



BRITISH  
INTERNATIONAL SCHOOL  
OF WASHINGTON

A NORD ANGLIA  
EDUCATION SCHOOL

**The International  
Baccalaureate Diploma  
Subjects and Groups  
Years 12 & 13  
(Grades 11 & 12)**

**2016 – 2018**



Revised October 2015

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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.

**IB learners** strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# The International Baccalaureate Diploma Programme (IBDP)

## Years 12 - 13 (Grades 11-12)



### IBO Mission Statement

*The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners.*

### Introduction

The British International School of Washington will now be entering its 13th year as an IBO World School. This document is constructed to help potential students plan their course for the new academic year.

The International Baccalaureate Organisations' Diploma Programme was created in 1968. It is a demanding pre-university course that leads to examinations and Certification. The IBO provides a full palette of courses, and schools offering the IB then form their programs from this selection.

A complete program involves students taking one subject from each of six groups, a theory of knowledge course, completion of an extended (4000 word) essay, and a CAS component (Creativity, Action and Service). To receive a Diploma, a student must have completed at least 3 of the subjects from Groups 1 to 6 at Higher Level. Assessment in each group involves a combination of terminal examination papers and coursework. Subjects are awarded a number from 1 to 7 with 7 being the highest. The TOK and the Extended essay are then worth an additional 3 points. This gives a maximum score of 45 points for a Diploma.

To be awarded a Diploma a student must have a variety of conditions satisfied, some of which include: a minimum of 24 points overall with no grade 1's or 2's at Higher Level and at least 12 points in their Higher Subjects. The conditions at the lower end ensuring that no student can score say three 7's and three 1's and still be awarded the diploma.



## Language A - English Literature

### Option Group 1 - Higher and Standard

This is a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level. The former would normally follow the Higher Level (HL) programme and the latter the Standard Level (SL).

Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing.

The English Literature program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the program.

The flexibility of the program allows teachers to choose challenging works from their own sources to suit the particular needs and interests of their students. It also allows teachers to participate significantly, through the internally assessed oral component, in the overall assessment of their students.

### Assessment

Standard Level	Higher Level
<b>External:</b> 45% Written Papers  25% reflective assignment—1 assignment	<b>External:</b> 45% Written Papers  25% reflective assignment—1 assignment
<b>Internal:</b> 30% oral commentary and presentation	<b>Internal:</b> 30% Oral commentary and presentation

For more information, please contact Miss Ceris Flew [ceris.flew@biswashington.org](mailto:ceris.flew@biswashington.org)



## Language A - English Language and Literature

### Option Group 1 – Higher and Standard Level

This course is a challenging, contemporary study through critical exploration of the uses of language and literature. It offers opportunities for the further development and refinement of skills in reading, viewing, listening and producing works in English. The focus is on developing skills as an informed and critical consumer of language in the analysis of a range of texts, from poetry, literature and drama to political speeches, news reporting, new media and advertising, thus the emphasis is on skill development rather than content competence. There will be few set answers to commit to memory but rather a more consciously critical approach to all uses of language and literature. Students will need to approach the course with an open mind and diligence.

The Language and Literature course is designed to explore a range of topics and issues that represent the most current approaches to critical language study, covering literary criticism, linguistics and media studies across a range of text types, genres, geographical regions and historical periods.

Students on this course need to have an effective level of proficiency in English in order to be able to understand demanding texts with implicit meaning and able to speak English fluently for social, academic and professional purposes. They are required to commit at least 150 hours to their studies over a period of two academic years.

The course comprises four parts:

Part 1 Language in cultural context

Part 2 Language and mass communication

Part 3 Literature: texts and contexts

Part 4 Literature: critical study

### Assessment

Standard Level	Higher Level
<b>External:</b> 50% Written Papers (2 x 1.5 hours) 20% 800 to 1000 word written task	<b>External:</b> 50% Written Papers (2 x 1.5 hours) 20% 800 to 1000 word written task
<b>Internal:</b> 30% oral commentary and oral presentation	<b>Internal:</b> 30% oral commentary and oral presentation

For more information, please contact Miss Ceris Flew [ceris.flew@biswashington.org](mailto:ceris.flew@biswashington.org)



## Language B – French, Spanish or German

### Option Group 2 - Higher and Standard

Language B is a foreign language learning course designed for students with previous experience of the language; it may be studied at either Higher Level or Standard Level. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills are developed through the study and use of a range of written and spoken material.

Although the nature of the language B course is the same for both Higher Level and Standard Level, the two levels differ in the number of types of texts that students are expected to write and, more generally, in the depth and breadth of the language used. These differences are reflected in the objectives and the assessment criteria.

At both Higher Level and Standard Level, a successful language B student should not only learn and assimilate basic language structures but should also be able to use the language in a range of situations and purposes for which and in which the language is used. At Higher Level this may include the discussion of abstract ideas.

In short, the language B student learns the “rules of the game”—how to communicate effectively in a number of situations and within the culture(s) where the language is spoken.

### Assessment

<b>External:</b>
25% Reading Paper 25% Writing Paper 20% Written assignment: Receptive and written productive skills
<b>Internal:</b>
30% Individual oral and Interactive oral activities skills

For more information, please contact Mr. Tom Ball [tom.ball@biswashington.org](mailto:tom.ball@biswashington.org)



## Language Ab Initio – Spanish

### Option Group 2 - Standard Only

Learning a foreign language is much more than learning a number of sentences, a certain amount of vocabulary or a number of grammatical rules. It means being able to interact in a new cultural context that will enable us to function in a society different from our original one. It not only expands our possibilities for work, entertainment or travel, but it expands our awareness of the world as we know it today—a world that has shrunk due to international flights, the Internet, and a general understanding that cultural diversity is what makes us human. It is within this context that the language *ab initio* course was designed

The Spanish Ab Initio course is designed for complete beginners. Since all students are required to take a language course for their IB, this course allows access to a language for a novice. This course is only available as a Group 2 Option.

### Assessment

<b>External:</b>
30% Reading Paper
25% Writing Paper
20% Written assignment: Receptive and written productive skills
<b>Internal:</b>
25% Individual oral

For more information, please contact Mr. Tom Ball [tom.ball@biswashington.org](mailto:tom.ball@biswashington.org)



## Geography

### Option Group 3 – Higher and Standard

Geography is concerned with place. Understanding the nature and causes of differentiation across the globe has been the geographer’s task since people first noticed differences between places.

The view of geography presented in this course is thematic in organization. It encourages students to broaden their general geographical knowledge and increases their understanding of the world in which they live. Paper 1, the Core Paper, is based around the interrelated themes of Patterns and Change: Population in transition; Disparities in wealth and development; Patterns in environmental quality and sustainability and Patterns in resource consumption and development.

For Paper 2, the options paper, all students will study the topics of Leisure, Sport and Tourism and Extreme Environments; the latter looks at glacial, periglacial and arid regions. The compulsory Internal Assessment will centre on the Leisure, Sport and Tourism unit with fieldwork being undertaken in the local Georgetown/DC area. Higher level students will study an additional optional unit: Hazards and disasters – risk assessment and response which looks at drought, hurricanes, man-made disasters and volcanoes or earthquakes.

Paper 3 examines the final section that only higher level students will follow - Global Interactions. This section focuses on the extent to which the world is interconnected and considers topics such as economic flows, socio-cultural changes, global environmental impacts, political responses and considers how different countries react to this growing interdependency.

At the core of IB Geography is the need for exemplification; students are therefore strongly encouraged to be aware of current global events as the range of topics covered at this level is diverse and, to some extent, flexible with regard to the examples and case studies chosen. Being able to discuss and analyse events as they are happening, strengthens the students resource based knowledge and is invaluable in the final exam.

### Assessment

Standard Level	Higher Level
<b>External: 75%</b> Paper 1 – 40%, Paper 2 – 35%	<b>External: 80%</b> Paper 1 – 25%, Paper 2 – 35%, Paper 3 – 20%
<b>Internal:</b> 25% Coursework—One piece of coursework (approximately 2,500 words) is to be internally assessed and externally moderated by the IBO.	<b>Internal:</b> 20% Coursework—One piece of coursework (approximately 2,500 words) is to be internally assessed and externally moderated by the IBO.

For more information, please contact Mr. Ewan McCallum [ewan.mccallum@biswashington.org](mailto:ewan.mccallum@biswashington.org)



## Business and Management

### Option Group 3 – Higher and Standard

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources. It is, therefore, perfectly placed within the group 3 subject area.

The Diploma Programme Business and Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

#### Business and Management and prior learning

It is expected that students wishing to study this subject at Higher Level would have at least a grade C IGCSE in Mathematics or equivalent qualification. A familiarity with business concepts would also be an advantage.

#### Assessment - Standard Level and Higher Level

<b>External:</b>
75% Written Papers
<b>Internal:</b>
25% candidates at Higher Level produce a 2000 word research project. Candidates at Standard Level produce a 1500 word commentary.

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## History

### Option Group 3 – Higher and Standard

Diploma Programme 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 content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

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 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.

Although this is a truly global history course, some aspects take a specific European, particularly around the total conflicts and civil wars over the course of the twentieth century, as well as the Cold War period. Students will also examine the rights a protest movements in South Africa and the United States.

Higher level candidates will also explore the history of Russia, from the reign of Tsar Alexander II to the fall of Communism.

#### Assessment

Standard Level	Higher Level
<b>External:</b> 75% Written Papers	<b>External:</b> 80% Written Papers
<b>Internal:</b> 25% Historical investigation on any area of the syllabus. Approximately 20 hours	<b>Internal:</b> 20% Historical investigation on any area of the syllabus. Approximately 20 hours

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## Sports, Exercise and Health Science

### Option Group 4 – Standard Level Only

The attainment of excellence in sport is the result of innate ability or skill and the dedicated pursuit of a programme of physical and mental training accompanied by appropriate nutrition. Training programme design should not be left to chance. Rather, it should be designed thoughtfully and analytically after careful consideration of the physiological, biomechanical and psychological demands of the activity. This is the role of the sport and exercise scientist who, regardless of the athletic event, should be equipped with the necessary knowledge to be able to perform this task competently. Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sport and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and well-being.

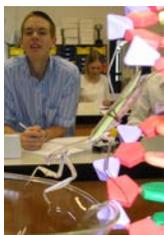
The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics, for instance, sports psychology and optimizing physiological performance, and will carry out practical (experimental) investigations in both laboratory and field settings. This will provide 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 dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

The sports, exercise and health science course is offered at standard level only.

### Assessment

<b>Standard Level</b>
<b>External:</b> 76% Three Written Papers
<b>Internal:</b> 24% Internal Assessment

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## Biology

### Option Group 4 - Higher and Standard

Biologists have accumulated huge amounts of information about living organisms, and it would be easy to confuse students by teaching large numbers of seemingly unrelated facts. In the Diploma Programme biology course, it is hoped that students will acquire a limited body of facts and, at the same time, develop a broad, general understanding of the principles of the subject. In the Diploma Programme biology course there are four basic biological concepts that run throughout.

**Structure and function**—This relationship is probably one of the most important in a study of biology and operates at all levels of complexity. Students should appreciate that structures permit some functions while, at the same time, limiting others.

**Universality versus diversity**—At the factual level, it soon becomes obvious to students that some molecules (for example, enzymes, amino acids, nucleic acids and ATP) are ubiquitous, and so are processes and structures. However, these universal features exist in a biological world of enormous diversity. Species exist in a range of habitats and show adaptations that relate structure to function. At another level, students can grasp the idea of a living world in which universality means that a diverse range of organisms (including ourselves) are connected and interdependent.

**Equilibrium within systems**—Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.

**Evolution**—The concept of evolution draws together the other themes. It can be regarded as change leading to diversity within constraints, and this leads to adaptations of structure and function.

These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the additional Higher Level (AHL) material and the options.

### Assessment

Standard Level	Higher Level
<b>External:</b> 80% Written Paper	<b>External:</b> 80% Written Papers
<b>Internal:</b> 20% Students must complete 40 hours of Practical work and take part in the Group 4 Project	<b>Internal:</b> 20% Students must complete 60 hours of Practical work and take part in the Group 4 Project

For more information, please contact Mrs. Katherine Hatchard [katherine.hatchard@biswashington.org](mailto:katherine.hatchard@biswashington.org)



## Physics

### Option Group 4 - Higher and Standard

At the school level both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right.

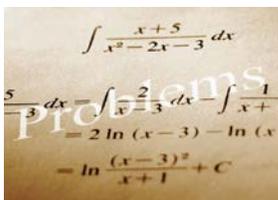
Alongside the growth in our understanding of the natural world, perhaps the more obvious and relevant result of physics to most of our students is our ability to change the world. This is the technological side of physics, in which physical principles have been applied to construct and alter the material world to suit our needs, and have had a profound influence on the daily lives of all human beings—for good or bad. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. These concerns have become more prominent as our power over the environment has grown, particularly among young people, for whom the importance of the responsibility of physicists for their own actions is self-evident.

Physics is therefore, above all, a human activity, and students need to be aware of the context in which physicists work. 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; and their challenges, disappointments and triumphs.

### Assessment

Standard Level	Higher Level
<b>External:</b> 80% Written Papers	<b>External:</b> 80% Written Papers
<b>Internal:</b> 20% Students must complete 40 hours of Practical work and take part in the Group 4 Project	<b>Internal:</b> 20% Students must complete 60 hours of Practical work and take part in the Group 4 Project

For more information, please contact Mrs. Katherine Hatchard [katherine.hatchard@biswashington.org](mailto:katherine.hatchard@biswashington.org)



## Mathematics

### Option Group 5 - Higher, Standard and Studies

Mathematics is a compulsory element of the IB Diploma programme. As individual students have different needs, interests and abilities, there are three different courses in mathematics. These courses are designed for different types of students: those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence better to understand their approach to other subjects; and those who may not as yet be aware how mathematics may be relevant to their studies and in their daily lives. Each course is designed to meet the needs of a particular group of students. Therefore, great care should be taken to select the course that is most appropriate for an individual student.

In making this selection, individual students should be advised to take account of the following types of factor:

- Their own abilities in mathematics and the type of mathematics in which they can be successful
- Their own interest in mathematics, and those particular areas of the subject that may hold the most interest for them
- Their other choices of subjects within the framework of the DP
- Their academic plans, in particular the subjects they wish to study in the future
- Their choice of career

Teachers are expected to assist with the selection process and to offer advice to students about how to choose the most appropriate course from the three mathematics courses available.

### Math Studies - standard level only

This course is available at Standard level only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

### Assessment

<b>External:</b>
80% Written Papers
<b>Internal:</b>
20% Project— The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

## Mathematics - Standard Level

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

<b>External:</b>
80% Written Papers
<b>Internal:</b>
20% Exploration—an individual exploration of an area of mathematics chosen by the student.

## Mathematics—Higher Level

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The internally assessed component, the exploration, offers students a framework for developing independence in their mathematical learning through engaging in mathematical exploration. The exploration also allows students to work without the time constraints of a written examination and to develop skills in communicating mathematical ideas.

## Objectives

Having followed any one of the mathematics courses in group 5, students are expected to know and use mathematical concepts and principles. In particular, students must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools

- demonstrate an understanding of and the appropriate use of mathematical modeling.

### Assessment - Higher Level

<b>External:</b>
80% Written Papers: Paper 1 (30%) is non-calculator, Paper 2 (30%) is calculator, Paper 3 (20%) is a further mathematics option the subject of which will be dependent upon the strengths of the students
<b>Internal:</b>
20% Exploration— This is a short report written based on a topic chosen by the individual student.

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## Chemistry

### Option Group 6 - Higher and Standard

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science, pharmacology and veterinary science, and serves as useful preparation for employment.

The Diploma Programme chemistry course includes the essential principles of the subject but also, through the option choices, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both Standard Level (SL) and Higher Level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.

There is a significant mathematical element to the course for the Physical Chemistry topics; therefore students should be aware that a solid mathematical foundation is necessary.

Please note: As Chemistry is complimentary to all of the other Group 4 Subjects, it is offered as a Group 6 option only. This enables students to study 2 Sciences if they so wish.

### Assessment

Standard Level	Higher Level
<b>External:</b> 80% Written Papers	<b>External:</b> 80% Written Papers
<b>Internal:</b> 20% Students must complete 40 hours of Practical work and take part in the Group 4 Project	<b>Internal:</b> 20% Students must complete 60 hours of Practical work and take part in the Group 4 Project

For more information, please contact Mrs. Katherine Hatchard [katherine.hatchard@biswashington.org](mailto:katherine.hatchard@biswashington.org)



## Global Politics

### Option Group 6 – Higher and Standard

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.

Through engagement in the course, students will be expected to:

- have knowledge and understanding of international relations concepts and theories;
- analyze policy decisions and information through the use of international relations concepts and theories;
- evaluate policy choices from different international relations theories;
- apply international relations theory to a range of policy choices involved in the causes, consequences and possible solutions to persistent, contemporary and emerging global issues, inter alia, world and regional integration and governance, human rights and international law and conflict, peace and reconstruction.

#### Assessment – Higher and Standard Level

Higher	Standard
60% Written Papers	75% Written Papers
<b>Internal:</b>	<b>Internal:</b>
20% Presentations	25% Internal Assessments
20% Internal Assessment	

For more information, please contact Mr. Ewan McCallum [ewan.mccallum@biswashington.org](mailto:ewan.mccallum@biswashington.org)



## Design Technology

### Option Group 6 - Higher and Standard

Diploma Programme design technology aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world. It focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes DT within the Diploma Program Sciences group.

Diploma Programme design technology achieves a high level of technological 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

**The Design Project** The design project unifies all aspects of the course and is a compulsory element of the course which enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the limitations and other constraints associated with written examinations. Four common assessment criteria are mirrored by stages of the Design Cycle, which focuses on invention. The additional two criteria used for HL only extend the scope of the Design Cycle to include aspects of innovation.

Through studying Design Technology, students should become aware of how designers work and communicate with each other. Design and Technology is a challenge to all young people. It requires initiative, an enquiring mind, determination, a careful management of time and resources, and a sense of responsibility for making decisions and taking action.

### Assessment

Standard Level	Higher Level
<b>External:</b> 64% on 2 written papers	<b>External:</b> 64% on 3 written Papers
<b>Internal:</b> 40% Design project  Students must complete 40 hours of practical work	<b>Internal:</b> 40% Design project  Students must complete 60 hours of practical work

For more information, please contact Mrs Kathryn Martin [Kathryn.martin@biswashington.org](mailto:Kathryn.martin@biswashington.org)



## Visual Arts

### Option Group 6 – Higher and Standard

The impulse to make art is common to all people. From earliest times, human beings have displayed a fundamental need to create and communicate personal and cultural meaning through art.

The process involved in the study and production of visual arts is central to developing capable, inquiring and knowledgeable young people, and encourages students to locate their ideas within international contexts. Supporting the principles of the IBO mission statement (that is, to foster students' appreciation of diverse world cultures and traditions), the course encourages an active exploration of visual arts within the students' own and other cultural contexts. The study of visual arts and the journey within it encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving.

Visual arts continually create new possibilities and can challenge traditional boundaries. This is evident both in the way we make art and in the way we understand what artists from around the world do. Theory and practice in visual arts are dynamic, ever changing and connect many areas of study and human experience through individual and collaborative production and interpretation.

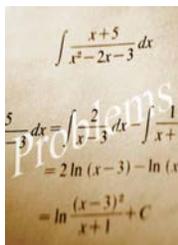
New ways of expressing ideas help to make visual arts one of the most interesting and challenging areas of learning and experience. The processes of designing and making art require a high level of cognitive activity that is both intellectual and affective. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

The Diploma Programme visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

### **Assessment**

Assessment is broken down into 40% studio work, 40% process portfolio (investigative sketchbook) and 20% comparative study. Both higher and standard students complete all assessment sections.

For more information, please contact Mrs Kathryn Martin [Kathryn.martin@biswashington.org](mailto:Kathryn.martin@biswashington.org)



## Music

### Option Group 6 - Higher and Standard

A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

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

#### PERFORMING

Students will perform on their main instrument regularly throughout the course leading to a final Recital.

#### COMPOSING

Students will create their own music in a variety of different styles according to their own preferences, which can include composing, arranging, theory techniques and electro-acoustic music; leading to a complete portfolio of pieces.

#### LISTENING AND ANALYSIS

Students will study music from the 11<sup>th</sup> century up to the present day, including Jazz and Popular Music as well as music from around the world. Regular listening and analysis will prepare students for the final listening examination. Using the actual music as evidence, students will reflect on the historical, social and political backgrounds of composers and how that could have impacted on their creative choices.

#### MUSICAL LINKS INVESTIGATION

Students will analyse and write about music from two different cultures of their choice.

## Assessment

	Assessment	SL	HL
Performing Coursework	Recital (Internal)	15 minute Recital OR	20 minute Recital 25%
Composing Coursework	Portfolio (Internal)	2 Compositions 50%	3 Compositions 25%
Musical Links Investigation	Assignment (External)	20%	20%
Listening Examination	Examination (External)	30%	30%

For more information, please contact Mr. Scott McCall [scott.mccall@biswashington.org](mailto:scott.mccall@biswashington.org)

## Additional Information

### Alternatives

The Diploma programme allows us some flexibility when trying to arrange a suitable programme for a student. Some examples of possible courses are shown below. Questions should be directed to the IB Coordinator.

#### Language A1 Self Taught

Some students who have another Language as their first language may choose to opt to take an A1 style course that is monitored through distance learning. Success in this type of Diploma programme may lead to a bilingual Diploma being awarded.

#### A Third Language

Some students wish to have a 3rd language as part of Group 6 of their Diploma. This is may be possible. Please see Mrs Sutch and arrange a meeting with her to discuss this option in more detail if required.

#### A Second Science

Chemistry and Psychology are offered in Group 6 as options. This allows students to form a program that has two sciences represented.

### On-Line IB Courses

Occasionally students wish to take a course which we are unable to offer. On-line courses are available from Pamoja Education. Please see Mrs Sutch and arrange a meeting with her to discuss this option in more detail if required. [www.pamojaeducation.com](http://www.pamojaeducation.com)

### Extended Essay

This is a 4000 word essay that allows a student to investigate an area of special interest to them. The extended essay allows the student to increase the depth that they study one of their higher subjects, or as an alternative, they may explore an area outside of their chosen academic subjects.

### Theory of Knowledge

Theory of Knowledge (TOK) is a compulsory element of the programme, the course is unique to the IB. TOK is interdisciplinary and intended to stimulate critical reflection on the knowledge and experience gained inside and outside of the classroom. The course challenges students to question the basis of knowledge and belief, to be aware of subjective and ideological biases and to develop the ability to analyse evidence that is expressed in rational argument. TOK is a key element in encouraging students to appreciate other cultural perspectives. Students are also required to write a 1200-1600 TOK based essay and carry out a formal, recorded presentation as part of their assessment.

## **Creativity, Action and Service**

CAS encourages students to be involved in creative pursuits, physical activities and service projects in the local national and international contexts. It is a focus for life outside of the classroom, counterbalancing the academic rigor of the IB Curriculum. Students are expected to grow through experiential exposure, the activities they do need to cover 8 criteria.

## **Academic Honesty**

‘All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Ensuring that candidates understand and respect academic honesty should not be confined to original authorship and ownership of creative material academic honesty includes, for example, proper conduct in relation to the written examinations.’

BISW has an academic honesty policy which all students in years 12 and 13 are introduced to at the start of their program and must be adhered to all times and in all subjects.

## IB DP Programme Offering 2016-18

Group 1: Language A	Course offered at the following levels:
English Literature	SL/HL
English Language and Literature	SL/HL
Group 2: Language B	Course offered at the following levels:
French B	SL/HL
Spanish B	Ab Initio/SL/HL
German B	Ab Initio/SL/HL
Group 3: Individuals and Societies	Course offered at the following levels:
Geography	SL/HL
Business & Management	SL/HL
History	SL/HL
Group 4: Experimental Sciences	Course offered at the following levels:
Sports, Exercise and Health Science	SL
Biology	SL/HL
Physics	SL/HL

<b>Group 5: Mathematics</b>	<b>Course offered at the following levels:</b>
Maths	Maths Studies/SL/ HL
<b>Group 6: Arts and Electives</b>	<b>Course offered at the following levels:</b>
Chemistry	SL/HL
Global Politics	SL/HL
Design Technology	SL/HL
Visual Arts	SL/HL
Music	SL/HL

## Grade Equivalency at the British International School of Washington

The chart below shows **approximate** grade equivalencies for the IGCSE and IB Diploma in relation to the A to F scale commonly used in the American High School system

IGCSE attainment	IGCSE Descriptors	IB attainment	BISW IB Grade Descriptors	USA grade equivalents	BISW US Grade Descriptors
A*	Exceptional	7	Exceptional	A+	Superior
A	Excellent	6	Excellent	A/A-	Excellent
B	Good	5	Good	B+/B	Very Good
C	Satisfactory	4	Satisfactory	B-/C+	Good
D	Weak	3	Weak	C/C-	Satisfactory
E	Weak/Very weak	3/2	Weak/ Very weak	D+/D	Weak
F/G	Very Weak/Unacceptable	2	Very weak/ Unacceptable	D-	Very weak
U	Unclassified	1	Unacceptable	E/F	No credit/Non-pass

**Name:** \_\_\_\_\_

**Form:** \_\_\_\_\_

The table below must be filled in once you have read through the IB Subject guide, looked at your current attainment at IGCSE (*BISW students your current and target grades are recorded on your most recent progress summary*), talked to your parents, teachers and form tutor and thought about what subjects you would like to continue with at University. You are looking at studying 1 subject per group.

When filling in the Enjoy & Need (1-4) boxes please refer to the table at the end of this document.

This form should be completed and returned to your form tutor by Monday 22nd February 2016

<b>Group 1: Language A</b>	<i>Current Grade</i>	<i>Target Grade</i>	<i>Effort Grade</i>	<i>Enjoy</i>	<i>Need</i>	<b>Comments: would this IB meet my needs/will I succeed in this subject and why.</b>	
English Literature							
English Language & Literature							
<b>Group 2 Language Acquisition</b>	<i>Current Grade</i>	<i>Target Grade</i>	<i>Effort Grade</i>	<i>Enjoy</i>	<i>Need</i>	<i>Years Studied</i>	<b>Comments: would this IB meet my needs/will I succeed in this subject and why.</b>
French							
Spanish							
German							

<b>Group 3: Individuals &amp; Societies</b>	<i>Current Level</i>	<i>Target level</i>	<i>Effort Grade</i>	<i>Enjoy</i>	<i>Need</i>	<i>Comments: would this IB meet my needs/will I succeed in this subject and why.</i>
Geography						
History						
Business & Management						
<b>Group 4: Experimental Sciences</b>	<i>Current Level</i>	<i>Target level</i>	<i>Effort Grade</i>	<i>Enjoy</i>	<i>Need</i>	<i>Comments: would this IGCSE meet my needs/will I succeed in this subject and why.</i>
Biology						
Physics						
Sports, Exercise & Health Science						
<b>Group 5: Mathematics</b>	<i>Current Level</i>	<i>Target level</i>	<i>Effort Grade</i>	<i>Enjoy</i>	<i>Need</i>	<i>Comments: would this IGCSE meet my needs/will I succeed in this subject and why.</i>
Maths						

<b>Group 6: Arts and Electives</b>	<b>Current Level</b>	<b>Target level</b>	<b>Effort Grade</b>	<b>Enjoy</b>	<b>Need</b>	<b>Comments: would this IGCSE meet my needs/will I succeed in this subject and why.</b>
Chemistry						
Global Politics						
Design Technology						
Visual Arts						
Music						
Parent Comment						
Tutor Comment						
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
<b>Enjoy</b>	I enjoy all aspects of this subject	I enjoy most aspects of this subject	I sometimes enjoy this subject	I rarely enjoy this subject		
<b>Need</b>	This subject is essential for my future	This subject would be important for my future	I may need this subject at some point	I cannot see myself needing this subject for my future.		