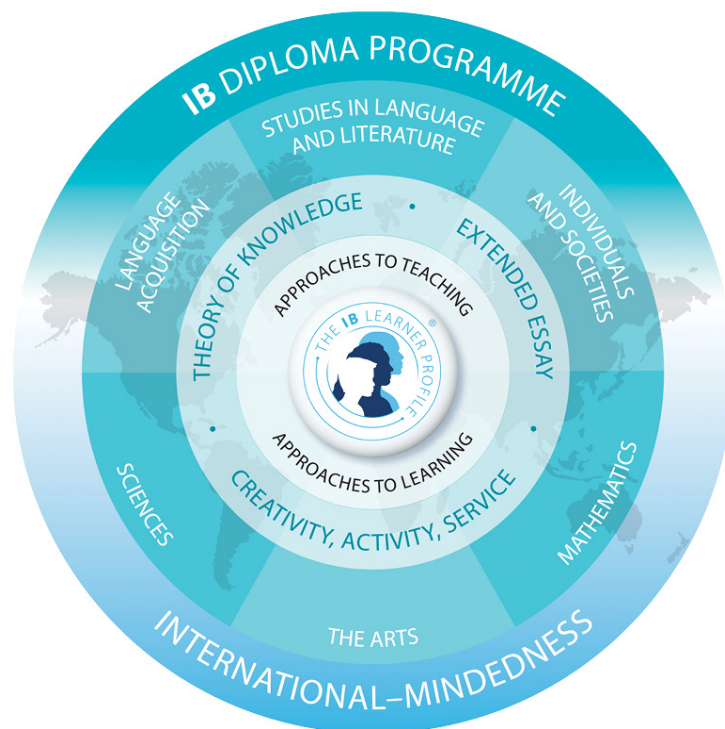




**Bishkek  
International  
School**

# **HIGH SCHOOL: IB DIPLOMA HANDBOOK**

For May 2024 and May 2025 session  
2023/24



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**Updated on 25th August 2023**

# Welcome

It is my pleasure to welcome you at Bishkek International School (BIS) and introduce the International Baccalaureate (IB) Diploma Programme (DP) offered here.

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 May 2023, there are 5,600 IB schools in 159 different countries worldwide and the DP is offered in nearly 3,500 schools.

BIS is a rapidly growing young school. The number of students has increased from 20 when we opened in 2011, to over 390 in 2023 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”.*

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 the curriculum and requirements in the DP as well as to provide guidelines to student life in school.

Please feel free to contact me by email ([minaba@bis.kg](mailto:minaba@bis.kg)) if you have any questions regarding the DP. I wish you a fruitful and enjoyable DP life at BIS!



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 aged 14-16.

In October 2018, BIS was accredited 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.



## Practical information

Practical information on a range of topics can be found in [the Student Handbook](#). This includes:

- Behaviour and Sanctions
- Clothing Requirements
- Homework and Deadlines
- Student Council
- The School Calendar
- Using School Resources



The following is specific to the DP students.

### Absence and Lateness Notifications

If students are ill, the school should be notified with a reason for absence as well as date(s) the student will be missing school by either way:

- Option 1 - Phone call by parents
  - Parents inform the school before 08:00 on the first day of absence.
- Option 2 - Email (Grade 11: [lag11@bis.kg](mailto:lag11@bis.kg) / Grade 12: [lag12@bis.kg](mailto:lag12@bis.kg)) by parents or students
  - Parents send an email having their child CCed.
  - Students send an email having their parents CCed.

If no information is received, the Receptionist will contact the parents/guardians. If absence is known about in advance (e.g. unavoidable family travel), the school should be informed by parents as early as possible.

### Flexible Attendance and DP Study Room

DP students usually have several study periods, at which they do not have any lessons. BIS allows DP students flexible attendance so that they do not need to be physically on campus when they have study periods, and encourages this way in order to use the time effectively. DP students also have a DP study room in the external building to study by themselves apart from the library. This area is used exclusively by DP students without a supervisor to respect their own space at school.

Full flexible attendance shall start from the Term 2 (after the autumn break) in Grade 11 by providing new DP students the time to set up their habits of regular routine. Grade 11 students must be in the form class before 07:55 for morning registration during Term 1.

The privilege of flexible attendance as well as the access to the DP study room may be withdrawn at the discretion of the DP Coordinator if a student struggles with self-management such as missing lessons or meetings or late to lessons. In this case, full-time attendance on the main campus with study periods in the school library, in addition to a morning check-in with the DP Coordinator before 08:00 will be required.

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.

Read also [Study Periods](#) below.

### Reception Hours

BIS Reception is open from 07:45-17:30 on school days and from 09:00-17:00 on weekdays during school holidays. General queries about school events can be made through Reception.

Email: [info@bis.kg](mailto: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 *Voices*, all of which are available on the school website at [www.bis.kg](http://www.bis.kg).

## Emails and Telephone Calls

If parents have any questions about their child's learning or well-being, they are encouraged to contact the relevant staff members by email or arrange an appointment with a teacher by contacting Reception.

Teachers will 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.

## ManageBac

All students and parents have access to [ManageBac \(https://bishkek.managebac.com/\)](https://bishkek.managebac.com/), the online platform for IB world schools. All information about each subject, assignment deadlines, assessments, grades, report cards, attendance records and teacher email addresses can be found there. Students mainly use ManageBac for submitting class assignments, tracking progress of CAS and keeping reflections for CAS and EE.

## Report Cards

Students in the DP receive four school reports a year. 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.

The details can be found under the section [Assessment and reporting](#).

## Individual Parent-Teacher Meetings

Parent-teacher meetings are held three times per year shortly after the report card is issued. Parents will have the opportunity to meet with each subject teacher and, if requested, their child's form teacher, to discuss academic and social progress and targets for future improvement. Please refer to [the school calendar](#) for the scheduled opportunities of the parent-teacher meetings.

# Curriculum Framework

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 national curriculum is also offered in Grade 11 for those who prepare for Kyrgyz state examinations.

## DP Curriculum

Students in the DP develop as independent and lifelong learners. The interdisciplinary and inquiry-based nature of the programme encourages 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>
<b>Studies in Language and Literature</b> --- Known as <b>Language A</b>	<b>Language Acquisition</b> --- <b>Language B</b> <b>Language ab initio</b>	<b>Individuals and Societies</b>	<b>Sciences</b>	<b>Mathematics</b>	<b>The Arts</b>
-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 -Mandarin ab-initio -Russian ab-initio -Spanish ab-initio	-Economics -Geography -History	-Biology -Chemistry -Physics -Computer Science	-Analysis and Approaches HL -Analysis and Approaches SL -Applications and Interpretation HL -Applications and Interpretation SL	-Music -Theatre -Visual Arts

+

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

## 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 aim to achieve an IB Diploma need to meet the following requirements set by the IB (see the sections [The Award of the IB Diploma](#) and [Diploma Results / Course Results](#) 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 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 [Online Courses](#) below for more details).
- Students must choose at least three HL subjects while the rest of the subjects are SL.

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

## Online Courses

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 taking 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

### National 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
- Russian Language and Literature
- Military Training

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 all above indicated courses (in addition to DP courses) is mandatory if the student wishes to take Kyrgyz state examinations and receive Kyrgyz National Certificate of Secondary Education.

### Study Periods

Many students in the DP have study periods in their weekly timetable. Students are responsible for themselves and are expected to use these periods effectively.

BIS allows DP students great flexibility in terms of attendance. While DP students must be at school for any classes, assemblies, or meetings under the normal circumstances, they do not have to be in the school except for timetabled classes, agreed meetings and other agreed commitments. This is because DP students should be practicing good self-management skills and should be able to choose the most effective study environment for themselves, whenever they do not need to be in lessons or agreed meetings etc. DP study rooms are accessed via the external school Reception opposite the main campus gates. DP students also have sole use of the DP study room in the external building and may use the secondary library with other students.

DP Students must:

- Submit all assignments on time to a good standard.
- Attend all scheduled lessons and agreed meetings or other commitments made in writing.
- Agree to attend school when requested by the form/subject teacher or DP Coordinator.

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.

### Form Time

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 after assembly on Friday afternoons. DP students must attend a minimum 80% of all form class periods in order to qualify for the BIS High School Diploma.

## Assessment and reporting

### 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 and/or flag indicator for TOK and EE; a flag indicator and/or 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 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.

### Subjects

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	Through 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 (EE) and Theory of Knowledge (TOK)

A	Excellent
B	Good

C	Satisfactory
D	Unsatisfactory
E	Failing

### Physical Education (PE) and CAS; occasionally TOK and EE

Grades given during the course		Grades given at the end of the course	
Exceeding	Exceeding requirements	Distinction	Exceeded course requirements and completed the course
On-track	Meeting requirements	Completed	Met all course requirements and completed the course
Concern	Failing to meet requirements, risk of failure	Not completed	Failed to meet the minimum requirements

### 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.

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

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

DP1:

Name of the Report	Month	Subject Grades	Subject Teacher Comments	Participation Grades	TOK Grades	EE Grades	EE Comments	CAS	Form Teacher Comments
Interim One	October	✓	Optional	✓	Flag indicator*	Flag indicator	✓ EE Coord	Flag indicator	✓

Semester One	January	✓	✓	✓	✓	Flag indicator	✓ EE Coord	Flag indicator	✓
Interim Two	March	✓	Optional	✓	✓	Flag indicator	✓ Supervisor	Flag indicator	✓
Semester Two	June	✓	✓	✓	✓	Flag indicator	✓ Supervisor	Flag indicator	✓

DP2:

Name of the Report	Month	Subject Grades	Subject Teacher Comments	Participation Grades	TOK Grades	EE Grades	EE Comments	CAS	Form Teacher Comments
Interim One	October	✓	Optional	✓	✓	✓ On draft	✓ Supervisor	Flag indicator	✓
Semester One	January	✓	✓	✓	✓	PG***	✓ EE Coord	Flag indicator	✓
Interim Two**	February	✓	Optional	✓	PG***	PG***	✓ EE Coord	Flag indicator	✓
Semester Two	June	✓	✓	✓	PG***	PG***	✓ EE Coord	✓ CAS Coord	✓

\*Flag indicator shows the progress as “Excellent”, “On-track” or “Concern” with colours. Comments are provided to those who are under “Concern”.

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

\*\*\*The grade given here is a Predicted Grade (PG). Since the component is externally assessed by the IB, the grade indicated here is a prediction and may differ from the official result.

## 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.

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.

Especially, with the recent launch of OpenAI to the public in 2022, it is becoming crucial to understand the importance of its ethical and reasonable way of use.

Students need to sign the agreement with Academic Honesty Policy in the beginning of the first year of the DP. See [Academic Honesty Policy](#) for more details.

### 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 students responsibility to ensure that they make a careful note of the due date for each assignment and present this work on time. The dates of DP coursework deadlines can be found on [ManageBac](#) 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 serious consequences. See [Assessment Policy](#) for more details.

## Learning Support

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 higher than the average rate worldwide (see the section [Frequently Asked Questions](#) 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. In this case students may, or may not, complete CAS, TOK or the EE. Students may choose fewer than three HL subjects.

## 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](#) for more details).

The official IB results become available on 6th July to students on [candidates.ibo.org](https://candidates.ibo.org) with their personal identification number (PIN) every year. Results for BIS are normally released around 12:15 noon (GMT).

## 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, accredited by the New England Association of Schools and Colleges (NEASC) Council for International Education. 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.
- Life Skills program completed.
- Minimum 2.0 unweighted GPA (see the section [Transcript with GPA](#) 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

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](#) for more details). European universities may require standardized tests such as IELTS and TOEFL (see the section [Standardized English Proficiency Tests - IELTS and TOEFL](#) 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 decide on their career choices after graduation. A checklist of processes in detail is provided in the beginning of the DP1 by the Senior University Counsellor.

### University and Career Counselors

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 from the University and Career Counselors in personal meetings and group sessions.

### 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 the Senior University Counsellor to 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 future plan. The DP Coordinator is also available during the meeting to answer any questions.

### Presentations by Universities

The Senior University Counsellor 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.

See also [Appendix 4: Pathways of BIS Alumni](#).



### Supporting Documents

#### Predicted Grades (PGs)

Many universities require or prefer to receive IB Predicted Grades (PGs) for their applicants. When students need one, they should send a request email to the DP Coordinator at least two weeks before by mentioning the deadline for application. 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, they 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 the Policies and Records Administrator. When students need one, they should send a request email to the Policies and Records Administrator including the DP Coordinator 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:

<b>Grade Conversion Table</b>			
<b>IGCSE GPA</b>		<b>IB Diploma GPA</b>	
<b>Grade</b>	<b>IGCSE</b>	<b>Grade</b>	<b>DP HL or SL</b>
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 DP Coordinator sends out an email to students to call for requests, usually 1-3 weeks prior to the IB official deadline.

### **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 DP Coordinator sends out an email to students to call for requests, usually 1-3 weeks prior to the IB official deadline.

### **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. It is the student's responsibility to research what exemptions are offered by the university of their choice.

## Standardized Test - SAT

Most universities in the USA and Korea require SAT scores. BIS is a SAT test centre. In Bishkek, SAT sessions are also 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 the 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 section [the IB by country](#) on the IB website for more information about IB recognition at the national level).

## Student Life

### Assembly

Assembly is held for all Middle and High School students every week on Friday afternoon in the Cafeteria. Assemblies are used to inform students about upcoming events, celebrate student achievements and encourage students to share their knowledge with each other. After Assembly, students spend complete activities in their form class to finish the week. DP students join assembly every other week to ensure they have full time for the form class.

### 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.

Other sporting activities are available through the ECA programme.



### 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, some take place in the evening after school, and others take place at weekends. A full list of events can be found in the school calendar on the school website. All events are announced in

advance through the Voices newsletter and via email. These events could be great opportunities for DP students to take initiatives for their CAS.

## 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. 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'.

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.



## 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. Students are assigned to a House upon joining the school and stay in the same House until they leave BIS.

Various competitions and events contribute to house points. 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.



Phoenixes



PIRANHAS



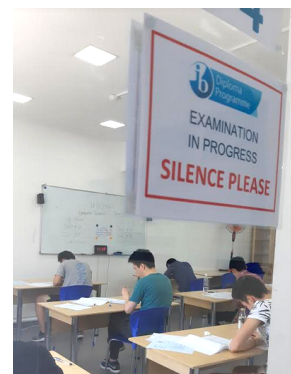
SNOW LEOPARDS

## 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 9 languages in printed and electronic form.

## Mock Examinations

Usually starting from the second week after the winter break in January in the second year of the DP. The procedure and conditions follow the same IB regulations for official examinations in May except the schedule.



## 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 Counselor 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 and the School Counselor 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 of abuse or neglect. If this is the case, concerns must be referred to the Child Protection Officer and the necessary guidelines will be followed to ensure the student is cared for in the correct manner.

## 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.

# 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 a 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. A student's dedication to do their 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.

**Q: What was the IB timezone of BIS?**

A: TZ2 though the IB does not use the timezone anymore.

**Q: What is the IB exam zone of BIS?**

A: Exam zone A, 6 for May 2024. The required start times for your exams are 09:00 for AM and 13:00 for PM sessions.

## 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: 32 out of 45 in 2023, compared to 33 average worldwide.

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

A: 43 out of 45 as of July 2021.

### Q: What is the IB DP pass rate?

A: 91.3% in 2022 and 100% in 2023 at BIS on average.

### Q: What is the recent average GPA score at BIS?

A: 3.6 out of 4.0.

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

A: 3.99 out of 4.0 as of May 2023.

### Q: What is the student-teacher ratio in the DP?



A: In the year 2023-24, BIS has 35 full-time and part-time staff in the DP team including the librarian, the Senior University and Career Counselor, PE teacher and national curriculum teachers. This provided the learning community with a student-teacher ratio of almost 2:3.

**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](#) 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](#) 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 as well as Kyrgyz Language. In addition, students must participate in mandatory Military Training which takes place during ECA time or after.

### **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 08:00 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 Receptionist ([info@bis.kg](mailto: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 [lag11@bis.kg](mailto:lag11@bis.kg) or [lag12@bis.kg](mailto:lag12@bis.kg) having your parents CCed with:

- The reason for absence;
- date(s) 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 are the school hours?**

A: All students should be at school from 07:45 until 15:15. However, DP students have a privilege of flexible attendance with conditions. 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: Do I need a laptop?**

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

### **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.

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

A: If you are in class, ask the teacher to be excused and visit the School Doctor. 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 buses that pick students up and drop them off all over Bishkek. Please contact Administration if you want to know more about the routes and costs.

### **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 their own personal locker. 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

Head of School	David Grant
High School Principal	Jacques Prinsloo
DP Coordinator	Makiko Inaba
DP Administrator / CAS Coordinator	Ainura Moldaliev
DP1 Form Teachers	Andrew Wheeler Lailo Youssoup-Akhounova
DP2 Form Teachers	Jan Scott Helene Fick
EE Coordinator / Policies and Records Administrator	Nurbek Chagataev
Senior University and Career Counselor / Alumni Officer	Nazira Tursaliev
Librarian	Irina Pak
Learning Diversity and Inclusion Coordinator	Kyzjibek Tekenova

### IB Diploma Subject Teachers

Head of English Department / Head of TOK / English A: Language and Literature	Jan Scott
Russian A: Language and Literature / Russian B	Indira Bekkoenova
SSST Language A: Literature	Makiko Inaba
English B	Tom Clifton
French B / French ab initio	Lailo Youssoup-Akhounova
Spanish B / Spanish ab initio	Marta Pascual Garcia
German B / German ab initio	Alvira Baisalova
Mandarin ab initio	Saikal Alamanova
Russian ab initio	Sagida Satysheva
Spanish ab initio	Marc Navo Garreta
Head of Individuals and Societies / Geography / TOK	Andrew Wheeler

History / TOK	Ray Benton- Evans
Economics	Azamat Kasymov
Head of Science Department / Biology	Robert Fenn
Chemistry	Colin Mackay
Physics	Alexander Sheyerman
Head of Computer Science and Design	Tulay Yavuz
Computer Science	Nadia El Aoud
Head of Math Department / Math Analysis and Approaches HL and SL	Toon Cavens
Math Analysis and Approaches SL	Nazira Abakirova
Math Applications and Interpretation HL	Helene Fick
Math Applications and Interpretation SL	Alisher Kakenov
Head of Performing Arts / Music / Theatre	Sarah Joy Hill
Head of Visual Arts Department / Visual Arts	Moeeza Shuaib

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

National Curriculum Coordinator	Chynara Abdyaeva
Kyrgyz Language	Nazgul Sultakeeva
Kyrgyz History	Gulbara Akunova
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## 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.

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	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.
<b>Reflective</b>	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 4: Pathways of BIS Alumni

- Ala-Too International University (Bishkek, Kyrgyzstan)
- Albion College (Michigan, USA)
- Algonquin College, (Ontario, Canada)
- American University of Central Asia (Bishkek, Kyrgyzstan)
- Anglo-American University (Prague, Czech Republic)
- Artsup art school (France)
- Bentley University (Waltham, USA)
- Berea College (Kentucky, USA)
- Bocconi University (Milan, Italy)
- California Polytechnic State University, (California, USA)
- Charles University (Prague, Czech Republic)
- Chinese University in Hong Kong, (Hong Kong, China)
- Colorado State University (Fort Collins, Colorado, USA)
- De Anza College (California, USA)
- Erasmus University Rotterdam (Netherlands)
- Inha University (Incheon, South Korea)
- IE University (Madrid, Spain)
- Jacobs University (Bremen, Germany)
- Kyrgyz State Medical Academy (Bishkek, Kyrgyzstan)
- Leiden University (Leiden, Netherlands)
- Loughborough University (UK)
- Lynn University (Florida, USA)
- Mannheim University (Mannheim, Germany)
- Nazarbayev University (Nursultan, Kazakhstan)
- New York University Abu Dhabi (Abu Dhabi, UAE)
- Newcastle University (Newcastle, UK)
- Northern Virginia Community College (Virginia, USA)
- Prague City University (Prague, Czechia)
- Radboud University (Netherlands)
- Rijksuniversiteit (Groningen, Netherlands)
- Rollins College (Florida, USA)
- Sapienza University of Rome (Rome, Italy)
- Santa Clara University (California, USA)
- San Diego State University (USA)
- San Jose State University (USA)
- Studienkolleg, (Hamburg Germany)
- Tokyo International University (Tokyo, Japan)
- Technical University of Ostrava (Czech Republic)
- Tyndale University (Toronto, Ontario)
- University College London (London, UK)
- University of Debrecen (Budapest, Hungary)
- University of Leeds (Leeds, UK)
- University of Sheffield (Sheffield, UK)
- University of Twente (Enschede, Netherlands)
- University of British Columbia (Vancouver, Canada)
- University of Bristol (UK)
- University of Manchester (Manchester, UK)
- University of Miami (Florida, USA)
- University of Notre Dame (Indiana, USA)
- University of North Carolina at Chapel Hill (USA)
- University of Warwick (Coventry, UK)
- Vancouver Island University, (Nanaimo British Columbia, Canada)
- Vrije Universiteit VU (Amsterdam, Netherlands)
- Whitecliffe College of Arts & Design (Auckland, New Zealand)

## Appendix 5: Abbreviation List

A	ACT	American College Testing
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
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
P	PE	Physical Education
	PG	Predicted Grade
	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-Taught
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 6: DP Course Descriptions

# DP Course Descriptions

## Subjects

### Group 1: Studies in Language and Literature

Studies in language and literature courses explore elements of language, literature and performance. Each also focuses on the relationships between texts, readers and writers; on the range and functions of texts across geographical space and historical time; and on aspects of intertextuality. Within this framework, each course has its own emphases.

#### Language A: Language and Literature

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

#### Syllabus Outline

Syllabus component
<b>Readers, writers and texts</b> 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.
<b>Time and space</b> 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.
<b>Intertextuality: connecting texts</b> 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	<b>Paper 1:</b> Guided textual analysis (2 hours 15 minutes) <ul style="list-style-type: none"><li>Two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.</li></ul> (40 marks)	35%
	<b>Paper 2:</b> Comparative essay (1 hour 45 minutes)	25%



	<ul style="list-style-type: none"> <li>Four general questions. In response to one question students write a comparative essay based on two works studied in the course.</li> </ul> (30 marks)	
	<b>HL essay</b> <ul style="list-style-type: none"> <li>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.</li> <li>1,200-1,500 words in length.</li> </ul> (20 marks)	20%
Internal assessment	<b>Individual oral</b> (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"> <li>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.</li> </ul> (40 marks)	20%

#### Assessment Outline - SL

	Assessment component	Weighting
External assessment	<b>Paper 1:</b> Guided textual analysis (1 hour 15 minutes) <ul style="list-style-type: none"> <li>Two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.</li> </ul> (20 marks)	35%
	<b>Paper 2:</b> Comparative essay (1 hour 45 minutes) <ul style="list-style-type: none"> <li>Four general questions. In response to one question students write a comparative essay based on two works studied in the course.</li> </ul> (30 marks)	35%
Internal assessment	<b>Individual oral</b> (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"> <li>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.</li> </ul> (40 marks)	30%

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

Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered at your school as a taught subject. A certain level of autonomy is expected, for example you will be asked to develop a list of literary works and a timeline. You will also be expected to autonomously administer the 150 hours required for the study of the course.

SSST course is similar to the taught course, which is built on the notion of conceptual learning. This means that the course is organized around concepts, or big ideas, which makes it easier to form connections between subjects and between parts of a course. Concepts are important as they are applicable and transferable to real-life situations. In this course, the central concepts are culture, communication, transformation, perspective, creativity, representation and identity.

The course is organized into three areas of exploration which blend together while each providing a focus for

investigation:

Areas of exploration
<p><b>Readers, writers and texts</b> It introduces the notion of literature, its purposes and the ways in which texts can be read, interpreted and responded to.</p>
<p><b>Time and space</b> It draws attention to the fact that texts are not isolated entities, but are connected to space and time.</p>
<p><b>Intertextuality: connecting texts</b> It focuses on the connections between and among diverse texts, traditions, creators and ideas.</p>

#### Assessment Outline - SL only

	Assessment component	Weighting
External assessment	<p><b>Paper 1:</b> Guided literary analysis (1 hour 15 minutes)</p> <ul style="list-style-type: none"> <li>Two passages, from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it.</li> </ul> <p>(20 marks)</p>	35%
	<p><b>Paper 2:</b> Comparative essay (1 hour 45 minutes)</p> <ul style="list-style-type: none"> <li>Four general questions. In response to one question, students write a comparative essay based on two works studied in the course.</li> </ul> <p>(30 marks)</p>	35%
Internal assessment	<p><b>Individual oral</b> 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:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>(40 marks)</p>	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><b>Five prescribed themes</b> 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"> <li>Identities</li> <li>Experiences</li> <li>Human ingenuity</li> <li>Social organization</li> <li>Sharing the planet</li> </ul>

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.

### Language B

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	<b>Paper 1:</b> Productive skills—writing (1 hour 30 minutes) <ul style="list-style-type: none"> <li>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.</li> </ul> (30 marks)	25%
	<b>Paper 2:</b> Receptive skills—listening and reading (2 hours) <ul style="list-style-type: none"> <li>Listening comprehension (1 hour) (25 marks)</li> <li>Reading comprehension (1 hour) (40 marks)</li> </ul> Comprehension exercises on three audio passages and three written texts, drawn from all five themes.           (65 marks)	50% -25% -25%
Internal assessment	<b>Individual oral</b> (12–15 minutes, plus 20 minutes for preparation) <ul style="list-style-type: none"> <li>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.</li> <li>(30 marks)</li> </ul> *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	<b>Paper 1:</b> Productive skills—writing (1 hour 15 minutes) <ul style="list-style-type: none"> <li>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.</li> </ul> (30 marks)	25%
	<b>Paper 2:</b> Receptive skills—listening and reading (1 hour 45 minutes) <ul style="list-style-type: none"> <li>Listening comprehension (45 minutes) (25 marks)</li> <li>Reading comprehension (1 hour) (40 marks)</li> </ul> Comprehension exercises on three audio passages and three written texts, drawn from all five themes.           (65 marks)	50% -25% -25%
Internal assessment	<b>Individual oral</b> (12–15 minutes, plus 15 minutes for preparation) <ul style="list-style-type: none"> <li>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.</li> </ul> (30 marks)	25%

## Language ab initio

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	<b>Paper 1:</b> Productive skills—writing (1 hour) <ul style="list-style-type: none"><li>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.</li></ul> (30 marks)	25%
	<b>Paper 2:</b> Receptive skills—listening and reading (1 hour 45 minutes) <ul style="list-style-type: none"><li>Listening comprehension (45 minutes) (25 marks)</li><li>Reading comprehension (1 hour) (40 marks)</li></ul> Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (65 marks)	50% -25% -25%
Internal assessment	<b>Individual oral</b> (15 minutes) <ul style="list-style-type: none"><li>A conversation with the teacher, based on a visual stimulus and at least one additional course theme.</li></ul> (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
<b>Unit 1: Introduction to economics</b> 1.1 What is economics? 1.2 How do economists approach the world?
<b>Unit 2: Microeconomics</b> 2.1 Demand (includes HL only sub-topics) 2.2 Supply (includes HL only sub-topics) 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers (HL only) 2.5 Elasticity of demand (includes HL only sub-topics) 2.6 Elasticity of supply (includes HL only sub-topics) 2.7 Role of government in microeconomics (includes HL only calculation) 2.8 Market failure—externalities and common pool or common access resources (includes HL only calculation)

- 2.9 Market failure—public goods
- 2.10 Market failure—asymmetric information (HL only)
- 2.11 Market failure—market power (HL only)
- 2.12 The market’s inability to achieve equity (HL only)

**Unit 3: Macroeconomics**

- 3.1 Measuring economic activity and illustrating its variations
- 3.2 Variations in economic activity—aggregate demand and aggregate supply
- 3.3 Macroeconomic objectives (includes HL only calculation)
- 3.4 Economics of inequality and poverty (includes HL only calculation)
- 3.5 Demand management (demand side policies)—monetary policy (includes HL only sub-topics)
- 3.6 Demand management—fiscal policy (includes HL only sub-topics)
- 3.7 Supply-side policies

**Unit 4: The global economy**

- 4.1 Benefits of international trade (includes HL only subtopics and calculation)
- 4.2 Types of trade protection (includes HL only calculations)
- 4.3 Arguments for and against trade control/protection
- 4.4 Economic integration
- 4.5 Exchange rates (includes HL only sub-topic)
- 4.6 Balance of payments (includes HL only sub-topics)
- 4.7 Sustainable development (includes HL only sub-topic)
- 4.8 Measuring development
- 4.9 Barriers to economic growth and/or economic development
- 4.10 Economic growth and/or economic development strategies

Assessment Outline - HL

	Assessment component	Weighting
External assessment	<p><b>Paper 1:</b> An extended response paper (1 hour and 15 minutes) Assessment objectives 1, 2, 3, 4</p> <ul style="list-style-type: none"> <li>-Students answer one question from a choice of three.</li> <li>-The questions are each subdivided into two parts, (a) and (b).</li> </ul> <p>(Total 25 marks)</p>	20%
	<p><b>Paper 2:</b> A data response paper (1 hour and 45 minutes)</p> <p>Assessment objectives 1, 2, 3, 4</p> <ul style="list-style-type: none"> <li>-Students answer one question from a choice of two.</li> <li>-The questions are each subdivided into seven parts, (a), (b), (c), (d), (e), (f) and (g). Parts (a) and (b) both have subparts showing (i and ii)</li> </ul> <p>(Total 40 marks)</p>	30%
	<p><b>Paper 3:</b> HL extension paper (1 hour)</p> <p>Assessment objectives 1, 2, 4</p> <ul style="list-style-type: none"> <li>-Students answer two compulsory questions.</li> <li>-The questions are subdivided into parts (a) and (b). Part (a) has subparts.</li> </ul> <p>(Total 60 marks)</p>	30%
Internal assessment	<p><b>A portfolio of three commentaries</b> (20 teaching hours)</p> <ul style="list-style-type: none"> <li>● Based on different sections of the syllabus and on published extracts from the news media.</li> <li>● Maximum 800 words x 3</li> </ul> <p>(45 marks)</p>	20%

Assessment Outline - SL

	Assessment component	Weighting
External assessment	<b>Paper 1:</b> An extended response paper (1 hour and 15 minutes) Assessment objectives 1, 2, 3, 4 -Students answer one question from a choice of three. -The questions are each subdivided into two parts, (a) and (b). (Total 25 marks)	30%
	<b>Paper 2:</b> A data response paper (1 hour and 45 minutes) Assessment objectives 1, 2, 3, 4 -Students answer one question from a choice of two. -The questions are each subdivided into seven parts, (a), (b), (c), (d), (e), (f) and (g). Parts (a) and (b) both have subparts showing (i and ii) (Total 40 marks)	40%
Internal assessment	<b>A portfolio of three commentaries</b> (20 teaching hours) <ul style="list-style-type: none"> <li>Based on different sections of the syllabus and on published extracts from the news media.</li> <li>Maximum 800 words x 3</li> </ul> (45 marks)	30%

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

## Assessment Outline - HL

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

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

#### Assessment Outline - SL

	Assessment component	Weighting
External assessment	<b>Paper 1:</b> Geographic themes—two options (1 hour and 30 minutes) (40 marks)	35%
	<b>Paper 2:</b> Geographic perspectives—global change (1 hour and 15 minutes) (50 marks)	40%
Internal assessment	<b>Fieldwork</b> (20 hours) <ul style="list-style-type: none"> <li>• A written report that is based on a fieldwork question.</li> <li>• The report must not exceed 2,500 words.</li> </ul> (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
<b>Prescribed subject</b> 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"> <li>• The move to global war</li> </ul>
<b>World history topics</b> All students will also explore two key topics in world history. <ul style="list-style-type: none"> <li>• Authoritarian states (20th century)</li> <li>• The Cold War: Superpower tensions and rivalries (20th century)</li> </ul>
<b>HL option: Depth studies</b> <ul style="list-style-type: none"> <li>• History of Europe</li> </ul>

#### Assessment Outline - HL

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

#### Assessment Outline - SL

	Assessment component	Weighting
External assessment	<b>Paper 1:</b> 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%
	<b>Paper 2:</b> 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	<b>Historical investigation</b> (20 hours) <ul style="list-style-type: none"> <li>A historical investigation into a topic of their choice.</li> <li>The word limit is 2,200 words.</li> </ul> (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 (for M24)

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

#### Assessment Outline - HL (for M24)

	Assessment component	Weighting
External assessment	<p><b>Paper 1:</b> 40 multiple-choice questions on core material, about 15 of which are common with SL. (1 hour)</p> <ul style="list-style-type: none"> <li>● Assessment objectives 1, 2 and 3.</li> <li>● The use of calculators is not permitted.</li> <li>● No marks are deducted for incorrect answers.</li> </ul> <p>(40 marks)</p>	20%
	<p><b>Paper 2:</b> 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"> <li>● Short-answer and extended-response questions on core and AHL material.</li> <li>● Assessment objectives 1, 2 and 3.</li> <li>● The use of calculators is permitted.</li> </ul> <p>(72 marks)</p>	36%
	<p><b>Paper 3:</b> Questions on core and SL option material. (1 hour and 15 minutes)</p> <p><b>Section A:</b> 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.</p> <p><b>Section B:</b> short-answer and extended-response questions from one option.</p> <ul style="list-style-type: none"> <li>● Assessment objectives 1, 2 and 3.</li> <li>● The use of calculators is permitted.</li> </ul> <p>(45 marks)</p>	24%
Internal assessment	<p><b>Individual investigation</b> (10 teaching hours)</p> <ul style="list-style-type: none"> <li>● a topic of their choice.</li> </ul>	20%

	<ul style="list-style-type: none"> <li>6-12 pages long.</li> </ul> (24 marks)	
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#### Assessment Outline - SL (for M24)

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

#### Syllabus Outline (for M25)

Theme	Level of organization			
	1. Molecules	2. Cells	3. Organisms	4. Ecosystems
A Unity and diversity	Common ancestry has given living organisms many shared features while evolution has resulted in the rich biodiversity of life on Earth.			
	A1.1 <a href="#">Water</a> A1.2 <a href="#">Nucleic acids</a>	A2.1 <a href="#">Origins of cells</a> [HL only] A2.2 <a href="#">Cell structure</a> A2.3 <a href="#">Viruses</a> [HL only]	A3.1 <a href="#">Diversity of organisms</a> A3.2 <a href="#">Classification and cladistics</a> [HL only]	A4.1 <a href="#">Evolution and speciation</a> A4.2 <a href="#">Conservation of biodiversity</a>
B Form and function	Adaptations are forms that correspond to function. These adaptations persist from generation to generation because they increase the chances of survival.			

	B1.1 <a href="#">Carbohydrates and lipids</a> B1.2 <a href="#">Proteins</a>	B2.1 <a href="#">Membranes and membrane transport</a> B2.2 <a href="#">Organelles and compartmentalization</a> B2.3 <a href="#">Cell specialization</a>	B3.1 <a href="#">Gas exchange</a> B3.2 <a href="#">Transport</a> B3.3 <a href="#">Muscle and motility</a> [HL only]	B4.1 <a href="#">Adaptation to environment</a> B4.2 <a href="#">Ecological niches</a>
C Interaction and interdependence	Systems are based on interactions, interdependence and integration of components. Systems result in emergence of new properties at each level of biological organization.			
	C1.1 <a href="#">Enzymes and metabolism</a> C1.2 <a href="#">Cell respiration</a> C1.3 <a href="#">Photosynthesis</a>	C2.1 <a href="#">Chemical signalling</a> [HL only] C2.2 <a href="#">Neural signalling</a>	C3.1 <a href="#">Integration of body systems</a> C3.2 <a href="#">Defence against disease</a>	C4.1 <a href="#">Populations and communities</a> C4.2 <a href="#">Transfers of energy and matter</a>
D Continuity and change	Living things have mechanisms for maintaining equilibrium and for bringing about transformation. Environmental change is a driver of evolution by natural selection.			
	D1.1 <a href="#">DNA replication</a> D1.2 <a href="#">Protein synthesis</a> D1.3 <a href="#">Mutation and gene editing</a>	D2.1 <a href="#">Cell and nuclear division</a> D2.2 <a href="#">Gene expression</a> [HL only] D2.3 <a href="#">Water potential</a>	D3.1 <a href="#">Reproduction</a> D3.2 <a href="#">Inheritance</a> D3.3 <a href="#">Homeostasis</a>	D4.1 <a href="#">Natural selection</a> D4.2 <a href="#">Stability and change</a> D4.3 <a href="#">Climate change</a>

#### Assessment Outline - HL (for M25)

	Assessment component	Weighting
External assessment	<b>Paper 1</b> (2 hours): <ul style="list-style-type: none"> <li>Paper 1A—Multiple-choice questions</li> <li>Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes)</li> </ul> (75 marks)	36%
	<b>Paper 2</b> (2 hour and 30 minutes): <ul style="list-style-type: none"> <li>Section A—Data-based and short answer questions</li> <li>Section B—Extended-response questions</li> </ul> (80 marks)	44%
Internal assessment	<b>Internal assessment</b> (10 teaching hours) <ul style="list-style-type: none"> <li>the scientific investigation.</li> <li>a topic of their choice.</li> </ul> (24 marks)	20%

#### Assessment Outline - SL (for M25)

	Assessment component	Weighting
External assessment	<b>Paper 1</b> (1 hour and 30 minutes): <ul style="list-style-type: none"> <li>Paper 1A—Multiple-choice questions</li> <li>Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes)</li> </ul> (55 marks)	36%

	<p><b>Paper 2</b> (1 hour and 30 minutes)</p> <ul style="list-style-type: none"> <li>Section A—Data-based and short answer questions</li> <li>Section B—Extended-response questions</li> </ul> <p>(50 marks)</p>	44%
Internal assessment	<p><b>Internal assessment</b> (10 teaching hours)</p> <ul style="list-style-type: none"> <li>the scientific investigation.</li> <li>a topic of their choice.</li> </ul> <p>(24 marks)</p>	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 (for M24)

Syllabus component
<p><b>Core</b></p> <ul style="list-style-type: none"> <li>Stoichiometric relationships</li> <li>Atomic structure</li> <li>Periodicity</li> <li>Chemical bonding and structure</li> <li>Energetics/thermochemistry</li> <li>Chemical kinetics</li> <li>Equilibrium</li> <li>Acids and bases</li> <li>Redox processes</li> <li>Organic chemistry</li> <li>Measurement and data processing</li> </ul>
<p><b>Options</b> (one of the following are taught)</p> <ul style="list-style-type: none"> <li>Materials</li> <li>Biochemistry</li> <li>Energy</li> <li>Medicinal chemistry</li> </ul>
<p><b>Additional higher level (AHL)</b></p> <ul style="list-style-type: none"> <li>Atomic structure</li> <li>The periodic table—the transition metals</li> <li>Chemical bonding and structure</li> <li>Energetics/thermochemistry</li> <li>Chemical kinetics</li> <li>Equilibrium</li> <li>Acids and bases</li> <li>Redox processes</li> <li>Organic chemistry</li> <li>Measurement and analysis</li> </ul>
<b>Practical scheme of work</b>

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

#### Assessment Outline - HL (for M24)

	Assessment component	Weighting
External assessment	<b>Paper 1:</b> 40 multiple-choice questions on core material, about 15 of which are common with SL. (1 hour) <ul style="list-style-type: none"> <li>● Assessment objectives 1, 2 and 3.</li> <li>● The use of calculators is not permitted.</li> <li>● Students will be provided with a periodic table.</li> <li>● No marks are deducted for incorrect answers.</li> </ul> (40 marks)	20%
	<b>Paper 2:</b> Data-based question. (2 hour and 15 minutes) Students answer two out of three extended response questions. <ul style="list-style-type: none"> <li>● Short-answer and extended-response questions on core and AHL material.</li> <li>● Assessment objectives 1, 2 and 3.</li> <li>● The use of calculators is permitted.</li> <li>● A chemistry data booklet is to be provided by the school.</li> </ul> (90 marks)	36%
	<b>Paper 3:</b> Questions on core, AHL and option material. (1 hour and 15 minutes) <b>Section A:</b> one data-based question and several short-answer questions on experimental work. <b>Section B:</b> short-answer and extended-response questions from one option. <ul style="list-style-type: none"> <li>● Assessment objectives 1, 2 and 3.</li> <li>● The use of calculators is permitted.</li> <li>● A chemistry data booklet is to be provided by the school.</li> </ul> (45 marks)	24%
Internal assessment	<b>Individual investigation</b> (10 teaching hours) <ul style="list-style-type: none"> <li>● a topic of their choice.</li> <li>● 6-12 pages long.</li> </ul> (24 marks)	20%

#### Assessment Outline - SL (for M24)

	Assessment component	Weighting
External assessment	<b>Paper 1</b> (2 hours): <ul style="list-style-type: none"> <li>● Paper 1A—Multiple-choice questions</li> <li>● Paper 1B—Data-based questions</li> </ul> (75 marks)	36%
	<b>Paper 2</b> (2 hour and 30 minutes): <ul style="list-style-type: none"> <li>● Short-answer and extended-response questions</li> </ul> (80 marks)	44%
Internal assessment	<b>Internal assessment</b> (10 teaching hours) <ul style="list-style-type: none"> <li>● the scientific investigation.</li> <li>● a topic of their choice.</li> </ul>	20%

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

#### Syllabus Outline (for M25)

Skills in the study of chemistry			
<b>Structure</b> Structure refers to the nature of matter from simple to more complex forms		<b>Reactivity</b> Reactivity refers to how and why chemical reactions occur	
Structure determines reactivity, which in turn transforms structure			
Structure 1. Models of the particulate nature of matter	<a href="#">Structure 1.1—Introduction to the particulate nature of matter</a>	Reactivity 1. What drives chemical reactions?	<a href="#">Reactivity 1.1—Measuring enthalpy changes</a>
	<a href="#">Structure 1.2—The nuclear atom</a>		<a href="#">Reactivity 1.2—Energy cycles in reactions</a>
	<a href="#">Structure 1.3—Electron configurations</a>		
	<a href="#">Structure 1.4—Counting particles by mass: The mole</a>		<a href="#">Reactivity 1.3—Energy from fuels</a>

	<a href="#">Structure 1.5—Ideal gases</a>		<a href="#">Reactivity 1.4—Entropy and spontaneity (Additional higher level)</a>
Structure 2. Models of bonding and structure	<a href="#">Structure 2.1—The ionic model</a>	Reactivity 2. How much, how fast and how far?	<a href="#">Reactivity 2.1—How much? The amount of chemical change</a>
	<a href="#">Structure 2.2—The covalent model</a>		<a href="#">Reactivity 2.2—How fast? The rate of chemical change</a>
	<a href="#">Structure 2.3—The metallic model</a>		<a href="#">Reactivity 2.3—How far? The extent of chemical change</a>
	<a href="#">Structure 2.4—From models to materials</a>		
Structure 3. Classification of matter	<a href="#">Structure 3.1—The periodic table: Classification of elements</a>	Reactivity 3. What are the mechanisms of chemical change?	<a href="#">Reactivity 3.1—Proton transfer reactions</a>
	<a href="#">Structure 3.2—Functional groups: Classification of organic compounds</a>		<a href="#">Reactivity 3.2—Electron transfer reactions</a>
			<a href="#">Reactivity 3.3—Electron sharing reactions</a>
			<a href="#">Reactivity 3.4—Electron-pair sharing reactions</a>

#### Assessment Outline - HL (for M25)

	Assessment component	Weighting
External assessment	<b>Paper 1</b> (2 hours): <ul style="list-style-type: none"> <li>Paper 1A—Multiple-choice questions</li> <li>Paper 1B—Data-based questions</li> </ul> (75 marks)	36%
	<b>Paper 2</b> (2 hour and 30 minutes): <ul style="list-style-type: none"> <li>Short-answer and extended-response questions</li> </ul> (80 marks)	44%
Internal assessment	<b>Internal assessment</b> (10 teaching hours) <ul style="list-style-type: none"> <li>the scientific investigation.</li> <li>a topic of their choice.</li> </ul> (24 marks)	20%

#### Assessment Outline - SL (for M25)

	Assessment component	Weighting
External assessment	<b>Paper 1</b> (1 hour and 30 minutes): <ul style="list-style-type: none"> <li>Paper 1A—Multiple-choice questions</li> <li>Paper 1B—Data-based questions</li> </ul> (75 marks)	36%
	<b>Paper 2</b> (1 hour and 30 minutes): <ul style="list-style-type: none"> <li>Short-answer and extended-response questions</li> </ul> (80 marks)	44%

Internal assessment	<b>Internal assessment</b> (10 teaching hours) <ul style="list-style-type: none"> <li>the scientific investigation.</li> <li>a topic of their choice.</li> </ul> (24 marks)	20%
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## 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
<b>Core</b> <b>SL/HL core</b> <ul style="list-style-type: none"> <li>Topic 1: System fundamentals</li> <li>Topic 2: Computer organization</li> <li>Topic 3: Networks</li> <li>Topic 4: Computational thinking, problem-solving and programming</li> </ul> <b>HL extension</b> <ul style="list-style-type: none"> <li>Topic 5: Abstract data structures</li> <li>Topic 6: Resource management</li> <li>Topic 7: Control</li> </ul> <b>Case study</b> Additional subject content introduced by the annually issued case study
<b>Options</b> (one option*) *The option will be decided with students at the beginning of the school year. <b>HL extension</b> Students study one of the following options: <ul style="list-style-type: none"> <li>Databases</li> <li>Object-oriented programming (OOP)</li> </ul>
<b>Practical scheme of work</b> <ul style="list-style-type: none"> <li>Solution (internal assessment)</li> <li>Group 4 project</li> </ul>

## Assessment Outline - HL

	Assessment component	Weighting
External assessment	<b>Paper 1:</b> (2 hour and 10 minutes) <ul style="list-style-type: none"> <li>Assessment objective 1—know and understand</li> <li>Assessment objective 2—apply and use</li> <li>Assessment objective 3—construct, analyse and evaluate</li> </ul> <b>Section A:</b> several <b>compulsory</b> short answer questions testing mainly objectives 1 and 2. Some of the questions are common to this paper and SL paper 1, section A. <b>Section B:</b> five <b>compulsory</b> structured questions that may be subdivided. Some questions may be common to this paper and SL paper 1, section B.	40%



	(100 marks)	
	<p><b>Paper 2:</b> (1 hour and 20 minutes)</p> <ul style="list-style-type: none"> <li>● Assessment objective 1—know and understand</li> <li>● Assessment objective 2—apply and use</li> <li>● Assessment objective 3—construct, analyse and evaluate</li> </ul> <p>Students are not expected to construct code in the following options:</p> <ul style="list-style-type: none"> <li>● databases</li> </ul> <p>Students will be expected to interpret and/or construct code in Java in the OOP option.</p> <p>(65 marks)</p>	20%
	<p><b>Paper 3:</b> Four structured questions based on a case study. (1 hour)</p> <ul style="list-style-type: none"> <li>● Assessment objective 1—know and understand</li> <li>● Assessment objective 2—apply and use</li> <li>● Assessment objective 3—construct, analyse, evaluate and formulate</li> </ul> <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	<p><b>Solution</b> (30 teaching hours)</p> <ul style="list-style-type: none"> <li>● Practical application of skills through the development of a product and associated documentation.</li> <li>● Maximum of 2,000 words including supporting documentation.</li> </ul> <p>(34 marks)</p>	20%

#### Assessment Outline - SL

	Assessment component	Weighting
External assessment	<p><b>Paper 1:</b> (1 hour and 30 minutes)</p> <ul style="list-style-type: none"> <li>● Assessment objective 1—know and understand</li> <li>● Assessment objective 2—apply and use</li> <li>● Assessment objective 3—construct, analyse and evaluate</li> </ul> <p><b>Section A:</b> several <b>compulsory</b> short answer questions testing mainly objectives 1 and 2. Some of the questions are common to this paper and HL paper 1, section A.</p> <p><b>Section B:</b> three <b>compulsory</b> structured questions that may be subdivided. Some questions may be common to this paper and HL paper 1, section B.</p> <p>(70 marks)</p>	45%
	<p><b>Paper 2:</b> (1 hour)</p> <ul style="list-style-type: none"> <li>● Assessment objective 1—know and understand</li> <li>● Assessment objective 2—apply and use</li> <li>● Assessment objective 3—construct, analyse and evaluate</li> </ul> <p>Students are not expected to construct code in the following options:</p> <ul style="list-style-type: none"> <li>● databases</li> </ul> <p>Students will be expected to interpret and/or construct code in Java in the OOP option.</p> <p>(45 marks)</p>	25%
Internal assessment	<p><b>Solution</b> (30 teaching hours)</p> <ul style="list-style-type: none"> <li>● Practical application of skills through the development of a product and associated documentation.</li> <li>● Maximum of 2,000 words including supporting documentation.</li> </ul> <p>(34 marks)</p>	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 (for M24)

Syllabus component
<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Measurements and uncertainties</li> <li>• Mechanics</li> <li>• Thermal physics</li> <li>• Waves</li> <li>• Electricity and magnetism</li> <li>• Circular motion and gravitation</li> <li>• Atomic, nuclear and particle physics</li> <li>• Energy production</li> </ul>
<p><b>Options</b> (one of the following are taught)</p> <ul style="list-style-type: none"> <li>• Relativity</li> <li>• Engineering Physics</li> <li>• Imaging</li> <li>• Astrophysics</li> </ul>
<p><b>Additional higher level (AHL)</b></p> <ul style="list-style-type: none"> <li>• Wave phenomena</li> <li>• Fields</li> <li>• Electromagnetic Induction</li> <li>• Quantum Physics and Nuclear Physics</li> </ul>
<p><b>Practical scheme of work</b></p> <ul style="list-style-type: none"> <li>• Practical activities</li> <li>• Individual investigation (internal assessment)</li> <li>• Group 4 project</li> </ul>

### Assessment Outline - HL (for M24)

	Assessment component	Weighting
External assessment	<p><b>Paper 1:</b> 40 multiple-choice questions on core material, about 15 of which are common with SL. (1 hour)</p> <ul style="list-style-type: none"> <li>• Assessment objectives 1, 2 and 3.</li> <li>• The use of calculators is not permitted.</li> <li>• No marks are deducted for incorrect answers.</li> <li>• A physics data booklet is provided.</li> </ul> <p>(40 marks)</p>	20%
	<p><b>Paper 2:</b> Data-based question. (2 hour and 15 minutes)</p>	36%

	<ul style="list-style-type: none"> <li>Short-answer and extended-response questions on core and AHL material.</li> <li>Assessment objectives 1, 2 and 3.</li> <li>The use of calculators is permitted.</li> <li>A physics data booklet is provided.</li> </ul> (90 marks)	
	<b>Paper 3:</b> Questions on core, AHL and option material. (1 hour and 15 minutes) <b>Section A:</b> one data-based question and several short-answer questions on experimental work. <b>Section B:</b> short-answer and extended-response questions from one option. <ul style="list-style-type: none"> <li>Assessment objectives 1, 2 and 3.</li> <li>The use of calculators is permitted.</li> <li>A physics data booklet is provided.</li> </ul> (45 marks)	24%
Internal assessment	<b>Individual investigation</b> (10 teaching hours) <ul style="list-style-type: none"> <li>a topic of their choice.</li> <li>6-12 pages long.</li> </ul> (24 marks)	20%

#### Assessment Outline - SL (for M24)

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

#### Syllabus Outline (for M25)

- Topics with content that should be taught to all students
- Topics with content that should be taught to all students plus additional HL content
- Topics with content that should only be taught to HL students

A. Space, time and motion	B. The particulate nature of matter	C. Wave behaviour	D. Fields	E. Nuclear and quantum physics
A.1 <a href="#">Kinematics</a> • A.2 <a href="#">Forces and momentum</a> • A.3 <a href="#">Work, energy and power</a> • A.4 <a href="#">Rigid body mechanics</a> ••• A.5 <a href="#">Galilean and special relativity</a> •••	B.1 <a href="#">Thermal energy transfers</a> • B.2 <a href="#">Greenhouse effect</a> • B.3 <a href="#">Gas laws</a> • B.4 <a href="#">Thermodynamics</a> ••• B.5 <a href="#">Current and circuits</a> •	C.1 <a href="#">Simple harmonic motion</a> •• C.2 <a href="#">Wave model</a> • C.3 <a href="#">Wave phenomena</a> •• C.4 <a href="#">Standing waves and resonance</a> • C.5 <a href="#">Doppler effect</a> ••	D.1 <a href="#">Gravitational fields</a> •• D.2 <a href="#">Electric and magnetic fields</a> •• D.3 <a href="#">Motion in electromagnetic fields</a> • D.4 <a href="#">Induction</a> •••	E.1 <a href="#">Structure of the atom</a> •• E.2 <a href="#">Quantum physics</a> ••• E.3 <a href="#">Radioactive decay</a> •• E.4 <a href="#">Fission</a> • E.5 <a href="#">Fusion and stars</a> •

#### Assessment Outline - HL (for M25)

	Assessment component	Weighting
External assessment	<b>Paper 1</b> (2 hours): <ul style="list-style-type: none"> <li>• Paper 1A—Multiple-choice questions</li> <li>• Paper 1B—Data-based questions</li> </ul> (60 marks)	36%
	<b>Paper 2</b> (2 hour and 30 minutes): <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions</li> </ul> (90 marks)	44%
Internal assessment	<b>Internal assessment</b> (10 teaching hours) <ul style="list-style-type: none"> <li>• the scientific investigation.</li> <li>• a topic of their choice.</li> </ul> (24 marks)	20%

#### Assessment Outline - SL (for M25)

	Assessment component	Weighting
External assessment	<b>Paper 1</b> (1 hour and 30 minutes): <ul style="list-style-type: none"> <li>• Paper 1A—Multiple-choice questions</li> <li>• Paper 1B—Data-based questions</li> </ul> (45 marks)	36%
	<b>Paper 2</b> (1 hour and 30 minutes): <ul style="list-style-type: none"> <li>• Short-answer and extended-response questions</li> </ul> (50 marks)	44%
Internal assessment	<b>Internal assessment</b> (10 teaching hours) <ul style="list-style-type: none"> <li>• the scientific investigation.</li> <li>• a topic of their choice.</li> </ul> (24 marks)	20%

## Group 5: Mathematics

### Mathematics: Analysis and Approaches

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"> <li>• Topic 1— Number and algebra (HL: 39 hours / SL: 19 hours)</li> <li>• Topic 2— Functions (HL: 32 hours / SL: 21 hours)</li> <li>• Topic 3— Geometry and trigonometry (HL: 51 hours / SL: 25 hours)</li> <li>• Topic 4— Statistics and probability (HL: 33 hours / SL: 27 hours)</li> <li>• Topic 5— Calculus (HL: 55 hours / SL: 28 hours)</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>

#### Assessment Outline - HL

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

#### Assessment Outline - SL

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

### Mathematics: Applications and Interpretation

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"> <li>Topic 1— Number and algebra</li> <li>Topic 2— Functions</li> <li>Topic 3— Geometry and trigonometry</li> <li>Topic 4— Statistics and probability</li> <li>Topic 5— Calculus</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>

### Assessment Outline - HL

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

	<ul style="list-style-type: none"> <li>12-20 pages long.</li> </ul> (20 marks)	
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#### Assessment Outline - SL

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

### 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 areas	SL Teaching Hours	HL Teaching Hours
<b>Exploring music in context</b> When exploring music in context, students will learn how to engage with a <b>diverse</b> range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. Students will demonstrate <b>diversity</b> and <b>breadth</b> in their exploration by engaging with music from the areas of inquiry in <b>personal, local</b> and <b>global contexts</b> .	45	45
<b>Experimenting with music</b> When experimenting with music, students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, students will learn to experiment with a range of <b>musical material</b> and stimuli from the areas of inquiry across local and global contexts.	45	45
<b>Presenting music</b> When presenting music, students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, students expand their musical identity, demonstrate their level of musicianship, and learn to share and	60	60

communicate their music as researchers, creators and performers.		
<b>The contemporary music maker (HL only)</b> Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course, and is inspired by real- life practices of music-making.	--	90

#### Assessment Outline

Assessment type	Assessment component	SL	HL
External Assessment	<b>Exploring music in context</b> Students select samples of their work for a portfolio submission (maximum <b>2,400 words</b> ). Students submit: <ul style="list-style-type: none"> <li>● written work demonstrating engagement with, and understanding of, <b>diverse</b> musical material</li> <li>● practical exercises:               <ul style="list-style-type: none"> <li>○ <b>creating</b>: one creating exercise (score maximum <b>32 bars</b> and/or audio <b>1 minute</b> as appropriate to <b>style</b>)</li> <li>○ performing: one <b>performed adaptation</b> of music from a <b>local</b> or <b>global context</b> for the student's own <b>instrument</b> (maximum <b>2 minutes</b>)</li> </ul> </li> <li>● supporting audio material (not assessed).</li> </ul>	30%	20%
Internal Assessment	<b>Experimenting with music</b> Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a <b>rationale</b> and <b>commentary</b> for each process. Students submit: <ul style="list-style-type: none"> <li>● a written experimentation report that supports the experimentation (maximum <b>1,500 words</b>)</li> <li>● practical musical evidence of the experimentation process               <ul style="list-style-type: none"> <li>○ three related <b>excerpts</b> of creating (total maximum <b>5 minutes</b>)</li> <li>○ three related excerpts of performing (total maximum <b>5 minutes</b>)</li> </ul> </li> </ul>	30%	20%
External Assessment	<b>Presenting music</b> Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: <ul style="list-style-type: none"> <li>● Presenting as a researcher programme notes (maximum <b>600 words</b>)</li> <li>● Presenting as a creator composition and/or <b>improvisation</b> (maximum <b>6 minutes</b>)</li> <li>● Presenting as a performer solo and/or <b>ensemble</b> (maximum <b>12 minutes</b>) excerpts, where applicable (maximum <b>2 minutes</b>)</li> </ul>	40%	30%
Internal Assessment	<b>The contemporary music-maker (HL only)</b> Students submit a continuous <b>multimedia presentation</b> documenting their	--	30%



	<p><b>real-life project.</b> Students submit multimedia presentation (maximum <b>15 minutes</b>), evidencing:</p> <ul style="list-style-type: none"> <li>● the project proposal</li> <li>● the process and evaluation</li> <li>● the realized project, or curated selections of it.</li> </ul>		
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## Theatre

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

### Syllabus Outline

Syllabus areas	SL Teaching Hours	HL Teaching Hours
<p><b>Staging play texts</b></p> <p>This area of the syllabus addresses the transformation of play texts into action. Students examine the ways in which ideas are articulated in texts by playwrights and the ways in which performance and production elements can be used to effectively fulfill theatre-maker intentions.</p>	45	45
<p><b>Exploring world theatre traditions</b></p> <p>This area of the syllabus addresses the authentic exploration of world theatre traditions through academic and practical research and exploration. Students inquire into and physically explore world theatre traditions, performance conventions and performance material from those traditions in order to acquire a deeper understanding and appreciation of the traditions through the body and/or voice.</p>	45	45
<p><b>Collaboratively creating original theatre</b></p> <p>This area of the syllabus addresses the collaborative development and performance of original theatre as part of an ensemble of theatre-makers. Students formulate intentions for theatre-making and examine the ways in which these intentions can be effectively realized through the collaborative creation of original performance work inspired by a starting point.</p>	60	60
<p><b>Performing theatre theory (HL only)</b></p> <p>This area of the syllabus addresses the exploration of aspects of theatre theory and the ways in which theory can inform performance. Students research at least one theatre theorist, identify an aspect of their theory and apply this to create and present theatre work that demonstrates this aspect of theory in performance.</p>	--	90

### Assessment Outline

Assessment type	Assessment component	SL	HL
Internal Assessment	<p><b>Production proposal</b></p> <p>Students choose a published play text they have not previously studied and</p>	30%	20%

	<p>formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits:</p> <ul style="list-style-type: none"> <li>• A production proposal (<b>a maximum of 12 pages</b> of written text and images, with written text <b>not exceeding 4,000 words</b>) plus a list of all sources used.</li> </ul>		
External Assessment	<p><b>Research presentation</b></p> <p>Students plan, deliver and video record an individual research presentation in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits:</p> <ul style="list-style-type: none"> <li>• A video recording of the student’s research presentation (<b>15 minutes maximum</b>).</li> <li>• A list of all sources cited and any additional resources used by the student during the presentation.</li> </ul>	30%	20%
External Assessment	<p><b>Collaborative project</b></p> <p>Students collaboratively create and perform an original piece of theatre created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits:</p> <ul style="list-style-type: none"> <li>• A project report (<b>a maximum of 10 pages</b> of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.</li> <li>• A video recording of the final piece (<b>7–10 minutes maximum</b>).</li> </ul>	40%	25%
External Assessment	<p><b>Solo theatre piece (HL only)</b></p> <p>Students research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits:</p> <ul style="list-style-type: none"> <li>• A report (<b>2,500 words maximum</b>) plus a list of all primary and secondary sources cited.</li> <li>• A continuous unedited video recording of the whole solo theatre piece (<b>4–7 minutes maximum</b>).</li> </ul>	-	35%

## 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			
	<b>Visual arts in context</b> Artists and why they make art	<b>Visual arts methods</b> Ways of making artwork	<b>Communicating visual arts</b> Ways of presenting art
<b>Theoretical practice</b> Assessment:	Examine and compare the work of artists from different times, places and cultures, using a range of critical	Look at different techniques for making art. Investigate and compare how and why different techniques have evolved and	Explore ways of communicating through visual and written means. Make artistic choices about how to most effectively

Comparative Study	methodologies. Consider the cultural contexts (historical, geographical, political, social and technological factors) influencing their own work and the work of others.	the processes involved.	communicate knowledge and understanding.
<b>Art-making practice</b> 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.
<b>Curatorial practice</b> 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.
<b>Visual arts journal</b>	The visual arts journal underpins every aspect of the course. Students will use the journal, which 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.		

#### Assessment Outline - HL

	Assessment component	Weighting
External assessment	<b>Part 1: Comparative study</b> <ul style="list-style-type: none"> <li>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).</li> <li>3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.</li> <li>A list of sources used.</li> </ul> (42 marks)	20%
	<b>Part 2: Process portfolio</b> <ul style="list-style-type: none"> <li>13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.</li> <li>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.</li> </ul> (34 marks)	40%
Internal assessment	<b>Part 3: Exhibition</b> <ul style="list-style-type: none"> <li>A curatorial rationale that does not exceed 700 words.</li> <li>8–11 artworks.</li> <li>Exhibition text (stating the title, medium, size and intention) for each selected artwork.</li> <li>Two photographs of their overall exhibition.</li> </ul>	20%

	(30 marks)	
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#### Assessment Outline - SL

	Assessment component	Weighting
External assessment	<b>Part 1: Comparative study</b> <ul style="list-style-type: none"> <li>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).</li> <li>A list of sources used.</li> </ul> (30 marks)	20%
	<b>Part 2: Process portfolio</b> <ul style="list-style-type: none"> <li>9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.</li> <li>The submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.</li> </ul> (34 marks)	40%
Internal assessment	<b>Part 3: Exhibition</b> <ul style="list-style-type: none"> <li>A curatorial rationale that does not exceed 400 words.</li> <li>4–7 artworks.</li> <li>Exhibition text (stating the title, medium, size and intention) for each selected artwork.</li> <li>Two photographs of their overall exhibition.</li> </ul> (30 marks)	20%

## The Core

### Theory of Knowledge (TOK)

The TOK course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know.

The following 12 concepts have particular prominence within, and thread throughout, the TOK course: evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility. Exploration of the relationship between knowledge and these concepts can help students to deepen their understanding, as well as facilitating the transfer of their learning to new and different contexts.

### Syllabus Outline

Syllabus component	
<b>Core theme: Knowledge and the knower</b>	This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.
<b>Optional themes</b>	Students are required to study two optional themes from the following five options. <ul style="list-style-type: none"> <li>Knowledge and technology</li> <li>Knowledge and language</li> <li>Knowledge and politics</li> </ul>

	<ul style="list-style-type: none"> <li>● Knowledge and religion</li> <li>● Knowledge and indigenous societies</li> </ul>
<b>Areas of knowledge</b>	<p>Students are required to study the following five areas of knowledge.</p> <ul style="list-style-type: none"> <li>● History</li> <li>● The human sciences</li> <li>● The natural sciences</li> <li>● The arts</li> <li>● Mathematics</li> </ul>

#### Assessment Outline

	Assessment component	Weighting
External assessment	<p><b>TOK Essay on a prescribed title</b></p> <ul style="list-style-type: none"> <li>● A title chosen from a list of six titles prescribed by the IB for each examination session.</li> <li>● Maximum 1,600 words.</li> <li>● One written essay document (TK/PPF).</li> </ul> <p>(10 marks)</p>	67%
Internal assessment	<p><b>TOK Exhibition</b></p> <ul style="list-style-type: none"> <li>● Create an exhibition that explores how TOK manifests in the world around us.</li> </ul> <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 classes are provided to guide students through EE along with Academic Honesty.

#### EE Outline

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

#### Assessment Outline

	Assessment component
External assessment	<p><b>Criterion A: focus and method</b></p> <ul style="list-style-type: none"> <li>● Topic</li> </ul>

	<ul style="list-style-type: none"> <li>● Research question</li> <li>● Methodology</li> </ul> <p><b>Criterion B: knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>● Context</li> <li>● Subject-specific terminology and concepts</li> </ul> <p><b>Criterion C: critical thinking</b></p> <ul style="list-style-type: none"> <li>● Research</li> <li>● Analysis</li> <li>● Discussion and evaluation</li> </ul> <p><b>Criterion D: presentation</b></p> <ul style="list-style-type: none"> <li>● Structure</li> <li>● Layout</li> </ul> <p><b>Criterion E: engagement</b></p> <ul style="list-style-type: none"> <li>● Process</li> <li>● Research focus</li> </ul> <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	
<b>Creativity</b> —exploring and extending ideas leading to an original or interpretive product or performance.	<ul style="list-style-type: none"> <li>● <b>CAS stages</b> <ul style="list-style-type: none"> <li>○ Investigation</li> <li>○ Preparation</li> <li>○ Action</li> <li>○ Reflection</li> <li>○ Demonstration</li> </ul> </li> <li>● 18 months</li> <li>● A reasonable balance among experiences in three strands</li> <li>● At least one project for a month</li> <li>● Achievement of all learning outcomes</li> <li>● Three formal documented <b>interviews</b> with CAS Coordinator</li> <li>● A <b>CAS portfolio</b> as evidence of their engagement with CAS</li> </ul>
<b>Activity</b> —physical exertion contributing to a healthy lifestyle.	
<b>Service</b> —collaborative and reciprocal engagement with the community in response to an authentic need.	

#### Assessment Outline

Assessment component	
Internal assessment	<p><b>Portfolio</b> (via online system - ManageBac)</p> <ul style="list-style-type: none"> <li>● <b>CAS strands</b> Students must have balanced strands. <ul style="list-style-type: none"> <li>○ Creativity</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ Activity</li><li>○ Service</li><li>● <b>CAS learning outcomes</b> Students must achieve the seven CAS learning outcomes over a period of 18 months.<ul style="list-style-type: none"><li>○ Identify own strengths and develop areas for growth.</li><li>○ Demonstrate that challenges have been undertaken, developing new skills in the process.</li><li>○ Demonstrate how to initiate and plan a CAS experience.</li><li>○ Show commitment and perseverance in CAS experiences.</li><li>○ Demonstrate the skills and recognize the benefits of working collaboratively.</li><li>○ Demonstrate engagement with issues of global significance.</li><li>○ Recognize and consider the ethics of choices and actions.</li></ul></li><li>● <b>CAS project</b> 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.</li></ul> <p>(10 marks)</p>	
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