



# OUR GUIDE TO THE IB Programme



BRITISH INTERNATIONAL SCHOOL  
OF WASHINGTON  
A NORD ANGLIA EDUCATION SCHOOL

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# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

# What is the IB?

## *The world's most prestigious international qualification*

The International Baccalaureate (IB) Diploma Programme was created in the 1960s, as a response to a desire in the education community for a more internationally recognised and rigorous pre-university qualification. Today it is the world's most prestigious international qualification, respected and sought after by the world's best universities.

The IB programme is more academically diverse being constructed very differently in comparison to British A Levels or American Advanced Placement (AP) courses. All IB courses value integration between seemingly different areas of knowledge (ToK) and subject areas to provide students of disparate cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead.

The IB learner (student), is at the center of the program with the core focus of developing internationally minded young people, who are engaged in critical thinking and continuous self reflection, both in academic courses and through extra-curricular activities. For these reasons many universities actively seek out IB graduates as they already have better developed skill sets to allow them to flourish at degree level.

The final two years of Secondary School are an exciting time for BISW students as they prepare for the next stage of their educational journey.

## Features of the International Baccalaureate Diploma Programme at BISW

The IB has features which set it apart from other pre-university qualifications, including:

### Creativity, Activity, Service (CAS)

CAS is all about experiential learning, or learning through doing, and is at the heart of the IB Diploma. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. BISW students undertake a range of activities outside of their timetabled lessons which they plan, undertake and reflect upon.

CAS is organised around the three strands of creativity, activity and service:

- Creativity - exploring and extending ideas leading to an original or interpretive product or performance.
- Activity - physical exertion contributing to a healthy lifestyle.
- Service - collaborative and reciprocal engagement with the community (school, local, national, global) in response to an authentic need.

Students will take part in at least one long term project that could see them travel abroad to Tanzania this year and take part in more local projects linked with the environment or groups of disadvantaged people here in Washington DC.

### Extended Essay

The Extended Essay (EE) is a compulsory, externally assessed independent, self-directed piece of research which culminates in a 4,000 word essay. The Extended Essay is a great opportunity for students to investigate a topic which they enjoy and have a passion for. It is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. When universities are asked why they prefer IB students the first point they make is how valuable the EE is in preparing students for university.

### Theory of Knowledge (ToK)

ToK is concerned with the nature and scope of knowledge. It questions what knowledge is and how it can be acquired, and the extent to which knowledge pertinent to any given subject or entity can be acquired. It is a mandatory requirement of the IB Diploma which helps students to critique and appraise their learning, as well as gaining new insights and approaches to understand the world around them.

### BISW IB Academic Programme offering

The IBDP involves choosing three subjects to study in detail at Higher Level (HL) and three subjects at Standard Level (SL). Students must select six subjects by choosing from the subject offering below:

#### Group 1—Studies in Language and Literature

- Language A: Literature
- Language A: Language and Literature

#### Group 2—Language Acquisition

- Language B: French,
- Language B: Spanish
- Language B: Spanish, ab initio (beginners) (SL only).
- Language B: Privately taught language\*

#### Group 3—Individuals and Societies

- Economics, Geography, Global Politics, History.

#### Group 4—Sciences

- Biology, Chemistry, Design Technology, Physics, Sports Exercise and Health Science.

#### Group 5—Mathematics

- Mathematics, Mathematical Studies (SL only).

#### Group 6—The Arts

- Music, Visual Arts.

# Entry to the IB Programme

*Welcome.*



At BISW the IB programme is both academically and personally challenging. We expect students to be fully involved in their studies and to be actively involved within the broader school community throughout the two years.

Prospective new students will be interviewed by one or more senior teachers and will be asked to undertake appropriate educational assessments. The aim is to ensure that all students accepted onto the IBDP programme have the capacity to enjoy a successful outcome.

For those students already at BISW, we fully expect the vast majority to openly select and succeed in their chosen IB options. To this end, we review students' academic, effort and attitude to learning profiles and their constructive engagement in extra curricular activities to ensure that they will benefit from undertaking the full IB programme.

BISW encourages the highest standards at IB Diploma level. To ensure this we look for the following as minimum entry requirements:

- At least five grade C's at IGCSE, or equivalent, including at least a B in all three Higher Level subjects,
- an outstanding behaviour record or external reference,
- some individual subjects will also have their own grade requirements.

We will also consider whether:

- the student will emotionally and academically manage the IBDP and as a result benefit from the challenges on offer,
- the student's further education opportunities will be enhanced by undertaking the rigours of the IBDP,
- the school community will be enriched by the constructive energy of the student.

At the heart of any final decision is the student and his or her future aspirations, both as an individual and as a prospective

member of the school community. Current BISW students will select their preferred IBDP options in Term 2 of year 11 (grade 10) as part of the guided choice programme. In the vast majority of cases, these options will simply be accommodated. In any rare cases where we have concerns over a student's choices, the IB coordinator and College Counselor will invite the student and parents to a meeting to discuss options.

When planning an IBDP programme, students should bear the following in mind:

- the same subject cannot be taken at both HL and SL,
- the same language cannot be taken in both Group 1 and Group 2,
- subject availability is not guaranteed; if insufficient numbers of students opt for a subject it may not be offered, or if the class is already full, students may not be able to choose the subject,
- Most IBDP courses have work externally assessed by examination and internally assessed work that is externally moderated. The proportion of the final grade determined by internally assessed coursework and final examination varies between subjects. Refer to subject briefs for a more detailed breakdown.

## IB Diploma recognition by universities

International recognition of the IB Diploma Programme is outlined on the IB's website: [www.ibo.org/diploma/recognition](http://www.ibo.org/diploma/recognition)

We strongly encourage all students to check university IB recognition policies for individual countries on this website. Students must check country and university-specific requirements when selecting Diploma subjects, because these countries tend to have special requirements.

## IB Diploma Course candidates

In some cases, students will choose a combination of subjects which will not lead to a full IB Diploma. In such cases, students will still take a selection of IBDP courses.

These students are often eligible for direct entry to universities around the world. Students will, however, often need to meet minimum grade and testing requirements. Some universities may require that students first complete a foundation programme before being granted direct entry to certain courses. Students considering a non-Diploma package are urged to consult with the College Counselor before finalising their IBDP subject choices.

# IB Subject choice?

## What do you want to do? Where do you want to go?

### What impact will my IB Diploma Programme choices have on my university options?

This is a complex question and the answer depends on which country, university and subject you are considering after high school. Admission requirements vary from country to country and often also from university to university. National systems and individual universities that offer specialised courses tend to expect that students will have been exposed to certain subjects prior to joining a subject-specific course or faculty. The key subjects in this respect are most often mathematics and sciences.

Families should discuss which countries a student is likely to apply in and to what extent a student has developed a particular subject passion or career interest.

Every student entering the IB will meet individually with the college counselor and IB coordinator to discuss university considerations with the focus being dependant upon that student's aspirations. Over the course of the IB Diploma Programme, students will work with their College Counselor to select a range of universities to consider, keeping in mind the concept of 'good fit.' Information sessions for students and parents, as well as visits by university representatives, will help students and families to make informed choices.

### What do you want to study at University?

If students already have some idea of what they want to do after the IB DP programme, we strongly recommend that they check very carefully what the specific university requirements are for the chosen area of study in the chosen country.

Furthermore, in many areas of study there are logical support subjects; again check with the College Counselor. Those who are still unsure about their future careers could at least bear in mind the following rules of thumb:

- For medical areas the combination of Biology and Chemistry at Higher Level is usually required. In the case of application to UK universities check the status of Physics in combination with Chemistry.
- At technical universities (e.g. Engineering) the combination of Mathematics and Physics at Higher Level is usually required.
- For Economics/Business Management areas Mathematics Standard Level is usually considered sufficient. Most traditional institutions prefer Economics to Business & Management.
- To study Biology at university students need to choose Chemistry and Biology at Higher Level.

Some illustrative examples of possible subject selections:

### Medicine, Veterinary Sciences, Biology

Group	Subjects
1	English Language & Literature
2	Any Language course
3	Economics/Geography/History/Global Politics (HL/SL)
4	Chemistry must be taken, with possibly one Biology or Physics as well*
5	Maths
6	Any

For Medicine and related degrees, 2 HL Sciences and Maths SL is good. Only take Maths HL if your Maths is very good. London medical schools prefer a group 3 HL as well to show that you can write essays. You can select any other SL subjects to show your breadth of interests.

### Engineering, Architecture, Physics, Maths

Group	Subjects
1	ENGLISH Language & Literature
2	Any Language course
3	ECONOMICS or any group 3
4	PHYSICS, CHEMISTRY as well perhaps
5	Maths
6	Any

These degrees normally expect Physics and Maths HL, but many will also accept Maths SL and a few will take you with Maths Studies and Physics. Visual Arts helps with Architecture applications.

### History, Geography, Social Sciences (Law, Politics, Anthropology etc.)

Group	Subjects
1	ENGLISH Literature
2	Any Language course
3	HISTORY / GEOGRAPHY / group 3 subject relevant to degree/ HL/ SL Global Politics
4	Any
5	Maths studies
6	Any

# 10 Reasons



Diploma  
Programme

why the IB Diploma Programme (DP) is ideal  
preparation for university

1



**It increases academic opportunity**

Research shows that DP graduates are much more likely to be accepted at top higher education institutions than students holding other qualifications.

2



**IB students care about more than just results**

Through creating, acting, serving and you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



**It encourages you to become a confident and independent learner**

For example, the extended essay requires independent research through an in-depth study.

6



**The IB encourages critical thinking**

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



**Graduates are globally minded**

Language classes encourage an international mindset, key for tomorrow's globalised societies.

4



**It's an international qualification**

The DP is recognised globally by universities and employers.

7



**DP students have proven time management skills**

Take good study habits and strong time management to further education and the working world.

9



**Subjects are not taught in isolation**

Theory of Knowledge (TOK) classes encourage you to make connections between subjects.

10



**It encourages breadth and depth of learning**

You're able to choose courses from an subject program and study subjects to an different levels.

8



**It assesses more than examination techniques**

Learn to understand, not just memorise facts to learn and prepare for exams.

\*Based on IB research - [www.ibo.org/research](http://www.ibo.org/research)

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International Baccalaureate  
Diploma Programme  
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# Matrix of IB Prerequisites for University

*These are general guidelines and should be seen as a starting point*

At BISW the combination of IB subjects and requirements is a deliberate compromise between the preference for specialisation in some countries and the emphasis on breadth preferred in others.

The following matrix of prerequisites for University which have been taken from a variety of sources outlines in very broad terms some of the known prerequisites for common course subjects in popular countries. This is a guideline only and is meant to be illustrative of where students can begin their research.

	USA	United Kingdom	Canada	Australia	Singapore
Architecture	recommend HL Mathematics and HL Science	may require HL Mathematics; HL Physics; Visual Arts or DT; portfolio	may require HL or SL Mathematics; may require two sciences	may require HL Mathematics and/or Physics; may encourage portfolio	may require SL Mathematics or Chemistry or Physics
Art and design	portfolio often required; Visual Arts or DT recommended	portfolio usually required; Visual Arts or DT usually required	portfolio often required; Visual Arts or DT recommended	portfolio usually required; Visual Arts may be required for both Art and Design courses	portfolio often required; Visual Arts or DT recommended
Economics / Business /commerce	no specific prerequisites; Business / Economics not required	often require HL Mathematics; may require SL Mathematics	may require HL or SL Mathematics	may require HL or SL Mathematics	may require SL Mathematics - check individual universities
Engineering	recommend SL or HL Mathematics and one or more HL sciences, usually HL Physics	usually require HL Mathematics and HL Physics	may require HL or SL Mathematics; may require Chemistry and Physics at HL or SL	may require HL or SL Mathematics; and Chemistry or Physics at SL or HL	may require HL Mathematics, HL Chemistry and/or HL Physics
Science	recommend HL Mathematics and one or more HL science	may require SL or HL Mathematics and one or more HL science	may require HL or SL Mathematics; may require two sciences, relevant one at HL	may require SL Mathematics and one HL science	two of HL Biology, HL Chemistry, HL Physics, HL Mathematics, HL Computing
Law	not available as undergraduate option	may require English A; essay-based subjects recommended (e.g., History)	not available as undergraduate option	may require English A	may require specific grade in SL English
English literature	recommend English A: Literature	recommend English A: Literature	recommend English A: Literature	recommend English A: Literature	check individual universities
Medicine	not available as undergraduate option	requires HL Chemistry and one other HL science; recommend Biology at HL and Mathematics at SL	not available as undergraduate option	may require Chemistry, Physics, Mathematics at HL or SL	may require HL Chemistry and HL Biology or HL Physics
Psychology	no specific prerequisites; Psychology not required	may require at least SL Mathematics; may require one HL from Biology, Chemistry, Mathematics or Physics	may require at least SL Mathematics	may require at least SL Mathematics	check individual universities

Note: European universities often have specific IBDP prerequisites in languages, mathematics and sciences. Interested students must check individual university websites for details.

# Subject Guide

## LANGUAGE AND LITERATURE

The IB Diploma's Languages section is divided into two groups: Group 1 (Language A) and Group 2 (Language B). Language A is a native or near-native language; Language B is a foreign or new language.

### LANGUAGE & LITERATURE A

The language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, which can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

### LITERATURE A

The literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. The formal analysis of texts and the coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

## LANGUAGE ACQUISITION

At BISW we offer French and Spanish as a full language course as well as Spanish for beginners as an 'ab Initio' Standard Level only course. The beginners' courses are for students with little or no experience of the language, whereas the full language courses are for students who have been studying the language at school to IGCSE level, or equivalent.

### LANGUAGE B

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who

possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

### LANGUAGE B ab initio

The IB DP language ab initio course is 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 encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

## INDIVIDUALS AND SOCIETIES

The IB Diploma requires students to take on at least one subject from the Individuals and Societies, Group 3. BISW offers a broad mix for many interests. All Group 3 IBDP courses may be taken without prior knowledge or study of the subject.

### GEOGRAPHY

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

### History

History provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare

# Subject Guide

students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

## ECONOMICS

Economics is a dynamic social science and is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

This course emphasizes the economic theories of micro-economics, 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.

## GLOBAL POLITICS

The focus of World Politics and International Relations is to familiarize students with a framework for understanding the perspectives, behaviors, and decision-making processes of governments, international organizations and other associated national and sub-national groups. The actions of organizations studied will focus on international relations and the motivation for political decisions reached.

Considerable attention will be given to the definition and role of national self-interest, including the needs of subgroups and the historical development of national perspectives that predispose states, international organizations, national and sub-national groups to perceive and act in predictable ways.

## SCIENCES

Science is an important part of the whole curriculum at BISW, especially at IB level. For students wishing to study engineering, medicine and more, science at IB is an excellent, and essential, platform.

In studying science students will become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. At BISW teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

## BIOLOGY

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

## CHEMISTRY

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

## PHYSICS

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

## DESIGN TECHNOLOGY

Inquiry and problem-solving are at the heart of the subject. DP design technology requires the use of the design cycle as an essential tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently. DP design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

## SPORTS, EXERCISE and HEALTH SCIENCE

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

# Subject Guide

## MATHEMATICS

### Higher Mathematics

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

### Standard Mathematics

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

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

### Mathematical Studies

The IB DP mathematical studies standard level (SL) course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in

a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

## THE ARTS (ELECTIVES)

Students may opt to study an additional science, individuals and societies, or a privately taught languages course, instead of a course in the arts.

The subjects in the arts allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

### Visual Arts

The IB Diploma Programme 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. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking life-long enrichment through visual arts.

### Music

The IB Diploma Programme higher level music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate.

# Subject Choice

## *Choose wisely*

To follow the IB as a Diploma candidate, every student must choose:

1. One Language from “Group 1: Studies in Language and Literature”.

- Generally speaking, this is the mother tongue, or native language, unless you are really and truly bilingual. At BISW you can choose from:
  - English Literature HL/SL
  - English Language Literature HL/SL

2. One language from “Group 2: Language Acquisition”.

This is the group of foreign languages. At the BISW we offer two sorts of Languages:

- Languages B: This is the second language that you speak best, which has to be studied as a foreign language. In order to take the subject at the Language B level, you should have studied it for at least 3 – 5 years. At BISW you can choose from:
  - French B HL/SL
  - Spanish B HL/SL
- Language ab initio: For students who have had no previous education in a foreign language or feel like studying a new one, there is the possibility of taking either French or Spanish ab initio (Standard Level only) for beginners or students with a very basic knowledge.
- Privately Taught Language\* This is a language for which an IB qualified external tutor is used.

3. One subject from “Group 3: Individuals and Societies”

- At BISW you can choose from:
  - Geography HL/SL
  - History HL/SL
  - Global Politics HL/SL
  - Economics HL/SL

4. One subject from “Group 4: Experimental Sciences”

- In the Sciences BISW offers:
  - Biology HL/SL
  - Physics HL/SL
  - Chemistry HL/SL
  - Design Technology HL/SL
  - Sports Exercise and Health Science SL.

5. One subject from “Group 5: Mathematics”

- In the Mathematics category BISW offers:
  - Mathematics Higher Level
  - Mathematics Standard Level
  - Mathematical Studies SL

6. One subject from “Group 6: The Arts” or an additional subject (ELECTIVES)

- Either Visual Arts or Music or any additional subject chosen from groups 2,3 and 4.

We believe that students must have as wide a choice as possible and that the choice should be as free as possible. This means that we provided as many combinations of subjects are possible, except where the DP sets requirements or where the school timetable dictates that some combinations will not be possible.

Please note: the following subjects are those that cannot be taken in combination:

1. English Literature A & English Language Literature A,
2. Spanish B & French B,
3. Geography & History,
4. Chemistry & Global Politics & Design Technology,
5. Biology & Economics,
6. Visual Arts & Music & Physics

# BISW IB DP/C Sign-Up Sheet

Name \_\_\_\_\_ Form Group \_\_\_\_\_

The table below must be filled in once you have read through the IB Curriculum Guide, looked at your current progress at IGCSE (BISW students your current and target grades are recorded on your most recent snapshot), talked to your parents, teachers and form tutor and thought about what subject you would like to continue with at University.

You are looking at studying 1 subject per group.

Remember the following subjects are those that cannot be taken in combination:

1. English Literature A & English Language Literature A,
2. Spanish B & French B,
3. Geography & History,
4. Chemistry, Global Politics & Design Technology,
5. Biology & Economics,
6. Visual Arts, Music & Physics

Countries where you want to attend College / University:

College / University Subject - Course of Study:

Group / Subject / Level				
Group 1: Studies in Language and Literature <ul style="list-style-type: none"> <li>• English Literature HL/SL</li> <li>• English Language Literature HL/SL</li> </ul>	IGCSE Predicted Grade	Teacher Recommendation		IGCSE Grade Achieved
Chosen Subject:		Level - HL/SL	Initial	
Notes:				
Group 2: Language Acquisition <ul style="list-style-type: none"> <li>• French B HL/SL</li> <li>• Spanish B HL/SL</li> <li>• Spanish ab initio (SL only)</li> <li>• A privately taught Language*</li> </ul>	IGCSE Predicted Grade	Teacher Recommendation		IGCSE Grade Achieved
Chosen Subject:		Level - HL/SL	Initial	
Notes:				
Group 3: Individuals and Societies <ul style="list-style-type: none"> <li>• Geography HL/SL</li> <li>• History HL/SL</li> <li>• GLocal Politics HL/SL</li> <li>• Economics HL/SL</li> </ul>	IGCSE Predicted Grade	Teacher Recommendation		IGCSE Grade Achieved
Chosen Subject:		Level - HL/SL	Initial	
Notes:				

# IB Course Sign-Up Sheet

Name \_\_\_\_\_ Form Group \_\_\_\_\_

Group / Subject / Level				
Group 4: Experimental Sciences <ul style="list-style-type: none"> <li>Biology HL/SL</li> <li>Physics HL/SL</li> <li>Chemistry HL/SL</li> <li>Design Technology HL/SL</li> <li>Sport Exercise and Health Science SL</li> </ul>	IGCSE Predicted Grade	Teacher Recommendation		IGCSE Grade Achieved
Chosen Subject:		Level - HL/SL	Initial	
Notes:				
Group 5: Mathematics <ul style="list-style-type: none"> <li>Mathematics Higher Level</li> <li>Mathematics Standard Level</li> <li>Mathematical Studies SL</li> </ul>	IGCSE Predicted Grade	Teacher Recommendation		IGCSE Grade Achieved
Chosen Subject:		Level - HL/SL	Initial	
Notes:				
Group 6: The Arts (ELECTIVES) <ul style="list-style-type: none"> <li>Visual Arts HL/SL</li> <li>Music HL/SL</li> <li>Or another subject from Groups 2 (as a privately taught language) 3 and 4</li> </ul>	IGCSE Predicted Grade	Teacher Recommendation		IGCSE Grade Achieved
Chosen Subject:		Level - HL/SL	Initial	
Notes:				
Parent Comment:				



## Contacts

### *Who's who?*

Principal  
Head of Secondary  
Assistant Head of Secondary  
Head of IB / IB Coordinator  
Director of College Counseling  
Learning Support Coordinator

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Mr. Michael Henderson  
Mrs. Katie Stewart  
Mr. Gareth Hall  
Mr. Matthew Drake  
Mr. Joel Gunzburg

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Head of Maths  
Head of Science  
Head of Languages  
Head of Humanities  
Head of AD&DT  
Director of Performing Arts

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Information in this guide is correct at time of publication in June 2017 - It is subject to change—refer to the BISW website for any updated information.