



THE BRITISH
INTERNATIONAL
SCHOOL, CAIRO

BISC SIXTH FORM

OPTIONS BOOKLET 2018-19

Sixth form Life | Curriculum | IB Diploma | BTEC | Careers



Introduction	3
Entry Requirements	5
Mission Statement	5
Life in Sixth Form	6
Pastoral Care	6
Communication	6
Dress Code	7
Student Support	8
PSHE and Tutor time	8
Student Leadership	8
Co-Curricular Activities	9
Careers & University Placement	10
The IB Diploma Programme	12
The IB Learner Profile	13
The Curriculum	14
Groups	14
Core Elements	15
Award of the Diploma	15
Academic Honesty	15
BISC Options	16
Guidance for Students	16
Making your choice	17
English Literature HL & SL	18
Language A: Arabic Language and literature	20
Language Ab Initio (Spanish Or German) SL	23
Language B (Arabic/French/Spanish) HL & SL	25
Business Management HL & SL	27
Economics HL & SL	29
Geography HL & SL	31
History HL & SL	33
Information Technology In A Global Society (ITGS) HL & SL	35
Biology HL & SL	38
Chemistry HL & SL	40
Computer Science HL & SL	42
Physics HL & SL	44
Mathematics HL	46
Mathematics SL	48
Mathematical Studies - SL Only	50
Music HL & SL	52
Visual Arts HL & SL	54
The IB Time Table	56
The BTEC programme	57

INTRODUCTION

We are very pleased to present our Sixth Form Information Guide which includes detailed information about course and subject offers at BISC. It aims to give both parents and students a complete picture of life in the Sixth Form at The British International School, Cairo.

Academic standards are high at BISC Sixth Form, based on the intellectually demanding and fulfilling IB Diploma Programme and the BTEC as an alternative vocational qualification. This document gives a comprehensive overview of two very prestigious and distinct qualifications reflecting the two diverse types of learners that we have at BISC. This document is divided into three sections:



Section 1: Sixth Form set up at BISC.

Section 2: The IB Diploma, covering the six groups of subjects in detail, along with the core elements of the programme and the IB learner profile.

Section 3: The BTEC qualification as the alternative vocational option for those who are not keen on the academic emphasis.

The Sixth Form should be an inspiring experience, allowing students to pursue a range of challenging activities within and beyond school. Our Sixth Formers are encouraged to develop leadership in a variety of ways. Within school we have a well established prefect programme, allowing our senior students to support the organisation of the school, to help with individual year groups and to specialise as subject prefects in different areas. Such senior leadership positions recognise that our Sixth Form students are the best ambassadors for the School and the best role models for our younger pupils.

Our Sixth Form students are given freedom to achieve personal success and every support is given when they need it. Close guidance is given by the Sixth Form team consisting of subject teachers, tutors and heads of years. Specialist careers and higher education support is given to students and parents to support in making the right choice of course, in selecting the best degree courses, assisting students to find internships, and composing effective university applications.

I hope this handbook, together with a set of workshops and options' guidance interviews, will enable you, as parents and students to make informed choices for the future.

Should you have further queries, please do not hesitate to email me on hassan.ahmed@bisc.edu.eg.

A handwritten signature in black ink, appearing to read 'H A R' followed by a stylized flourish.

Mr Hassan Ahmed
Head of Sixth Form
IBDP Coordinator

INTRODUCTION

At BISC, along with the excellent academic offering there is an equally strong network of pastoral care. Caring tutors, teachers and support staff are all experienced in dealing with all aspects of education and sixth form life. This produces an environment for success, enabling students to aspire and achieve their full potential.

Our PSHE programme ensure students are prepared for life post sixth form. We develop a global mind set and focus on work related studies such as interview technique, application writing and CV writing. Parallel to this is the growth of the fundamental life skills required for leaving home and school e.g. cooking class, banking, budgeting and preparing for independent student life.



We offer an abundance of sporting opportunity for the Sixth Form from sporting tours and regular fixtures against local international schools to recreational sport and special events like alumni matches and the annual staff vs student games.

There is a strong Model United Nations programme and Year 12 students are invited to develop their diplomatic skills and attend internationally renowned conferences. Student-led expeditions form a central part of the International Award, which builds character as well as teaching important survival skills. The summit of achievement is the Gold Award, available to Year 12 students, which includes a summer expedition in Europe. Students with business acumen are encouraged to take part in INJAZ, which involves the setting up and managing of a business.

The school library is developing as a useful place for both silent studies during 'independent study sessions' and gives access to additional books and specialist magazines for research. The newly developed common room provides a place for relaxation for students during break. 'Off-site privileges' are also a popular feature which students take advantage of to go out of school during non- contact time.

Should you have further queries, please do not hesitate to email me on gavin.boak@bisc.edu.eg.

Mr Gavin Boak
Head of Year 12

Entry Requirements

Entry to Sixth Form is based on the below requirements for each of our pathways:

INTERNATIONAL BACCALAUREATE

For IB, a minimum of 6 B grades at GCSE level.

A level 6 is the equivalent of a B for 9-1 subjects.

In addition, students must have a C grade (level 5) in English and Mathematics.

BTEC

For BTEC, 5 C grades is required including English and Mathematics.

A level 5 is the equivalent of a C for 9-1 subjects.

School Mission Statement

The School's mission is to be a vibrant **international** community offering an outstanding **British-style** education, focused on **independent learning** and the promotion of **global citizenship**.



Life in the Sixth Form

PASTORAL CARE

There is a pastoral support structure based, in the first instance, around the Form Tutor. Every day there is a meeting between the Form Tutor and the Form; a ten-minute registration period is scheduled for the beginning of the day. It must be stressed that this is seen as an important contact period and parents are urged to ensure that all pupils are in the building in good time so as to attend registration at 08.00.

There is a single Personal, Social, Health and Education (PSHE) lesson on one day of each week, in which relevant topics are discussed, developed and explored. The majority of teachers have been assigned to a tutor group and are in close contact with that group. This leads to a monitoring of progress, both academic and social, within the confines of the pupils' peer group.

In addition to the channels outlined, each pupil is under the overall charge of a Head of Section who is involved with the overall pastoral care of the pupils, in the case of the Sixth Form, Mr. Hassan Ahmed.

COMMUNICATION

The table on below outlines who parents should contact in case of concerns about their child:



The tutor is responsible for the overall welfare of the pupil, and has an overview of their academic and social progress at school. She/he is the link person between the parent and the school.



For academic concerns in any specific subject, parents are encouraged to contact the subject teachers/ Head of Department. Parents can contact the Head of Sixth Form (IB Coordinator/BTEC co-ordinator) or Deputy Head (Academic) should they have general academic concerns over academic progress or curriculum queries.

Parents will receive regular reports on students' progress and there are scheduled Parents' Days where you have the opportunity to discuss progress with the Form Tutor, subject teachers and the Head of Year.

SIXTH FORM DRESS CODE

The dress code for the Sixth Form is clean, smart casual, such as would be worn by good quality business people. All boys must be clean shaven with hair no longer than collar length. Hair should not be dyed in a fashion which attracts attention; this applies to both genders.

Parents are asked to support the school in ensuring that students are appropriately attired at all times.

Dress Code for Young Men

Suitable	Unsuitable
Leather shoes	Trainers, canvas shoes, or similar
Smart trousers	Jeans/shorts/casual trousers/track suits
Tailored shirt / shirt with collar/smart polo shirt.	Tee shirts/shirts without collars/shirts with slogans/football shirts

Dress Code for Young Women

Suitable	Unsuitable
Leather shoes	Trainers, canvas shoes, or similar
Leather sandals or similar which protect the feet	High heeled shoes, strappy sandals
Smart trousers	Jeans / shorts / casual trousers with multiple pockets and / or zips/ leggings/skinny jeans/ tracksuits
Reasonable length skirts (knee length)	Very long skirts / very short skirts / skirts with thigh length slits.
Tops / shirts with sleeves	Sleeveless tops / T shirts /Tops with slogans/ tops showing midriff/no slogans
Neutral nail paint	False nails/brightly coloured nails

Jewellery

Suitable	Unsuitable
Jewellery should be discrete, reasonable and unobtrusive	Jewellery should not be ostentatious, attention seeking, expensive or dangerous, Facial piercings are not permitted

STUDENT SUPPORT

At BISC, we aim to support every student to achieve their full potential. We offer a range of support strategies for students in the Sixth Form, including:

- Support sessions after school
- Coursework clinics
- Weekend workshops
- Supervised study

Details of these events will be published in the Bulletin and also emailed to students in advance. A detailed coursework map will also be produced to ensure that students and parents are aware of all upcoming deadlines.

PSHE AND TUTOR TIME

Students will register every morning with their tutor where they will receive notices and messages. In addition, they will have one PSHE lesson per week.

PSHE sessions focus on the following topics:

- Careers education and university preparation
- The Extended Essay
- Debates on global issues
- Health education
- Study skills

STUDENT LEADERSHIP TEAM

Student leadership team consist of Head Boy, Head Girl, Hopeful Youth Co-leaders and Student Council Co-presidents.

During the first term of Year 12, all students in Year 12 are invited to apply for positions of responsibility. We have the following positions available:

- Head Boy and Head Girl to lead the prefect team
- Hopeful Youth Co-leaders
- Student Council Co-presidents

Selection process for the leadership position varies according to the post which will be communicated to students nearer the time. Students must apply in writing for their post; factors such as attendance, punctuality, behaviour and effort will be looked at along with the application when choosing students for particular roles.

Student leaders have a number of important roles within the school, such as break duties, supporting departments and acting as ambassadors at school functions. They are expected to set the very highest of standards at all times.

CO-CURRICULAR ACTIVITIES

Sixth Form students have access to a wide range of extra-curricular activities, most of which will enable them to gain the necessary hours of experience for CAS and the International Award.

Activities on offer at BISC include:

- INJAZ – students set up and run their own business
- Model United Nations – Y12 prepare to represent the school at a prestigious conference overseas
- Prefect academic support mentoring
- Sports – including volleyball, football, rugby and basketball
- Classroom based activities

A list of activities will be published at the start of each term and students sign up for the activity of their choice. However, students should ensure that they do not commit to too many activities, at the expense of their academic studies.



Careers & University

APPLYING TO UNIVERSITIES AND COLLEGES WORLDWIDE

Each country has its own individual entrance system for Higher Education and some universities and colleges have their own entry system. However, the IB Diploma Programme is recognised internationally and students should generally find that their IB Diploma Programme and subject grades are easily understood by different universities and colleges. However, BTEC National Extended Diploma is relatively new to the non-UK universities. The school will work with students that are applying to non-UK universities with their BTEC qualification on a case by case basis to ease their access to those universities.

United Kingdom

The United Kingdom's university entrance system, UCAS, is a central organisation through which applications are processed for entry into higher education. The UCAS application system converts Diploma Programme and BTEC scores into a points system known as tariff points. Tariff points are used to compare qualifications from educational systems within the UK and around the world.

Competitive universities will still ask for specific total points in the Diploma and in Higher Level subjects. For example, a BISC student received an offer from the London School of Economics to read International Relations of 37 points with 6 points in each Higher Level subjects. Offers for BISC students have ranged from 34 (Warwick), 35 to 38 for competitive London universities such as the London School of Economics, and 42 for Oxford. For competitive and popular courses, such as Law and Medicine, students should expect high offers.

For courses in Engineering, students may expect a conditional offer from 32-35 points with Higher Level 6s in Mathematics and Physics. For Civil Engineering students may expect a conditional offer with Higher Level Mathematics and a Science.

For courses in Biology, Biomedical Sciences and Medicine students may expect a conditional offer which includes Higher Level Chemistry.

All students will be provided with a UCAS application booklet which outlines the application process and the Higher Education and Careers Adviser will help them to choose courses and with the process of writing the personal statement.

Students applying to Oxford or Cambridge (Oxbridge) are offered support with test preparation and practice interviews.

Students should also be aware that some subjects, such as Law, Psychology and Mathematics, may also require additional tests. Details of these tests are usually found on university websites.

For BTEC Extended Diploma students, offers ranged from Queen Mary asking for D*DD to City University DDM and University of Westminster asking for DMM.

United States

In the United States the IB Diploma is highly recognised for entry into higher education but a much greater emphasis is placed on school transcript grades, SAT I, SAT II and ACT scores and extracurricular activities. There are over 3,000 universities and colleges with only 500 that use the Common Application. The Common App, as it is informally known, is an undergraduate college admission application system which allows applicants to submit and track components of their applications.

Students wishing to study in the United States are encouraged to attend IB or other Educational Summer programmes in the US, in July and August and to begin preparation for SAT or ACT tests in May/June of Year 12.

Other Countries

Students wishing to apply to universities and colleges in other countries including Canada will be offered additional information and support with their applications.

Advice and Guidance

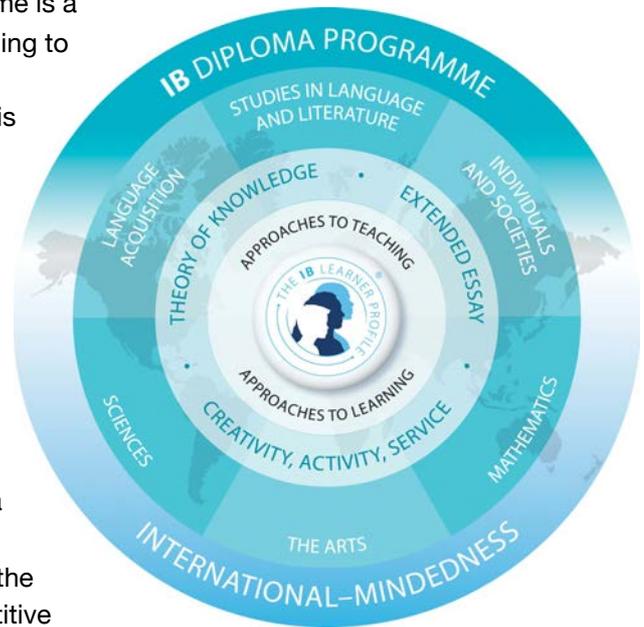
The school's Higher Education and Careers Advisor, Ms Barrett, will help students to navigate their way through the university entrance process.

Students in Year 12 will begin to investigate university courses towards the middle of the second term and they will be supported throughout the process until applications are completed in the first term of Year 13. The school also offers a post-results service to students and continued support in making career decisions and the transition to further education and employment.



The IB Diploma Programme

The International Baccalaureate (IB) Diploma Programme is a comprehensive and rigorous two-year curriculum, leading to examinations, for students aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate compromise between the specialisation required in some national systems and the breadth preferred in others. The general objectives of the IB are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience. In the thirty years since its founding the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world. Colleges and universities are well served by encouraging the enrolment of these able young scholars.



The IB Learner Profile, which follows on the next page, is the ethos at the heart of the programme and provides a framework for all subjects within the curriculum.

THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE IB LEARNER PROFILE

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:



<p>INQUIRERS: You Develop your natural curiosity, acquire skills to research for answers and expand your love of learning.</p>	<p>OPEN-MINDED: You appreciate your own culture and personal history, and are open to the perspectives and traditions of others.</p>
<p>KNOWLEDGEABLE: You explore concepts, ideas and issues that have local and global significance.</p>	<p>CARING: You show compassion and respect and act to make a positive difference in the lives of others and the environment.</p>
<p>BALANCED: You maintain equilibrium of your intellectual, physical and emotional needs.</p>	<p>THINKERS: You apply your skills to critically and creatively approach complex problems and make reasoned, ethical decisions.</p>
<p>COMMUNICATORS: You express your ideas and opinions clearly in more than one mode or language using technology, art, music and drama.</p>	<p>REFLECTIVE: You assess and understand your own strengths and limitations to improve your personal development.</p>
<p>PRINCIPLED: You act with integrity and honesty, respect the dignity of others and take responsibility for your actions.</p>	<p>RISK-TAKERS: You approach unfamiliar situations with courage and confidence, explore new ideas and articulate your own beliefs.</p>

The Learner Profile is the foundation for all the IB's programmes and provides a set of goals that students work towards. At BISC, the Diploma Programme provides a wealth of opportunities for students to develop the attributes listed above.



THE CURRICULUM

The IB Diploma Programme curriculum consists of six subject groups:

GROUP 1

Studies in Language and Literature

At BISC, we offer English Literature in Group 1. The course is literature-based and students study a range of texts from different genres and localities.

GROUP 2

Language Acquisition

Students study a modern foreign language, there are a several options available. Language B is usually offered in Arabic, French and Spanish and is a course designed for students who have been studying the target language for 4 – 5 years. There is also a beginners course available, in Spanish or German, known as ab initio.

GROUP 3

Individuals and Societies

Group 3 offers students the chance to study a subject from Humanities or the Social Sciences. There are several options available in this group at BISC, Business and Management, Economics, Geography, History and Information Technology in a Global Society (ITGS).

GROUP 4

Experimental Sciences

The Diploma Programme also requires students to study a Science course. At BISC, students can choose from Biology, Chemistry, Computer Science and Physics.

GROUP 5

Mathematics

All students study Mathematics in the Diploma Programme. The subject is offered at three levels, Higher, Standard or Studies (Studies is an SL course, designed for students who are not strong mathematicians.) Students study the course best suited to their ability. The Mathematics staff will be able to guide students with this choice.

GROUP 6

Electives

This subject group offers students the chance to study Visual Arts at BISC. However, students may opt for a second subject from Groups 3 – 4 if they wish, depending on the option blocks.

All IB Diploma candidates are required to study one subject from each of the groups, apart from Group 6. A sixth subject may be selected from Group 6, Groups 3 or Group 4, depending on the option blocks. At least three and not more than four of the six subjects are taken at Higher Level, the others at Standard Level. Higher Level courses offer greater depth and subject specialisation than Standard Level courses. Students should make the choice of Higher or Standard Level courses based upon their university plans.

You should note there are additional requirements at BISC to facilitate the blocking of subjects:

- You can only study 1 language option from Group 2
- You cannot study both HL English & HL Maths
- You cannot study Physics and Biology together

THE CORE ELEMENTS

Awarding of the Diploma also depends on the satisfactory completion of three additional core requirements: the **Extended Essay** of some 4,000 words which provides experience of individual research; a course entitled **Theory of Knowledge (ToK)** which explores relationships among the various disciplines and ensures that students engage in critical reflection and analysis of the knowledge acquired within and beyond the classroom; and the compulsory participation in **CAS (Creativity, Activity and Service)** – extra-curricular, community service activities.

Students receive two lessons of ToK each week. In addition, two lessons are set aside for CAS based activities and initiatives to be run within the school community. The Extended Essay is completed independently, but all students are assigned a teacher who offers guidance on their chosen area of interest.

AWARD OF THE DIPLOMA

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum) and an additional three points are available for combined performance in Theory of Knowledge and the Extended Essay. Therefore, the maximum score possible is 45. The award of the Diploma requires a minimum total of 24 points and to pass a student must aim to score 4 points or more in each subject; completion of the CAS component is also a condition for the award of the Diploma. If a student scores less than 12 points in their Higher Level subjects, or less than 9 points in their Standard Level subjects, the Diploma will not be awarded.

If a student achieves an E grade in either ToK or the Extended Essay, they will have to achieve 28 points to pass the Diploma. An E grade in both components is a failing condition.

Each subject requires students to complete an internal assessment, much as they did at GCSE level. The format of the internal assessment varies from subject to subject and more information can be found in the course descriptions later on in the handbook. An internal assessment map is drawn up in discussion with Heads of Department to ensure that the workload is spread as evenly as possible throughout the course.

Approximately 80% of all Diploma candidates worldwide earn the Diploma, with an average score of 30 points. Students who do not satisfy the requirements of the full programme are awarded a certificate for the examinations completed. To date, over 98% of BISC candidates have been awarded a full Diploma.

Our successes over the last four years:

	2017	2016	2015	2014
Grade Average	5.39	5.28	5.19	5.13
Point Average	33.69	32.88	32.76	32.15

ACADEMIC HONESTY

Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and taught skills.

Academic honesty is an integral part of school life and it is important that students become familiar with the educational and moral standards upon which academic honesty is based. It is the responsibility of all members of our community to create and maintain an ethos where academic honesty is the norm and practices relating to referencing and citing sources are an essential part of working life. Students will be taught the skills and values to allow them to succeed and develop appropriate working practices.

Malpractice, plagiarism, collusion and duplication of work are not tolerated at BISC. They are unacceptable in work which is internally marked, class work and homework, and in work which is externally assessed by the IBO and the UK examination boards.

The Options Process

GUIDANCE FOR STUDENTS

We recognise at BISC that making curriculum choices can be a difficult time for students. Many students have a clear idea of what subjects they would wish to study at IB. However, it is perfectly normal and expected for students not to be sure at this stage of their studies.

The Options Process at BISC is designed to be a staged and supported process. Students will be encouraged to discuss, debate and re-consider all possibilities. The school's Careers Advisor, teachers, the current Head of Year and tutors, the Deputy Head and the IB Coordinator will support students. Of course, it is essential that students also discuss their options with their parents.

The Options Process is staged:

1. A Presentation Assembly for students and parents on **Tuesday 30th January**. This is an introductory talk for the BISC cohort. We will explain what IB and BTEC means, the subjects offered at BISC and some important deadlines.
2. Ms Barrett will arrange for a Careers interview, and we encourage parents to attend.
3. Of course, during this period, we encourage students to talk to their teachers, and seek as much advice as possible before committing to their options.

All option forms must be completed online by **28th February**. Students should, if they have opted for subjects within the blocks, get their first choice, but we will contact them should there be any problems.

SUBJECTS OFFERED AT BISC – ADVICE FOR STUDENTS

It is imperative that you make choices within these options blocks (The Options Form follows the end of this section). Do not choose two subjects from the same box. This curriculum design has been generated to allow flexibility, choice and to meet the needs of variety of students (as well as university requirements). Please note the entry requirements for each subject. It is also important to note that certain subjects may not be offered if student numbers are not viable.

Please note that students studying SL Biology, Chemistry or Physics must attend all 6 lessons of the subject, along with the HL students. Students who opt for HL Mathematics may be asked to begin the course by studying 4 HL subjects, as this course is particularly demanding.

Languages at BISC

In Years 12 and 13, pupils must select to study a modern foreign language as part of the IB Diploma.

BISC offers the following languages at IB level:

- Arabic B (Higher and Standard Level) (This course is not suitable for students who have studied IGCSE Arabic)
- French B (Higher and Standard Level)
- French, Spanish or German ab initio (beginner's course)
- Spanish B (Higher and Standard Level)

Please see individual subject descriptions for further details.

Exceptionally, and at the discretion of the Deputy Head (Academic), pupils may be entered privately for their own mother tongue languages. However, the following must be noted:

- Such entries are subject to supplementary fees, as agreed with the private tutors.
- Such entries will depend on parents securing a well-qualified tutor.
- For IB students, such tuition may be arranged to occur at home out of school hours.
- Such tuition can only occur on the school site, at a time, which fits with the students' timetable commitments, if the tutor has been DBS cleared.

MAKING YOUR CHOICES

1. It is important that you discuss these options with Ms Barrett and your parents. A Careers Interview will be scheduled for you soon.
2. Please refer to the Sixth Form options booklet for further details and entry criteria for all subjects. Remember for entry to do IB course, you **MUST** have at least six grade 'B' or 6 (new GCSE grading) or more (in six subjects). You must also meet the individual subject entry requirements.
3. For IB, select one subject from each of the first three blocks (Mathematics, English, and Languages).
4. Select one science (Biology, Chemistry, Physics or Computer Science)
5. Select one subject from a choice of Business Management, Economics, Geography, History or ITGS.
6. Select Visual Arts or Music or any subject from a block where you have not already selected a subject.
7. Check that you have selected 3 Higher Level subjects and 3 Standard Level subjects.
8. Option Choices will have to be made by the 28 February, Mr. Dorran will contact you to give details of how these choices can be made online.

If you have any questions, please email hassan.ahmed@bisc.edu.eg or dan.dorran@bisc.edu.eg.

Group 1

English Literature HL & SL

Why study English?

English at BISC is not only important academically, but is essential for developing a life-long enjoyment of literature and encouraging students to become independent critical readers. The IB Literature course will introduce students to ideas and experiences that offer a deeper appreciation of the social, cultural and political world we live in.

They will also develop writing skills and practise writing in formal, academic language. Students will also develop oral skills as a considerable portion of the course is assessed orally.

All of these skills are vital, of course, in the demanding careers that all of our students aspire to.

The IB English course

The IB English course is a literature course involving the study of a significant number of outstanding works of literature, drawn from prose, poetry, drama and non-fiction.

Higher Level (HL)

Unit	Content	Assessment	% of total grade
Part 1: Works in Translation	Study of 3 works in translation	1 coursework assignment	25%
Part 2: Detailed Study	Study of 3 works of different genre (1 must be poetry)	Oral Commentary	15%
Part 3: Literary Genres	Study of 4 works of the same genre	Examination: 2 papers	45%
Part 4: Options (in which works are freely chosen)	Study of 3 works chosen freely HL study 13 works	Oral Presentation	15%

Standard Level (SL)

Unit	Content	Assessment	% of total grade
Part 1: Works in Translation	Study of 2 works in translation	1 coursework assignment	25%
Part 2: Detailed Study	Study of 2 works of different genre	Oral Commentary	15%
Part 3: Literary Genres	Study of 3 works of the same genre	Examination: 2 papers	45%
Part 4: Options (in which works are freely chosen)	Study of 3 works chosen freely SL study 10 works	Oral Presentation	15%

Key Skills

Candidates will be expected to REFLECT critically on their reading and develop:

- An ability to engage in independent literary criticism, showing a personal response where appropriate.
- An ability to express ideas clearly and precisely both in written and oral communication.
- A thorough knowledge and appreciation of the works studied.
- An appreciation of the similarities and differences between works studied.
- An appreciation of the literary devices and techniques used by authors.
- And ability to structure a well-planned and consistently argued response.

Entry Requirements

It is expected that all students will have studied literature before. Due to the challenging nature of the course and texts studied, it is recommended that students have a minimum of Grade B (or 6) at (I)GCSE for Standard Level, and an A or A* if they wish to take Higher Level.

Whether you elect to study at Higher or Standard Level bring along:

- An open mind.
- A sense of adventure.
- Curiosity
- A hunger to learn!

Group 1

Language A: Arabic Language and literature

Course Description

The course is designed for students who have experienced using the language of the course (Arabic) in an academic context.

The course is designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.

The focus of the language A: language and literature course is directed towards developing and understanding the constructed nature of meanings generated by language and function of context in this process.

Language A: language and literature course comprises four parts- two relate the study of language and two to the study of literature.

Aims:

- Introduce students to range of texts from different periods, styles and genres.
Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.
- Develop the students' power of expression, both in oral and written communication.
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meanings.
- Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.
- Encourage students to think critically about the different interactions between text, audience and purpose.

Objectives:

Knowledge and understanding

- Demonstrate knowledge and understanding of a range of texts.
- Demonstrate an understanding of the use of language, structure, technique and style.

Application and analysis

- Demonstrate an ability to choose a text type appropriate to the purpose required
- Demonstrate an ability to use terminology relevant to the various text type studied
- Demonstrate an ability to substantiate and justify ideas with relevant examples.

Synthesis and evaluation

- Demonstrate an ability to compare and contrast the formal elements, content and context of texts.
- Demonstrate an ability to evaluate conflicting viewpoints within and about a text.

Selection and use of appropriate presentation and language skills.

- Demonstrate an ability to express ideas clearly and within fluency in both written and oral communication.
- Demonstrate an ability to discuss and analyse texts in a focused and logical manner.

Syllabus outline

Part 1: Language in cultural context

Texts are chosen from a variety of sources, genres and media

Part 2: Language and mass communication

Texts are chosen from a variety of sources, genres and media

Part 3: Literature-texts and contexts

SL: two texts, one of which is a text in translation+ one written in Arabic and chosen from the prescribed list of Authors.

HL: three texts, one of which is a text in translation+ one written in Arabic and chosen from the prescribed list of Authors + one chosen freely.

Part 4: Literature – critical study

SL: Two texts, both of which are chosen from the prescribed list of Authors for Arabic.

HL: Three texts, all of which are chosen from the prescribed list of Authors for Arabic.

Higher Level (HL)

	Content	% of total grade
Paper 1: 2 hour	Textual analysis. The paper consists of 2 unseen texts. Students write an analysis of one of these texts.	25%
Paper 1: 2 hour	Essay. In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different.	25%
Written task	Students produce at least 4 written tasks based on material studied In the course. Students submit two written task for external assessment One task should be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800-1000 words in length; task 1 should be accompanied by a rationale of 200-300 words, while task 2 should be accompanied by a short outline.	20%
Individual oral commentary	Students comment on an extract from a literary text studied in part 4 of the course	15%
Further oral activity	Students complete at least 2 further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment	15%

Standard Level (SL)

	Content	% of total grade
Paper 1: 1 hour 30 minutes	Textual analysis. The paper consists of 2 unseen texts. Students write an analysis of one of these texts.	25%
Paper 1: 1 hour 30 minutes	Essay. In response to one of six questions students write an essay based on both the literary studied in part 3. The questions are the same at HL but the assessment criteria are different.	25%
Written task	Students produce at least 3 written tasks based on material studied In the course. Students submit one written task for external assessment. This task must be 800-1000 words in length plus a rationale of 200-300 words.	20%
Individual oral commentary	Students comment on an extract from a literary text studied in part 4 of the course	15%
Further oral activity	Students complete at least 2 further oral activities. One based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment	15%

Group 2

Language Ab Initio (Spanish Or French) SL

The ab initio course is designed for beginners who wish to study a new language over a 2 year period.

Why study a foreign language?

Learning a foreign language will enable students to interact in a new cultural and linguistic context in order to function in a society different from their own, which is an asset in our multicultural society. Knowing a different language will not only demonstrate the student's ability to express himself/herself in an everyday context in a foreign language but will also demonstrate an awareness and appreciation of other people and other cultures.

The aim of the course

The course is designed to give students the tools to communicate in speech and in writing in order to deal with familiar everyday situations. Students will also develop their cultural awareness of the country where the language is spoken by studying aspects of the culture which relate to them.

The Language ab initio course

This is a new syllabus, with the first examinations in May 2020. The themes studied are:

Identities	Experiences	Human Ingenuity	Social organisation	Sharing the Planet
Personal attributes	Daily routine	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical geography
Eating and drinking	Holidays and tourism	Media	The workplace	Environment
Physical wellbeing	Festivals and celebrations	Technology	Social issues	Global issues

There are five assessment objectives for the language Ab initio course and students will be assessed on their ability to:

- Communicate clearly and effectively in a range of contexts and for a variety of purposes
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with accuracy and fluency.
- Identify, organise and present ideas on a range of topics
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts. ideas

Structure of the course

	Content	% of final grade
Paper 1: Writing 1 hour	Producing 2 texts based on a choice of specific text types (e.g. article, speech, etc.) of 70-150 words each	25%
Paper 2: Listening & Reading Listening: 45 minutes Reading: 1 hour	Receptive skills – listening and reading (separate sections)	50%
Internal Assessment	Individual oral: 7-10 min + 15 min of preparation	25%

Key skills

- As well as developing their linguistic knowledge further, students will:
- Develop their listening skills and memory.
- Develop their reading skills (understanding general information and also details).
- Produce short oral presentations
- Produce short descriptions, expressing a variety of opinions.

Group 2

Language B (Arabic/French/Spanish) HL & SL

The Language B course is designed for students who have already studied the language at GCSE level and want to perfect their knowledge of the language while exploring the culture connected to that language. The Language B course focuses on language acquisition and intercultural understanding.

Why study a foreign language?

Studying a foreign language is very important nowadays and is an asset for the future; the world is becoming more and more interdependent and new technologies are erasing borders. Learning a different language will not only demonstrate the student's ability to express himself/herself in an everyday context in a foreign language but will also demonstrate an awareness and appreciation of other people and other cultures.

The aim of the course

The course is designed to give students the tools to communicate in speech and in writing in order to deal with familiar and practical situations. Students will be given the chance to discuss general current affairs and, in particular, issues related to the country where the language is spoken. Students will also develop their cultural awareness.

At Higher Level, students will be given an insight into the literature of the country where the language is spoken in order to appreciate the subtleties of the language further.

The Language B course

This is a new syllabus, with the first examinations in May 2020

The themes studied are:

- Identities: to explore the nature of the self and what it is to be human (lifestyles, health and wellbeing, beliefs and values, subcultures, language and identity)
- Experiences: to explore and tell the stories of the events, experiences and journeys that shape our lives (leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration)
- Human ingenuity: to explore the ways in which human creativity and innovation affect our world (entertainment, artistic expressions, communication and media, technology, scientific innovation)
- Social organisation: to explore the ways in which groups of people organise themselves or are organised through common systems or interests (social relationships, community, social engagement, education, the working world, law and order)
- Sharing the planet: to explore the challenges and opportunities faced by individuals and communities in the modern world (the environment, human rights, peace and conflict, equality, globalisation, ethics, urban and rural environment)

At Higher Level, students read two works of literature.

There are six assessment objectives for the language B course and students will be assessed on their ability to:

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with accuracy and fluency.
4. Identify, organise and present ideas on a range of topics
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts. ideas
6. Understand and use works of literature written in the target language (HL only).

Standard Level (SL)

4 single lesson per week

	Content	% of final grade
Paper 1: Writing 1 hour 30 minutes	Producing a text based on a choice of specific text types (e.g. article, speech, letter, flyer) of 250-400 words length.	25%
Paper 2: Listening & Reading Listening: 45 minutes Reading: 1 hour	Receptive skills – listening and reading (separate sections)	50%
Internal Assessment	Individual oral: 12-15 min + 20 min of preparation	25%

Higher Level (HL)

6 single lesson per week

	Content	% of final grade
Paper 1: Writing 1 hour 30 minutes	Producing a text based on a choice of specific text types (e.g. article, speech, letter, flyer) of 450-600 words length.	25%
Paper 2: Listening & Reading Listening: 1 hour Reading: 1 hour	Receptive skills – listening and reading (separate sections)	50%
Internal Assessment	Individual oral: 12-15 min + 20 min of preparation	25%

Key skills

As well as developing their linguistic knowledge further, students will:

- Develop their listening skills and memory.
- Develop their analytical skills to produce oral presentation but also essays, speeches, etc.
- Read articles and texts to extract main ideas and specific details.
- Use the context and their general knowledge to further understand a text.
- Use their creativity to produce stories and non-guided essays.

Entry requirements

It is recommended that students wishing to study language B have a minimum of a B grade at IGCSE level in the language they wish to study further, and an A grade for Higher Level.

Group 3

Business Management HL & SL

An aspiration of the DP business management course is to help students build a holistic and integrated understanding of how the business world operates. For this, three building blocks are needed: concepts, contexts and content. The intention is that students and teachers discuss issues businesses face with change, culture, Globalisation, innovation and strategy as a natural part of learning throughout the course. Conceptual questions emerge from, are motivated by, and can be responded to, through rigorous and in-depth work with business management tools, techniques and theories applied to case studies and examples. The following diagram depicts a holistic and integrated framework for the course.

Business management studies business functions, management process and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by internal and external factors to an organisation, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise the use of resources in a world with increasing scarcity and concern for sustainability.

The course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the socio-cultural and economic contexts in which those organisations operate.

Aims of the Course

The aims of the business management course at HL and SL are to:-

- Encourage a holistic view of the world of business.
- Empower students to think critically and strategically about individual and Organisational behaviour.
- Promote the importance of exploring business issues from different cultural perspectives.
- Enable the students to appreciate the nature and significance of change in a local, regional and global context.
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations.
- Develop an understanding of the importance of innovation in a business environment.

Syllabus Outline

The curriculum model for DP business management is a core curriculum for HL and SL consisting of five obligatory units with common content and learning outcomes. In addition to the core, HL students are expected to complete extension areas of study in all five units, adding depth and breadth to the course:

Unit 1: Business Organisation and Environment

Unit 2: Human Resource Management

Unit 3: Finance and Accounts

Unit 4: Marketing

Unit 5: Operations Management

Standard Level (SL)

	Content	Sections	% of total grade
Paper 1: 1 hour 15 minutes	Based on a case study issued in advance, with additional unseen material included in section B.	A, B	30%
Paper 2: 1 hour 45 minutes	Structured questions based on stimulus material. Two Concepts that underpin the course will be examined in section C of this paper.	A, B, C	45%
Internal Assessment: 15 teaching hours	This is internally assessed by the teacher and externally moderated by the IB at the end of the course. Written commentary- students produce a written commentary on three to five supporting documents about a real issue or problem facing a particular organisation.	Maximum 1500 words	25%

Higher Level (HL)

	Content	Sections	% of total grade
Paper 1: 2 hour 15 minutes	Based on a case study issued in advance, with additional unseen material included in sections B and C.	A, B, C	35%
Paper 2: 2 hour 15 minutes	Students answer one of three extended response questions in section C. This question is based primarily on two concepts that underpin the course.	A, B, C	40%
Internal Assessment: 30 teaching hours	This component is internal assessed by the teacher and externally moderated by the IB at the end of the course. Research project: students research and report on an issue facing an organisation or a decision to be made by an organisation (or several organisations).	Maximum 2000 words	25%

Group 3

Economics HL & SL

Why study Economics?

What makes the price of oil go up? Why is there unemployment? What is inflation and why would anyone care? All of these are questions where economics plays an important role. In short, economics plays a central role in your life. Wondering how companies will ever be able to continue producing CDs? Will iTunes put them out of business? Worried about what job to pursue? Wondering about why some positions get paid more than others? Economics! Thinking about the cost of gas and what makes it so high? Economics! Worried about rent and trying to figure out where to live? Economics again! All of these questions revolve around economics and economics plays a key role in these and many other questions. In short, economics is all around you.

Students make a very wise choice by selecting to study Economics at IB level. It is an academically challenging subject only offered in its fullest form by the top universities. A major survey of UK graduates taken eleven years after graduation (when students were in their early thirties) found economic graduates to be, on average, the highest earners - more than law and more than medicine!

The IB Economics course

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The IB Diploma Programme Economics course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

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

Course topics:

- Microeconomics
- Macroeconomics
- International Economics
- Development Economics

All students study these topics; HL students study extension themes in each topic.

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

Standard Level (SL)

4 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour 30 minutes	This paper consists of two extended-response questions, one on Microeconomics and one on Macroeconomics.	40%
Paper 2: 1 hour 30 minutes	This paper consists of two extended-response questions, one on International Economics and one on Development Economics.	40%
Internal assessment	Students produce a portfolio of three commentaries between 650 – 750 words based on articles from published news media. Each article must be based on a different section of the syllabus (microeconomics, macroeconomics, international economics and development economics). The articles may be from a newspaper, a journal or the internet, but must not be from television or radio broadcasts.	20%

Higher Level (HL)

6 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour 30 minutes	This paper consists of two extended-response questions, one on Microeconomics and one on Macroeconomics	30%
Paper 2: 1 hour 30 minutes	This paper consists of two extended-response questions, one on International Economics and one on Development Economics.	30%
Paper 3: 1 hour	This is paper tests students' knowledge of the Higher Level material in each of the four topics	20%
Internal assessment	Students produce a portfolio of three commentaries between 650 – 750 words based on articles from published news media. Each article must be based on a different section of the syllabus (microeconomics, macroeconomics, international economics and development economics). The articles may be from a newspaper, a journal or the internet, but must not be from television or radio broadcasts.	20%

Entry requirements

Economics is an academically demanding subject. Students who wish to opt for this course should have an B in GCSE Mathematics and a minimum of an B in GCSE English. For eligibility into higher level Economics, you should have at least an A in mathematics.

Group 3

Geography HL & SL

Why study Geography?

The study of Geography will give students knowledge and understanding of the physical and social processes that shape the planet. It is a subject that appeals to a broad range of interests and there is something for everyone in Geography, whether it is the scientific study of earthquakes or the social study of economic development. Geography links well to most other IB subjects, in terms of both content and skills.

The Guardian's education website recently stated that university graduates in Geography are considered 'a bit of a catch' as they have a wide range of key skills which are essential in the modern workplace. Even if students are not considering further study in this subject, it is a highly regarded academic discipline which equips students with skills that can be transferred to other subjects, such as statistical analysis in Mathematics and essay writing in English.

The IB Geography course

The current IB Geography syllabus is based around the topics of sustainability and the environment. It has moved away from the traditional image of Geography and instead focuses on topics that are relevant in the modern world, such as climate change and globalisation.

The aims of the course, at SL and HL are for students to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment.
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management.
- Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Standard Level (SL)

2x 4 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour 30 minutes	Core theme – Patterns and change: Population Development Environment and sustainability Resources	40%
Paper 2: 1 hour 20 minutes	SL students study 2 optional themes: Freshwater Sport and tourism	35%
Internal assessment	One piece of fieldwork must be completed leading to a written 1500 word report.	25%

Higher Level (HL)

2x 6 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour 30 minutes	Core theme – Patterns and change: Population Development Environment and sustainability Resources	25%
Paper 2: 2 hour	SL students study 2 optional themes: Freshwater Sport and tourism	35%
Paper 3: 1 hour	Global interactions – this unit focuses specifically on the causes and effects of globalisation	20%
Internal assessment	One piece of fieldwork must be completed leading to a written 2500 word report.	20%

Key skills

As well as gaining geographical knowledge, students will acquire a range of skills, many of which can be transferred to other subjects. These skills include:

- Locating and differentiating elements of the Earth's surface.
- Interpreting, analysing and, when appropriate, constructing tables, graphs, diagrams, cartographic material and images.
- Undertaking statistical calculations to show patterns and summarising information.
- Researching, processing and interpreting data and information.
- Collecting and selecting relevant geographic information.
- Producing written material (including essays, reports and investigations).

Entry requirements

Students do not need to have studied Geography previously in order to take this course but it is advisable for non-geographers to attempt only Standard Level. However, it is recommended that students wishing to study Higher Level have a minimum of an A grade at GCSE level, as much of the material covered at GCSE level is explored in greater depth at IB.

Group 3

History HL & SL

Why study History?

History is a highly regarded academic discipline which equips students with easily transferable skills applicable to the modern workplace. History graduates are found in many professions including the law, politics, journalism and the media. Recent graduates of BISC have gone on to study History and International Relations at very prestigious universities such as Oxford, the London School of Economics and Georgetown University in Washington.

Aims and objectives

The aims of the History course at Higher and Standard Level are to promote:

- The acquisition and understanding of historical knowledge in breadth and in depth and across different cultures.
- A developing appreciation and understanding of History as a discipline, including the ability to balance different interpretations of primary sources, understanding of contrasting historical methods and the skill of arguing a point of view consistently and convincingly.
- International awareness and understanding by promoting empathy with, and understanding of, people living in diverse places at different times.
- A better understanding of the present through interpretation of the past.
- A lasting interest in reading History.

Subject skills

Students will develop the following skills and be able to:

- Demonstrate historical understanding through the acquisition, selection and effective use of knowledge.
- Present clear, concise, relevant well sustained arguments.
- Evaluate, interpret and use source material critically as historical evidence
- Identify and evaluate different approaches to, and interpretations of, historical events and topics.
- Explain the causes and effects of historical continuity and change.

The IB History course

History is an extremely valuable subject at this level: in addition to reinforcing a wide range of communication skills, it teaches the ability to be discerning and selective in the use of knowledge. Sources are evaluated and analysed for reliability, bias and utility, and put into their historical context: essential skills for anyone working in the 21st century, which may well be an age of information overload. This course follows on logically from the GCSE studies of 20th Century History. IB students can draw on their GCSE History as background information, but this is not essential. Standard Level students take Papers I and II. Higher Level students also take Paper III. An outline of the course follows:

Standard Level (SL)

4 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour 30 minutes	Document questions: The Arab-Israeli Conflict, 1945 - 1979	25%
Paper 2: 1 hour 30 minutes	Essays: choose 2 essays from 20: 5 on each of: 1. Origins and development of authoritarian and single-party states 2. Cold War, 1945-1990	50%
Internal assessment	Consisting of a 2000-word essay examining documents relating to any topic of the student's choice. Students always find this part of the course to be a rewarding piece of original research.	25%

Higher Level (HL)

6 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour 30 minutes	Document questions: The Arab-Israeli Conflict, 1945 - 1979	20%
Paper 2: 1 hour 30 minutes	Essays: choose 2 essays from 20: 5 on each of: 1. Origins and development of authoritarian and single-party states 2. Cold War, 1945-1990	20%
Paper 3: 2 hour 30 minutes	Essays: choose 3 essays from 25: Europe and the Middle East, 1914 - 2000	35%
Internal assessment	Consisting of a 2000-word essay examining documents relating to any topic of the student's choice. Students always find this part of the course to be a rewarding piece of original research.	25%

Entry requirements

We welcome any student with an interest in the subject and a good grade in GCSE English, whether they have completed a History GCSE or not. However, it is advisable for students who have not studied History before to attempt Standard Level only. Students interested in Higher Level should have a minimum of an A grade at GCSE History.

Group 3

Information Technology In A Global Society (ITGS) HL & SL

Why study ITGS?

This programme of study offers an exciting and engaging opportunity to look at the impacts of Information Technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitised information at the local and global level.

ITGS provides a framework for the student to eventually make informed judgments and decisions about the use of IT within many different social contexts.

The IB ITGS course

In ITGS, people are central to the study of the subject. This is underpinned by a secure knowledge of the technology within the specified IT system. This technical knowledge ensures that the discussion of the effects of a new IT system on people will not be superficial.

Distinctions must be made with those of Computer Science, where the emphasis is on a detailed knowledge of the computer system, followed by secondary awareness of its effects on people.

Structure of the course

At either level (SL or HL) the ITGS course consists of three compulsory interconnected strands that reflect the integrated nature of the course.

- Strand 1: Social and ethical significance
- Strand 2: Application to specified scenarios
- Strand 3: IT systems

There are four assessment objectives for the SL and HL Diploma Programme ITGS course. Having followed the course at SL or HL, students will be expected to demonstrate the following:

- Assessment Objective 1: Knowledge and Understanding of Specified Content
- Assessment Objective 2: Application and Analysis
- Assessment Objective 3: Synthesis and Evaluation
- Assessment Objective 4: Use of ITGS skills

Standard Level (SL)

2 double lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour 45 minutes	<p>Five structured questions that assess in an integrated way the three strands of the syllabus.</p> <ul style="list-style-type: none"> Social and ethical significance Application to specific scenarios IT systems <p>Students answer three of five structured questions on any of the SL/HL core topics.</p>	40%
Paper 2: 1 hour 15 minutes	<p>This paper consists of one unseen article.</p> <p>Students are required to write a response to this article.</p>	30%
Internal assessment	<p>This component is internally assessed by the teacher and externally moderated by the IBO at the end of the course.</p> <p>Project (30 hours)</p> <p>The development of an original IT product for a specified client.</p> <p>Students must produce:</p> <ul style="list-style-type: none"> a cover page using prescribed format an original IT product documentation supporting the product (word limit 2,000 words) 	30%

Higher Level (HL)

3 double lessons of teaching per week

	Content	% of total grade
Paper 1: 2 hour 15 minutes	<p>Seven structured questions in three sections that assess in an integrated way the three strands of the syllabus.</p> <ul style="list-style-type: none"> • Social and ethical significance • Application to specific scenarios • IT systems <p>Section A</p> <p>Students answer two of three structured questions on any of the SL/HL core topics.</p> <p>Section B</p> <p>Students answer one of two structured questions based on topic 3.10, "IT Systems in Organisations".</p> <p>Section C</p> <p>Students answer one of two structured questions based on topic 3.11, "Robotics, Artificial Intelligence and Expert Systems".</p>	35%

	Content	% of total grade
Paper 2: 1 hour 15 minutes	This paper consists of one unseen article. Students are required to write a response to this article.	20%
Paper 3: 1 hour 15 minutes	Four questions based on a pre-seen case study.	25%
Internal assessment	Project (30 hours) The development of an original IT product for a specified client. Students must produce: a cover page using prescribed format an original IT product documentation supporting the product (word limit 2,000 words)	20%

Key skills

- Enable the student to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organisations and societies at the local and global level.
- Develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders.
- Enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them.
- Encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.

Entry requirements

Students do not need to have studied IT/ICT/ICDL previously in order to take this course, but a sound foundation in the above subjects would be advantageous. It is advisable for non experienced students to attempt only Standard Level. However, it is recommended that students wishing to study Higher Level have a minimum of an A grade in ICT at GCSE level, as much of the material covered at GCSE/IGCSE level is explored in greater depth during IB.

Group 4

Biology HL & SL

Why study Biology?

Over the last 30 years Biology has undergone an enormous expansion, rivalled only by the growth in computers and information technology. It covers everything from studies of the details of chemical reactions within cells to studies of the interactions between organisms and their environments in entire ecosystems. The fastest growing area of Biology has come from our increasing understanding of DNA, leading to biotechnology, cloning, genetic engineering and a host of applications with enormous implications of a social, ethical and economic nature. At the other end of the scale it has become apparent that an understanding of ecology is vital for the continuing health of the planet and for the quality of life for future generations. Biology is therefore a subject for anyone interested in acquiring knowledge and understanding of the processes which shape and control life on Earth

The IB Biology course

The IB Biology programme at BISC aims to:

- Provide opportunities for scientific study and creativity within global contexts, which stimulate and challenge students.
- Provide a body of knowledge and methods / techniques which characterise science and technology.
Develop an ability to analyse, evaluate and synthesise scientific information.
Develop experimental and investigative scientific skills with an emphasis on collaboration and communication.
- Raise awareness of the moral / ethical, social, economic and environmental implications of using science and technology and its limitations.

The syllabus for the Diploma Programme Biology course is divided into three parts: the core, the Advanced Higher Level material and the options. A syllabus overview is provided below.

Core Topics - 95 hrs (SL and HL)

Topic 1: Cell Biology, 15hrs
 Topic 2: Molecular biology, 21hrs
 Topic 3: Genetics, 15hrs
 Topic 4: Ecology, 12hrs
 Topic 5: Evolution and biodiversity, 12hrs
 Topic 6: Human physiology, 20hrs

Advanced Higher Level Topics - 55hrs (HL)

Topic 7: Nucleic acids, 9hrs
 Topic 8: Metabolism, cell respiration and photosynthesis, 14hrs
 Topic 9: Plant science, 11hrs
 Topic 10: Genetics, 6hrs
 Topic 11: Human health and physiology, 17hrs

Options - 15 hrs (SL) / 25hrs (HL)

Students are required to study any one option from A–D. The option is formally taught in class.

Option A: Neurobiology and behaviour
 Option B: Biotechnology and bioinformatics
 Option D: Ecology and conservation
 Option D: Human physiology

Standard Level (SL)

4 single lessons of teaching per week

	Content	% of total grade
Paper 1: 45 minutes	Multiple choice on core topics	20%
Paper 2: 1 hour 15 minutes	Data response and extended response questions on core topics	40%
Paper 3: 1 hour	Short answer questions on option and data analysis	20%
Internal assessment	Students will be assessed on one piece of coursework using the below criteria. There will be 10 hours available to complete this task.	20%
Practical & Group 4 Project	Students are also expected to complete an additional 20 hrs of practical work as well as 10 hours on the group 4 project.	

Higher Level (HL)

6 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour	Multiple choice on core topics and AHL material	20%
Paper 2: 2 hour 15 minutes	Data response and extended response questions on core topics and AHL material	36%
Paper 3: 1 hour 15 minutes	Short answer questions on option and data analysis	24%
Internal assessment	Students will be assessed on one piece of coursework using the below criteria. There will be 10 hours available to complete this task.	20%
Practical & Group 4 Project	Students are also expected to complete an additional 40 hrs of practical work as well as 10 hours on the group 4 project.	

Coursework Criteria

Personal Engagement	Exploration	Analysis	Evaluation	Communication	Total
2	6	6	6	4	24

Entry Requirements

Students must have studied GCSE Double Award Science previously in order to take this course:

Entry to Higher Level Biology - Students must have a minimum of an A/level 8 in Biology or Double Award Science.

Entry to Standard Level Biology - Students must have a minimum of a B/level 7 in Biology or Double Award Science.

Group 4

Chemistry HL & SL

Why study IB Chemistry?

Chemistry is the central science. Chemical principles underpin the physical environment in which we live, and all biological systems. As such the subject has two main roles in the curriculum. It is a subject worthy of study in its own right as a general preparation for employment or further study, and it is a specific prerequisite for many other courses in higher education such as: medicine; biological, environmental and material sciences; chemical and mechanical engineering and opens the door to state of the art programmes of study in fields such as nanotechnology and biotechnology.

The IB Chemistry course at BISC

It is in this context that the Chemistry programme aims to:

- Provide opportunities for scientific study and creativity within global contexts, which stimulate and challenge students.
- Provide a body of knowledge and methodical techniques which characterise science and technology.
- Develop an ability to analyse, evaluate and interpret scientific information
- Develop experimental and investigative scientific skills, with an emphasis on collaboration and communication.
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology and its limitations in all regions of the world.

The syllabus for the Diploma Programme chemistry course is divided into three parts: the core, the Advanced Higher Level material and the options.

Core Topics - 95hrs (SL and HL)

Topic 1: Quantitative chemistry, 13.5hrs
 Topic 2: Atomic structure, 6hrs
 Topic 3: Periodicity, 6hrs
 Topic 4: Bonding, 13.5hrs
 Topic 5: Energetics, 9hrs
 Topic 6: Kinetics, 7hrs
 Topic 7: Equilibrium, 4.5hrs
 Topic 8: Acids and bases, 6.5hrs
 Topic 9: Oxidation and reduction, 8hrs
 Topic 10: Organic chemistry, 11hrs
 Topic 11: Measurement and data processing 10hrs

Advanced Higher Level Topics - 55hrs (HL)

Topic 12: Atomic structure, 2hrs
 Topic 13: The periodic table – transition metals, 4hrs
 Topic 14: Bonding, 7hrs
 Topic 15: Energetics, 7hrs
 Topic 16: Kinetics, 6hrs
 Topic 17: Equilibrium, 4hrs
 Topic 18: Acids and bases, 10hrs
 Topic 19: Oxidation and reduction, 5hrs
 Topic 20: Organic chemistry, 12hrs
 Topic 21: Measurement and data processing, 2hrs

Options - 15 hrs (SL) / 25hrs (HL)

Students are required to study any one option from A–D. The option is formally taught in class.

Option A: Materials
 Option B: Biochemistry
 Option C: Energy
 Option D: Medicinal chemistry

Standard Level (SL)

4 single lessons of teaching per week

	Content	% of total grade
Paper 1: 45 minutes	Multiple choice on core topics	20%
Paper 2: 1 hour 15 minutes	Data response and extended response questions on core topics	40%
Paper 3: 1 hour	Short answer questions on option	20%
Internal assessment	Students will be assessed on one piece of coursework using the below criteria. There will be 10 hours available to complete this task.	20%
Practical & Group 4 Project	Students are also expected to complete an additional 20 hrs of practical work as well as 10 hours on the group 4 project.	

Higher Level (HL)

6 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour	Multiple choice on core topics and AHL material	20%
Paper 2: 2 hour 15 minutes	Data response and extended response questions on core topics and AHL material	36%
Paper 3: 1 hour 15 minutes	Short answer questions on option	24%
Internal assessment	Students will be assessed on one piece of coursework using the below criteria. There will be 10 hours available to complete this task.	20%
Practical & Group 4 Project	Students are also expected to complete an additional 40 hrs of practical work as well as 10 hours on the group 4 project.	

Coursework Criteria

Personal Engagement	Exploration	Analysis	Evaluation	Communication	Total
2	6	6	6	4	24

Entry Requirements

Students must have studied GCSE Chemistry or Double Award Science.

Entry to Higher Level Chemistry - Students must have a minimum of an A/level 8 in Chemistry or Double Award Science.

Entry to Standard Level Chemistry - Students must have a minimum of a B/level 7 in Chemistry or Double Award Science.

Group 4

Computer Science HL & SL

Why study Computer Science?

Computer Science suits students who are interested in learning about object-oriented programming, and the latest innovation in computer problem solving and development of new languages. The UK's Department of Employment projects that seven of the ten fastest growing occupations over the next 10 years will be in the information technology field. Computer Science can enhance your ability to think creatively and logically, and also strengthen your planning, teamwork and leadership skills through group projects.

The IB Computer Science Course

Computer Science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

The Diploma Programme Computer Science course is engaging, accessible, inspiring and rigorous. It has the following characteristics.

- Draws on a wide spectrum of knowledge.
- Enables and empowers innovation, exploration and the acquisition of further knowledge.
- Interacts with and influences cultures, society and how individuals and societies behave.
- Raises ethical issues.
- Is underpinned by computational thinking.

Computational thinking involves the ability to:

- Think procedurally, logically, concurrently, abstractly, recursively and think ahead.
- Utilise an experimental and inquiry-based approach to problem-solving.
- Develop algorithms and express them clearly.
- Appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

During the course the student will develop computational solutions. This will involve the ability to:

- Identify a problem or unanswered question.
- Design, prototype and test a proposed solution.
- Liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Computer Science has links with subjects outside of Group 4, notably Information Technology in a Global Society (ITGS), but it should be noted that there are clear differences between the subjects.

Core syllabus content

The topics that must be studied, including some practical work, are:

- Topic 1: System fundamentals (20 hours)
- Topic 2: Computer organisation (6 hours)
- Topic 3: Networks (9 hours)
- Topic 4: Computational thinking, problem-solving and programming (45 hours)

HL Extension

The topics that must be studied, including some practical work, are:

Topic 5: Abstract data structures (23 hours)

Topic 6: Resource management (8 hours)

Topic 7: Control (14 hours)

Assessment

The following tables show the approximate percentage weighting in a typical examination session for each of the assessment objectives across each of the components. This may differ from the allocation of time devoted to each of the assessment objectives in class.

Standard Level (SL)

4 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour	Multiple choice on core topics and AHL material	45%
Paper 2: 2 hour 15 minutes	Data response and extended response questions on core topics and AHL material	25%
Internal assessment	Students are also expected to complete an additional 40 hrs of practical work as well as 10 hours on the group 4 project.	30%

Higher Level (HL)

6 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour	Multiple choice on core topics and AHL material	45%
Paper 2: 2 hour 15 minutes	Data response and extended response questions on core topics and AHL material	25%
Internal assessment	Students are also expected to complete an additional 40 hrs of practical work as well as 10 hours on the group 4 project.	30%

Entry requirements

Students who wish to opt for this course should have a B grade in GCSE Mathematics and a minimum of a B in GCSE English. For HL Computer Science an A or A* in Mathematics is required.

Group 4

Physics HL & SL

Why study Physics?

Physics seeks to explain the universe itself, from the very smallest particles—quarks — to the vast distances between galaxies.

The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working physicists today, and are also accessible to our students at BISC. Theory and experiment complement one another naturally. The Diploma Programme Physics course allows students to develop traditional practical skills and techniques, as well as 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.

The IB Physics course

The Physics programme aims to:

- Develop an ability to analyse, evaluate and synthesise scientific information.
- Develop experimental and investigative scientific skills with an emphasis on collaboration and communication.
- Provide opportunities for scientific study and creativity within global contexts, which stimulate and challenge students.
- Provide a body of knowledge with methods and techniques which characterise science and technology.
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology and its limitations.
- Use new computer technology to aid with scientific analysis.

The syllabus for the Diploma Programme chemistry course is divided into three parts: the core, the Advanced Higher Level material and the options.

Core Topics - 95hrs (SL and HL)

Topic 1: Measurement and uncertainties 5hrs
 Topic 2: Mechanics 22hrs
 Topic 3: Thermal physics 11hrs
 Topic 4: Waves 15hrs
 Topic 5: Electricity and magnetism 15hrs
 Topic 6: Circular motion and gravitation 5hrs
 Topic 7: Atomic and nuclear physics 14hrs
 Topic 8: Energy production 8hrs

Advanced Higher Level Topics - 60hrs (HL)

Topic 9: Wave phenomena 17hrs
 Topic 10: Fields 11hrs
 Topic 11: Electromagnetic induction 16hrs
 Topic 12: Quantum and nuclear physics 16hr

Options - 15 hrs (SL) / 25hrs (HL)

Students at HL and SL are required to study any one option from A–D. The option is formally taught in class.

Option A: Relativity
 Option B: Engineering Physics
 Option C: Imaging
 Option D: Astrophysics

Standard Level (SL)

4 single lessons of teaching per week

	Content	% of total grade
Paper 1: 45 minutes	Multiple choice on core topics	20%
Paper 2: 1 hour 15 minutes	Data response and extended response questions on core topics	40%
Paper 3: 1 hour	Short answer questions on option	20%
Internal assessment	Students will be assessed on one piece of coursework using the below criteria. There will be 10 hours available to complete this task.	20%
Practical & Group 4 Project	Students are also expected to complete an additional 20 hrs of practical work as well as 10 hours on the group 4 project.	

Higher Level (HL)

6 single lessons of teaching per week

	Content	% of total grade
Paper 1: 1 hour	Multiple choice on core topics and AHL material	20%
Paper 2: 2 hour 15 minutes	Data response and extended response questions on core topics and AHL material	36%
Paper 3: 1 hour 15 minutes	Short answer questions on option and data analysis	24%
Internal assessment	Students will be assessed on one piece of coursework using the below criteria. There will be 10 hours available to complete this task.	20%
Practical & Group 4 Project	Students are also expected to complete an additional 40 hrs of practical work as well as 10 hours on the group 4 project.	

Coursework Criteria

Personal Engagement	Exploration	Analysis	Evaluation	Communication	Total
2	6	6	6	4	24

Entry Requirement

Students must have studied GCSE Physics or Double Award Science previously in order to take this course:

Entry to Higher Level Physics - Students must have a minimum of a level 8 in Physics or a level 8 in the physics component of double award Science. Pupils should also have a level 8 or Grade A in Math.

Entry to Standard Level Physics - Students must have a minimum of a level 7 in Physics or level 7 in the physics component of double award Science. Pupils should also have a level 7 or Grade B in Math.

Group 5

Mathematics HL

Overview

Mathematics is a tool we use to understand and interpret our world. It is the language used to describe patterns and solve quantitative problems in fields ranging from art and graphic design to science and engineering. It also develops creativity and higher order thinking skills. Because the level of mathematical thinking and problem solving needed in the workplace and in the world continues to increase, those who understand mathematics will have opportunities others do not.

At BISC we have developed Mathematics courses aligned with the IB Mathematics subject requirements, which aim for the best preparation for the IB examinations as well as the acquisition of a well-balanced Mathematics Learner profile.

Why study HL Mathematics?

Mathematics HL is primarily intended for students with a good background in mathematics who are competent in a range of analytical and technical skills and who anticipate that mathematics will be a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Therefore, HL students study the Core topics in depth for a minimum of 190 instructional hours (6 x 40 minute lessons per week) and study at least one optional topic for a minimum of 40 additional instructional hours.

	Content	% of total grade
Paper 1: 2 hour	Core - Non-calculator - Short and long questions 1. Algebra 2. Functions & Equations 3. Trigonometry and Trigonometric functions 4. Vectors 5. Probability and Statistics 6. Calculus	30%
Paper 2: 2 hour	Core - Calculator authorised - Short and extended-response questions 1. Algebra 2. Functions & Equations 3. Trigonometry and Trigonometric functions 4. Vectors 5. Probability and Statistics 6. Calculus	30%

	Content	% of total grade
Paper 3: 1 hour	Option (At BISC, the Option is selected by the HoD)- Calculator authorised - Short and extended-response questions Short answer questions on option and data analysis <ol style="list-style-type: none"> 1. Sets relations and Groups 2. Further probability and Statistics 3. Calculus 4. Discrete Mathematics 	20%
Internal assessment	This is a piece of written work that involves investigating an area of mathematics Independent work Criteria-based assessment	20%

Key skills developed in the Mathematics HL Course

- Know and use mathematical concepts and principles.
- Read, interpret and solve a given problem using appropriate mathematical terms.
- Organise and present information and data in tabular, graphical and/or diagrammatic forms.
- Know and use appropriate notation and terminology.
- Formulate a mathematical argument and communicate it clearly.
- Select and use appropriate mathematical strategies and techniques.
- Demonstrate an understanding of both the significance and the reasonableness of results.
- Recognise patterns and structures in a variety of situations, and make generalisations.
- Recognise and demonstrate an understanding of the practical applications of Mathematics.
- Use appropriate technological devices as mathematical tools.
- Demonstrate an understanding of and the appropriate use of mathematical modelling.

Entry Requirements

Students considering taking the Mathematics HL course in their Diploma Programme at BISC should show a consistent high academic achievement and the ability to cope with the demanding work required by this course. They must achieve A* in the IGCSE examination and at least the equivalent of a grade C in the Further Pure Mathematics IGCSE course (or equivalent).

Group 5

Mathematics SL

Why study SL Mathematics?

Mathematics SL is primarily intended for students who expect to need a sound mathematical background as they prepare for future studies in subjects such as Chemistry, Psychology and Business administration, and its curriculum is a balanced combination of topics shown in the table below.

At BISC Maths SL is taught twice a week (2 x 80 minute lessons), which implies that students undertaking this course should be independent learners and have well developed organisation skills.

	Content	% of total grade
Paper 1: 1 hour 30 minutes	Core - Non-calculator - Short and long questions 1. Algebra 2. Functions & Equations 3. Trigonometry and Trigonometric functions 4. Vectors 5. Probability and Statistics 6. Calculus	40%
Paper 2: 1 hour 30 minutes	Core - Calculator authorised - Short and extended-response questions 1. Algebra 2. Functions & Equations 3. Trigonometry and Trigonometric functions 4. Vectors 5. Probability and Statistics 6. Calculus	40%
Internal assessment	This is a piece of written work that involves investigating an area of mathematics Independent work Criteria-based assessment	20%

Key skills developed in the Mathematics SL Course

- Know and use mathematical concepts and principles.
- Read, interpret and solve a given problem using appropriate mathematical terms.
- Organise and present information and data in tabular, graphical and/or diagrammatic forms.
- Know and use appropriate notation and terminology.
- Formulate a mathematical argument and communicate it clearly.
- Select and use appropriate mathematical strategies and techniques.
- Demonstrate an understanding of both the significance and the reasonableness of results.
- Recognise patterns and structures in a variety of situations, and make generalisations.
- Recognise and demonstrate an understanding of the practical applications of mathematics.
- Use appropriate technological devices as mathematical tools.
- Demonstrate an understanding of and the use of mathematical modelling.

Entry Requirements

Students considering taking the Mathematics SL course in their Diploma Programme at BISC should show a clear interest for this subject and a true dedication to regular and rigorous work. Students must achieve an A on IGCSE examination (or equivalent).

PRESUMED KNOWLEDGE: IB MATHEMATICS HL/SL (GIVEN AS GUIDANCE ONLY)

Arithmetic and Algebra

- Sets and Venn diagrams.
- Algebraic expansion and factorisation.
- Basic operations with radicals (roots or surds) and solution of equations with it.
- Definition and elementary treatment of absolute value (modulus).
- Linear and quadratic equations and inequalities.
- Concept of the function.
- Linear and quadratic functions and their graph and key-features.
- Exponential functions, their graphs and key features as well as operations with exponents.
- Trigonometrical functions, their graphs and key features.
- Rational functions, concept of vertical and horizontal asymptote.
- Algebraic fractions and manipulations with it.
- Simultaneous equations – linear and non – linear.
- Operations with matrices.

Geometry

- Elementary geometry of the plane, concepts of dimension for point, line, plane and space.
- Parallel and perpendicular lines. Geometry of simple plane figures.
- Angle measurement in degrees. Compass directions and bearings. Right-angle trigonometry. Simple applications for solving triangles.
- Pythagoras' theorem in 2D and 3D and its converse.
- The Cartesian plane: ordered pairs (x, y) , origin, and axes. Mid-point of a line segment and distance between two points in the Cartesian plane.
- Simple geometric transformations: translation, reflection, rotation, enlargement. Congruence and similarity, including the concept of scale factor of an enlargement.
- The circle, its centre and radius, area and circumference. The terms "arc", "sector", "chord", "tangent" and "segment".
- Perimeter and area of plane figures. Triangles and quadrilaterals, including parallelograms, rhombuses, rectangles, squares, kites and trapeziums (trapezoids); compound shapes.
- Application of trigonometry to all types of triangles and 3D figures.
- Vectors.
- Geometrical proofs (Concept of congruency and similarity).

Statistics and Probability

- Descriptive statistics: collection of raw data, display of data in pictorial and diagrammatic forms (for example, pie charts, pictograms, stem and leaf diagrams, bar graphs and line graphs).
- Calculation of simple statistics from discrete data and continuous data, including mean, median and mode.
- Experimental and theoretical probability, Tree diagrams, dependent and independent events.

Group 5

Mathematical Studies SL Only

Why study Mathematical Studies?

The Mathematical Studies SL course is designed to build confidence and encourage an appreciation of mathematics in students who do not expect mathematics to be a major component of their university studies and who are prepared for the acquisition of basic skills that will allow them to solve practical problems in a variety of fields.

The IB Mathematical Studies course

At BISC, Mathematical Studies is taught twice a week (2 x 80 minute lessons)

	Content	% of total grade
Paper 1: 1 hour 30 minutes	Calculator authorised - Short questions only 1. Number and algebra 2. Descriptive statistics 3. Logic, sets and probability 4. Statistical applications 5. Geometry and trigonometry 6. Mathematical models 7. Introduction to differential calculus	40%
Paper 2: 1 hour 30 minutes	Calculator authorised - Extended-response questions only 1. Number and algebra 2. Descriptive statistics 3. Logic, sets and probability 4. Statistical applications 5. Geometry and trigonometry 6. Mathematical models 7. Introduction to differential calculus	40%
Internal assessment	Independent work with supervision. Free choice of the topic under the constraints of assessment criteria.	20%

Key skills developed:

- Know and use mathematical concepts and principles.
- Read, interpret and solve a given problem using appropriate mathematical terms.
- Organise and present information and data in tabular, graphical and/or diagrammatic forms.
- Know and use appropriate notation and terminology.
- Formulate a mathematical argument and communicate it clearly.
- Select and use appropriate mathematical strategies and techniques.
- Demonstrate an understanding of both the significance and the reasonableness of results.
- Recognise patterns and structures in a variety of situations, and make generalisations.
- Recognise and demonstrate an understanding of the practical applications of mathematics.
- Use appropriate technological devices as mathematical tools.
- Demonstrate an understanding of and the appropriate use of mathematical modelling.

Entry Requirements

Students considering taking the Mathematical Studies SL course in their Diploma Programme at BISC should show a clear interest in this subject and a true dedication to regular and rigorous work. Students should achieve at least a grade B on the IGCSE examination.

PRESUMED KNOWLEDGE FOR IB MATHEMATICAL STUDIES (SL) (GIVEN AS GUIDANCE ONLY)

Arithmetic and Algebra

- Measurements and units
- Number operations (integers and decimals)
- Rounding and estimation
- Sets, Venn Diagrams and logic
- Algebraic simplifications, expansions and factorisation
- Linear equations and inequalities
- Quadratic equations
- Linear Simultaneous equations
- Concept of the function, its applications to the real world and interpretation.
- Linear function and its graph
- Quadratic function and its graphs and key features.

Geometry

- Elementary geometry of the plane including the concepts of dimension for point, line, plane and space.
- Parallel and perpendicular lines. Geometry of simple plane figures.
- Angle measurement in degrees. Compass directions and bearings. Right-angle trigonometry. Simple applications for solving triangles.
- Pythagoras' theorem and its converse.
- The Cartesian plane: ordered pairs (x, y) , origin, and axes. Mid-point of a line segment and distance between two points in the Cartesian plane.
- Simple geometric transformations: translation, reflection, rotation, enlargement. Congruence and similarity, including the concept of scale factor of an enlargement.
- The circle, its centre and radius, area and circumference. The terms "arc", "sector", "chord", "tangent" and "segment".
- Perimeter and area of plane figures. Triangles and quadrilaterals, including parallelograms, rhombuses, rectangles, squares, kites and trapeziums (trapezoids); compound shapes.
- Trigonometry of right-angled triangle and its applications.

Statistics and Probability

- Descriptive statistics: collection of raw data, display of data in pictorial and diagrammatic forms (for example, pie charts, pictograms, stem and leaf diagrams, bar graphs and line graphs).
- Calculation of simple statistics from discrete data and continuous data, including mean, median and mode.
- Experimental and theoretical probability, Tree diagrams, dependent and independent events.

Group 6

Music HL & SL

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

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

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

HL or SL

Both standard level (SL) and higher level (HL) music students are required to study musical perception. All students therefore submit a musical links investigation and also respond to a listening examination paper. In the latter, HL students are required to answer a further two questions.

SL students in music are required to choose one of two options:

- SL creating (SLC)
- SL solo performing (SLS)

HL students are required to present both creating and solo performing.

Standard Level (SL)

	Content	% of total grade
Listening Paper 2 hours	Four musical perception questions	30%
Musical links investigation	A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures	20%
Internal assessment	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Students choose one of the following options.</p> <ol style="list-style-type: none"> 1. Creating - Two pieces of coursework, with recordings and written work 2. Solo performing - A recording selected from pieces presented during one or more public performance(s) 	50%

Higher Level (HL)

	Content	% of total grade
Listening Paper 2 hours	Four musical perception questions	30%
Musical links investigation	A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures	20%
Internal assessment	Creating - Three pieces of coursework, with recordings and written work	25%
Internal assessment	Solo performing - A recording selected from pieces presented during one or more public performance(s)	25%

Prior Musical Experience

While prior music experience is not mandatory at SL, it is recommended that students can play a musical instrument to grade 4 standard or above. At HL it is strongly recommended that students have completed GCSE or IGCSE Music and perform to at least grade 6 standard or above on one musical instrument.

Group 6

Visual Arts HL & SL

Introduction

This course is a new exciting opportunity for students to develop their aesthetic, imaginative, and expressive abilities through practical studio work as well as in-depth investigation and critical analysis. Within a thematic structure, students will have the opportunity to develop their sensitivity and appreciation of the visual world by investigating social, cultural, and contextual references and differences. They will explore a variety of materials and processes, analysing stylistic and conceptual approaches, investigate past, present and emerging forms of visual arts, and develop their own ideas into a series of solutions stemming from personal and creative visual inquiry.

“There are painters who transform the sun to a yellow spot, but there are others who with the help of their art and their intelligence transform a yellow spot into sun”

Pablo Picasso

Course content

Drawings, paintings, prints, sculptures, collages, design work, photography, digital artwork, textiles, mixed media work.....

To have a great art show, your work should show artistic growth and improvement from the beginning of the course. Art making improves with practice, so you are expected to devote extra time to learning the skills you want to acquire. In addition to artistic growth, your art should be meaningful, and speak of subjects important to you. Many students find it easier to choose subjects for their art when they focus on a theme or related theme. It is also a good idea to work in a variety of media. This will demonstrate that you are willing to research and learn new methods for making art. Your art must be original and this is best done by being thoughtful and willing to pursue your own artistic direction.

Sixth Form Art Room

During scheduled class time, you will use one of the Sixth Form Art Studios, facilities and equipment. You are also encouraged to use the art room during free periods and lunch hours. However, much of your work will be done on your own time outside of school at home. For this reason, you should collect a range of art supplies that support the art that you want to make, and/or skills you want to perfect.

Key Skills Required

- Divergent and independent thinking.
- Self-awareness.
- Environmental awareness.
- Multi-cultural awareness.
- Understanding of the significance of broad critical analysis of artworks, ancient and modern, to inform the decision making process.
- Problem solving abilities.
- Sense of humour.
- Creative manipulation of both 2 and 3 dimensional media.
- Confidence to make informed statements about their own work and that of others.

“I am always doing that which I cannot do, in order that I may learn how to do it.”

Pablo Picasso

	Content	% of total grade
External Assessed	<p>Comparative study:</p> <p>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p>	20%
External Assessed	<p>Process portfolio:</p> <p>Students submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p>	40%
Internal assessment	<p>Exhibition:</p> <p>Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p>	40%

Entry Requirements

Whilst not essential it is highly recommended that students should have studied and achieved well at GCSE Art & Design before embarking on the IB Visual Art course. Students should have a good dose of

- Commitment.
- Motivation.
- Persistence.
- Independence.

...if they are to be successful.

IB Timetable

In practical terms, the Diploma Programme translates into the timetable below:

Subject	Year 12	Year 13
Tutor Time/ Assembly/CAS/EE	2	2
PSHE	1	1
Higher	18 (3x6 ppw)	18 (3x6 ppw)
Standard	12 (3x4 ppw)	12 (3x4 ppw)
ToK	2	2
Physical Education	2	2
Total	37	37

Students who opt to study Biology, Chemistry or Physics at Standard Level also attend the Higher Level lessons in these subjects as much of the common Higher and Standard core material has to be covered before students can study the optional themes.

Students who opt to study Higher Level Mathematics may be asked to begin the course by studying 4 Higher Level subjects as this course is a challenging one and students may not find that it is suitable for them. For students in this position, their progress will be reviewed after the January exams in Year 12, where they may drop one Higher Level subject down to Standard Level.

Students will have between 8 and 10 'independent study lessons' per week, depending on their choice of courses. In the first term of Year 12, students are expected to spend their independent study lessons in the Library. After the January reports and exams, the position will be reviewed; most students are given greater freedom in how to use their independent study lessons at this time.

However, it should be noted that independent study lessons are not 'free lessons'! Students are expected to use their time productively, for the completion of homework and meetings with staff. Science courses demand a significant level of practical work and students should use their independent study lessons to work on their experiments.

The BTEC Programme

STUDYING THE BTEC EXTENDED DIPLOMA IN BUSINESS AT BISC

The BTEC Extended Diploma in Business course is equivalent to 3 A Levels and can lead to higher education study or directly into the world of work. Business students may look for careers in finance, retail, management, accountancy, marketing or human resources, among many other wide-ranging options.

The qualification was introduced in BISC in 2014, and has proved popular with students and parents who are looking for an alternative to the IB Diploma. IB is the default qualification at BISC and BTEC is only offered as an alternative to the students who do not meet the IB entry requirements.

It is worth noting that BTEC qualification is not recognised by the ministry of education in Egypt and therefore, is not accepted by universities in Egypt.

What is the entry requirement?

BTEC recommends that all students taken to study BTEC should have 5 A*-C in GCSE including English and Maths or a BTEC first or a level 2 equivalent qualification. Students should have a good reference from the last phase of study which includes good attendance and punctuality.

How is the course structured?

Students will complete 18 units of work during the two year course. Nine will be completed in Year 12 and Nine in Year 13.

The units we offer at BISC are as follows (this could change year on year):

Unit 1	The Business Environment
Unit 2	Business Resources
Unit 3	Introduction to Marketing
Unit 4	Business Communication
Unit 5	Business Accounting
Unit 9	Creative Product Promotion
Unit 10	Market Research in Business
Unit 12	Internet Marketing in Business
Unit 13	Recruitment and Selection in Business
Unit 16	Human Resource Management in Business
Unit 18	Managing a Business Event
Unit 19	Developing Teams in Business
Unit 28	Business Project Management
Unit 33	The Impact of Communications Technology in Business
Unit 34	Website Design Strategy
Unit 36	Starting a Small Business
Unit 37	Understanding Business Ethics
Unit 39	International Business

Each unit of work will have a series of tasks that need to be completed. Students will need to complete these in a specific order, as directed by the teacher.

Students are required to complete all of the Pass tasks for each of the 18 units as a minimum. Students can improve the grade for the unit by completing the Merit and Distinction tasks for each of the units.

How are the student work graded?

Each of the 18 units of work students complete will be awarded one of the following grades: Pass, Merit or Distinction, on the level of work achieved. Each of these grades has differing criteria and the teacher will make the student aware of the work that needs to undertake in each specific unit, in order to meet these criteria.

At the end of each of eighteen units, students will be allocated a point score depending on the grading achieved. The BTEC points awarded for each unit are as follows:

Pass – 70 points
Merit – 80 points
Distinction – 90 points

At the end of the second year the points accumulated throughout the course will be added together and converted into an overall, three letter grade. For example, a student might achieve a DMM (Distinction, Merit, Merit) at the end of the course. It is possible to compare this to grades three 'A'-levels. The grade you are allocated can also be converted into UCAS points, for those wishing to apply for a university place.

You will find further information about grading and UCAS points at the end of this sheet.

Attendance

Given the nature of the BTEC course it is vital that students attend all lessons. Poor attendance may lead to failure of a unit, as students with poor attendance find it difficult to maintain the level of work required to complete each unit.

Organisation

Most students achieve high levels of success on the BTEC course. This is dependent however, on excellent organisational skills. It is very important to record task hand-in and resubmission dates.

Handing in work

Students will be given strict deadlines for the handing in of coursework tasks. It is vital that these deadlines are met to give students every opportunity to achieve the grade that they are capable of. Failure to meet deadlines could mean the student fails the course.

BTEC Extended Diploma Grades

Points are added together at the end of the course to give your final BTEC grade:

Grade boundaries (total points awarded over 18 units)	Overall grade	UCAS Points
1260-1299	PPP	120
1300-1339	MPP	160
1340-1379	MMP	200
1380-1419	MMM	240
1420-1459	DMM	280
1460-1499	DDM	320
1500-1529	DDD	360
1530-1559	D*DD	380
1560-1589	D*D*D	400
1590 and above	D*D*D*	420

The overall 3 letter grade awarded at the end of the course (having completed all 18 units) can be compared to grades awarded for 3 A levels.

A Pass is equivalent to an E grade at A level, a Merit is equivalent to a C, a Distinction is equivalent to an A and Distinction* is equivalent to an A*. For example: if you were awarded a DMM at the end of the course, this could be compared to an A grade and 2 C grades at A level.

Past successes

The first and the second cohort of BTEC students graduated and all students successfully passed the course and moved onto higher education at universities in the UK ranging from Queen Mary, SOAS, Brunel and Kent.

If you want more information about BTEC courses, please feel free to visit the BTEC website following this link:

<https://qualifications.pearson.com/en/qualifications/btec-nationals.html>

