above, students will develop the ability to:
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements;
- appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise;
- develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation;
- handle simple data including graphs and diagrams.

**How the course will be assessed**
Students will be examined by sitting two papers (one hour 45 minutes each) at the end of the course.

**Paper 1** - Short-answer questions and structured/data response questions. There will be no choice of questions. 50% of total marks.

**Paper 2** - Questions arising from a given case-study (not pre-released). There will be no choice of questions. 50% of total marks.

**What opportunities are there to take this subject further in Year 12 and 13?**
In the IB Diploma programme, Business and Management is one of the Group 3 Humanities options. There is also an opportunity to choose Economics as a Group 3 subject.

**What are the entrance requirements for the IB Diploma?**
The Faculty recommends the following grades at GCSE for entrance into Higher and Standard Level IB at least a B at IGCSE.

**IGCSE Economics (CIE 0455)**

Economics is an exciting and dynamic subject which investigates the central issue of meeting society’s needs and wants with limited resources. It investigates how resources are distributed in different types of society and how governments act to influence this distribution. The topics studied will give an understanding of many of the chief factors affecting our lives; our wealth and well-being. In addition studying Economics will help develop many skills, in particular the use of data to draw conclusions and the application of theory to explain why events may have happened. Central topics will include:
- Basic economic problem: choice and the allocation of resources
- The allocation of resources: how the market works; market failure
- The individual as producer, consumer and borrower
- The private firm as producer and employer
- Role of government in economy
- Key economic indicators; unemployment, inflation, GDP
- Developed and developing economies: trends in production, population and living standards
- International economics; trade and exchange rates

**Assessment:**

<table>
<thead>
<tr>
<th>Paper</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper One - Multiple Choice</td>
<td>Candidates answer 30 multiple choice questions</td>
<td>30%</td>
</tr>
<tr>
<td>Paper Two - Structured Questions</td>
<td>Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six.</td>
<td>70%</td>
</tr>
</tbody>
</table>

Please note: Due to the similarity of some of the content between Economics and Business Studies, students should not choose both subjects together.
IGCSE Geography (CIE 0460)

Aims of the course
Geography is the study of our changing, contemporary world. The aims of the course are to increase the geographical skills, knowledge and understanding of students through investigation of natural and human processes and the impacts of these processes.

Details of what the course involves
A key concept in modern geographical study is finding sustainable solutions to the challenges facing our changing world and this concept runs through the main three curriculum themes: Population and Settlement, The Natural Environment, Economic Development and the Use of Resources.

Within these themes students will study a wide range of topics such as: Population dynamics, Population structures, Population growth and policy, Impacts of ageing population, Impacts of HIV/AIDS, Migration, Settlement structures, Urbanisation and urban growth, Settlement dynamics, Management of LEDC/MEDC cities, Agricultural systems, Industrial systems, Industrial location, Employment structure, Leisure activities and tourism, Sustainable development, Plate tectonics, Volcanoes and earthquakes, Landforms/Landscape processes, Understanding weather, Climate and ecosystems, Human impact on the environment, Energy and water resources, Environmental management.

Each of these themes will be studied through the use of case studies from a wide variety of locations. Examples include: urban problems in Rio de Janiero Brazil, urban change in Bratislava Slovakia, population growth and impact of HIV/AIDS Malawi, population control in China, Hurricane Katrina USA, location of KIA Autos in Slovakia, deforestation in Mato Grosso Brazil, plus many more relevant and up to date case studies from our changing world.

How the course will be assessed
Paper 1 (1¾ hours) involves the use of case studies and students answer 3 questions from a choice of 6. Paper 2 (1½ hours) is a skills-based paper and includes the use of map skills. Paper 4 (1½ hours) is the Alternative to Coursework paper and involves the use of physical and human geography fieldwork techniques. There is no coursework in this subject.

What opportunities are there to take this subject further in Year 12 and 13?
In the IB programme students can take Geography Higher Level (HL) or Geography Standard Level (SL).

What are the entrance requirements for the IB Diploma?
A ‘B’ grade at IGCSE is recommended for both Higher and Standard Level. Students may take Geography at IB Diploma level without having studied the subject in Year 10/11 but doing so will give them a great advantage.

Details of educational visits / relevant school excursions and events
We expect Year 10 students to attend a four day residential fieldwork trip to Mala Fatra National Park in Northern Slovakia during the Summer Term. During this trip students will acquire the fieldwork techniques necessary for the Paper 4 examination.

In addition a fieldwork trip also takes place to the centre of Bratislava to collect fieldwork data for a human geography project.

Students will also have the opportunity to take part in an Urban Conference organised by IB Geography students.
IGCSE History (CIE 0470)

Aims of the Course
Students will explore history from a diversity of perspectives, including social, economic, cultural and political. IGCSE History encourages students to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations.

Students of IGCSE History are given the opportunity to:
• develop an interest in and enthusiasm for learning about and understanding the past;
• explore historical concepts such as cause and consequence, change and continuity, and similarity and difference;
• appreciate historical evidence and how to use it;
• gain a greater understanding of international issues and inter-relationships;
• learn how to present clear, logical arguments.

Details of what the course involves
There are 2 main elements to the course:

1. The 20th century: International Relations since 1919

The content focuses on the following Key Questions:
• Were the peace treaties of 1919–23 fair?
• To what extent was the League of Nations a success?
• Why had international peace collapsed by 1939?
• Who was to blame for the Cold War?
• How effectively did the USA contain the spread of Communism?
• How secure was the USSR’s control over Eastern Europe, 1948–c. 1989?
• Why did events in the Gulf matter, c. 1970–2000?

2. Depth Study
• USA 1919-41

How the course will be assessed
History IGCSE is graded from A*-G. The course is examined in May of Year 11. Students will sit 3 exam papers. Paper 1 is 2 hours in length and will examine knowledge and understanding of the Core Curriculum and Depth Study. Paper 2 is also 2 hours in length and uses historical source material to assess a prescribed topic. In May 2016 this will be, Why did events in the Gulf matter, c. 1970–2000? Paper 4 (Alternative to Coursework) is a 1 hour paper which requires students to answer one essay-style question on their Depth Study.

What opportunities are there to take this subject further in Year 12 and 13?
In the IB programme students can take Higher Level (HL) or Standard Level (SL) History.

What are the entrance requirements for IB Diploma?
It is recommended that students wishing to study either HL or SL History achieve at least a grade B in the IGCSE.

Details of Educational Visits
We review the availability of educational visits each year. Recent past trips have included a study tour to Berlin in conjunction with the Modern Languages Faculty. During 2014-16 we plan to introduce trips to historical sites in the great cities of Bratislava, Vienna and Budapest.
Modern Foreign Languages Faculty

IGCSE French, German & Spanish* (CIE 0520, 0525, 0530)

* Please note that the Spanish course is for students with no previous experience either in German or French or students with experience in Spanish only, whilst the French and German courses require typically at least a year’s experience. Although Spanish is a beginner’s subject it is no less challenging than any other language.

The syllabus content of each course is essentially the same, thus all three languages are covered here in the same section.

Aims of the course
The aim of any of these IGCSE language courses is the same: to foster a better understanding of the languages and to encourage students to become confident users of the languages in a variety of different situations. The courses will focus on the four key skills areas of speaking, reading, listening and writing.

Details of what the course involves
Each two-year course will be structured around numerous broad topic areas such as, Everyday Life and Activities, Personal and Social life, The World Around us, The World of Work, Life at Home and Food and Drink.

The target language will be the main means of communication in the lessons and whilst students will have access to bi-lingual dictionaries and be taught how to use them effectively, they will not be allowed to use them in their final examination.

How the course will be assessed
The final examination is made up of three common ‘Core’ papers, with an optional ‘Extended’ fourth paper which specifically assesses writing ability. To gain higher than a ‘C’ grade, a candidate must attempt the Writing Paper. The papers are:

Paper 1 - Listening: Candidates demonstrate understanding of specific detail in short, formal public announcements, informal announcements, short conversations and interviews.

Paper 2 - Reading and Directed Writing: Candidates demonstrate understanding of words within short texts such as public notices, texts, including magazines and newspapers, instructions and signs, and they extract relevant specific information from texts and carry out basic writing tasks.

Paper 3 - Speaking: Candidates perform two role-play tasks which involve both taking the initiative and responding to questions; they deliver a short presentation on a topic of their own choice, followed by questions on that topic, and they take part in ‘General Conversation’ with unprepared questions on topics of interest to the candidate and young people in general.

Paper 4 - Continuous Writing (For Extended Level only): Candidates express thoughts, feelings and opinions in order to interest, inform or convince; they also demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

Scheme of assessment
Students may follow the Core curriculum only (grades C to G) or the Extended curriculum, which includes both the Core and the Extended Continuous Writing element (grades A* - C). The main criterion to achieve the highest grade is to be able to convey information using the past, the present, the future and some conditional tenses.

What opportunities are there to take this subject further in Year 12 and 13?
French, German and Spanish exist as ‘B’ languages (a ‘B’ language is one which students will have already studied for at least two years) as part of the school’s International Baccalaureate Diploma Programme (IBDP). Spanish exists as an ab initio (i.e. ‘beginner’) language in the IBDP as well.

What are the entrance requirements for the IB Diploma?
Candidates who successfully complete the course with at least a B grade will be able to continue the subject as their Group 2 B Language on the school’s IBDP. A pass of this quality should also grant access to an alternative 16+ years course of a similar standard to the IBDP ‘B’ Language. There is no entry requirement for Spanish ab initio, other than one should technically be a ‘beginner’ in the language.

Details of educational visits
The language curriculum is supported by local educational visits to a local car factory or French Institute in Bratislava. If sufficient interest were shown and a suitable course could be found, we would endeavour to run a residential language course in an appropriate country during the IGCSE programme, probably towards the beginning of Year 10. Costs are difficult to quote accurately, but experience has shown that such a course would probably cost in the region of 600 euros for a 5-6 day trip.

Recent past trips have included a residential visit to Berlin and to Spain.
모국어로서의 한국어

교육과정 소개
10학년과 11학년에 걸쳐 국어와 문학을 총체적으로 이해하고 역학을 고려하여 국어를 효과적으로 사용하며, 다양한 영향의 담화와 글을 비판적이고 창의적으로 수용하고 생산하고 국어의 가치와 중요성을 인식하고 국어 생활을 능동적으로 하는 태도를 기르게 하는 과정입니다.

교육과정 목표
• 학생들이 정확하고 적절하고 효과적으로 글을 쓸 수 있도록 합니다.
• 학생들이 읽은 내용을 잘 이해하고 적절하게 응답할 수 있도록 합니다.
• 학생들이 언어의 다양성을 익히고 즐길 수 있도록 합니다.
• 분석, 추론, 종합 등 일반적으로 적용되는 논리의 기술을 익히도록 합니다.
• 자기 발전을 통한 정체성 함양 및 우리와 상대방을 이해하도록 합니다.

평가 방법
Paper 1: Reading (2시간)
학생들은 과정 중 배우지 않은 두 작품을 읽고 요약, 분석, 특정 정보 찾기 및 작가가 선택한 여러 장치들을 인식하는지 평가받습니다.

Paper 2: Writing (2시간)
토론과 주장, 묘사 및 서술에서 각각 하나의 문항을 선택하여 300-350 어절 길이로 글을 작성합니다.

교육과정 성취 기준
• 10학년-11학년을 통해 중학교 및 고등학교 국어 교과서를 활용하여 국어의 제반 지식을 하고 다양한 종류의 글을 읽고 문학은 물론 글쓰기 연습에 주력합니다.
• 다양한 관점을 바탕으로 작품을 해석하고 작품의 세계가 누구의 눈을 통해 전달되는지 파악하며, 작품의 창작 의도와 소통 역학을 고려하여 작품을 수용합니다.

Slovenský jazyk a literatúra pre 1. a 2. ročník stredných škôl

Cieľ vzdelávacieho programu
Oboznámiť žiakov s osnovami učiva pre prvý a druhý ročník stredných škôl. Dovolíť si základné literárno-historické fakty z období od starovekej literatúry až po literárnu modernu. Rozšíriť si vedomosti o stylistické, lexicálnej, morfologické a syntaktickej rovine jazyka.

Podrobnejšie ciele obsiahnuté v programe môžeme ich rozdeliť do štyroch oblastí:
• Literárno-historické vedomosti a čitateľská percepcia umelého textu
• Literárno-teoretické zručnosti a kritická analýza umelého textu
• Jazyk a jeho gramatické a pravopisné zákonnosti s dôrazom na ich využitie pri tvoritve rečového prejavu
• Jazyk z hľadiska funkčných jazykových štýlov a slohových postupov s dôrazom na primeraný obsah a prehľadné formálne členenie vypracovávaných slohových útvarov

Ročníky 10 a 11 zodpovedajú učebnými osnovami ročníkom 1 a 2 štátnych škôl ukončených maturitnou skúškou.

Aké možnosti poskytuje tento program pri ďalšom štúdiu vo vyšších ročníkoch?
V študijnom programe IB si študenti môžu zvoliť Higher Level (HL) alebo Standard Level (SL), pričom oba sú slovenskými univerzitami akceptovaným ako ekvivalent štátnej maturitnej skúšky.

Vstupné požiadavky na štúdium predmetu v študijnom programe IB
Vyučujúci odporúča dosiahnuť nasledovné koncoročné hodnotenia v oboch ročníkoch:
• Higher Level IB minimálne A v oboch ročníkoch
• Standard Level IB minimálne B v oboch ročníkoch
Appendix

Recent examination results for IGCSE:

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>19.4</td>
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<td>18.6</td>
<td>17</td>
<td>19.7</td>
</tr>
<tr>
<td>A*-A</td>
<td>40.4</td>
<td>35.0</td>
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<td>45</td>
<td>45.8</td>
</tr>
<tr>
<td>A*-B</td>
<td>65.8</td>
<td>64.9</td>
<td>57.9</td>
<td>72</td>
<td>63.2</td>
</tr>
<tr>
<td>A*-C</td>
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<td>86.5</td>
<td>82.7</td>
<td>88.3</td>
<td>81.2</td>
</tr>
<tr>
<td>A*-E</td>
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<td>96</td>
</tr>
<tr>
<td>A*-G</td>
<td>100</td>
<td>99</td>
<td>100</td>
<td>100</td>
<td>99</td>
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<td>%</td>
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</tbody>
</table>

Our results in 2013 were very comfortably above IGCSE world averages across subjects and showed very significant increases in the A*-A bracket.

Appendix 1 useful websites

Here are some website addresses which you might find useful in your thinking about these important choices and the future beyond.

The school website has information on our IB Diploma Programme and a university guidance section. http://www.nordanglia.com/bratislava/

University Application advice for our students can also be found at www.bisbib.com

Cambridge International Examinations website: www.cie.org.uk

The International Baccalaureate Organisation: www.ibo.org

UCAS Universities and Colleges Admissions Service. UCAS is the clearing-house for all applications to the United Kingdom and provides fully comprehensive links to all courses and universities, colleges and other higher education establishments.
http://www.ucas.co.uk

Appendix 2: university information

General Guidelines for Subject Requirements for Study at University Level

Many universities, particularly in the UK, use students’ IGCSE grades as a key indicator of the students’ suitability to study a degree at their university. It is very important that students do not underachieve at IGCSE as this will limit their options for higher education. Many universities require at least a B in Maths and English at IGCSE and high ranking universities such as Oxford and Cambridge will generally expect students to have A and A* grades in all their IGCSE subjects.

When choosing IGCSE subjects students should consider their future education and career aspirations and choose subjects which will be a solid foundation for future study in their chosen field. If students do not know at this stage what their future education and career plans are then they should choose a broad range of subjects.

IGCSE and the IBDP gives a broad balanced curriculum which are highly regarded by universities so in most cases students’ subject choice at IGCSE and IB Diploma will not limit their choice of degree at university. There are some degree courses which make subject specific requirements so it is important for students to be aware of these.

Below is a list of recommended International Baccalaureate Diploma Programme (IBDP) subject choices for particular careers. If students are thinking of following these paths then their IGCSE subjects should be chosen to be a foundation for these IBDP choices.

Please note that requirements are different from country to country, and from university to university and that requirements change over time.

Medicine
- Chemistry and Biology at Higher Level usually required.

Dentistry
- Chemistry and Biology at Higher Level usually required.

Veterinary Science
- Chemistry and Biology at Higher Level usually required.

Architecture
- Art is generally recommended for some Architecture courses. Physics and Mathematics can also preferred subjects in some cases.

Engineering
- Mathematics and Physics at Higher Level recommended. Chemistry Higher Level also recommended in some cases.

Mathematics
- Higher Level Mathematics usually required.

Natural Sciences
- Two Higher Level Science subjects recommended.

Politics
- Mathematics at Higher Level beneficial but not always essential

Politics/International Relations
History, Geography, Economics are all considered useful.

Psychology
- Usually no specific subject requirements.

Law
- No specific requirements.

Visual Arts
- Most students do a one year Foundation Course prior to a degree, for which a good portfolio of work is required. Most students will have studied Art or Design.
- Higher Level Mathematics for more competitive courses
- Higher Level Economics recommended

Management
- Usually no specific requirements.

For more detailed advice please contact Lee Darwell, the Head of IB on ldarwell@bisb.sk and visit the University Applications section of www.bisbib.com

AUSTRALIA
IB Diploma is accepted. Each university will impose its own grade requirements for students currently studying outside of Australia/non-Australian citizens. Proof of financial viability is essential. Application should be 12 months before entry. www.uac.edu.au

AUSTRIA
IB Diploma is accepted. Courses in most universities are taught in German although there are an increasing number of courses with English as the language of tuition. Applications are made in July and August.

BELGIUM
Dual university system – French and Flemish; proof of fluency in the language of tuition is essential for IB entrants.

CANADA
Each university will state its own minimum IB entry level requirements. Medicine and Dentistry only at Post-Graduate level. Quebec requires competence in French, via their own written test. http://www.canadian-universities.net/Student-Information/index.html

CHINA
The Chinese Universities Entrance Examinations take place in the first 2 weeks of July. Students specialise in humanities or science and engineering. The IB diploma is a recognised high school “graduation” qualification for non-Chinese applicants. Foreign students should obtain the “Directory of Specialities in Chinese Universities & Colleges open to foreign students’ from any Embassy, pick an HE institution and obtain an application form. This form is then considered by an “Academic Committee of Foreign Affairs”. The entry examinations can be taken at the Chinese Embassy.

CZECH REPUBLIC
IB Diploma is accepted. Students should study A1 Slovak/Czech to ensure comparability with Czech/Slovak Maturita. Most courses require candidates to sit entrance examinations. Applications are made in May / June. Most courses are taught in Czech although there are an increasing number of public and private institutions offering courses with English as the language of tuition.

FRANCE
For all but the ‘Grande Ecole’, universities will use their discretion, but usually accept IB and proof of French language competency. Grande Ecole requires acceptance on a two year preparatory course, then success in the final exams (incredibly competitive).

GERMANY
In general, IB is an acceptable alternative to the ‘Abitur’, for universities with equivalent ranking to those in the UK. As a general requirement, 4 examination subjects, including one language, mathematics or one science subject required. Application forms available from the German Embassy. Strictly controlled by each individual university.

HUNGARY
IB Diploma accepted. There are also a number of universities offering Medical and other courses with English as the language of tuition (http://www.studyhungary.hu/). Applicants will need to sit an entrance examination.

ITALY
The IB Diploma is accepted in all Italian universities. Dentistry & Orthodontics require a separate entrance exam. Application, direct to each university, should be made by the end of February. Further information is available from the Italian Cultural Institute, 39 Belgrave Square, London SW1 X8NX.

JAPAN
IB qualifies students for entry into the Japanese universities, subject to language competence. Application should be made directly to the university of choice between August and January. Further information is available from the Association of International Education, 4-5-29 Komaba, Meguro-Ku, Tokyo 153 8503.

KOREA
The IB Diploma is accepted in some high-ranking universities such as Seoul Uni., Korea Uni., Yonsei Uni., KAIST, GIST and UNIST. Each university has a different application procedure, different requirements and application time period. Most of the universities have separate entrance exams. Further information is available on the website Information Centre for University Admission by Association of University Education in Korea. (http://univ.kcue.or.kr/main/main.jsp)

NEW ZEALAND
Similar to Canada. TOEFL/IELTS acceptable as proof of English competence. IB is accepted. Most universities place emphasis on testimonies received from students’ high schools.
NORWAY
English language courses only at Masters Level. Application to Norwegian - and indeed other Scandinavian - universities is post-results and places are confirmed by the end of July. IB is advantageous in terms of timing of examination results.

SOUTH AFRICA
A ‘Certificate of Exemption’ from the SA Matriculation Board is obtainable with IB.

SPAIN
Students take the ‘Selectividad’ entry exams. Testimonials needed. IB diploma results can be translated into the Spanish equivalent by the Spanish Embassy in Bratislava.

SLOVAKIA
IB Diploma is accepted. Students should study A1 Slovak to ensure comparability with Slovak Matúrta. Most courses require candidates to sit entrance examinations. Applications are made in May / June. Most courses are taught in Slovak although there are an increasing number of public and private institutions offering courses with English as the language of tuition.

THE NETHERLANDS
IB qualifies students for entry into the Dutch universities, subject to language competence for courses taught in Dutch. A centralised application system exists for applications to state-funded institutions of higher education in the Netherlands: www.studielink.nl although applications can also be made directly to some institutions instead/as well. The application cycle – in general - runs from January to July of the year of entry (but check individual deadlines, particularly for courses taught in English). For non-Dutch speakers there are a growing number of courses in the English language, for which proof of competency is required. Most Science courses, and some other over-subscribed courses, run a lottery system to allocate places following initial applications. Other useful resources are www.nuffic.nl and for aspects of finance, www.ib-groep.nl.

UNITED KINGDOM
Application to U.K. universities – for students of all nationalities - is centralised through UCAS (the Universities Central Admissions Service). The application cycle opens in September and the main deadline for the submission of applications is mid-January of the year of entry (Medicine, Veterinary Science, Dentistry and Oxbridge deadline is October 15th of the year prior to entry). IB is accepted by all universities who apply a tariff to both courses based on results in individual subjects. Students can apply for up to 5 courses and will receive offers between November and April during the IB2 year.

USA
Students should have taken IB, plus either the American College Testing Program (ACT), or Scholastic Assessment Test (SAT). Each university retains the right to impose its own admissions policy. With both sixth-form programmes, students can be awarded credits towards their first year of study, and in some cases gain entry directly into the second year of the degree programme. Many US universities accept students on the basis of subject certificates.
Contact us

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