



**Bishkek
International
School**

HIGH SCHOOL: IB DIPLOMA HANDBOOK

For May 2021 session
2019/20



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Updated on 20th July 2019



Welcome

It is my pleasure to welcome you at Bishkek International School (BIS) and introduce the International Baccalaureate (IB) Diploma Programme (DP) offered here. We are proud to be the only IB school in Kyrgyz Republic - as of July 2019 - and to see our students grow during the two-year course.

The IB DP is a widely recognized and respected pre-university programme that offers students the benefits of a broad and rigorous curriculum. It is an academically challenging and balanced programme of education designed for students aged 16 to 19, and is respected by leading universities across the globe. As of 1 May 2019, there are 3,352 schools offering the DP, in 156 different countries worldwide.

BIS is a rapidly growing young school with its history of 8 years. The number of students has increased from 20 when we opened in 2011, to over 250 in 2018 without losing the warm and friendly atmosphere that is a major factor in helping our students to maximize their potential. Small class sizes, an attractive well-resourced location and vibrant teaching all contribute towards an educational environment that enables students to achieve success.

I would like to share some comments by our BIS alumni here:

“The IB Diploma opened up new opportunities and chances for me to explore different fields of studies in countries around the world”;

“The new skills and the knowledge acquired throughout these years eventually helped me to get a scholarship into the university I dreamed of and, as I now realize after the first semester of my undergraduate studies, prepared me well for the workload of the university”;

“It felt like everyone was eager to contribute to the academic and personal growth of each student. This kept me on track with my studies and provided an environment that supported me in any situation”.

We are proud of our alumni who went through this demanding programme. Every year we see significant growth and development in students, not only in regard to academic grades, but also various skills such as self-management, leadership and critical thinking.

Facing the challenge of the IB DP is like running a two-year marathon. A long distance race with many obstacles to overcome as well as checkpoints to pass in a strict time-limit. Our intrepid runners have to both train and plan their strategy while they are running. On behalf of the DP teachers and BIS staff, please let me welcome you again to the DP at BIS. We are ready to support you as escort runners.

The purpose of this Handbook is to provide students and parents/guardians information about how the curriculum and requirements look like in the DP as well as to show guidelines of student’s life in school.

Finally, please feel free to contact me by email (minaba@bis.kg) or pop into school if you have any questions regarding the DP or if you would like to meet to discuss anything.

Makiko Inaba
DP Coordinator

BIS Vision and Mission

Vision

To be the best international school in Central Asia providing inspirational education in a happy environment to globally minded students who are the leaders of the future.

Mission

Our Mission is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

Accreditation

BIS is an International Baccalaureate® (IB) World School offering the IB Diploma for students' aged 16-19 years, the IB Middle Years Programme (MYP) for students aged 11-14 years and the IB Primary Years Programme (PYP) for students aged 3-11 years.

The school is also accredited by Cambridge International Examinations and provides the International General Certificate of Secondary Education (IGCSE) for students age 14-16.

In October 2018, BIS was accreditation by the New England Association of Schools and Colleges (NEASC).

BIS is a licensed and accredited educational institution by the Ministry of Education of the Government of the Kyrgyz Republic, which allows our students to also sit Kyrgyz state examinations and qualify for Kyrgyz universities if they wish.



The School Day

Timetable and Calendar

The most recent version of the school calendar to the 2019/20 academic year can be found on [the school website](#) and is given in [Appendix 9: School Calendar](#). If any changes are made to the calendar, an updated version will be sent to parents and students, and the calendar on the school website will be updated accordingly.

The school day for DP students begins at 8:00. There are eight 45-minute periods per day, with a 45-minute lunch break between periods 5 and 6. Lessons finish at 15:15 and extra-curricular activities (ECAs) run every day from 15:30-16:30. Students who remain at school after 15:30 must take part in an ECA or study either in the library or in the DP study room. DP students are allowed to stay to work only in the DP study room by themselves after school with their responsibility.

DP students will be provided with a copy of their timetable at the beginning of the academic year. Class timetables will also be displayed on the notice board in the cafeteria. Students are responsible for knowing their own timetable and attending all timetabled lessons with the correct stationery and equipment. The outline timetable for DP students, showing break times and lunch time, is given in [Appendix 8: Timetable Outline](#).

Attendance and absences

Full attendance is important for academic achievement and social interaction. If students are ill, parents should inform the school before 10:00 on the first day of absence. If no information is received, the school Reception will contact the parents/guardians to ask the reason for absence and when the student is likely to be at school. Therefore the way of contact to/from parents must be clarified on the student information letter at the entry of the DP. If absence is known about in advance (e.g. unavoidable family travel), the school should be informed by parents as early as possible.

To ensure a healthy and safe school environment, any student returning to school after illness must provide a written note from their doctor or parent to explain the reason for absence. The form teacher will give the note to the school doctor, who will keep them in student files and update school records. Frequent absences must be reported in writing to the Director of Studies who will investigate the reasons.

If a student is frequently absent or absent for a prolonged period of time *without reasonable explanation*, the Director of Studies and Head of School may arrange a meeting with the student and their parents/guardians to discuss the issues and the student's future at the school.



Arrival and Leaving Procedures

DP students must be at school between 8:00-15:15. Usually students have several study periods, at which they do not have any lessons. However, BIS does not allow students to leave school during study periods in order to keep a regular routine and establish good study habits. The exception applies only to DP2 students who find it more effective to work at home just a few weeks before the IB official examinations. They are allowed to stay home to study only if it is agreed in advance with parents and teachers in a written form (see [Appendix 11: DP2 Home Study Request Form](#) for more details).

Students should arrive at school between 7:30-8:00. They should not arrive before 7:30 and all students must be in class by 8:00. From 7:50, students can meet in their form classroom until the start of Period 1. Students arriving after 8:00 must report to Reception before joining their class so that their arrival at school can be registered.

Students arriving to class more than 3 minutes after the bell has rung to mark the start of the lesson will be marked as late.

If students need to leave school during the school day, the parent/guardian must notify the school and the student must go to Reception. Reception will notify the form teacher and record the absence in the school register.

Students may go home at the end of school lessons at 15:15. Any DP student remaining at school after 15:30 must attend an Extra-Curricular Activities (ECAs) or work in the library or in the DP study room. It is not permitted for DP students to walk around the school during this time.

Some students may occasionally stay beyond 16:30 for additional sporting or academic activities. DP students are allowed to stay to work only in the DP study room responsibly by themselves after school.

DP students must not use the school premises outside of school hours unless they have permission from the Head of Administration.

Dress Code

BIS does not have a school uniform or specific dress code, but students are expected to dress in an appropriate manner for school. This includes:

- Dressing in a way that does not cause offence or distract other people
- Wearing clothes that are appropriate for expected activities in school, including PE and Art
- Wearing clothing and other possessions that do not have visible slogans or words which are racist, sexist, religious, nationalist, or may in any other way cause offense to other students or staff
- Ensuring that clothing and personal presentation contribute to the positive image of the school

Whatever they wear, students should be sensibly dressed for an active life so that they can use the play equipment and field at break times.

Equipment

DP students should have the following equipment for school:

- A laptop (mandatory)
- A bottle for drinking water (mandatory)
- Backpack/bag to carry books and belongings to/from school
- Hat/cap for outside in hot weather OR warm coat and hat for cold weather
- Trainers and a T shirt and shorts or a tracksuit to wear for PE

BIS provides all students with a basic set of stationery at the beginning of the year or on joining the school. All students are expected to come to lessons prepared with a laptop along with necessary materials.

Lunch, Snacks and Drinking Water

BIS provides morning snack, lunch and afternoon snack for all students.

Students can opt out of school lunches for the whole semester, but must bring their own lunch to school. Fizzy drinks, sugary snacks, gum and packets of crisps (chips) should not be brought into school unless approved in advance by the form teacher.

We adapt the staggered time for lunch due to the limited space in the cafeteria. DP students should eat lunch from 12:35 except for special occasions.

DP students may go outside school to have lunch only if it is agreed in advance with parents in a written form (see [Appendix 10: DP Lunch Agreement](#) for more details). BIS is not responsible for the security outside school. In case the student is late for class, the privilege will be immediately taken away. Students are not allowed to order delivery food.

Break Times

DP students have 3 breaks in the school day: morning break (9:30-9:45), lunch break (12:10-12:55) and afternoon break (15:15-15:30). Food is served in the cafeteria during each of these break times. During these breaks, students are free to enjoy the outside space where they will be supervised by members of staff. They may also read or work in the library or DP study room. Students should not be unsupervised in classrooms during this time.

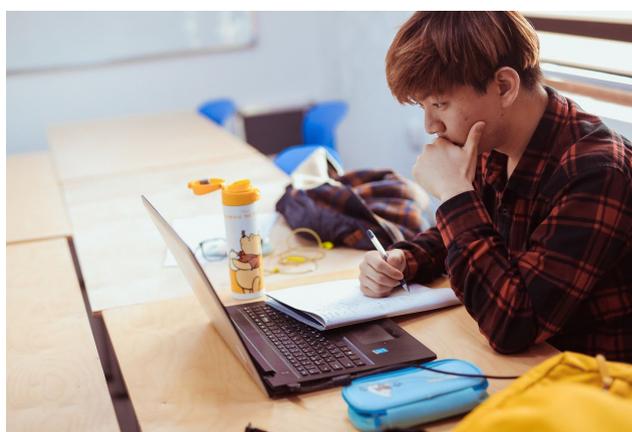
Reception Hours

BIS Reception is open from 7:45-17:30 on school days and from 8:00-17:00 on weekdays during school holidays.

Appointments with members of staff or general queries about school events can be made through Reception.

Email: info@bis.kg

Tel: +996 312 214 406



Communication at BIS

BIS publishes several documents to communicate information about the school. The school provides a comprehensive set of policies, an official annual calendar and a weekly newsletter, all of which are available at Reception or on the school website, www.bis.kg.

Meet the Teachers

Early in the new school year, the school hosts a 'Meet the Teachers' evening for parents to meet their children's teachers and hear about overall and subject-specific programmes for the upcoming school year. Parents are encouraged to learn as much as possible about the curriculum, teacher expectations and school procedures. This year, Meet the Teachers will take place on Friday 30th August.

Official Publications

BIS publishes several documents to communicate information about the school. In addition to the Preschool, Primary School, Middle School and High School Handbooks, the school provides a comprehensive set of policies, an official annual calendar and a weekly newsletter, all of which are available on the school website or at Reception.

Voices

The centrepiece of the BIS communication system is a weekly newsletter called *Voices*. This newsletter is published at the end of each week and contains information about student activities in the week, special accomplishments and upcoming events. *Voices* is sent by email to all parents and to students with school email addresses. It is also made available on the school website and in printed form in the cafeteria. If you are not on the *Voices* mailing list and you would like to receive it, please send an email to info@bis.kg and ask to be added to the *Voices* mailing list. Any student can be added to the list if they have an email address and would like to receive *Voices*.

Report Cards

Students in the DP receive four school reports a year. See the section [BIS Report Cards](#) on page 15 for more details.

Parent-Teacher Conferences

Parent-teacher conferences are held three times per year. Parents will have the opportunity to meet with each subject teacher shortly after the report card is issued to their child(ren) and, if requested, their child's form teacher, to discuss academic and social progress and targets for future improvement. The DP Coordinator will also be available for individual meetings if requested. Informative sessions are scheduled occasionally.

In the 2019/20 academic year, parent-teacher conferences (indicated as ✓ below) are scheduled for:

- Thursday 30th August 2019 - Meet the Teachers
- ✓ Wednesday 16th October 2019
- ✓ Wednesday 15th January 2020
- ✓ Wednesday 17th June 2020

Emails and Telephone Calls

If parents have any questions about their child's learning or wellbeing, they are encouraged to contact the relevant staff members by email or arrange an appointment with a teacher by contacting Reception (email: info@bis.kg; tel: +996 312 214 406).

The following people should be contacted according to the nature of the question:

Subject-specific academic questions	Subject teacher
-------------------------------------	-----------------

Programme or overall curriculum questions	DP Coordinator
Welfare or behavioural questions	Form teacher and School Counsellor
Questions about sporting activities or ECAs	Athletics Director/ECA Coordinator
Accounts and fees	Chief Accountant
Transportation	Head of Administration
High School issues	DP Coordinator
Medical issues	School Doctor and Form teacher
Address changes, withdrawal and transcripts	Admissions Officer

Teachers will call or send an email directly to parents if a student's progress or behaviour warrants such communication. We hope that by working together we can develop happy, responsible and independent students.

Welcoming New Students

New students joining the DP (see also [Appendix 14: DP Entry Requirements](#)) will be invited for an individual interview with the DP Coordinator to discuss their transition to the school and any questions or concerns they might have. Students will also be introduced to the Director of Studies, Head of Student Welfare and members of the Administration team. This gives us a chance to get to know each and every student and welcome them to the school community.

Open-Door Policy

At BIS we have adopted an open-door policy, in which literally and figuratively our doors are open to you. If questions, suggestions or complaints arise, it is important to us that your thoughts are heard. We believe a quick chat in the hallway at any occasion of your visit or at a school event can usually help resolve concerns before they become a problem. Naturally, busy schedules mean that we cannot always guarantee a drop-in meeting, so we encourage parents to make an appointment with the desired people with the receptionist.

In addition to being available to discuss your comments or concerns about the wider school, the Management Board are the people to turn to if you are not satisfied with the responses given by any members of staff you have spoken to. In the unlikely event that none of the administration or teaching team are able to resolve the issues at hand, an appeal can be made in writing or via board representatives to the Governing Board. More detail about Complaints and Appeal Procedures can be found in the Parents and Guardians Handbook, available on the school website.

At BIS we are committed to keeping the whole school community communicating and working together to provide the best possible learning experiences and environment for our students.

Parent-appointed Governors

Three members of the Governing Board are elected by the Parents Association to represent the interests of parents. Governing Board members are normally elected for a three year period and may be re-elected for a maximum consecutive period of nine years. Elections for a new parent representative will take place early in the 2019/20 academic year and names of the elected governors will be shared with the school community via email. Should you have any concerns or comments to address to the Governing Board, please approach one of your parent representatives.

PAMC

The Parents Association, led by the Parents Association Management Committee (PAMC), takes an active role in school life. They organise events throughout the year to bring the school community together and raise money for a wide range of school endeavours.

PAMC volunteers represent a variety of countries and grade levels and serve as vital links in organising events, communicating relevant information and supporting newcomers to the school community and to the country. The first all parents meeting will take place at the beginning of September, with information provided in English and Russian.

Class Representatives, appointed by the PAMC, are also available to answer general questions about the class or the school that you may have. A list of members of the PAMC and Class Representatives will be given to you when your child starts school and will be updated every year. If you do not have the list, you can email pamc@bis.kg for information.

Curriculum Framework

At BIS, High School consists of students aged 14-18 (UK and Australia: Years 10-13; US and Canada: Grades 9-12; Kyrgyz Republic: Grades 9-12).

Students in the High School follow two curriculum frameworks; Cambridge IGCSE or IB DP. As for the IGCSE, please refer to the IGCSE Handbook. For DP, students' lessons follow the IB DP model, which encourages inquiry-based, student-led and globally focused learning experiences (see [Appendix 2: International Baccalaureate](#) for more details).

In addition, the Kyrgyz local curriculum is also offered for those who prepare for Kyrgyz state examinations.

DP Curriculum

The DP is a two-year programme for students aged 16-19. The DP is an academically challenging and balanced programme of education that addresses the intellectual, social, emotional and physical well-being of students, and is respected by universities across the globe. As of 1 November 2018, there are 3,293 schools offering the DP in 153 different countries worldwide and many more are in the process of gaining authorisation.

Students in the DP develop as independent and lifelong learners. The interdisciplinary and inquiry-based nature of the programme encourage students to recognise relationships between school subjects and the world outside and combine relevant knowledge, and practical and social intelligence to solve problems.

The curriculum is made up of six subject groups and the three core components as below:

Students take at least three (but not more than four) subjects at higher level (HL) and the remaining at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at HL. Language ab initio is available at SL only.

Subjects					
<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>	<u>Group 6</u>
Studies in Language and Literature --- Known as Language A	Language Acquisition --- Known as Language B Language ab initio	Individuals and Societies	Sciences	Mathematics	The Arts
-English A Language and Literature -Russian A Language and Literature -SSST* Language A Literature	-English B -French B -German B -Russian B -Spanish B -French ab initio -German ab initio -Russian ab initio -Spanish ab initio	-Economics -Geography -History	-Biology -Chemistry -Computer Science -Physics	-Analysis HL -Analysis SL -Applications HL -Applications SL	-Music -Visual Arts

+

The Core		
Theory of Knowledge (TOK)	Extended Essay (EE)	Creativity, Activity, Service (CAS)

Subjects

The six subject groups are (the link below will guide you to the IB official website):

- Group 1: [Studies in Language and Literature](#)
- Group 2: [Language Acquisition](#)
- Group 3: [Individuals and Societies](#)
- Group 4: [Sciences](#)
- Group 5: [Mathematics](#)
- Group 6: [The Arts](#)

Students who are enrolled in the DP should aim to achieve an IB Diploma by meeting the following requirements set by the IB (see the sections [The Award of the IB Diploma](#) and [Diploma Results / Course Results](#) on page 20 for more details):

- One subject must be selected from each of the IB subject groups 1 - 6.
- The exception is Group 6: The arts, which is optional. If a student does not want to study Group 6 subject (Music or Visual Arts at BIS) they can select an additional subject from Group 1 - 4 instead.
- Students have the option of studying a literature course in a language that is not offered by the school with a tutor. This is called the *School-Supported Self-Taught (SSST). Please note the additional cost of a tutor is borne by parents/guardians.
- Students have the option of studying a course online if the subject is offered (see the section [The Online Course](#) below for more details).
- Students must choose at least three HL subjects while the rest of the subjects are SL. The decision for the level selection can be made by the beginning of the second year of the DP except for Mathematics.

The Core

Three components make up the core, which are studied alongside individual subjects and throughout a student's time in the DP. The Core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three elements are:

- [Theory of Knowledge](#) (TOK), in which students reflect on the nature of knowledge and on how we know what we claim to know.
- [The Extended Essay](#) (EE), which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- [Creativity, Activity, Service](#) (CAS), in which students complete a project related to those three concepts.

The Online Course

BIS opens the opportunity to enroll students in DP courses online. The courses are developed and delivered by [Pamoja Education](#) (Pamoja), the IB-approved online course provider. If students wish to take a subject that is not offered at BIS, or it is impossible to take the subject due to the timetable, it is worth considering to take the course online. To do so, all the following conditions and agreements must be confirmed with the DP Coordinator:

- The subject course is offered by Pamoja
- The fee is paid by the parents/guardians
- The student is eligible for self-study
- BIS is able to allocate Site-Based Coordinator (SBC)
- No more than two online courses are taken by the student

Non-DP Curriculum

Local Curriculum

The local curriculum follows the programme determined by the Ministry of Education of the Kyrgyz Republic in order to prepare students for Kyrgyz state examinations in addition to DP courses. It is offered in the following subjects:

- Kyrgyz Language
- Kyrgyz History and Geography
- Russian Language and Literature
- Astronomy

This programme is provided for all Kyrgyz citizens and open to any other students who have the required language fluency and/or wish to participate. Kyrgyz citizens are free to opt out of Kyrgyz language studies on the provision of written confirmation of this decision from their parents. However, attendance in the Astronomy ECA is mandatory if the student wishes to take Kyrgyz state examinations.

Physical Education

In order to promote active, healthy and well rounded students, BIS provides a PE lesson once per week for all DP students. The PE program is graded on participation and effort. The program is aimed at keeping students active and positive, while participating in sports. This often provides a pathway for students to participate in our school basketball, football, volleyball and cross country teams, as well as other extra curricular sports, like badminton and handball.

Study Periods

Many students in the DP have study periods in their weekly timetable. These study periods take place in either secondary library or DP study room. Students are responsible for themselves and are expected to use these periods effectively.

DP students can play outside during their study periods if they wish to refresh. However, it is allowed only when no class or activity is taking place on the playground and students are responsible themselves (see [Appendix 4: Playground Rules](#) for more details).

Form Time

DP students are assigned to Form classes according to their grade level. Form teachers work with subject teachers to have overall oversight of their form group's wellbeing and academic progress. Form teachers are available to meet with their form groups daily from 7:50-8:00 in their form classroom, and after assembly on Friday afternoons.

In the 2019/20 academic year, the form teachers in the DP are as follows:

DP1: Artika Singh (asingh@bis.kg)

DP2: Thierry Taberna (ttaberna@bis.kg)



Assessment and reporting

BIS Report Cards

Students in the DP receive four school reports a year as below. An interim progress report is issued halfway through each semester and a full report is produced at the end of each semester.

While interim progress reports are to report the progress of students, semester reports are official and their marks are used for GPA calculations.

A summary of the above information is shown in the table below:

DP1:

Name of the Report	Month	DP Grades	Participation Grades	Subject Teacher Comments	Form Teacher Comments
Interim	October	✓	✓	Optional	✓
Semester One	January	✓	✓	✓	✓
Interim	March	✓	✓	Optional	✓
Semester Two	June	✓	✓	✓	✓

DP2:

Name of the Report	Month	DP Grades	Participation Grades	Subject Teacher Comments	Form Teacher Comments
Interim	October	✓	✓	Optional	✓
Semester One	January	✓	✓	✓	✓
Interim*	February	✓	✓	Optional	✓
Semester Two	June	✓	✓	✓	✓

*The second Interim Report in DP2 is based on DP Mock Examinations.

Academic Grades

Aligned with the IB DP grading scale, the BIS report card provides DP grades (1-7) for each subject, and the Core component grades (grade A-E for TOK and EE; a short comment for CAS) when they are available. A written comment from each teacher about the student's progress, development of skills and behaviour is provided at the end of each semester while a general comment from the form teacher is provided on every report.

Although Kyrgyz Language, Kyrgyz Geography and History, and Physical Education are not part of the DP, teachers use mutually agreed criteria and the DP grading scale to give a comparative assessment of students' progress for school reports.

Participation Grades

DP students will also receive grades for participation in their report cards. Students are assigned grades for each subject on a scale of A*-E based on the following criteria:

- effort (participating in lessons, proactive approach to learning, investing in own learning)
- behaviour (following instructions, respecting others, not disrupting the class)
- organisation (meeting deadlines, completing homework, bringing correct equipment to class)

This is sometimes accompanied by a written comment from the teacher, where explanation of the grade is necessary.

Grade Descriptors

The DP grade descriptors at BIS are as below:

Grade Descriptors

Academic Grades

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

Extended Essay and Theory of Knowledge (ToK)

A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
E	Failing

Creativity, Activity, Service (CAS)

<i>Grades given during the course</i>		<i>Grades given at the end of the course</i>	
Excellent:	Exceeding requirements	Distinction:	Exceeded course requirements and completed the course
On-Track:	Meeting requirements	Completed:	Met all requirements and completed the course
At Risk:	Failing to meet requirements	Not Completed:	Failed to meet the minimum requirements

Participation Grades

A*	Insightful and thought-provoking
A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
E	Does not participate at all

IB Assessments

DP assessment procedures measure the extent to which students have mastered knowledge and advanced academic skills in fulfilling these goals such as analysing and presenting information, evaluating and constructing arguments, and solving problems creatively. In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

The IB uses both external and internal assessments in the DP:

- **External Assessment (EA)**

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. They include:

- Essays
- Structured problems
- Short-response questions
- Data-response questions
- Text-response questions
- Case-study questions
- Multiple-choice questions (only used in Sciences)

- **Internal Assessment (IA)**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. This includes:

- Oral work in languages
- Fieldwork in geography
- Laboratory work in the sciences
- Investigations in mathematics
- Artistic performances.

Subjects

At reporting periods, teachers add the assigned grades for each criterion in their subject and use the grade boundaries developed by the IB to calculate an overall grade. This grade is based on a 1-7 scale, which can be found on each student's report. The grade boundaries differ depending on the subject, level and year. At BIS the latest grade boundaries published at the time are used to provide a grade.

The Core (TOK and the EE)

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix as below to contribute between 0 and 3 points to be added to a student's Diploma score. Candidates who fail to submit satisfactory work in either area will fail the Diploma.

The Extended Essay and TOK points matrix:

		Theory of Knowledge (TOK)					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended Essay (EE)	Excellent A	3	3	2	2	Fail	Fail
	Good B	3	2	2	1	Fail	Fail
	Satisfactory C	2	2	1	0	Fail	Fail
	Mediocre D	2	1	0	0	Fail	Fail
	Elementary E	Fail	Fail	Fail	Fail	Fail	Fail
	Not submitted	Fail	Fail	Fail	Fail	Fail	Fail

The Core (CAS)

CAS is not assessed or graded, but must be completed in order to pass the diploma.

Overall (Subjects + The Core Components)

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the EE. This makes a maximum total of 45 points calculated as $[(6 \times 7) + 3] = 45$.



Academic Honesty and Plagiarism

Academic honesty is taken extremely seriously and is an integral part of the BIS culture. Failure of any student to meet the standards set in this area will result in failure to achieve a grade in assessments and therefore failure to complete their course.

Academic honesty refers to:

- Submission of original and reliable work.
- Full acknowledgement of the original authorship and ownership of creative material.
- Protection of all forms of intellectual property, including forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.
- Proper conduct of examinations according to rules set by IB and Cambridge International Examinations.

Students in the DP will be introduced to the meaning and significance of concepts related to academic honesty, in particular academic honesty and authenticity, during Research Methods lessons. Skills such as selecting sources, citing and referencing are introduced in DP subjects and students are expected to apply these skills to their work. Students need to sign the agreement with Academic Honesty Policy ([Appendix 12: Academic Honesty Agreement](#)) in the beginning of the first year of the DP.

Students who do not adhere to expectations of academic honesty will be penalised. For first offences, the teacher will discuss the importance of academic honesty with the student, invite them to re-do the work in question and inform the DP Coordinator. The student will be warned that repeat offences may result in a grade of 0 for the work in question and an email to parents. In the worst case, the student will be disqualified by the IB.

DP Coursework Deadline

To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that:

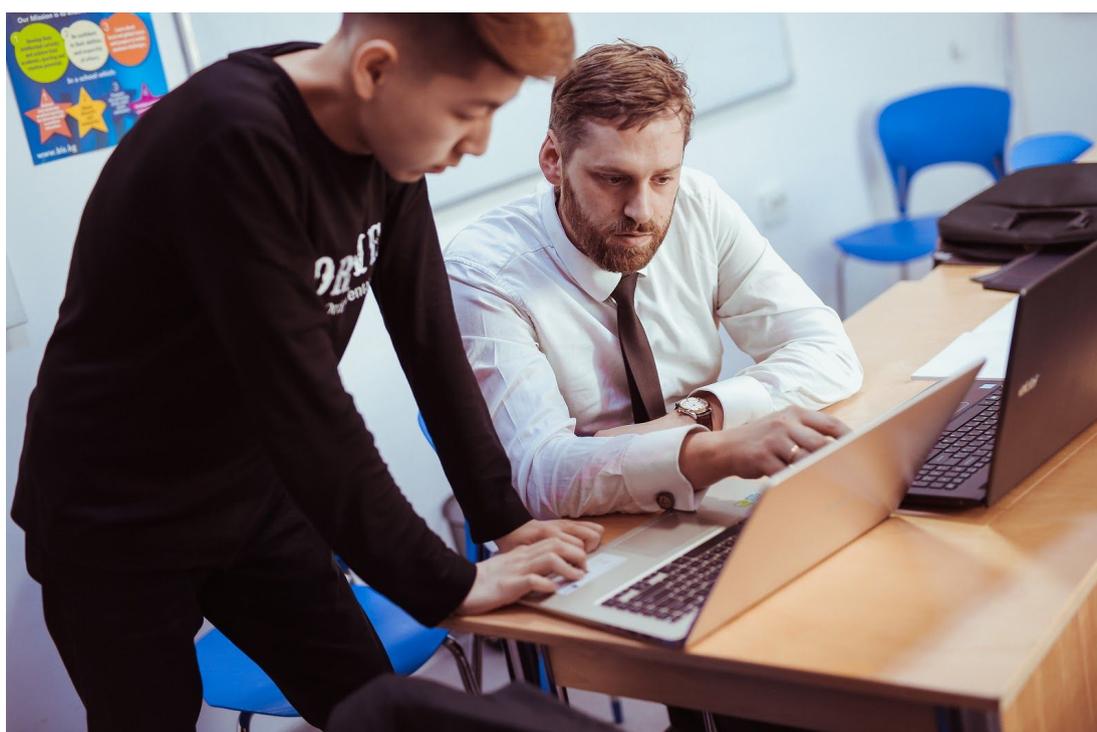
- All assignments (DP coursework or any other assignment) are due by the deadline set by the teacher.
- It is the student's responsibility to ensure that he/she makes a careful note of the due date for each assignment and presents this work on time. The dates of DP coursework deadlines can be found on the online system called ManageBac (see the section [ManageBac](#) on page 32 for more details) where the parents also may have access to.
- Students with an acceptable reason for the day that an assignment was due must hand in the assignment by email where possible, or on their return. They are also responsible for letting the teacher know the reason in advance.

Failure to meet the DP coursework deadline will result in either of the following depending on the type of deadline:

- Class Assignments
 - Students will be suspended from any ECAs and sports until the assignment is complete and/or
 - Students will receive a grade of 0 for the work in question
- IB External Assessment
 - If students miss the draft deadline, they will not receive any feedback from the teacher.
 - If students miss the final submission deadline, it is not guaranteed to submit their work to the IB.
- IB Internal Assessment
 - If students miss the deadline, their work will not be marked and submitted to the IB.

Extra Help with Schoolwork

Students may need extra help with schoolwork. Some teachers set office hours or offer tutoring. Students are expected to approach their subject teachers whenever they feel that they need extra help.



The Award of the IB Diploma

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB as below. This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: TOK, CAS and EE. The award of the IB Diploma is made externally by the IB and it is independent of the BIS High School Diploma (see the section [The Award of BIS High School Diploma](#) below for more details).

In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

- Six subjects are taken from each subject group except for Group 6 (alternated with Group 2-4).
- A minimum of three courses must be at HL.
- The minimum threshold for the award of the diploma is 24 points.

The IB Diploma will NOT be awarded if:

- CAS requirements have not been met.
- There is “N” awarded for TOK, the EE or for a contributing subject.
- There is grade E awarded for TOK and/or the EE.
- There is grade 1 awarded in a subject/level.
- There are more than two grade 2s awarded.
- There are more than three grade 3s or below awarded.
- The candidate has not gained a total of 12 points on HL subjects.
(For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has not gained 9 points or more on SL subjects.
(For candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has received a penalty for academic misconduct from the final award committee.



The pass rate for the IB Diploma at BIS has been much higher than the average rate of 78% worldwide (see the section [Frequently Asked Questions](#) on page 33 for more details). However, students are not obliged to take the IB Diploma. Some students may feel that their needs are not best met by this course, and may choose to organize their program in a different way. It may be that the IB Diploma is not required either by a student's university of choice or in the country where the student would like to study; in these cases a student may, or may not, complete CAS, TOK or the EE. A student may choose fewer than three HL subjects, or all six subjects at SL, or even select a combination of subjects that does not meet the requirements for the full IB Diploma.

Bilingual Diploma

A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria:

- Completion of two languages selected from Group 1 with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from Group 3 or Group 4 in a language that is not the same as the candidate's nominated studies in Group 1.
- Attainment of a grade 3 or higher in both Group 1 language and the subject from Group 3 or Group 4.

Diploma Results / Course Results

Other than the IB Diploma, Diploma results and Course results are achieved for any IB examination taken. Course results are achieved by those who do not meet the requirements for the IB full Diploma and are typically used in conjunction with a BIS High School Diploma to earn advanced standing credit. Diploma results and Course results constitute the official results. Results certification only shows what a candidate achieves and does not display subjects or the core components that are not completed.

The official IB results become available on 5th July to the DP Coordinator every year. The DP Coordinator does not share

the information with anyone including students, parents and teachers except Head of School and Director of Studies on the day.

The official IB results are released through a secure website on 5th July to those universities using the online service, provided that the DP Coordinator has submitted a request for the universities results service (see the section [IB Transcript to Universities](#) on page 24 for more details).

The official IB results become available on 6th July to students on candidates.ibo.org with his/her personal identification number (PIN), which is shared prior to the date, every year. Results are released in 15-minute intervals from 12:00 noon (GMT) based on the time zone of the school.

The Award of the BIS High School Diploma

If a student fulfills the graduation requirements set out by the school (see below), the student will be awarded a BIS High School Diploma. This is the equivalent of an American High School Diploma, but may also have equivalency in other countries. The conditions for the award of the BIS High School Diploma are determined by the school and are not contingent on any external examinations.

Graduation Requirements

The BIS 'High School Diploma' is awarded to all graduating students who meet the following minimum standards from Grade 9 to Grade 12:

- Credits (full academic year course) in the following subject areas:
 - English - minimum 4 credits
 - Other Language - minimum 4 credits
 - Mathematics - minimum 4 credits
 - Science - minimum 4 credits
 - Computer Science - minimum 2 credits
 - Individuals & Societies - minimum 4 credits
 - Creative & Elective courses (may be in the categories listed above) - minimum 4 credits

*Minimum 80% attendance in the course is required to receive a credit.
- Physical Education program completed.
- Community Service program completed.
- Minimum 2.0 unweighted GPA (see the section [Transcript with GPA](#) on page 24 for more details).

Students joining part way through high school are accepted as meeting these standards for prior years if they met the criteria applied at their previous school.

Special Awards of the BIS High School Diploma

Special awards are given to DP students at their graduation ceremony as below:

- **Valedictorian:** awarded to the student with the best academic results (GPA) throughout High School, who has always set the highest academic standards and performed exceptionally in every subject.
- **Service Distinction:** awarded to a student whose commitment to service led to positive development of the Kyrgyz Republic, Bishkek International School, and their fellow classmates.
- **Leadership Distinction:** awarded to a student who took leadership roles throughout the school, helping members of the school community achieve their intellectual, sporting, and creative potential.



- **Global Citizen Distinction:** awarded to a student prepared to tackle both global and local issues through: multilingual communication skills; values of tolerance and diversity, knowledge of global contexts.

University Entrance

IB DP is a rigorous and demanding program that provides students with a first-class preparation for their future. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses.

In some countries, such as the USA and Canada, the IB Diploma qualifies students for advanced placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective US universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB Course results or the High School Diploma (see the section [Diploma Results / Course Results](#) on page 20 for more details). European universities may require standardized tests such as IELTS and TOEFL (see the section [Standardized English Proficiency Tests - IELTS and TOEFL](#) on page 25 for more details), if a student only has the High School Diploma or the High School Diploma with IB Course results.

The list of universities that recognize and accept IB qualifications is growing daily and information is available on the IB website at <http://www.ibo.org/country/>.

Help with Careers

BIS provides many ways to support students to choose their careers after graduation. A checklist of process in detail is provided in the beginning of the DP1 by the University and Career Counselor (see the section [University and Career Counselor](#) below).

University and Career Planning Platform - Unifrog

[Unifrog](#) brings all the available information into one single, impartial, user-friendly platform that helps students to make the best choices, and submit the strongest applications. BIS has a subscription and makes it available for all High School students. Students get access to enormous information such as country-specific guidance, data of each university, case study videos, exploration of career paths. Students can manage their essays as well as keep track of tasks and deadlines.

University and Career Counselor

Ms Anastasia is a University and Career Counselor who guides students along throughout the DP. Students can receive various information and advice such as how to narrow down their interests and choices, how to start the application process, how to meet the requirements of universities, what to prepare for application and so on. She has the latest list of universities which have accepted BIS graduates.

In order to provide close support to individual students, the following opportunities are mandatory:

- Personal meetings with Ms Anastasia - 4 times in each year of the DP
- Group sessions that will be arranged by Ms Anastasia

Ms Anastasia is usually available in the secondary library. The best way to meet her is to make an appointment in advance.

University Prep ECA

University Prep ECA is organized by Ms Anastasia to open up the opportunity to support High School students to reflect on their dreams, interests and suitability, and to decide their career path. This ECA is scheduled during Semester One.

Information Evening for Students and Parents

Information Evening is organized with Students and Parents at the beginning of the school year as a chance for Ms Anastasia to introduce herself and provide an overview of the application process, peculiarities of various educational institutions' requirements, and the kind of support offered by the School to assist students with drafting and

implementing their College plan. This is an opportunity for students and parents to receive insights into College admissions. Ms Makiko is also available during the meeting to answer any questions.

Presentations by Universities

Ms Anastasia invites many universities that our students might be interested in for their presentation. The presentation usually takes place during the ECA time (15:30-16:30), and DP students and parents are informed by email in advance. Some examples of universities that were invited in the past are as below (see also [Appendix 15: Pathways of BIS Alumni](#)).

- Freie Universität (Berlin, Germany) and Bishkek DAAD office
- Hong Kong University of Science and Technology (Hong Kong, China)
- IE University (Madrid, Spain)
- INTO City University London (London, UK)
- LCC International University (Klaipėda, Lithuania)
- Nazarbaev University (Nursultan, Kazakhstan)
- Seattle Central College (Seattle, USA)
- Sunway University (Selangor, Malaysia)
- Tokyo International University (Tokyo, Japan)
- University of Applied Sciences Europe (Hamburg, Germany)
- University of British Columbia (Vancouver, Canada)

Nomination to the Specific University

- University of British Columbia (Vancouver, Canada)
- University of Toronto (Toronto, Canada)



Supporting Documents

Predicted Grades (PGs)

Many universities require or prefer to receive IB Predicted Grades (PGs) for their applicants. When students need one, he/she should send a request email to the DP Coordinator at least two weeks before by mentioning the deadline for application. The DP Coordinator collects the latest PGs from each subject teacher of the student and Ms Symbat in the administration office produces the official document. If the university requires PGs in their own document, students are responsible to provide the template to the DP Coordinator.

Recommendation Letter

Many universities require or prefer to receive one or two recommendation letters for their applicants. Students should ask any member of staff who they think knows the best the student and/or who is a teacher of the subject that they

would like to major in the university. When students need one, he/she should send a request email to the person at least three weeks before by mentioning the deadline for application as well as attaching a brief CV.

BIS Transcript with GPA

Students will need a transcript to apply to the university. Transcript can be prepared by Ms Symbat in the administration office. When students need one, he/she should send a request email to Ms Symbat including Ms Makiko in the Carbon Copy at least two weeks before by mentioning the deadline for application.

Grade Point Average (GPA) is a standard way of measuring academic achievement in the US. Each grade of the subject course is assigned a number of grade points.

The grade conversion table for BIS High School is shown below:

Grade Conversion Table			
IGCSE GPA		IB Diploma GPA	
Grade	IGCSE	Grade	DP HL or SL
A*	4.0	7	4.0
A	3.8	6	3.8
B	3.5	5	3.5
C	3.0	4	3.0
D	2.0	3	2.0
E	1.5	2	1.0
F	1.0	1	0
G	0.5	-	-
U	0	-	-

IB Transcript to Universities

A university may require evidence of a candidate's results directly from the IB. On request, the results for a candidate can be sent directly to the university in electronic or paper format (a transcript of grades). A maximum of six institutions worldwide can be selected on the request form, regardless of whether the results are sent in electronic or paper format. Of these six, no more than three institutions can be selected from Canada and the USA (of these three, only one for the USA).

The IB deadlines for the results service request are as below:

Universities in:	Deadline for May session
Canada and the USA	1st July
All other countries	1st May

The DP Coordinator sends out an email to students to call for requests, usually 1-3 weeks prior to the deadline. If students need to make the request, they have to contact the DP Coordinator with the following information:

- Name of the university
- Country in which the university is located
- City in which the university is located
- Student ID / Application number

After the release of results, 5th July, a fee will be charged for each request that is submitted, regardless of whether any previous requests have been made (with the exception of candidates who are applying to Singapore).

Universities that receive results electronically will be able to access results by logging into the IB university results website. Universities that receive results in paper format will be sent the results in the weeks following the issue of results. All results for the USA and Canada are sent out by 31st July.

Legalization of the IB Results

In some countries such as Kazakhstan, South Korea, Czech Republic, Lithuania and The Netherlands, depending on the institution, the IB document *IB Diploma Programme Results* might need to be legalized in Switzerland to be valid for entrance to universities/colleges.

There are two different IB documents:

1. *IB Diploma Programme Results*: the primary document that requires legalization.
2. *The Diploma of the International Baccalaureate (IB Diploma)*: this only shows the candidate's name and is legalized only in exceptional circumstances when specifically required.

The IB deadline for the legalization request is 15th June.

The DP Coordinator sends out an email to students to call for requests, usually 1-3 weeks prior to the deadline. If students need to make the request, they have to contact the DP Coordinator with the following information:

- Country of birth
- Country of legalization required
- Which document(s) should be legalized

Standardized Application Platforms - CommonApp and UCAS

Most of US and UK universities require application via standardized online platforms as below and students apply to universities via these platforms:

- [Common Application](#) (known as CommonApp) - The USA (students can apply up to 9 institutions)
- [UCAS](#) - The UK (students can apply up to 5 institutions)

Standardized English Proficiency Tests - IELTS and TOEFL

Students whose native language is not English should be aware of English Proficiency Tests requirements of the university they intend to apply to. Most common English Proficiency tests offered in Bishkek are IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language). Some universities have exemptions options. It is the student's responsibility to research what exemptions are offered by the university of their choice. Ms Anastasia can provide more information.

Standardized Tests - SAT

Most universities in the USA and Korea require SAT scores. In Bishkek, some SAT sessions are held at American University of Central Asia (AUCA) or Hope Academy of Bishkek. In case that some sessions do not take place in Kyrgyz Republic, the closest venue to take test would be in Almaty, Kazakhstan. More information can be found at <https://collegereadiness.collegeboard.org/sat>.

University Recognition

Universities around the world admit students based on their IB credentials, and many have specific admissions policies and guidelines for IB students. Admissions criteria can vary widely across educational systems and selectivity of the institution (see the IB section [the IB by country](#) on the IB website for more information about IB recognition at the national level).

Student Life

Assemblies

Assembly is held for all High School students every week on Friday afternoon in the cafeteria except for special occasions. Assemblies are used to inform students about upcoming events, celebrate student achievements and encourage students to share their knowledge with each other. During the assembly, DP1 students are required to give at least one presentation in front of all High School students in order to improve their presentation skills.

Assignments

DP students will complete a wide variety of assignments including the IB official assessments throughout the school year. When each assignment or assessment task is given, teachers will give a clear due date for submitting the work. Students who fail to submit their work by the due date will not be awarded the points and, in the worst case, will not be awarded a grade for the subject (see also the section [DP Coursework Deadline](#) on page 19). All work completed late must be submitted and will be graded by the subject teacher accordingly. If the late submission is continuously seen, an email will also be sent to the student's parents to inform them of the situation.

Awards

School awards are presented during school events at the end of each term. Separate prizes are given for Primary School, Middle School and High School (IGCSE and DP) students.

- Academic Awards are presented for significant, sustained effort and achievement in academic work
- A School Prize is given to students who show the most improvement in their work (awarded to someone who isn't necessarily an academic high achiever) or personal development (e.g. making a significant contribution to a service activity, school society or event).
- Special Prizes may be awarded for excellence in academic, sport, musical, drama or service activities.

Behaviour and Sanctions

All BIS students are expected to behave responsibly, respectfully and safely at all times. This includes in the classroom, in the school building and outside of school when participating in educational visits or trips. Teachers should remind all students of the behaviour expectations at the beginning of the school year, as well as throughout the year as required. A description of behaviour guidelines for students can be found in [Appendix 3: Code of Conduct](#) at the end of this Handbook.

Students who do not adhere to behaviour expectations will face sanctions. For low-level issues, this may involve a warning and 'three strikes' system to give the student the opportunity to rectify their behaviour. If the behaviour continues, the teacher may assign a lunchtime detention to the student. This system is at the discretion of the teacher and will be explained by each teacher at the beginning of the school year.

For repeat or high-level offences, a Behaviour Incident Report will be sent to Mr Darren, who will arrange a meeting with the student. Following this meeting, Mr Darren will decide on the most appropriate sanction to be applied. Sanctions may include carrying out a community service, writing an apology letter to the injured party, arranging a meeting with parents, issuing of a behaviour contract or temporary suspension.

Bullying

Students must not bully anyone in any way, online or otherwise. BIS takes a strong stance on bullying behaviour and any instances will be dealt with immediately. Mr Darren, BIS' behaviour coach, operates a system of restorative justice and community service for many behaviour incidents, including bullying. Depending on the severity of the offence, instances of bullying may result in temporary suspension or permanent exclusion from the school.

Competitive Sports Teams

BIS is the home of the Taigans! The school is represented by teams in football, basketball, volleyball and cross country, and has an active Ski Club during winter. We are a proud member of the Central Asia Federation of Athletics, Activities and Arts (CAFA), as well as the Bishkek International Schools' Athletic Association (BISA). Teams compete both locally and throughout the CAFA region.

Any student who wishes to play can join a school team provided they are old enough. DP students generally join the Varsity team, for students aged 16-19. Students are expected to attend training sessions in order to be part of a school team. If a student is unable to attend training, they must communicate this to the coach as early as possible and provide an appropriate reason.

If a student is falling behind in academic work, failing to complete assignments or failing to meet behavioural expectations, teachers may withdraw them from participation in a school team and any matches or tournaments until the student's performance or behaviour improves. Members of school teams should refer to the Player Agreement for further guidelines on conduct.

Other sporting activities are available through the ECA programme.



Educational Visits and Trips

BIS places important emphasis on the value of education outside of the classroom. It is our intention that every DP student will have the opportunity to go on at least two subject-related educational visits per year and at least one form group residential trip per year. All students are expected to participate in the form group trip. If a family has difficulty in paying for the visit, parents should request the school for special discounts based on financial need. Students participating in educational visits are expected to uphold the same standards of conduct as they do in school. Student participation in these trips is subject to written consent provided by their parents/guardians and payment of trip costs, as required.

In 2018/19, 8 students in the secondary school had an international trip to Turkey with 2 teachers. Despite the low enrolment BIS supported this trip to make it happen in order to establish the expectation of an international trip every June and to promote the variety of options available in the school. This trip focused on geography and history aspects of Cappadocia and Konya in central Turkey.

Events

BIS hosts several events throughout the school year, to which all are invited. These events serve to bring the community together, provide alternative educational opportunities and showcase the talents and hard work of our students. Some of these events take place during the school day (e.g. UN day, Science Fair, Winter Sports Day, Nooruz), some take place in the evening after school (e.g. Art and Poetry Evening, End of School Barbeque), and others take place at weekends (e.g. Asia Day, Anniversary Show, BIS' Got Talent). A full list of events can be found in the school calendar on [Appendix 9: School Calendar](#) at the end of this Handbook. All events are announced in advance through the Voices newsletter and via email.



Extra-Curricular Activities (ECAs)

BIS offers a wide range of extra-curricular activities (ECAs) both on-site and off-site. ECAs run every day from 15:30 to 16:30. A list of ECAs available for the term ahead are sent before the start of each term or in the first week of the first term. The majority of these are provided at no extra cost, however, if the activity involves an external facilitator or transport costs, additional payment is requested. These ECAs are marked on the list as 'paid ECAs'. ECA timetables are provided to staff, students and parents before the start of each ECA cycle by the ECA Coordinator.

For DP students, both participating in ECAs to develop their skills or leading ECAs for other students to contribute to the school community could be counted as CAS experience.

If you have any questions or comments regarding ECAs, please contact Ms Bojana, the ECA Coordinator:
baskovic@bis.kg.

If you have any questions or comments regarding ECAs as CAS, please contact Mr Andrew, the CAS Coordinator:
awheeler@bis.kg.



Health, Vaccinations and the Doctor's Office

The Doctor's Office is located on the first floor of the main school building and is open during normal school hours 7:45-16:30.

Doctor Asel provides first-aid services to students throughout the school day. Any incidents are recorded on 'Incident Report Forms' and shared with form teachers and the Management Board. Depending on the nature of the incident and the nature of treatment, parents may be informed immediately or at the end of the school day.

For conditions requiring more than first-aid, students may be accompanied to external medical providers. In this instance, parents will always be informed immediately.

BIS offers vaccinations against various illnesses throughout the school year; these vaccinations are available to all on an optional basis and incur a small cost. The vaccinations are provided by an external clinic and administered at school. Parents will be informed via email of all scheduled vaccinations offered at BIS.

Homework

DP students receive homework every day. In order to balance the amount of homework as well as the deadline of assignments, a calendar on ManageBac is shared (see the section [ManageBac](#) on page 32 for more details) with DP teachers and students. Students who are concerned about the amount of homework being set by a particular teacher should speak to their form teacher or the DP Coordinator about their concerns.

Houses

The House System exists to promote healthy competition based on inclusion and teamwork. BIS has three Houses for students from Primary, Middle and High school; they are 'Snow Leopards', 'Piranhas' and 'Phoenix'. Students are assigned to a House on joining the school and stay in the same House until they leave BIS. Occasionally students may move between Houses only by agreement between the student, the Houses Coordinator and Director of Studies, if this is necessary to rebalance the Houses. Each member of the teaching staff, except those on the Management Board, is assigned to a House and one staff member is appointed as 'Head' of each House to help in the organization of different competitions.

Various competitions and events contribute to house points. In previous years in High School this has included participation and success in a FIFA tournament, basketball tournament and a table tennis tournament, participation in dress-up days and school-wide design competitions. Teachers also award House points to each of their classes based on the weekly performance and participation of students. Points are accumulated throughout the year to produce an overall winning House.



Library

The BIS library has a large selection of resources and is constantly expanding. DP students should use the secondary library to access a wide range of fiction books, non-fiction books and textbooks. Resources are available in 8 languages in printed and electronic form.

Students should check out any books at the library desk. There is no limit to the number of books that can be checked out by a student. Fiction books may only be checked out for a maximum two-week period before they must be returned or renewed. All library books must be returned by the end of academic year or before a student un-enrol from the school. A book deposit is included in school fees. Any library book that is lost or damaged carries a standard replacement charge of USD 40. This fee is taken from the student's book deposit. Alternatively, the student or their parents can purchase a replacement copy of the book to give to the library.

The secondary library is open from 7:45-16:30 every school day. The library is equipped with desks and chairs, beanbags and 9 computers. Students are welcome to use the library any time during opening hours when they are not required to be in lessons. The library can be used for individual work or group work, but noise must be kept to a minimum at all times.

The usual standards of behaviour expected in school also apply to conduct in the library. Students are encouraged to read and adhere to the library rules (see [Appendix 7: Library Rules](#) for more details), which are displayed prominently in the library. No food and drink other than water should be consumed in the library. Students are not permitted to play video games in the library, either on the library computers or on personal devices.

Ms Irina, the Librarian, is based in the secondary library and is always happy to offer help and support to students. All books should be checked out by Ms Munara, library assistant, from the adjoining primary library.

Lockers

Each DP student is assigned a locker in E-centre at the beginning of the school year, or on joining the school, and given a key. Lockers should be used to store books, bags and any other materials needed for the school day. They should not be used to store any valuables. Students will be given a key to their locker at the beginning of the year and are responsible for its safekeeping. If a student loses the key to their lockers, they should inform Reception and Ms Aigerim and pay a fee of KGS 300 for a replacement key.

Lost Property

Students should make sure they have their name on anything that is not permanently attached to them. Lost property is kept centrally and will be donated to a worthy cause at the end of each term, if the items have not been reclaimed.

Mock Examinations

Usually starting from the second week after the winter break in January in the second year of the DP, Mock Examinations take place at the same time of the ones for IGCSE. The procedure and conditions follow the same IB regulations for official examinations in May except the schedule.



Playground Guidelines

Students are encouraged to make the most of the school's outside space during break times. When using the outdoor facilities, safety and respect for others and one's surroundings are of paramount importance. Students must not leave the school premises during break times and must not climb any trees or walls in the school grounds (see [Appendix 4: Playground Rules](#) for more details). Any accidents or problems with play equipment must be reported to the Duty teacher immediately.

Safety Drills

Fire, earthquake and armed intruder drills are conducted periodically. Students are informed of procedures for each event during assemblies and Form time. All students are expected to follow these procedures to enable a smooth evacuation of the school and ensure student safety. A comprehensive review of procedures is conducted after each drill to implement any improvements needed. A report of each drill is shared with the Health and Safety Committee and Governing Board.

Student Council

BIS has separate Student Councils for Primary and Middle/High School students. Councils are organised and supported by a designated teacher, a 'Student Council Facilitator'. At the beginning of the school year, each form class elects two representatives to represent them on the Student Council. Elections are held again in the first week of the spring and summer terms with different students normally elected to serve for one term on the Student Council. Student Councils can meet as often as required to discuss any issues related to BIS and to present recommendations to BIS management. The Councils also organize school events for students such as Valentine's Day and Halloween.

Student Support and Counselling

Students are encouraged to turn to their form teacher for support with any issues they may have in relation to their academic, social or emotional wellbeing. In addition to their form teachers, students can also approach the School Counsellor, Ms Alexandra, or the Head of Student Welfare, Mr Darren, for help at any time. Initial contact can be made by the student themselves or as a referral by teachers or parents. Form teachers, subject teachers, Ms Alexandra and Mr Darren work together and communicate regularly to monitor the wellbeing of all students. Any staff member with whom students wish to discuss any concerns will keep information shared with them confidential, unless the student is in any personal danger or may be subject to abuse or neglect. If this is the case, concerns must be referred to the Child Protection Officer, Mr Darren, and the necessary guidelines will be followed to ensure the student is cared for in the correct manner.

Technology

Email and Wi-Fi

All DP students will be given a school email account with access to Google drive. Students are expected to check their email regularly and use their account responsibly. Access to the school computer network must only be made using an authorised account username and password; students should always keep their passwords secret. Students may access school Wi-Fi through the BIS_Students network. Use of the internet and school computers should be for educational purposes only.



Laptop

It is mandatory for DP students to have their own laptops while they also have access to desktop computers in the ICT room and secondary library. Students must treat all devices with care and respect.

Any violations of responsible technology use may result in a temporary or permanent internet ban, school disciplinary procedures or, where appropriate, police involvement. For further guidance on use of technology at BIS, please refer to the ICT policy, which can be found in the [Appendix 5: ICT Policy](#) at the end of this Handbook.

Mobile Phone

Many DP students have personal mobile phones. According to the BIS Mobile Phone policy, which can be found in the [Appendix 6: Mobile Phone Use](#) at the end of this Handbook, mobile phones should not be used anywhere in school for any purpose between 7:45-15:15. The following exceptions apply:

- Students may use their phones in class if given specific permission by the class teacher.
- Students may use their phones during study periods to listen to music with earphones.
- Students may use their phones during break and lunch time *in the cafeteria only* to check and send personal messages.

If a student uses their phone outside of these approved conditions, it will be confiscated and kept at Reception until the end of the day. Repeat individual offenders will be given detention, eventually leading to a requirement to leave their phone with Reception every day.

ManageBac

ManageBac is the leading online learning platform for IB world schools. ManageBac enables efficient curriculum planning for teachers, assessment and reporting, while enhancing communication to parents and students. Students mainly use ManageBac for submitting class assignments, tracking progress of CAS and keeping reflections for CAS and EE. ManageBac of BIS is: <https://bishkek.managebac.com/>

Valuables

Students are asked not to bring valuables to school. All personal items, including money, need to be kept locked in the lockers.

Yearbooks

A school yearbook is produced at the end of each academic year. This is available to order for a subsidised cost through the school office and will be available for collection in the final week of term. An email explaining the process will be sent to students and staff nearer the time.



All Handbooks and Policies can be found on the school website (www.bis.kg) or can be provided on request at BIS Reception.

Frequently Asked Questions

Organization and Programme

Q: What is the IBO?

A: The International Baccalaureate Organisation (IBO) is a non-profit, well-recognised and well-respected educational organization based in Geneva, Switzerland and was founded in 1968. It is not associated with any particular country and free of any national, political or educational agendas. The International Baccalaureate (IB) offers high quality programs of international education to a worldwide community of schools. There are 3 programs for students aged 3 to 19 which help in the development of intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world.

Q: What is the IB Diploma Programme?

A: The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepare students for success at university and in life beyond. The DP is a demanding two-year curriculum, taught in English at BIS, leading to final examinations and a qualification that is welcomed by leading universities and colleges around the world. In the DP students are required to study six subjects and core components across all disciplines. Regardless of the subject selection, all students explore the connections between the six major subject areas, study each subject through an international perspective, reflect critically on aspects of knowledge, pursue one subject in great detail through independent research, and have the opportunity to apply their knowledge and skills through local and community service.

Q: What are the benefits of DP?

A: The IB Diploma has earned universal reputation for rigorous assessment, giving students access to the top colleges and universities in the world. The DP curriculum equips students with the tools needed to succeed in higher education, such as self-confidence, preparedness, research skills, organizational skills and being actively engaged in self learning. Some universities even offer scholarships to IB Diploma holders. Within the structured framework, the DP provides a great deal of flexibility, accommodating student interests and abilities. Through careful subject choice, students may tailor their course of studies to meet their needs.

Q: What is the difference between the IB and AP?

A: Both are great programs that challenge the students.

- The IB is an integrated program of study critical thinking (within classes and in TOK class)
- Emphasis on writing skills (must write a 4,000 word essay)
- Essay examinations, free response (Multiple choice only for Natural Science examination Paper 1)
- Must take the class in order to take the examinations
- Must take entire program of courses (6 of them) + the Core to earn the Diploma

While

- AP allows students to choose off of the “a la carte” menu
- Content based
- Very limited time to teach writing and research skills in a course
- Multiple choice 50% and essay examinations 50%
- Don't need to take the class to take the examinations

The general consensus is that the programs are of roughly equal value and that the choice between them should be an individual one based on the needs, interests and educational goals of each student.

Q: How are students assessed?

A: The assessment of student achievement happens in a variety of ways throughout the course of the two-year programme. It includes the assessment of student work both by external examiners as well as the students' own teachers. Internal or teacher assessment normally contributes between 20-30% of the subject assessment, but can account for as much as 50% in some of the arts courses. The assessment itself undergoes careful review and moderation

to ensure that a common standard is applied equally to the work of all students internationally. All students' work, regardless of which school they attended, are subject to the same assessment principles.

Q: How does the DP prepare students for university?

A: The DP prepares students for a successful transition to higher education through its challenging and rewarding curriculum, which offers students a global perspective by cultivating international mindedness and developing key skills needed to succeed in further studies such as research, inquiry, independent study and critical analysis.

Q: What kind of student is a good candidate for the DP?

A: The DP is a rigorous challenging course of study. Success throughout the programme depends on for motivated students. A student's dedication to do his/her best, study, willingness to be organised in order to complete the work in a timely manner while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom. That is more of an indicator of ability to earn the Diploma than prior academic success.

Q: What is the IB School Code of BIS?

A: 049262 (<https://www.ibo.org/en/school/049262>).

IB Diploma

Q: What is the difference between the IB Diploma and the Course results?

A: Although BIS encourages all students to aim to obtain the Diploma, that requires students to take all six IB subjects as well as completing the Core components, not all students always choose to take the full course load leading to the Diploma. Instead, some students choose or are advised to take DP subjects only in areas where they have a particular interest or strength. Those students may take as many or as few DP courses as they wish and their school allows. The Course results as a certificate are achieved on a course-by-course basis to students who choose not to do the full programme. Additionally, students who enrolled in and attempted the full Diploma, but did not meet all the requirements, also receive the Course results. Consequently, the Course results can include all the DP components but due to one or more failing conditions the Diploma was not awarded.

Q: How do Group 1 and 2 course scores translate to TOEFL or CEFR?

A: The IB provides a [letter](#) explaining the different courses provided under Groups 1 and 2 and relative demands of these language studies.

- Language A courses meet the criteria for CEFR (Common European Framework of Reference for Languages) level B2 in the four domains of reading, writing, listening and speaking. They are also both comparable with IELTS or TOEFL requirements in regard to English.
- Language B HL and English B SL are highly likely to meet the criteria for CEFR level B2 in the four domains of reading, writing, listening and speaking. They are also both comparable with IELTS or TOEFL requirements in regard to English.
- Language ab initio is a beginner's course and universities may wish to check the level of the language of any student offering it.

Q: How much work does the DP require? Do students have a life outside of class work?

A: Students need to manage time wisely. By learning time management, they are able to participate in many ECAs and sports like other high school students do. Most of our IB students participate in several activities. However, students are expected to be constantly working during vacations.

Q: What is the advantage to doing the Bilingual Diploma?

There could be advantages for non-native students applying to study at universities who require evidence of proficiency in the language of instruction. There are also the general benefits of demonstrating proficiency in more than one language.

DP Subject Choice

Q: How does my subject choice affect the university admissions?

A: The choice of IB subjects should be according to:

- Areas of strength
- Future career
- University requirements for each country

The answer to this question depends greatly on the student’s performance in the DP and their post-secondary aspirations. Literally thousands of higher education institutions have published policies recognizing the DP—however, most of them also have minimum entry requirements. Students are strongly advised to check individual universities’ requirements as early as possible in terms of the minimum score, subjects and their levels.

Q: Is there any advantage to taking four HL courses?

A: There may be an advantage for certain courses, but in the majority of cases three HL courses is sufficient for admission to first degree courses at university. Students should check admission requirements with individual universities to see if there is any advantage to doing a fourth HL course. Outside of purely admissions considerations, taking four HL courses could mean a head start for students in their first university year and could contribute to advanced placement in the USA. Costs and benefits of learning and workload should also be considered.

Q: What is a passing grade for a DP course?

A: The IB does not assign passing grades for individual courses. A student simply receives a course score between 1-7. The grade descriptions for each course give an indication of the level of achievement a student reached for any given score. However, students should aim to score a 4 or better to earn the IB Diploma, where the minimum passing score is 24 points assuming all other passing conditions have been met. Many universities often use a score of 4 or 5 as the minimum for granting admission or advanced placement.

Q: Can the full IB Diploma be studied online?

A: No. It is not possible to complete the entire DP online.

Q: What are the fees for offering Diploma courses online?

A: The usual IB exam registration fees apply, the course fees are set by the course provider. Please visit [Pamoja website](https://pamojaeducation.com/for-schools/next-steps/pamoja-taught-admissions/) (https://pamojaeducation.com/for-schools/next-steps/pamoja-taught-admissions/) for more information.



Data at BIS

Q: What is the average IB score at BIS?

A: 34 out of 45 as of July 2019. The number is the average of those who passed the IB Diploma.

Q: What is the average GPA score at BIS?

A: 3.5 out of 4.0 as of May 2019.

Q: What is the highest IB score at BIS in history?

A: 42 out of 45 as of July 2019.

Q: What is the highest GPA score at BIS in history?

A: 3.9 out of 4.0 as of May 2019.

Q: What is the pass rate?

A: 89% on average while the world average is around 78%.

Q: What is the student-teacher ratio?

A: In the year 2018-19, BIS employed 60 full-time and part-time teachers. This provided the learning community with a student-teacher ratio of over 5:1.

Q: Why does BIS use a 1-7 scale?

A: We do so to be consistent. We are an IB school and our scale is an adaptation of the IB DP 7-point scale. Our own assessment principles also require that students' performances be compared to agreed standards and criteria. Each level on the 1-7 scale has a set of statements describing the quality of work required.

Q: What is the DP examination schedule?

The IB uses both external and internal assessments in the DP. Internal assessments take place during class time, even from the first year of the DP, while external assessments take place in May in the second year of the DP. See the section [IB Assessments](#) on page 17 for more details as well as [the IB official website](#) for the latest information.

Q: When are assessment results issued?

The IB results for May exam sessions are issued on 5 July each year to DP Coordinators and are released on the candidate website for students from 12:00 GMT on 6 July. See the section [Diploma Results / Course Results](#) on page 20 and visit the [assessment page](#) on the IB website for more details.

Q: When can students receive the actual IB Diploma?

The IB sends the actual IB Diploma to schools from the end of August. BIS usually receives them in early September. If the graduates themselves cannot pick up the Diploma at BIS, it will be either picked up by a family member or sent to the address where the graduates would like BIS to send.

University Recognition

Q: Which universities recognize the IB Diploma?

A: World leading universities recognise the DP as one of the highest standards in university preparatory education. Research studies suggest that higher rates of DP students go on to university and higher education study than non-IB students. Further, DP students report being better prepared for post-secondary studies than their peers. Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which these and other institutions recognize the IB Diploma and DP courses varies widely. Even institutions with no formally published recognition policy often still consider DP performance in admissions decisions.

Recognition comes in many forms, but the most common are:

- Recruitment—actively recruiting DP students
- Admission—the IB Diploma is fully recognized in the admissions process, addressing DP students specifically in documentation and publications
- Placement—acknowledging the rigour of IB courses and establishing prerequisites for IB courses that are fair and equitable in comparison with those for state provincial and/or other examination courses; understanding and acknowledging the English language proficiency of DP students who undertook the programme in English
- Credit—providing detailed information on the courses for which credit is possible based on DP scores; specifically understanding and recognizing TOK, EE and the content of both SL and HL courses

- Scholarships—providing scholarships or scholarship opportunities specifically for IB Diploma students

Q: Does failing to earn the diploma make a student ineligible to attend university?

A: No, not necessarily. Many universities recognize students’ achievements in individual DP courses and in the core components. In some countries, DP achievements are seen in the context of curriculum enrichment rather than as the main means of admission. In others, universities give credit or tariff points for individual DP courses and also TOK and EE. Students should check admission requirements with individual universities.

In most countries in Europe the official ministry recognition statement applies to the full IB Diploma. The DP courses are not regarded as a complete secondary leaving certificate and therefore do not meet the minimum requirements for university admission. There are, however, many universities in the UK that will accept DP courses provided they are relevant for the programme the student applies to. In the USA and some other countries, community colleges and similar institutions can provide pathways into undergraduate studies for students who fail to earn the full Diploma.

Non DP Subjects

Q: What are the requirements to achieve Kyrgyz national certificate?

A: Students must take DP Russian A or B, Kyrgyz History and Geography as well as Kyrgyz Language. In addition, students must participate in mandatory Astronomy ECA.

Q: Do the students have to attend PE?

A: Yes, it is a requirement to achieve the BIS High School Diploma.



School Life

Q: What should I do if I am going to be late?

A: Lessons start at 8:00 each morning. Any student arriving more than 3 minutes after the start of the lesson will be marked as late and it will appear on your report card. Email your form teacher and the school’s receptionist (info@bis.kg) as soon as possible with:

- the reason for lateness;
- your estimated arrival time.

Q: What should I do if I am going to miss school?

A: Email your programme coordinator, form teacher and subject teachers having your parents CCed with:

- The reason for absence;
- dates you will be missing school.

Remember, it is your responsibility to catch up on missed work or do the work while away from school.

Q: What time is lunch?

A: For the DP students, lunch is served from 12:35. Please remember that classes start at 12:55 after lunch unless you have Study Period.

Q: What are the school hours?

A: All students should be at school from 07:50 until 15:15. ECAs start at 15:30 and are optional.

Q: Can I bring my own food? Or can I order food?

A: The school provides lunch and two snacks a day, but students may opt out of this if they prefer to bring their own food. However, please remember that fizzy drinks, sugary snacks, gum and packets of crisps (chips) should not be brought into school unless approved in advance by the form teacher. Students cannot order food from any delivery services for lunch. For birthday parties, please consult your form teacher regarding the procedures.

Q: Can I use my phone at school?

A: Yes, if allowed to by a teacher. Phones may only be used to check emails or urgent messages. For further details, please see [Appendix 6: Mobile Phone Use](#).

Q: Do I need a laptop?

A: Yes, it is mandatory for the DP students to have their own personal laptops at school.

Q: What stationery do I need?

A: The school provides free notebooks for all students and subjects. Students are expected to bring their own pens, pencils, rulers and other stationery.

Q: When are holidays?

A: All official school holidays are on [the school calendar](#) on the school website.

Q: Who should I talk to if I have a problem?

A: At BIS you can talk to your form teacher or programme coordinator regarding any concerns you may have. In general, here are some guidelines:

- DP questions: Ms Makiko
- Behavior and student welfare: Mr Darren
- Sports: Mr Zeljko
- Any other questions: Ms Makiko

Q: What should I do when I am sick at school?

A: If you are in class, ask the teacher to be excused. Then visit Dr Asel's room on the second floor. Once the doctor has checked your condition, she might give you some medicine and either send you back to class or send you home. Please go to reception and ask the receptionist to call your parents.

Q: Do we have a school bus? How does it work?

A: Yes, the school has several busses that pick students up and drop them off all over Bishkek. If you want to know more about the routes and costs, please come talk to Ms Aigerim in the admin office.

Q: What should I do if I forget my homework?

A: Contact the subject teacher as soon as possible. Honesty is the best policy.

Q: Where can I store my things?

A: Each DP student has his/her own personal locker in the E-centre. The locker keys are normally handed out on the first day of school, though many of them do not tend to use the keys. You should not bring valuables to school.

Q: How much homework will I get?

A: This depends on the subjects you have and the amount of work you do in class. On average, you can expect around two-three hours of homework per day during the week. This does not include the time spent on revision, exam preparation or service learning. If you need help with your schedule, please contact your coordinator.

Appendices

Appendix 1: Faculty and Staff

Administration

David Grant	Head of School	dgrant@bis.kg
Krishna Gandhi	Director of Studies	kgandhi@bis.kg
Makiko Inaba	DP Coordinator / DP1 Homeroom Teacher	minaba@bis.kg
Andrew Wheeler	CAS Coordinator	awheeler@bis.kg
Artika Singh	DP1 Form Teacher	asingh@bis.kg
Thierry Taberna	DP2 Form Teacher	ttaberna@bis.kg
Anastasia Saparalieva	University and Career Counsellor	asaparalieva@bis.kg
Irina Pak	Librarian	ipak@bis.kg
Darren Simpson	Head of Student Welfare	dsimpson@bis.kg
Hollis Magee	Inclusive Education Coordinator	hmagee@bis.kg

IB Diploma Subject Teachers

Sunny Stimmler	English A Language and Literature	sstimmler@bis.kg
Indira Bekkoenova	Russian A Language and Literature	ibekkoenova@bis.kg
Makiko Inaba	SSST Language A Literature	minaba@bis.kg
Jan Scott	English B / TOK	jscott@bis.kg
Lailo Youssoup-Akhounova	French B / French ab initio / Russian ab initio	lyoussoup@bis.kg
Esther Johnson	Spanish B / Spanish ab initio	ejohnson@bis.kg
Arzygul Almasbekova	German B / German ab initio	aalmasbekova@bis.kg
Andrew Wheeler	Geography	awheeler@bis.kg
Spencer Santa Coloma	History / EE Coordinator	scoloma@bis.kg
Azamat Kasymov	Economics / Math Applications HL	akasymov@bis.kg
Ethan Narimatsu	Biology	enarimatsu@bis.kg
Alisher Arstanbek	Physics	aarstanbek@bis.kg
Artika Singh	Chemistry	asingh@bis.kg

Thierry Taberna	Computer Science	ttaberna@bis.kg
Toon Cavens	Math Analysis HL and SL / TOK	tcavens@bis.kg
Adelia Kadyralieva	Math Applications SL	akadyralieva@bis.kg
Grant Chamberlain	Music	gchamberlain@bis.kg
Anna Phillips	Visual Arts	aphillips@bis.kg
Aidai Sharshekeeva	Visual Arts	asharshekeeva@bis.kg

BIS DP Subject Teachers (*not the official subjects of the IB)

Nazgul Sultakeeva	Kyrgyz Language	nsultakeeva@bis.kg
Saikal Maatkerimova	Kyrgyz Geography and History	smaatkerimova@bis.kg
Zeljko Jovetic	Physical Education	zjovetic@bis.kg
TBC	Astronomy	

Appendix 2: International Baccalaureate

IB 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 organization works with schools, governments and international organizations 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.

IB Learner Profile

The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Appendix 3: Code of Conduct

The overall rule for BIS is that both staff and students must behave in a responsible, thoughtful and considerate manner towards each other and all members of the BIS community.

Rules for Students

Students Must:

1. Follow all behaviour guidelines and follow instructions from staff.
2. Behave politely and respectfully during mealtimes.
3. Only eat food in the dining room or cafeteria, not elsewhere in the school.
4. Have permission from duty staff before leaving the dining room.
5. Have permission from teachers before they leave a class for any reason.
6. Walk (not run) in corridors and stairs.
7. Be responsible for not getting sunburnt or dehydrated in hot weather (e.g. wear a hat, use suntan cream, have a water bottle) and not getting frozen or wet in bad weather (e.g. warm & waterproof clothing).
8. Not bring in dirt from outside on their shoes, so either wear indoor shoes inside (not outdoor shoes or just socks) or make sure that their outdoor shoes are very clean before going inside.
9. Clear lockers of any towels and clothing every Friday.
10. Greet any visitors they meet in the school.

Students Must Not:

1. Bully anyone in any way, online or otherwise. BIS takes a strong stance on bullying behaviour and any instances will be dealt with immediately.
2. Use abusive, cursing or derogatory language at school or on school trips. Respectful exchanges among all staff and students are valued highly.
3. Spit at school or on school trips. Spitting is unpleasant and spreads illness to others.
4. Pick leaves or flowers or damage trees. The environment is important for everyone's wellbeing and enjoyment.
5. Play games for money or other valuable prizes.
6. Play with balls, paper planes or other projectiles inside the school without permission.
7. Use mobile phones for any purpose before 15.15 except as defined in the mobile phone rules.
8. Have chewing gum, crisps, sweets, fizzy drinks, or other unhealthy food/drink at school.
9. Wear hats, caps or other head coverings inside the school without permission. [1]

Rules for students using the outside play areas are given in [Appendix 4: Playground Rules](#) of this Handbook.

[1] *Permission to wear a head covering inside the school may be requested by any parents, with the consent of the student, for any reason, provided the request is for constant (not occasional) head covering and is either for a specified time period or a permanent arrangement. Permission is normally given provided the head covering does not interfere with the work and activities of either the student concerned or other students.*

Behaviour Guidelines

1. In class, make it easy for everyone to learn and for the teacher to teach

For example

- Arrive on time for school in the morning and for each class.
- Be properly equipped with stationery, textbooks and a laptop (for High School students).
- Be helpful when required.
- Ensure order at the beginning and end of the lesson to start and finish with all the information you need
- Complete all work on time and to a high standard. Use all the resources you can to help you, including online and library resources. Consult with teachers to help as well.
- Develop effective study habits and do the best you can do in every subject.

2. Move calmly around School

For example

- Don't push other people.
- Wait patiently in queues.
- Keep to the right side on the stairs.
- Stand back to let people pass.

3. Speak politely to everyone and be kind

For example

- Stay silent when others are speaking.
- Never use bad language or shout, tease or verbally abuse.
- Never hit or hurt or bully.
- Never behave in an uncaring manner, especially to those younger than yourself.
- Always use language that shows gratitude and respect (“please”, “thank you” and “excuse me”).

4. Keep the premises tidy

For example

- Put all litter in bins and keep the cafeteria tidy, cleaning up after yourself.
- Do not deface school property, including books and desks.

5. Behave Safely

For example

- Do not climb on buildings or walls.
- Do not throw things out of windows.
- Do not tamper with fire extinguishers.
- Be aware of others around you and modify your behaviour to keep both yourself and others safe.
- Follow instructions when using specialist equipment in science labs and the art room.

6. Dress appropriately

For example

- Dress in a way that does not cause offense or distract other people and be respectful to others' cultural norms.
- Wear clothes that are appropriate for your expected role in the school at the time including PE, class field trips and to suit the weather.
- Clothing and other possessions must not have visible slogans or words which are racist, sexist, religious, nationalist, or may in any other way cause offense to other students or staff.
- Ensure that your clothing and personal presentation contribute to the positive image of the school.

If you are concerned about the attire of any staff or student member, the matter should be raised with the Director of Studies or any member of the Management Board. Their joint decision on appropriate attire is final.

7. Do not bring inappropriate things to School

For example

- Do not bring expensive toys or games or any toy guns or weapons.
- Do not bring weapon-like toys or facsimiles as the school discourages images and artefacts depicting violence towards others.
- Do not bring anything else which is likely to be distracting or dangerous.

Please note that the school takes no responsibility for any toys or other possessions brought into school by staff or students and any loss or damage is the responsibility of the staff or student concerned.

8. Be courteous at all times

For example

- Be courteous to all others. Everyone working at the school is contributing to the wellbeing of all students and should be accorded respect for that reason. Showing gratitude (please and thank you), having a pleasant attitude and being kind are ways of demonstrating social awareness.
- Do not eat or drink while walking around.
- Ensure you are appropriately dressed and your clothes are clean.

9. Use Social Media wisely

For example

- Staff must not befriend students on any social media.
- Staff must not post photographs of students on social media without approval from the Policies and Records Administrator.
- All staff, students and parents are welcome to repost any BIS social media posts on their own pages
- If you don't have anything nice to say about Kyrgyz Republic or BIS or any other school or any person, say nothing.
- All staff and students should follow the ICT policy on the use of social media.

10. Use political and religious freedoms carefully to avoid promoting personal beliefs

As a liberal, secular, and multicultural school, BIS welcomes staff and students from all religious and political persuasions but does not allow promotion of any political or religious views at the school. This applies to both students and staff but is of primary importance for staff as they are in a position of authority for students.

For example

- Staff and students must not visibly wear or display any political, philosophical or religious signs (including party, national, and religious emblems or clothing), in keeping with BIS status as a liberal secular school.
- Staff must not promote their personal political or religious beliefs at the school via teaching resources or by their personal appearance and possessions.
- Staff must not promote their personal political or religious beliefs when working with students or staff and must be balanced in treating all religious and/or political views as equally valid, provided the views expressed do not conflict with the UN Declaration of Human Rights or with well-established factual evidence.
- Students must not promote their personal political or religious beliefs in discussions with other students or staff.

When political or religious topics are a valid subject of discussion (e.g. during History or Geography or PSHE classes) all participants must be open to respectful discussion and judge contributions by universal standards – such as the UN Declaration of Human Rights – not by their own personal beliefs

Appendix 4: Playground Rules

1. Be mindful of your own personal safety at all times. Watch what is happening around you. Play safely, especially when there are a lot of students on the playground. Take care when on swings (add all structures here) using them sensibly and safely.
2. Use the traversing wall and tree houses to practice your climbing. No climbing free standing trees or other walls. The trees are part of our natural environment and are to be enjoyed and respected.
3. Don't do anything that is a danger to someone else (pushing someone, throwing stones, fighting etc.) Look before you throw and watch for others using the same space as you.
4. Avoid playing on the structures (including the treehouses and the traversing wall) until a teacher is present?
5. If you use play equipment (balls, ropes, etc.) return them to the storage area at the end of playtime. This will ensure that there is always enough equipment for people to enjoy.
6. Leave the play area as clean and tidy. We all have a responsibility to ensure that our school is clean and ordered.
7. No going out of bounds (e.g. behind the e-centre or outside the school) without permission from the duty teacher.
8. If the ball goes out of the school grounds, two children from MYP3 or higher should go to the security guard at the main gate and ask him to let them out to walk around to collect the ball, then immediately return to the school via the main gate.
9. If you hurt yourself, tell a duty teacher. You may be asked to go to the School Doctor for assistance.
10. Help others/all enjoy the playground by being mindful of other students around you.
11. Flying Fox. Only one person at a time on the platform. If you cannot get on the seat by yourself OR you are in IGCSE1 or above, you cannot use the Flying Fox. There should be no entry, or climbing under, the flying fox safety ropes so that you are not accidentally hit by the person using the Flying Fox.
12. No pushing into queues. Take your turn and be considerate.

Over the course of the 2019-2020 academic year, new playground equipment will be added to the playground. The following recommended rules for new equipment should be applied as and when the equipment is installed. These rules will be frequently reviewed with primary and secondary students:

- Swing set
 - Sit down on the swings and slow down before getting off.
 - There should only be person on an individual swing at any given time.
- Tunnel
 - Do not block the tunnel from the inside.
- Slide
 - Please use the slide to go down. There should be no climbing up the front of slides.
 - Wait to see the person in front of you has exited the slide before you slide down.
- Music
 - Treat instruments with care and respect.
- Treehouse
 - When climbing up the tree house, wait to see the person in front of you has finished climbing before you ascend.
- Monkey bars
 - Do not use in wet and rainy weather.

Please note that some of these new playground equipment will not be accessible to students in IGCSE 1 or above.

Appendix 5: ICT Policy

1. Philosophy

Information and Communication Technology prepares students to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Students use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with students being able to make informed judgements about when and where to use ICT to best effect, and consider its implications for home and work both now and in the future.

The overall aim for Information and Communication Technology in BIS is to enrich learning for all students, to support their academic studies, pastoral care and recreational interests and to promote effective communication.

2. Duty of Care

BIS has a duty of care towards every member of the school to ensure the safe use of computing facilities. New members of the school are asked to read and agree to the rules for the acceptable use of the school computer network and sign to indicate that they have done so. This acceptable use policy applies without exception to all members of the school at all times and to visitors with temporary access. It is assumed that by logging into a school computer or by accessing any of the school's ICT services, you agree to abide by this policy.

3. Personal security

The security of your own files is your own responsibility. Do not give anyone your password. Change your password if you think someone else has discovered it. Every member of the school has a responsibility to protect the security and confidentiality of the school computer network.

- **Do not give your password to anybody.**

4. Use of BIS ICT equipment

Access to the school computer network must only be made using an authorised account username and password. Your individual account should be used to store all your work and is available from any terminal in the school. Your personal folder must regularly be cleared of unnecessary files & you should change your password regularly.

All computer equipment serial numbers are logged. Computers and their peripherals are all property of the school and must not be moved or removed from the premises without permission.

Work may be shared or exchanged with others using the folders on the Z drive, USB storage devices, via email and Google Drive.

5. General Rules

Any activity that threatens the integrity of the school computer systems, or that hacks, attacks or corrupts the network, is forbidden. You must also always notify the Computer Science Teacher or your teacher if you identify a problem or witness unacceptable behaviour. Whilst some recreational use of the facilities is acceptable, you are expected to respect the guidelines in this document at all times.

Never:

- attempt to log into a computer using another person's credentials or attempt to log in as a system administrator.
- engage in any inappropriate, antisocial or illegal behaviour when using the school computer systems.
- send offensive or harassing material to others or take part in any form of cyber bullying.
- use school computer equipment for any commercial purpose.
- tamper with or vandalise school computer equipment or attempt to install or download software.

- connect your own computer hardware or mobile device to the school network without permission.
- unplug a school computer or disconnect its network cable.
- create or store files that contain unsuitable or offensive language or images.
- download or attempt to use any unauthorised executable files on the network.
- commit copyright violations, such as illegal copying of music files, movies, pictures or software.

6. Internet Use

All members of the school have access to the Internet, for educational purposes. Internet content is lightly and responsibly filtered and access is monitored and the websites you visit are logged. Online games are forbidden without the express permission of a teacher.

Never:

- attempt to access inappropriate websites or material by trying to circumvent the school Internet filtering system.
- create, share, store, download or display any offensive, obscene, indecent or menacing images, stories, data etc.
- engage in any commercial activities online.
- use the school computer systems for political purposes or advertising.
- promote or provide instructional information about illegal activities or promote physical harm to anything or anyone.
- use peer-to-peer services within school.
- upload, download or attempt to spread any computer virus.
- use the school's facilities to attempt to gain unauthorised access to any other computer systems.
- use any technique which would disrupt network communication, security or integrity.

If you are unsure about the suitability of a web page, close the page and consult a member of staff immediately.

You should be aware of the regulations and school guidelines about copyright and plagiarism; any passage of text, copied from a public source such as the Internet should be acknowledged, giving the site URL where appropriate, author and date. The school librarian, your class co-teacher or the Computer Science Teacher can offer advice.

Requests for particular sites and sources to be unblocked should be made to the ICT department and will be considered, as long as they do not affect the safety and security of our school systems.

7. E-mail

- You should check your email account regularly.
- You should attempt to respond to or acknowledge email messages reasonably quickly.
- You are responsible for the emails you send and for contacts you make.
- Do not provide your address, telephone number, bank account number, credit card details or photograph as part of an email unless the recipient is known personally.
- Document attachments to emails should be sent as PDF files if you do not wish them to be easily altered by the recipient.
- Make sure you log-out of your email before you leave the computer so that no-one else can access your email.

Email is a vital business and educational tool, but an informal means of communication. Give consideration to the appropriate use of language in your email messages. In general, try to write an email as professionally as you would a letter. When you write an email with multiple recipients, remember to use the Bcc: field to keep your recipient's email addresses private.

Never:

- transmit obscene, hateful or threatening communications.

- communicate or publish inaccurate, defamatory or racially offensive materials.
- transmit via email any unsolicited advertising, junk mail, spam, chain letters, or any other form of e mail solicitation.
- use the email system to commit crimes or to bully, harass or stalk others.
- use the school email system for personal financial gain, gambling, political purposes or advertising.

8. Cyber-bullying & Whistleblowing

Behaviour that is of a bullying nature is never acceptable and this also applies online. Cyber-bullying refers to the use of information and communications technologies to victimise threaten or harass others. Mobile phone text messages, emails, phone calls, Internet chat rooms and instant messaging and social networking websites can all be misused for cyber-bullying. Students should ask their form teacher or Head of Student Welfare for more information about bullying if they are at all unsure.

If you wish to report inappropriate behaviour you can speak to any teacher. The teacher will ensure that you will remain anonymous in any follow up action. The school will undertake a full investigation of any cyber-bullying and will support the victim throughout the process. Consequences for cyber-bullying may involve restricted access to technology, meetings with parents, community service or temporary suspension.

9. Social networks, blogs and twitter

The use of social networking websites in school time is discouraged and access to acceptable sites is limited to certain times of the school day. Most social networks and communication tools have age restrictions.

Never:

- post anonymous messages, personal remarks or personal details about anyone else or impersonate someone else.
- use photographs of groups or individuals on a website or blog without their permission.
- post or respond to electronic communications or messages that are impolite, indecent, abusive, discriminatory or racist or in any way intended to cause hurt to another person.
- post personal information about yourself, such as your age, hobbies, phone numbers or your address.
- post anything that could be considered upsetting.

When interacting on a school blog or social media account (for example, the school Facebook page), never be derogatory to any person or bring the school name into disrepute. Be careful what you post. It will be monitored and moderated if necessary.

Never use the Internet or email to arrange to meet someone you do not know. Not everyone is who they say they are. If you are unsure, ask your friends and trusted adults for advice. Be careful of your own personal safety.

10. Internet Access from Personal Laptops or Mobile Devices

Whilst wireless Internet access is available in the school, students are not permitted to access the 'ESWL2' network on a personal device. Instead, they may connect to the 'BISStudents' network for school related Internet activities only.

All MYP and IGCSE students are encouraged to bring own laptop or mobile device to school to use for school work as allowed or instructed by their teachers for each class or for homework assignments.

All Diploma students must always bring their own laptop to school for coursework and assignments.

When using your own device at school, you agree:

- Never to connect your device into the school network, without written permission.
- Never try to access the 'ESWL2' wireless network without written permission.
- You are wholly responsible for your actions, or the actions of any other user you permit to use your device.

- You are responsible for ensuring that your computer equipment is stored securely when it is not being used.
- You are responsible for maintaining your own computer equipment. No direct technical support, software or maintenance should be expected from the school's ICT department.
- To not leave equipment switched on when unattended for any period of time.
- You are responsible for ensuring that any important work is backed up regularly.
- The school must be given permission to carry out physical inspections of equipment, including electrical safety testing, and examination of the contents your equipment, including any storage devices.
- To keep a fully updated antivirus program installed on your computer and to scan your computer for viruses, malware and other undesirable software on a regular basis.
- Never to access inappropriate websites or material by trying to circumvent the school Internet filtering system. This includes the use of VPNs or other packet encryption, which is forbidden on the network.
- Never to create, share, store, download or display any offensive, obscene, indecent or menacing images, stories, data etc.
- Not to engage in any commercial activities online.
- Not to use the school computer systems for political purposes or advertising.
- Not to promote or provide instructional information about illegal activities or promote physical harm to anything or anyone.
- Not to use peer-to-peer services within school.
- Not to upload, download or attempt to spread any computer virus.
- Never to use the school's facilities, including wireless access from your personal device, to attempt to gain unauthorised access to any other computer systems.
- Not to use any technique which could disrupt network communication, security or integrity.

11. Printing Facilities

The school has printing and photocopying facilities but printing, especially colour printing, can be very costly and wasteful. You can save time & money and reduce waste easily:

- Print more than one page per sheet of paper or print double sided.
- Use more of the page by changing your document margins and remove blank pages.
- Email it, or share your work using Google Drive.

Teachers are allowed to check any printing from students to be sure it is appropriate and school related.

12. Monitoring

The school, through the ICT department, has the right to openly monitor the use of computer equipment and Internet and email systems to prevent them being used inappropriately, for unlawful purposes or to distribute offensive material, balanced against an individual user's right to privacy. Administrators reserve the right to examine, use and disclose any data found on the school's networks for the purposes of ensuring the health, safety, discipline or security of any student or staff member or to protect property. This information may, if necessary, be used in disciplinary actions.

13. Sanctions

Depending on the severity of the offence and at the discretion of the Computer Science Teacher, Form teacher or Head, one of the following will apply:

- Temporary ban on Internet or network use.
- Permanent ban on Internet use.
- Permanent network ban.
- Normal school disciplinary action.
- Police involvement, where appropriate.

Appendix 6: Mobile Phone Use

1. Students cannot use a phone anywhere for any purpose between 8:00-15:15 except:
 - 1.1. Students may use their phones during lessons IF the teacher leading the class has given specific permission to an individual to use their phone for a specific purpose. The teacher leading the lesson has sole decision to confiscate any phone use that has not been approved. Any student who disputes confiscation will receive automatic detention.
 - 1.2. Students may use their phone during study periods in the Library and DP Study Room to listen to music with earphones (inaudible to anyone else) in order to stop other students distracting you.
 - (i) If a student needs to do online research during the study period, they should use the laptops or computers provided in the library. If no computer is available in the library, a student may ask permission from the Librarian to use their phone for research and (if approved) can use their phone for this purpose in the Library only.
 - 1.3. Students may use their phone during break time and lunchtime in the cafeteria to check and send personal messages (e.g. to parents) but not for any social media posting or checking snapchat and Instagram etc.
 - (i) Phones cannot be used in any other location for this purpose i.e. they must not be used for any reason in corridors or bathrooms or outside.
2. Any time a student is using a phone outside of the approved locations or if using it for unapproved purpose in these locations, it will be confiscated.
3. Confiscated phones will be kept at Reception until the end of the day and will not be available for any purpose before 15:15.
4. Repeat individual offenders will be given detention, eventually leading to a requirement to leave their phone with Reception every day.
5. Repeated abuse of the system by many students will lead to a full time ban on use of mobile phones for all students.

All staff, including administration staff, is responsible for enforcing this policy and all students must follow staff instructions on this policy.

Appendix 7: Library Rules

To ensure a positive experience for all students we kindly ask you to follow these rules:

1. **Silence** in the Library.
 - If you are doing a group work please use your low voice.
 - If your class is in the Library, please sit closer together and respect other visitors of the Library.
2. **No food or drinks** allowed, except water bottles.
3. **No sleeping** in the Library.
 - If you don't feel well, please go and see Doctor Asel.
4. **No using mobile phones** for recreational purposes at any time from 7:45 to 16:30 in the Library. Phones may be used at other locations in the school after 15:15 but not in the Library which is a study location.
 - A teacher must authorize use of a phone for study purposes.
 - If a student is using a cell phone for unapproved purpose, it will be confiscated.
 - Students may use their phone during study periods in the Library to listen to music with earphones but the music must be inaudible to other people. If a student needs to do online research during the study period, they should use the laptops or computers provided in the Library. If no computer is available in the Library, a student may ask permission from the Librarian to use their phone for research and (if approved) can use their phone for this purpose only.
5. **No playing recreational computer games** in the Library.
6. **Do not unplug headphones** from school computers.
 - several headphones have been broken by students unplugging headphones in the past.
7. **Use designated extension cord sockets** to charge your laptops. Do not unplug extension cords from wall sockets.
8. Remember to **check-out and check-in books** you are borrowing from the Library.
 - Ms Munara or Ms Anastasia can check-out books, please approach them with the books you'd like to borrow.
 - Books must not be taken out of the Library if they have not been officially checked-out to your name (even if you are taking a book for one class/one hour).
9. Please **return books on time and in good condition**
 - A minimum fee of USD 40 is charged for every lost or damaged book.
 - A higher fee is charged if the actual cost of purchase, delivery and administration is more than USD 40.
10. Please **keep your bags/backpacks near you at all times**.
 - Please don't leave your belongings unattended.
 - Do not put bags/backpacks on the tables please.
11. Please **hang your coats/jackets on the hanger**.
 - It's acceptable to put your coat on the chair.
 - Do not put your coat/jacket on the table.
12. The primary library is for Preschool and Primary students. The secondary library is for Middle and High School students.
 - Library resources are sorted and available according to this division, make use of the resources relevant to you.
 - Middle and High School students can use primary library computers and tables for studying, ONLY when secondary library is full.
 - The carpeted area in the primary library is ONLY for Preschool and Primary students at all times.
13. **Leave the Library as clean and tidy** as you found it, or better than you found it.
 - Please return tables, chairs, bean bags, books to the place where you took them from.
 - Please don't leave any trash on the table and don't throw things on the floor.
14. Please **do not open balcony doors** without permission.
 - Please consider that there are other visitors in the Library who might not like the door opened.
 - During hot days the AC will be turned on in the Library.
15. **Enjoy** your time in the Library, benefit from the resources available and don't hesitate to ask staff for assistance when you need it!

Appendix 8: Timetable Outline

MIDDLE SCHOOL & HIGH SCHOOL					
Periods	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 08:00-08:45					
Period 2 08:45-09:30					
Break 09:30-09:45					
Period 3 09:45-10:30					
Period 4 10:35-11:20					
Period 5 11:25-12:10					
Lunch break 12:10-12:55					
Period 6 12:55-13:40					
Period 7 13:40-14:25					
Period 8 14:30-15:15					
Break 15:15-15:30					
ECAs 15:30-16:30					

Appendix 9: School Calendar



SCHOOL YEAR 2019/2020

School Vacation

Public Holiday in KR – School Closed

Teacher In-Service Day

Events

Meetings or Exams

August 2019						
Sun	M	Tu	W	Th	F	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19 – 23 August: Teacher In-Service Orientation
 26 August: First Day of School
 30 August: Meet the Teachers
 31 August: Independence Day – public holiday

September 2019						
Sun	M	Tu	W	Th	F	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Sept: Public Holiday for 31 August
 7 Sept: All Parents Meeting – Parents Association
 21 Sept: Asia Day Festival - Open Day – All welcome
 27 Sept: Middle/High School Sports Day

October 2019						
Sun	M	Tu	W	Th	F	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

16 Oct: Individual Parent-Teacher Meetings
 18 Oct: UN Day at BIS
 21-25 Oct: Half Term Break
 31 Oct: Fall Festival/Halloween

November 2019						
Sun	M	Tu	W	Th	F	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2 Nov: Teacher In-Service Day
 8 Nov: History Day – public holiday
 16 Nov: BIS Annual Debate Tournament
 23 Nov: Friendsgiving Dinner – Parents Association

December 2019						
Sun	M	Tu	W	Th	F	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				29

7 Dec: BIS 9th Anniversary Show
 13 Dec: Last Day of First Semester / Ded Moroz
 16 Dec - 6 Jan – Winter break

January 2020						
Sun	M	Tu	W	Th	F	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 Jan: New Year's Day
 7 Jan: Orthodox Christmas
 8 Jan: First Day of Second Semester
 15 Jan: Individual Parent-Teacher meetings
 24 Jan: Winter Ski/Snowboard/Sledge Day

February 2020						
Sun	M	Tu	W	Th	F	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

8 Feb: Teacher In-Service Training
 14 Feb: Valentine's Day organised by Students
 21 Feb: Mother Tongue Day
 23 Feb: Homeland Defender's Day
 26 Feb: Science Fair

March 2020						
Sun	M	Tu	W	Th	F	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

8-9 March: International Women's Day
 20 March: Nooruz Celebration at BIS
 21 March: Nooruz Public Holiday
 23-27 March: Spring Break

April 2020						
Sun	M	Tu	W	Th	F	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

11 April: Teacher In-Service
 17 April: Art Exhibition and Poetry Evening
 25 April: All Parents Meeting – Parents Association
 End of April: IBDP and IGCSE Exam Sessions start

May 2020						
Sun	M	Tu	W	Th	F	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 May: Labour Day – public holiday
 4 May: Extra Holiday for 9 May
 5 May: Constitution Day – public holiday
 8 May: PYP Student led Conferences
 9 May: Victory Day – public holiday
 16 May: BIS Got Talent
 23 May: Parents Association Garage Sale
 24-25 May: Orozo Ait – public holiday

June 2020						
Sun	M	Tu	W	Th	F	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

6 June: High School Prom
 12 June: High School Graduation Ceremony
 16 June: Primary School Sports Day
 17 June: Preschool 3 and Primary 6 Graduations
 17 June: Individual Parent-Teacher Meetings
 18 June: Last Day of School / All Americas Barbecue
 19 June: Teacher In-Service

July 2020						
Sun	M	Tu	W	Th	F	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July: Vacation
 31 July: Kurman Ait – public holiday
 First day of school 2020/21: Monday August 24th

Appendix 10: DP Lunch Agreement

Consent Form for DP student to leave school premises during lunch break

Dear DP students and parents,

Upon a request from DP students for flexibility and the privilege of being able to purchase food outside school, BIS has decided to provide an option for DP students to have lunch outside the school during school lunch time (12:10-12:50) by agreement with his/her parent(s) as below. We encourage parents to consider the suitability of this choice for their child, including in terms of nutrition.

Lunch Agreement

- When a student has lunch outside the school, the school lunch time is considered to be from 12:10 till 12:50. The student must be back at school by 12:50 whether or not he/she has a class in the 6th period.
- When a student leaves and returns they must sign out/in with the security guards at the gate.
- The student is fully responsible for their own safety outside the school. He/she must keep the telephone number of school for in any case of emergency and leave their contact number below.
- All school behaviour rules continue to apply to the student when outside the school during lunch time.
- BIS will not refund the lunch fee that is included in the school tuition if the student decides to have lunch outside the school, however any parent can opt out of all snacks and lunches with fee reduction of \$300 for a full academic year. In case of the full opt out, no snacks or lunch will be provided at any time.
- If a student breaks any of the agreements above at any time (e.g. returns to school late after lunch time) the privilege to leave the school premises for lunch will be immediately removed for them and not reinstated for a period of minimum one term, or longer as decided by the Head of School.

Student's name

Student's contact number

Date

Student signature

Date

Parent's signature

Yours sincerely,

Makiko Inaba
DP Coordinator



Appendix 11: DP2 Home Study Request Form



Bishkek International School



Home Study Request Form - DP2 Only

Dear DP2 students,

Please note that you are allowed to stay home for studying prior to the 'office hours' week if you meet ALL the requirements as follows. If you wish to do so, please have a signature from your teachers and parent/guardian, then sign below.

- You have met expectations and submitted all the works required in your subjects so far.
- You have met expectations and submitted all the works required in your core components so far.
- You have appropriate plan for home study period.
- You agree to attend school when it is requested by your form/subject teacher or the DP Coordinator.
- Your parent(s)/guardian(s) agree with your home study.

Please specify the days and times to stay at home:

Subject / Core Component	Level	Date	Teacher's Signature

Approved by the DP Coordinator:

Date

DP Coordinator's signature

Date

Your parent/guardian's signature

Date

Your signature

Yours sincerely,

Makiko Inaba
DP Coordinator



Appendix 12: Academic Honesty Agreement



Bishkek International School



Academic Honesty Policy

Reviewed by the Management Board: August 2018

Previous Review: August 2017

Approved by the Governing Board: August 2018

Agreement and Signature

I have read and fully understand the BIS Academic Honesty Policy for the IB Diploma Programme and I agree to comply with it.

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Appendix 13: eCoursework Uploading Agreement



Bishkek International School



Candidate consent (school template)

For students who do not use the candidates.ibo.org site to upload their eCoursework, the IB requires that student's IB school (via the programme coordinator or any other staff member authorized by the school) obtains consent and/or permission from the students (and their parents if required by your local law or school policies) allowing the upload of eCoursework on the student's behalf.

Below is a consent that students may sign to permit your school to upload eCoursework. If parental notice and consent is also required under your local law or school policies, please obtain these and ensure that copies are kept together with the Candidate consent.

The IB relies on legitimate interest when processing coursework of candidates to carry out its educational mandate. For additional information about the use of personal data and privacy for eCoursework, please refer to the eC3 Privacy Supplement. For additional terms and conditions applicable to eCoursework, please make reference to the T&Cs on IBIS, specifically the "Additional terms for eCoursework".

Candidate consent

By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member uploading your work to the IB's eCoursework system.

You also confirm that you are **at least** 15 years old and that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.

Signature.....

Print name.....

Date.....

Appendix 14: DP Entry Requirements

This is the extract from [BIS Admissions Policy](#).

The IB Diploma Programme is a rigorous and intensive pre-university education programme which requires full commitment from students but is accessible to a wide range of students. Any student who has already successfully completed a broadly based education programme will succeed in the Diploma Programme if they want to succeed and are self-organised and work hard. IB Diploma Programme student applicants must:

- Complete and sign the IB Diploma Programme application with course selection, and provide supporting documents as specified in the application;
- Complete and sign a medical records and special needs form;
- Provide a personal statement explaining why they want to take the Diploma Programme;
- For existing BIS students, a minimum of 5 C grades at IGCSE, with a minimum of a C in any subject to be studied at Higher Level in the IB Diploma (if studied at IGCSE level), will lead to automatic entry. BIS students not meeting the above criteria will be considered individually by the IBDP Coordinator, Director of Studies and Head of School. Entry to the IB course is subject to a consensus between the IBDP Coordinator, Director of Studies and Head of School using the following criteria:
 - the student should have a sufficient level of English to be able to access the IB curriculum.
 - the student should have good work ethic.
 - the student should have a minimum of 80% attendance record.
- If transferring to BIS from another school, provide documentary evidence of completing a very good broadly based education program to age 16 in English, or pass BIS entrance examination in English and Mathematics prior to entry.

Students who do not pass the English exam but clearly have the academic ability to take the IB Diploma will be accepted provided both parents and the student agree in writing to the additional language support required to reach the required standard and agree to fund this support if it is beyond the normal level of support provided by BIS.

- Attend an interview with the IBDP Coordinator, Director of Studies and Head of School;
- Agree with and sign the Academic Honesty Policy;

Admission to the Diploma Programme may be denied based on:

- Insufficient evidence that a student is fully committed to the programme;
- Inability of BIS to provide appropriate support for known special needs or medical conditions.

Any decision regarding enrolment in the IB Diploma Programme must be approved by the student's parent or legal guardian by signing the student application form and the Academic Honesty Policy.

Applications for the IB Diploma Programme will not be accepted after the October term break except in cases where the student is transferring to BIS from another IB Diploma Programme.

Students entering BIS in the Diploma 2 class may only do so by transferring in from the IB Diploma Programme at another institution, provided the transfer is approved by the IBDP Coordinator at BIS.

In order to receive promotion to the Diploma 2, a student is required to have a total of 26 points in 6 subjects with: no grade 2 for a Standard Level subject, no grade 3 for a Higher Level subject without a compensating grade 5 for another Higher Level subject, no grade 1 and satisfactory Extended Essay progress and up to date CAS portfolio. Students not meeting these requirements will be invited by the IBDP Coordinator to discuss their case, and take precautionary measures, in coordination with staff and parents.

Appendix 15: Pathways of BIS Alumni

- American University of Central Asia (Bishkek, Kyrgyz Republic)
- Charles University (Prague, Czech Republic)
- De Anza College (California, USA)
- IE University (Madrid, Spain)
- Kyrgyz State Medical Academy (Bishkek, Kyrgyz Republic)
- Leiden University (Leiden, Netherlands)
- Lynn University (Florida, USA)
- Mannheim University (Mannheim, Germany)
- Northern Virginia Community College (Virginia, USA)
- Rollins College (Florida, USA)
- Tokyo International University (Tokyo, Japan)
- University College London (London, UK)
- University of Twente (Enschede, Netherlands)
- University of British Columbia (Vancouver, Canada)
- University of Notre Dame (Indiana, USA)
- University of Warwick (Coventry, UK)

Appendix 16: Abbreviation List

A	ACT	American College Testing
	AHL	Additional Higher Level; in Sciences
C	CAS	Creativity, Activity, Service; one of the Core components
	CommonApp	The Common Application; the application system to apply for US universities
D	DP	Diploma Programme
E	EA	External Assessment
	ECA	Extra Curricular Activity
	EE	Extended Essay; one of the Core components
G	GPA	Grade Point Average; usually needed for university application
H	HL	Higher Level
I	IA	Internal Assessment
	IELTS	International English Language Testing System
	IB	International Baccalaureate
	IGCSE	International General Certificate of Secondary Education
G	GMT	Greenwich Mean Time; the mean solar time at the Royal Observatory in Greenwich, London.
	G4	Group 4; usually used for Group 4 project in Sciences
M	MCQ	Multiple Choice Questions; the type of examination, applies to Paper 1 for Biology, Chemistry and Physics
	MYP	Middle Years Programme
P	PE	Physical Education
	PG	Predicted Grade
	PYP	Primary Years Programme
	PPD (TK/PPT)	Presentation Planning Document; needed for TOK Presentation
	PPF (TK/PPF)	Planning and Progress Form; needed for TOK Essay
	PRL	Prescribed Reading List
	PT	Prescribed Title; used in TOK
R	RPPF	Reflections on Planning and Progress Form; used for EE
	RQ	Research Question; used for EE
S	SAT	A standardized test widely used for college admissions in the United States; originally called

		the Scholastic Aptitude Test, later called the Scholastic Assessment Test
	SBC	Site Based Coordinator; who supports the students with their online learning (Pamoja)
	SL	Standard Level
	SSST	School-Supported Self-Study
T	TOEFL	Test of English as a Foreign Language; usually required in European countries
	TOK	Theory of Knowledge; one of the Core components
U	UCAS	The Universities and Colleges Admissions Service; the application system to apply for UK universities

Appendix 17: DP Course Descriptions

DP Course Descriptions

Subjects

Group 1: Studies in Language and Literature

The courses offer a broad range of texts, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. Students take their studies in a language in which they are academically competent. Through each course, students are able to develop:

- a personal appreciation of language and literature
- skills in literary criticism using a range of texts from different periods, styles and genres
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

Through studies in language and literature, the DP aims to develop a student's lifelong interest in language and literature, and a love for the elegance and richness of human expression.

Language A: Language and Literature (English, Russian)

The course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The three parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

Syllabus Outline

Syllabus component
Readers, writers and texts Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.
Time and space Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.
Intertextuality: connecting texts Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Assessment Outline - HL

	Assessment component	Weighting
External assessment	Paper 1: Guided textual analysis (2 hours 15 minutes) <ul style="list-style-type: none"> Two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	35%
	Paper 2: Comparative essay (1 hour 45 minutes) <ul style="list-style-type: none"> Four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	25%
	HL essay <ul style="list-style-type: none"> An essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. 1,200-1,500 words in length. (20 marks)	20%
Internal assessment	Individual oral (15 minutes) Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: <ul style="list-style-type: none"> Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)	20%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	Paper 1: Guided textual analysis (1 hour 15 minutes) <ul style="list-style-type: none"> Two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%
	Paper 2: Comparative essay (1 hour 45 minutes) <ul style="list-style-type: none"> Four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	35%
Internal assessment	Individual oral (15 minutes) Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: <ul style="list-style-type: none"> Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)	30%

Language A: School-Supported Self-Taught (SSST) Literature

Student will read nine works. Student chooses these from a list of authors that the IB has created, called the Prescribed reading list (PRL). Student should compile a list of literary works to be studied in the SSST course according to the

following requirements:

- Nine works overall, written by authors on the PRL;
- A minimum of two works studied linked to each of the areas of exploration of the course;
- Coverage of at least three of the four literary forms (poetry, drama, fiction, non-fiction);
- Coverage of at least three periods;
- A minimum of four works originally written in the Language A being studied, by authors on the PRL;
- A minimum of three works translated into the Language A, originally written in a different language than the Language A being studied, by authors on the PRL;
- Works from a minimum of three places as defined by the PRL in relation to the Language A which student is studying, covering at least two different continents.

Assessment Outline - SL only

	Assessment component	Weighting
External assessment	Paper 1: Guided literary analysis (1 hour 15 minutes) <ul style="list-style-type: none"> ● Two passages, from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks) 	35%
	Paper 2: Comparative essay (1 hour 45 minutes) <ul style="list-style-type: none"> ● Four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks) 	35%
Internal assessment	Individual oral SSST variant (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 15 minutes to the following prompt: <ul style="list-style-type: none"> ● Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks) 	30%

Group 2: Language Acquisition

Language acquisition consists of two modern language courses - Language B and Language ab initio. These courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. The courses develop students' linguistic abilities through the development of receptive, productive and interactive skills.

Syllabus Outline - Common in Language B and Language ab initio

Syllabus component
<p>Five prescribed themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest. The five prescribed themes are:</p> <ul style="list-style-type: none"> ● Identities ● Experiences ● Human ingenuity ● Social organization ● Sharing the planet <p>The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.</p>

Language B (English, French, German)

Language B is designed for students with some previous experience of the target language. Students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Assessment Outline - HL

	Assessment component	Weighting
External assessment	Paper 1: Productive skills—writing (1 hour 30 minutes) <ul style="list-style-type: none"> One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. (30 marks)	25%
	Paper 2: Receptive skills—listening and reading (2 hours) <ul style="list-style-type: none"> Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (65 marks)	50% -25% -25%
Internal assessment	Individual oral (12–15 minutes, plus 20 minutes for preparation) <ul style="list-style-type: none"> A conversation with the teacher, based on an extract from one of the literary works* studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks) *In terms of formal requirements of the syllabus and assessment outline, the study of two literary works originally written in the target language is a requirement at HL in Language B.	25%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	Paper 1: Productive skills—writing (1 hour 15 minutes) <ul style="list-style-type: none"> One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. (30 marks)	25%
	Paper 2: Receptive skills—listening and reading (1 hour 45 minutes) <ul style="list-style-type: none"> Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (65 marks)	50% -25% -25%
Internal assessment	Individual oral (12–15 minutes, plus 15 minutes for preparation) <ul style="list-style-type: none"> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

Language ab initio (French, German, Spanish, Russian)

Language ab initio is designed for students with no prior experience of the target language, or for those who with very

limited previous exposure. Students develop receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts. Language ab initio is offered at SL only.

Assessment Outline - SL only

	Assessment component	Weighting
External assessment	Paper 1: Productive skills—writing (1 hour) <ul style="list-style-type: none"> Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions. (30 marks)	25%
	Paper 2: Receptive skills—listening and reading (1 hour 45 minutes) <ul style="list-style-type: none"> Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (65 marks)	50% -25% -25%
Internal assessment	Individual oral (15 minutes) <ul style="list-style-type: none"> A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	25%

Group 3: Individuals and Societies

Economics

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 dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements. The course emphasizes 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.

Syllabus Outline

Syllabus component
Section 1: Microeconomics <ul style="list-style-type: none"> 1.1 Competitive markets: demand and supply (some topics HL only) 1.2 Elasticity 1.3 Government intervention (some topics HL extension, plus one topic HL only) 1.4 Market failure (some topics HL only) 1.5 Theory of the firm and market structures (HL only)
Section 2: Macroeconomics <ul style="list-style-type: none"> 2.1 The level of overall economic activity (one topic HL extension) 2.2 Aggregate demand and aggregate supply (one topic HL only) 2.3 Macroeconomic objectives (some topics HL extension, plus one topic HL only) 2.4 Fiscal policy 2.5 Monetary policy 2.6 Supply-side policies
Section 3: International economics

- 3.1 International trade (one topic HL extension, plus one topic HL only)
- 3.2 Exchange rates (some topics HL extension)
- 3.3 The balance of payments (one topic HL extension, plus some topics HL only)
- 3.4 Economic integration (one topic HL extension)
- 3.5 Terms of trade (HL only)

Section 4: Development economics

- 4.1 Economic development
- 4.2 Measuring development
- 4.3 The role of domestic factors
- 4.4 The role of international trade (one topic HL extension)
- 4.5 The role of foreign direct investment (FDI)
- 4.6 The roles of foreign aid and multilateral development assistance
- 4.7 The role of international debt
- 4.8 The balance between markets and intervention

Assessment Outline - HL

	Assessment component	Weighting
External assessment	<p>Paper 1: An extended response paper (1 hour and 30 minutes) Assessment objectives 1, 2, 3, 4</p> <p>Section A: Syllabus content: Section 1—Microeconomics Students answer one question from a choice of two. (25 marks)</p> <p>Section B: Syllabus content: Section 2—Macroeconomics Students answer one question from a choice of two. (25 marks)</p> <p>(50 marks)</p>	30%
	<p>Paper 2: A data response paper (1 hour and 30 minutes) Assessment objectives 1, 2, 3, 4</p> <p>Section A: Syllabus content: Section 3—International economics Students answer one question from a choice of two. (20 marks)</p> <p>Section B: Syllabus content: Section 4—Development economics Students answer one question from a choice of two. (20 marks)</p> <p>(40 marks)</p>	30%
	<p>Paper 3: HL extension paper (1 hour) Assessment objectives 1, 2, 4</p> <p>Syllabus content, including HL extension material: Sections 1 to 4—Microeconomics, Macroeconomics, International economics, Development economics Students answer two questions from a choice of three. (25 marks per question)</p> <p>(50 marks)</p>	20%
Internal assessment	<p>A portfolio of three commentaries (20 teaching hours)</p> <ul style="list-style-type: none"> ● Based on different sections of the syllabus and on published extracts from the news media. ● Maximum 750 words x 3 <p>(45 marks)</p>	20%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	<p>Paper 1: An extended response paper (1 hour and 30 minutes) Assessment objectives 1, 2, 3, 4</p>	40%

	<p>Section A: Syllabus content: Section 1—Microeconomics Students answer one question from a choice of two. (25 marks)</p> <p>Section B: Syllabus content: Section 2—Macroeconomics Students answer one question from a choice of two. (25 marks)</p> <p>(50 marks)</p>	
	<p>Paper 2: A data response paper (1 hour and 30 minutes) Assessment objectives 1, 2, 3, 4</p> <p>Section A: Syllabus content: Section 3—International economics Students answer one question from a choice of two. (20 marks)</p> <p>Section B: Syllabus content: Section 4—Development economics Students answer one question from a choice of two. (20 marks)</p> <p>(40 marks)</p>	40%
Internal assessment	<p>A portfolio of three commentaries (20 teaching hours)</p> <ul style="list-style-type: none"> Based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3 <p>(45 marks)</p>	20%

Geography

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The DP geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Syllabus Outline

Syllabus component	
Part One	<p>Geographic themes—seven options Two options are studied at SL, and three at HL</p> <ul style="list-style-type: none"> Extreme environments Geophysical hazards Leisure, tourism and sport Urban environments
Part Two	<p>SL and HL core Geographic perspectives—global change</p> <ul style="list-style-type: none"> Population distribution—changing population Global climate—vulnerability and resilience Global resource consumption and security
Part Three	<p>HL extension Geographic perspectives—global interactions</p> <ul style="list-style-type: none"> Power, places and networks Human development and diversity Global risks and resilience

Assessment Outline - HL

	Assessment component	Weighting
External assessment	<p>Paper 1: Geographic themes—three options (2 hour and 15 minutes) (60 marks)</p>	35%

	Paper 2: Geographic perspectives—global change (1 hour and 15 minutes) (50 marks)	25%
	Paper 3: Geographic perspectives—global interactions (1 hour) (28 marks)	20%
Internal assessment	Fieldwork (20 hours) <ul style="list-style-type: none"> • A written report that is based on a fieldwork question. • The report must not exceed 2,500 words. (25 marks)	20%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	Paper 1: Geographic themes—two options (1 hour and 30 minutes) (40 marks)	35%
	Paper 2: Geographic perspectives—global change (1 hour and 15 minutes) (50 marks)	40%
Internal assessment	Fieldwork (20 hours) <ul style="list-style-type: none"> • A written report that is based on a fieldwork question. • The report must not exceed 2,500 words. (25 marks)	25%

History

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. The DP history course is based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge.

Syllabus Outline

Syllabus component
Prescribed subject All students, HL and SL, look at the prescribed subject which is assessed through a source based examination paper. <ul style="list-style-type: none"> • The move to global war
World history topics All students will also explore two key topics in world history. <ul style="list-style-type: none"> • Authoritarian states (20th century) • The Cold War: Superpower tensions and rivalries (20th century)
HL option: Depth studies <ul style="list-style-type: none"> • History of Europe

Assessment Outline - HL

	Assessment component	Weighting
External assessment	Paper 1: Source-based paper based on the five prescribed subjects. (1 hour) <ul style="list-style-type: none"> • Students choose one prescribed subject from a choice of five and answer four structured questions. 	20%

	(24 marks)	
	Paper 2: Essay paper based on the 12 world history topics. (1 hour and 30 minutes) <ul style="list-style-type: none"> Students answer two essay questions on two different topics. (30 marks)	25%
	Paper 3: Separate papers for each of the four regional options. (2 hours and 30 minutes) <ul style="list-style-type: none"> For the selected region, students answer three essay questions. (45 marks)	35%
Internal assessment	Historical investigation (20 hours) <ul style="list-style-type: none"> A historical investigation into a topic of their choice. The word limit is 2,200 words. (25 marks)	20%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	Paper 1: Source-based paper based on the five prescribed subjects. (1 hour) Students choose one prescribed subject from a choice of five and answer four structured questions. (24 marks)	30%
	Paper 2: Essay paper based on the 12 world history topics. (1 hour and 30 minutes) Students answer two essay questions on two different topics. (30 marks)	45%
Internal assessment	Historical investigation (20 hours) <ul style="list-style-type: none"> A historical investigation into a topic of their choice. The word limit is 2,200 words. (25 marks)	25%

Group 4: Sciences

Biology

Biology is the study of life. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

Syllabus Outline

Syllabus component
Core <ul style="list-style-type: none"> Cell biology

<ul style="list-style-type: none"> ● Molecular biology ● Genetics ● Ecology ● Evolution and biodiversity ● Human physiology
Options (one of the following are taught) <ul style="list-style-type: none"> ● Neurobiology and behavior ● Biotechnology and bioinformatics ● Ecology and conservation ● Human physiology
Additional higher level (AHL) <ul style="list-style-type: none"> ● Nucleic acids ● Metabolism, cell respiration and photosynthesis ● Plant biology ● Genetics and evolution ● Animal physiology
Practical scheme of work <ul style="list-style-type: none"> ● Practical activities ● Individual investigation (internal assessment) ● Group 4 project

Assessment Outline - HL

	Assessment component	Weighting
External assessment	Paper 1: 40 multiple-choice questions on core material, about 15 of which are common with SL. (1 hour) <ul style="list-style-type: none"> ● Assessment objectives 1, 2 and 3. ● The use of calculators is not permitted. ● No marks are deducted for incorrect answers. (40 marks)	20%
	Paper 2: Data-based question. (2 hour and 15 minutes) Students answer two out of three extended response questions. <ul style="list-style-type: none"> ● Short-answer and extended-response questions on core and AHL material. ● Assessment objectives 1, 2 and 3. ● The use of calculators is permitted. (72 marks)	36%
	Paper 3: Questions on core and SL option material. (1 hour and 15 minutes) Section A: students answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and AHL material. Section B: short-answer and extended-response questions from one option. <ul style="list-style-type: none"> ● Assessment objectives 1, 2 and 3. ● The use of calculators is permitted. (45 marks)	24%
Internal assessment	Individual investigation (10 teaching hours) <ul style="list-style-type: none"> ● a topic of their choice. ● 6-12 pages long. (24 marks)	20%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	Paper 1: 30 multiple-choice questions on core material, about 15 of which are common with HL. (45 minutes) <ul style="list-style-type: none"> • Assessment objectives 1, 2 and 3. • The use of calculators is not permitted. • No marks are deducted for incorrect answers. (30 marks)	20%
	Paper 2: Data-based question. (1 hour and 15 minutes) Students answer one out of two extended response questions. <ul style="list-style-type: none"> • Short-answer and extended-response questions on core material. • Assessment objectives 1, 2 and 3. • The use of calculators is permitted. (50 marks)	40%
	Paper 3: Questions on core and SL option material. (1 hour) Section A: students answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material. Section B: short-answer and extended-response questions from one option. <ul style="list-style-type: none"> • Assessment objectives 1, 2 and 3. • The use of calculators is permitted. (35 marks)	20%
Internal assessment	Individual investigation (10 teaching hours) <ul style="list-style-type: none"> • a topic of their choice. • 6-12 pages long. (24 marks)	20%

Chemistry

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

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

Syllabus Outline

Syllabus component
Core <ul style="list-style-type: none"> • Stoichiometric relationships • Atomic structure • Periodicity • Chemical bonding and structure • Energetics/thermochemistry • Chemical kinetics • Equilibrium

- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing

Options (one of the following are taught)

- Materials
- Biochemistry
- Energy
- Medicinal chemistry

Additional higher level (AHL)

- Atomic structure
- The periodic table—the transition metals
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and analysis

Practical scheme of work

- Practical activities
- Individual investigation (internal assessment)
- Group 4 project

Assessment Outline - HL

	Assessment component	Weighting
External assessment	<p>Paper 1: 40 multiple-choice questions on core material, about 15 of which are common with SL. (1 hour)</p> <ul style="list-style-type: none"> ● Assessment objectives 1, 2 and 3. ● The use of calculators is not permitted. ● Students will be provided with a periodic table. ● No marks are deducted for incorrect answers. <p>(40 marks)</p>	20%
	<p>Paper 2: Data-based question. (2 hour and 15 minutes)</p> <p>Students answer two out of three extended response questions.</p> <ul style="list-style-type: none"> ● Short-answer and extended-response questions on core and AHL material. ● Assessment objectives 1, 2 and 3. ● The use of calculators is permitted. ● A chemistry data booklet is to be provided by the school. <p>(90 marks)</p>	36%
	<p>Paper 3: Questions on core, AHL and option material. (1 hour and 15 minutes)</p> <p>Section A: one data-based question and several short-answer questions on experimental work.</p> <p>Section B: short-answer and extended-response questions from one option.</p> <ul style="list-style-type: none"> ● Assessment objectives 1, 2 and 3. ● The use of calculators is permitted. ● A chemistry data booklet is to be provided by the school. 	24%

	(45 marks)	
Internal assessment	Individual investigation (10 teaching hours) <ul style="list-style-type: none"> • a topic of their choice. • 6-12 pages long. (24 marks)	20%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	Paper 1: 30 multiple-choice questions on core material, about 15 of which are common with HL. (45 minutes) <ul style="list-style-type: none"> • Assessment objectives 1, 2 and 3. • The use of calculators is not permitted. • Students will be provided with a periodic table. • No marks are deducted for incorrect answers. (30 marks)	20%
	Paper 2: Data-based question. (1 hour and 15 minutes) Students answer two out of three extended response questions. <ul style="list-style-type: none"> • Short-answer and extended-response questions on core material. • Assessment objectives 1, 2 and 3. • The use of calculators is permitted. • A chemistry data booklet is to be provided by the school. (50 marks)	40%
	Paper 3: Questions on core and SL option material. (1 hour) Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. <ul style="list-style-type: none"> • Assessment objectives 1, 2 and 3. • The use of calculators is permitted. • A chemistry data booklet is to be provided by the school. (35 marks)	20%
Internal assessment	Individual investigation (10 teaching hours) <ul style="list-style-type: none"> • a topic of their choice. • 6-12 pages long. (24 marks)	20%

Computer Science

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 DP 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.

Syllabus Outline

Syllabus component

<p>Core</p> <p>SL/HL core</p> <ul style="list-style-type: none"> • Topic 1: System fundamentals • Topic 2: Computer organization • Topic 3: Networks • Topic 4: Computational thinking, problem-solving and programming <p>HL extension</p> <ul style="list-style-type: none"> • Topic 5: Abstract data structures • Topic 6: Resource management • Topic 7: Control <p>Case study</p> <p>Additional subject content introduced by the annually issued case study</p>
<p>Options (one option*)</p> <p>*The option will be decided with students at the beginning of the school year.</p> <p>HL extension</p> <p>Students study one of the following options:</p> <ul style="list-style-type: none"> • Databases • Object-oriented programming (OOP)
<p>Practical scheme of work</p> <ul style="list-style-type: none"> • Solution (internal assessment) • Group 4 project

Assessment Outline - HL

	Assessment component	Weighting
External assessment	<p>Paper 1: (2 hour and 10 minutes)</p> <ul style="list-style-type: none"> • Assessment objective 1—know and understand • Assessment objective 2—apply and use • Assessment objective 3—construct, analyse and evaluate <p>Section A: several compulsory short answer questions testing mainly objectives 1 and 2. Some of the questions are common to this paper and SL paper 1, section A.</p> <p>Section B: five compulsory structured questions that may be subdivided. Some questions may be common to this paper and SL paper 1, section B.</p> <p>(100 marks)</p>	40%
	<p>Paper 2: (1 hour and 20 minutes)</p> <ul style="list-style-type: none"> • Assessment objective 1—know and understand • Assessment objective 2—apply and use • Assessment objective 3—construct, analyse and evaluate <p>Students are not expected to construct code in the following options:</p> <ul style="list-style-type: none"> • databases <p>Students will be expected to interpret and/or construct code in Java in the OOP option.</p> <p>(65 marks)</p>	20%
	<p>Paper 3: Four structured questions based on a case study. (1 hour)</p> <ul style="list-style-type: none"> • Assessment objective 1—know and understand • Assessment objective 2—apply and use • Assessment objective 3—construct, analyse, evaluate and formulate <p>The questions are related to the scenario in the case study. In addition to the case study further stimulus material may be provided in the examination paper.</p>	20%

Internal assessment	Solution (30 teaching hours) <ul style="list-style-type: none"> Practical application of skills through the development of a product and associated documentation. Maximum of 2,000 words including supporting documentation. (34 marks)	20%
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Assessment Outline - SL

	Assessment component	Weighting
External assessment	Paper 1: (1 hour and 30 minutes) <ul style="list-style-type: none"> Assessment objective 1—know and understand Assessment objective 2—apply and use Assessment objective 3—construct, analyse and evaluate Section A: several compulsory short answer questions testing mainly objectives 1 and 2. Some of the questions are common to this paper and HL paper 1, section A. Section B: three compulsory structured questions that may be subdivided. Some questions may be common to this paper and HL paper 1, section B. (70 marks)	45%
	Paper 2: (1 hour) <ul style="list-style-type: none"> Assessment objective 1—know and understand Assessment objective 2—apply and use Assessment objective 3—construct, analyse and evaluate Students are not expected to construct code in the following options: <ul style="list-style-type: none"> databases Students will be expected to interpret and/or construct code in Java in the OOP option. (45 marks)	25%
Internal assessment	Solution (30 teaching hours) <ul style="list-style-type: none"> Practical application of skills through the development of a product and associated documentation. Maximum of 2,000 words including supporting documentation. (34 marks)	30%

Physics

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself. Illuminating its historical development places the knowledge and the process of physics in a context of dynamic change, in contrast to the static context in which physics has sometimes been presented. This can give students insights into the human side of physics: the individuals; their personalities, times and social milieux; their challenges, disappointments and triumphs.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

Syllabus Outline

Syllabus component
Core

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Options (one of the following are taught)

- Relativity
- Engineering Physics
- Imaging
- Astrophysics

Additional higher level (AHL)

- Wave phenomena
- Fields
- Electromagnetic Induction
- Quantum Physics and Nuclear Physics

Practical scheme of work

- Practical activities
- Individual investigation (internal assessment)
- Group 4 project

Assessment Outline - HL

	Assessment component	Weighting
External assessment	<p>Paper 1: 40 multiple-choice questions on core material, about 15 of which are common with SL. (1 hour)</p> <ul style="list-style-type: none"> ● Assessment objectives 1, 2 and 3. ● The use of calculators is not permitted. ● No marks are deducted for incorrect answers. ● A physics data booklet is provided. <p>(40 marks)</p>	20%
	<p>Paper 2: Data-based question. (2 hour and 15 minutes)</p> <ul style="list-style-type: none"> ● Short-answer and extended-response questions on core and AHL material. ● Assessment objectives 1, 2 and 3. ● The use of calculators is permitted. ● A physics data booklet is provided. <p>(90 marks)</p>	36%
	<p>Paper 3: Questions on core, AHL and option material. (1 hour and 15 minutes)</p> <p>Section A: one data-based question and several short-answer questions on experimental work.</p> <p>Section B: short-answer and extended-response questions from one option.</p> <ul style="list-style-type: none"> ● Assessment objectives 1, 2 and 3. ● The use of calculators is permitted. ● A physics data booklet is provided. <p>(45 marks)</p>	24%
Internal assessment	Individual investigation (10 teaching hours)	20%

	<ul style="list-style-type: none"> • a topic of their choice. • 6-12 pages long. (24 marks)	
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Assessment Outline - SL

	Assessment component	Weighting
External assessment	Paper 1: 30 multiple-choice questions on core material, about 15 of which are common with SL. (45 minutes) <ul style="list-style-type: none"> • Assessment objectives 1, 2 and 3. • The use of calculators is not permitted. • No marks are deducted for incorrect answers. • A physics data booklet is provided. (30 marks)	20%
	Paper 2: Data-based question. (1 hour and 15 minutes) <ul style="list-style-type: none"> • Short-answer and extended-response questions on core material. • Assessment objectives 1, 2 and 3. • The use of calculators is permitted. • A physics data booklet is provided. (50 marks)	40%
	Paper 3: Questions on core and SL option material. (1 hour) <p>Section A: one data-based question and several short-answer questions on experimental work.</p> <p>Section B: short-answer and extended-response questions from one option.</p> <ul style="list-style-type: none"> • Assessment objectives 1, 2 and 3. • The use of calculators is permitted. • A physics data booklet is provided. (35 marks)	20%
Internal assessment	Individual investigation (10 teaching hours) <ul style="list-style-type: none"> • a topic of their choice. • 6-12 pages long. (24 marks)	20%

Group 5: Mathematics

Mathematics: Analysis and Approaches HL/SL

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Syllabus Outline

Syllabus component
<ul style="list-style-type: none"> • Topic 1— Number and algebra (HL: 39 hours / SL: 19 hours) • Topic 2— Functions (HL: 32 hours / SL: 21 hours) • Topic 3— Geometry and trigonometry (HL: 51 hours / SL: 25 hours)

<ul style="list-style-type: none"> • Topic 4— Statistics and probability (HL: 33 hours / SL: 27 hours) • Topic 5— Calculus (HL: 55 hours / SL: 28 hours)
<ul style="list-style-type: none"> • The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

Assessment Outline - HL

	Assessment component	Weighting
External assessment	Paper 1: (2 hours) <ul style="list-style-type: none"> • No technology allowed. Section A: Compulsory short-response questions. Section B: Compulsory extended-response questions. (110 marks)	30%
	Paper 2: (2 hours) <ul style="list-style-type: none"> • Technology required. Section A: Compulsory short-response questions. Section B: Compulsory extended-response questions. (110 marks)	30%
	Paper 3: Two compulsory extended response problem-solving questions. (1 hour) <ul style="list-style-type: none"> • Technology required. (55 marks)	20%
Internal assessment	Mathematical exploration (10 teaching hours) <ul style="list-style-type: none"> • A piece of written work that involves investigating an area of mathematics. • 12-20 pages long. (20 marks)	20%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	Paper 1: Compulsory short-response questions. (1 hour and 30 minutes) <ul style="list-style-type: none"> • No technology allowed. (80 marks)	40%
	Paper 2: Compulsory extended-response questions. (1 hour and 30 minutes) <ul style="list-style-type: none"> • Technology required. (80 marks)	40%
Internal assessment	Individual Mathematical exploration (10-15 teaching hours) <ul style="list-style-type: none"> • A piece of written work that involves investigating an area of mathematics. • 12-20 pages long. (20 marks)	20%

Mathematics: Applications and Interpretation HL/SL

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that

are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: Applications and Interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Syllabus Outline

Syllabus component
<ul style="list-style-type: none"> • Topic 1— Number and algebra (HL: 29 hours / SL: 16 hours) • Topic 2— Functions (HL: 42 hours / SL: 31 hours) • Topic 3— Geometry and trigonometry (HL: 46 hours / SL: 18 hours) • Topic 4— Statistics and probability (HL: 52 hours / SL: 36 hours) • Topic 5— Calculus (HL: 41 hours / SL: 19 hours)
<ul style="list-style-type: none"> • The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

Assessment Outline - HL

	Assessment component	Weighting
External assessment	Paper 1: Compulsory short-response questions. (2 hours) <ul style="list-style-type: none"> • Technology required. (110 marks)	30%
	Paper 2: Compulsory extended-response questions. (2 hours) <ul style="list-style-type: none"> • Technology required. (110 marks)	30%
	Paper 3: Two compulsory extended response problem-solving questions. (1 hour) <ul style="list-style-type: none"> • Technology required. (55 marks)	20%
Internal assessment	Mathematical exploration (10-15 teaching hours) <ul style="list-style-type: none"> • A piece of written work that involves investigating an area of mathematics. • 12-20 pages long. (20 marks)	20%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	Paper 1: Compulsory short-response questions. (1 hour and 30 minutes) <ul style="list-style-type: none"> • Technology required. (80 marks)	40%
	Paper 2: Compulsory extended-response questions. (1 hour and 30 minutes) <ul style="list-style-type: none"> • Technology required. (80 marks)	40%
Internal assessment	Individual Mathematical exploration (10-15 teaching hours) <ul style="list-style-type: none"> • A piece of written work that involves investigating an area of mathematics. • 12-20 pages long. 	20%

	(20 marks)	
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Group 6: The Arts

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

Syllabus Outline

Syllabus component	
Musical perception This component is compulsory for SL and HL students.	
SL SL students must choose one of three options: <ul style="list-style-type: none"> ● Creating (SLC) ● Solo performing (SLS) ● Group performing (SLG) 	HL HL students can opt out Group performing. <ul style="list-style-type: none"> ● Creating: This component is compulsory for HL. ● Solo performing: This component is compulsory for HL. ● Group performing: This component is not compulsory.

Assessment Outline - HL

	Assessment component	Weighting
External assessment	Listening paper: Five musical perception questions (2 hours and 30 minutes) Section A: Students answer two questions. Section B: Students answer three questions. (100 marks)	30%
	Musical links investigation <ul style="list-style-type: none"> ● 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 marks)	25%
Internal assessment	Creating (75 teaching hours) <ul style="list-style-type: none"> ● Three pieces of coursework, with recordings and written work. (30 marks) 	25%
	Solo performing (20 minutes) <ul style="list-style-type: none"> ● A recording selected from pieces presented during one or more public performance(s). (20 marks) 	25%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	Listening paper: Four musical perception questions (2 hours) Section A: Students answer one question. Section B: Students answer three questions. (100 marks)	30%

	Musical links investigation <ul style="list-style-type: none"> 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 marks)	20%
Internal assessment	Students choose one of the following options. <ul style="list-style-type: none"> Creating (SLC): Two pieces of coursework, with recordings and written work. (30 marks) Solo performing (SLS): A recording selected from pieces presented during one or more public performance(s). (15 minutes) (20 marks) Group performing (SLG): A recording selected from pieces presented during two or more public performances (20–30 minutes) (20 marks) 	50%

Visual Arts

The IB DP visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Syllabus Outline

Syllabus component			
	Visual arts in context Artists and why they make art	Visual arts methods Ways of making artwork	Communicating visual arts Ways of presenting art
Theoretical practice Assessment: Comparative Study	Examine and compare the work of artists from different times, places and cultures, using a range of critical methodologies. Consider the cultural contexts (historical, geographical, political, social and technological factors) influencing their own work and the work of others.	Look at different techniques for making art. Investigate and compare how and why different techniques have evolved and the processes involved.	Explore ways of communicating through visual and written means. Make artistic choices about how to most effectively communicate knowledge and understanding.
Art-making practice Assessment: Process Portfolio	Make art through a process of investigation, thinking critically and experimenting with techniques. Apply identified techniques to their own developing work.	Experiment with diverse media and explore techniques for making art. Develop concepts through processes that are informed by skills, techniques and media.	Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
Curatorial practice Assessment: Exhibition	Develop an informed response to work and exhibitions they have seen and experienced. Begin to formulate personal intentions for creating and displaying their own artworks.	Evaluate how their ongoing work communicates meaning and purpose. Consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.	Select and present resolved works for exhibition. Explain the ways in which the works are connected. Discuss how artistic judgments impact the overall presentation.
Visual arts	The visual arts journal underpins every aspect of the course. Students will use the journal, which		

journal	can take many forms, to record all aspects of their art-making journey, including experiments with media, research, reflections, observations and personal responses. Although not directly assessed, elements of this journal will contribute directly to the work submitted for assessment.
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Assessment Outline - HL

	Assessment component	Weighting
External assessment	Part 1: Comparative study <ul style="list-style-type: none"> 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. A list of sources used. (42 marks)	20%
	Part 2: Process portfolio <ul style="list-style-type: none"> 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. The submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table. (34 marks)	40%
Internal assessment	Part 3: Exhibition <ul style="list-style-type: none"> A curatorial rationale that does not exceed 700 words. 8–11 artworks. Exhibition text (stating the title, medium, size and intention) for each selected artwork. Two photographs of their overall exhibition. (30 marks)	20%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	Part 1: Comparative study <ul style="list-style-type: none"> 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). A list of sources used. (30 marks)	20%
	Part 2: Process portfolio <ul style="list-style-type: none"> 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. The submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table. (34 marks)	40%
Internal assessment	Part 3: Exhibition <ul style="list-style-type: none"> A curatorial rationale that does not exceed 400 words. 	20%

	<ul style="list-style-type: none"> ● 4–7 artworks. ● Exhibition text (stating the title, medium, size and intention) for each selected artwork. ● Two photographs of their overall exhibition. <p>(30 marks)</p>	
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The Core

Theory of Knowledge (TOK)

TOK course uses a process of discovering and sharing our views on knowledge questions: questions not about what we know but how we know it. There is no end to the valid questions that may arise, the sheer scope of the TOK course is daunting and we need the confidence to go far outside our traditional comfort zone. Teachers have freedom to select a teaching methodology and course material that will convey the theoretical foundation of essential concepts, and may provide an environment in which these concepts can be discussed and debated. The focus of this discussion is not the differentiation between "right" and "wrong" ideas, but on the quality of justification and a balanced approach to the knowledge claim in question.

Syllabus Outline

Syllabus component	
<p>Knowledge in TOK</p> <ul style="list-style-type: none"> ● shared knowledge ● personal knowledge 	<p>A distinction between shared knowledge and personal knowledge is made as a device to help students explore the nature of knowledge.</p>
<p>Knowledge claims</p> <ul style="list-style-type: none"> ● about the world ● about knowledge <p>Knowledge questions</p> <ul style="list-style-type: none"> ● about knowledge ● open question ● general 	<p>Students are encouraged to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge; a knowledge question is an open question about knowledge.</p>
<p>Ways of knowing (WoK)</p> <ul style="list-style-type: none"> ● Emotion ● Faith ● Imagination ● Intuition ● Language ● Memory ● Perception ● Reason 	<p>Students must explore a range of ways of knowing, and it is suggested that studying four of these eight in depth would be appropriate. The WOKs have two roles in TOK:</p> <ul style="list-style-type: none"> ● they underlie the methodology of the areas of knowledge. ● they provide a basis for personal knowledge.
<p>Areas of knowledge (AoK)</p> <ul style="list-style-type: none"> ● Art ● Ethics ● History ● Human Sciences ● Indigenous Knowledge systems ● Mathematics ● Natural Sciences ● Religious Knowledge systems 	<p>Students must explore a range of areas of knowledge, and it is suggested that studying six of these eight would be appropriate. The knowledge framework is a device for exploring the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.</p>

Assessment Outline

	Assessment component	Weighting
External assessment	<p>Part 1: Essay on a prescribed title</p> <ul style="list-style-type: none"> ● A title chosen from a list of six titles prescribed by the IB for each examination session. ● Maximum 1,600 words. ● One written essay document (TK/PPF). <p>(10 marks)</p>	67%
Internal assessment	<p>Part 2: The presentation (approximately 10 minutes per presenter)</p> <ul style="list-style-type: none"> ● One presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation. ● One written presentation planning document (TK/PPD). <p>(10 marks)</p>	33%

The Extended Essay (EE)

The EE is an in-depth study of a focused topic chosen from the list of available DP subjects for the session. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

Students are supported throughout the process of researching and writing the EE, with advice and guidance from a supervisor who is usually a teacher at the school. Students are required to have three mandatory reflection sessions with their supervisors. The EE and reflection sessions can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.

[Research Methods lesson](#) is provided to guide students through EE along with Academic Honesty.

EE Outline

EE component
<ul style="list-style-type: none"> ● Subject and topic of student's choice ● Research Question ● 4,000 words ● Guidance from a supervisor ● Three mandatory reflection sessions ● Academic research and writing

Assessment Outline

	Assessment component
External assessment	<p>Criterion A: focus and method</p> <ul style="list-style-type: none"> ● Topic ● Research question ● Methodology <p>Criterion B: knowledge and understanding</p> <ul style="list-style-type: none"> ● Context ● Subject-specific terminology and concepts <p>Criterion C: critical thinking</p> <ul style="list-style-type: none"> ● Research ● Analysis

	<ul style="list-style-type: none"> ● Discussion and evaluation <p>Criterion D: presentation</p> <ul style="list-style-type: none"> ● Structure ● Layout <p>Criterion E: engagement</p> <ul style="list-style-type: none"> ● Process ● Research focus <p>(34 marks)</p>
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Creativity, Activity, Service (CAS)

Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS Outline

CAS component	
Creativity —exploring and extending ideas leading to an original or interpretive product or performance.	<ul style="list-style-type: none"> ● CAS stages <ul style="list-style-type: none"> ○ Investigation ○ Preparation ○ Action ○ Reflection ○ Demonstration ● 18 months ● A reasonable balance among experiences in three strands ● At least one project for a month ● Achievement of all learning outcomes ● Three formal documented interviews with CAS Coordinator ● A CAS portfolio as evidence of their engagement with CAS
Activity —physical exertion contributing to a healthy lifestyle.	
Service —collaborative and reciprocal engagement with the community in response to an authentic need.	

Assessment Outline

Assessment component	
Internal assessment	<p>Portfolio (via online system - ManageBac)</p> <ul style="list-style-type: none"> ● CAS strands Students must have balanced strands. <ul style="list-style-type: none"> ○ Creativity ○ Activity ○ Service ● CAS learning outcomes Students must achieve the seven CAS learning outcomes over a period of 18 months. <ul style="list-style-type: none"> ○ Identify own strengths and develop areas for growth. ○ Demonstrate that challenges have been undertaken,

	<p>developing new skills in the process.</p> <ul style="list-style-type: none">○ Demonstrate how to initiate and plan a CAS experience.○ Show commitment and perseverance in CAS experiences.○ Demonstrate the skills and recognize the benefits of working collaboratively.○ Demonstrate engagement with issues of global significance.○ Recognize and consider the ethics of choices and actions. <ul style="list-style-type: none">● CAS project Students must be involved in at least one CAS project during their CAS programme. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. <p>(10 marks)</p>	
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