



The International Baccalaureate Diploma Programme



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI
A NORD ANGLIA EDUCATION SCHOOL

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A Global Passport to Further Education

Dear Parents,

The reason that schools exist is to prepare young people for their future. From the day that children start school, teachers and parents work together to help them with all aspects of their development: social, emotional, physical and academic.

As children get older, thoughts turn to life beyond school. After the age of 18, these young adults now move into the world of University and employment. They rely on all the skills that they have learnt throughout their schooling, skills which will stand them in good stead as they seek to make their impact on the world.

The International Baccalaureate Diploma Programme (IBDP) is universally recognised as the best possible preparation for entering the world of the 21st Century.

A recent survey of 150 University admissions faculties rated the IB Diploma Programme higher than other qualifications based on the breadth of the curriculum, development of critical thinking, time-management, communication skills and motivation of the students. Overall, 96% favoured the broad curriculum that is offered by the Diploma Programme.

One reason for this is that the IB requires students to think critically, to become independent learners who seek out good advice and reflect on it.

We very much hope that you will read this guide with your son or daughter and help them in seeking out all the right advice in order to make the best decisions. The staff here at The British International School Abu Dhabi will help students with whatever they need to succeed in the next stage of their global educational journey.

With warm regards,

Patrick Horne
Principal



Introduction

The International Baccalaureate (IB) Diploma is widely regarded as the best pre-university course that is offered anywhere in the world. No other qualification is recognised by so many institutions in different countries and no other programme prepares students better for college or university education and the world of work.

Why study the IB Diploma Programme

The IB Diploma Programme (IBDP) is a comprehensive, two-year course with a rigorous academic programme for students aged 16 to 19.

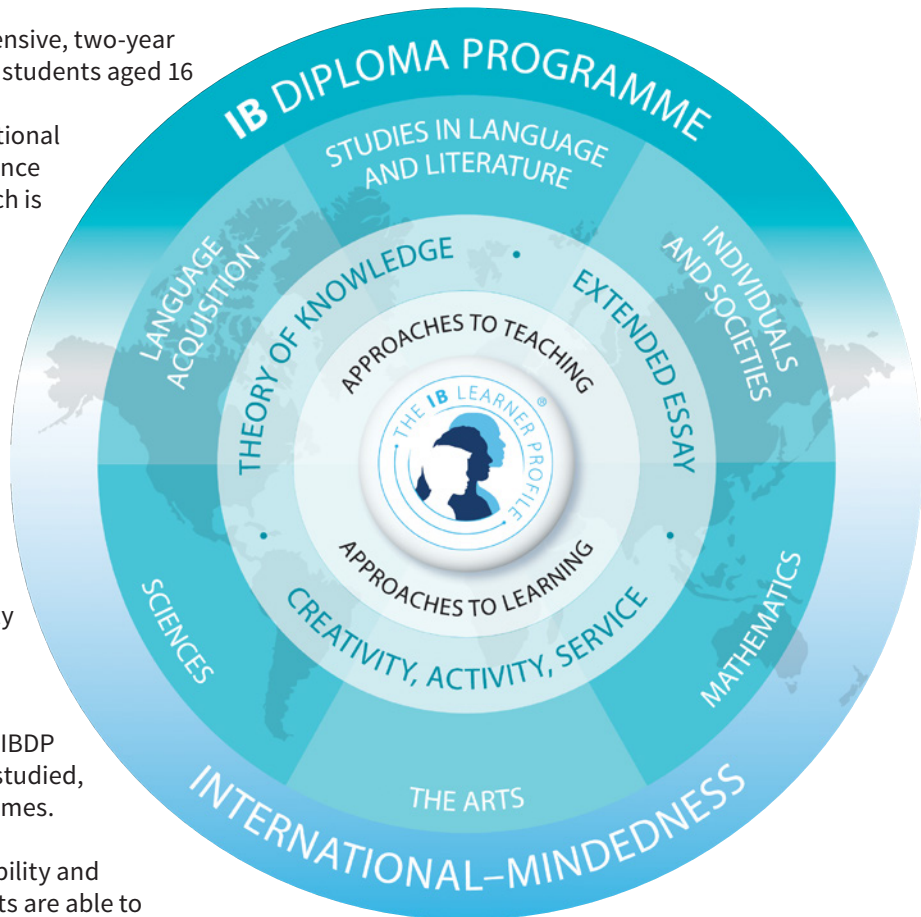
It is unique in that it is based on no particular national education system, but rather is a deliberate balance between the breadth and the specialisation which is required by some countries' national systems.

Perhaps more significantly, the qualification that students get at the end of the course is a prestigious and internationally recognised one. Most importantly, it is respected and highly valued by leading universities around the world.

Through the IBDP, students develop the skills to live and work in an international environment, essential for life in the 21st century. It provides a balanced education for the 'whole' student and provides excellent preparation for both university and beyond.

Universities prefer IB students because the IBDP curriculum develops a balanced variety of skills. IBDP graduates, with the range of subjects they have studied, have a greater choice of undergraduate programmes.

Employers, too, are increasingly looking for flexibility and adaptability, which is something all IBDP students are able to offer.



The IB Learner Profile

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

The IB Learner Profile

Inquirers

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 their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators

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 others.

Principled

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 also take responsibility for their own actions and the consequences that accompany them.

Open-minded

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.

Caring

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.

Risk-takers

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.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

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.

Personal Responsibility

The programme requires that students take responsibility for their own learning, so that the two years spent on the IBDP programmes prepare students effectively for independent life at university or college and beyond.

Personal Responsibility

Academic honesty

Academic honesty is a topic that is very important for students, especially given the opportunities, ambiguities and temptations that research using the internet provides. Students will spend a lot of time researching work as part of the IBDP programme and we will teach students how to reference and acknowledge sources correctly. We will make sure that common pitfalls are avoided, so that students are prepared for the kind of research they will be asked to carry out at university or college.

Dress code

We have a dress code rather than a uniform for IBDP students and we hope students will appreciate the freedom that this provides. Students will be expected to dress appropriately for a working environment. For boys, this means a formal shirt and tie, along with smart trousers and shoes. For girls, it means similarly formal business attire. We ask students to apply common sense to avoid having a long and complicated set of rules.

Study periods

Some study periods will be built into the programme; however, we will not tell students exactly how to use them. The IBDP is a demanding programme and students will discover that they will need to use some, if not all study periods to ensure they manage their workload. We will help by providing a good working environment and encouraging students to manage as their time effectively - an important life skill that will help them beyond school.

Attendance

Students will be expected to maintain at least 95% attendance at school. This is to ensure that they are able to competently cover the academic material needed to succeed in the Programme. In addition, students are expected to be punctual to school and lessons.

Student conduct

We expect our IBDP students to always conduct themselves in a mature manner, as representatives of the school in the wider community and as role models to our younger students.

University Destinations 2016-2019

UK

Brunel University
Goldsmiths, University of London
King's College London
Loughborough University
Newcastle University
New College of the Humanities, London
Queen Mary, University of London
University College London
University of Bristol
University of Central Lancashire
University of Edinburgh
University of Exeter
University of Glamorgan
University of Leeds
University of Leicester*
University of Sheffield
University of Sussex
University of York*
Warwick University

Asia

National University of Singapore
City University Hong Kong
Hong Kong University of Science and Technology

Australia and New Zealand

James Cook University
Monash University
University of New South Wales, Sydney
University of Otago
Victoria University

Europe

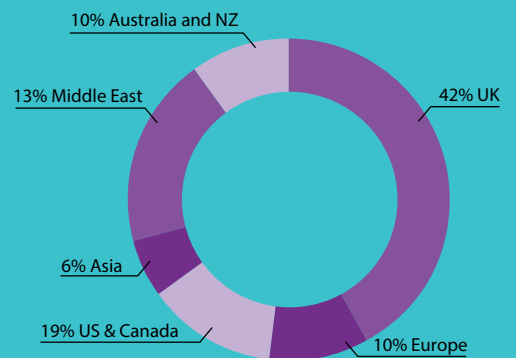
Charles University, Prague
Leiden University
University of Amsterdam
University of Groningen, Netherlands
University of Warsaw, Poland

Middle East

American University Beirut, Lebanon
American University Dubai
American University Sharjah
Middlesex University Dubai
Paris Sorbonne Abu Dhabi
University of Jordan

US and Canada

Arizona State University
Carleton University
Dalhousie University
New York University
University of British Columbia
University of Calgary
University of Texas*
University of Pittsburg
University of Toronto



* More than one student attends this University.

From IBDP to University

From IB to University



IB Diploma Programmes holders gain admission to selective universities around the world. These include well-known European and American institutions such as Oxford, Yale and the Sorbonne, in addition to prestigious universities in Latin America and the Asia/Pacific region.

Formal agreements exist between the IB and many ministries of education and private institutions. Some colleges and universities may offer advanced standing or course credit to students with strong IB Diploma Programme examination results.

It is important that individual students ascertain precisely the requirements of their chosen university with regard to the IB Diploma Programme as soon as possible. Subject choice and level of study may need to be selected with university requirements in mind.

IB Academic Results

Our 2019 graduates once again achieved record results in the IB Diploma examinations. The average point score of 33 is significantly ahead of the worldwide average of 30 and has enabled students to obtain places in highly prestigious university courses.

We are extremely proud of our graduates, not just for their exam results, but for what they achieved throughout their time here at BIS Abu Dhabi. Whilst completing the challenging IB Diploma Programme, our students contributed to school life in so many ways and have grown into amazing young adults as a result.



IB Diploma Curriculum Subject Overview

Students must choose one subject from each of groups 1 to 5, ensuring a breadth of experience in languages, social studies, the sciences, and mathematics.

The sixth subject may be an arts subject chosen from group 6, or another subject from groups 1 to 4. At least three, and not more than four subjects are taken at Higher Level, the others at Standard Level.

The following are subjects offered at The British International School Abu Dhabi.

IB Diploma Curriculum Subject Overview

Group One

Studies in Language and Literature

Language A: Language and Literature in English

Language A: Literature in Korean

Group Two

Language Acquisition

Language B, designed for students with some previous learning of a language (in Arabic, English, French, Spanish or German) Language ab initio, for students with little or no experience of the language (in Arabic, French, German or Spanish)

Group Three

Individuals and Societies

Business Management, Economics, Geography, History, Psychology and Information Technology in a Global Society

Group Four

Sciences

Biology, Chemistry, Physics, Computer Science, Environmental Systems and Societies and Sports, Exercise & Health Science

Group Five

Mathematics

Mathematics: Analysis and Approaches

Mathematics: Applications and Interpretation

Group Six

The Arts

Visual Arts, Music, Theatre



Language A: Language and Literature

English

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the Language A: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The Language A: Language and Literature course aims to develop in students, skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible. Teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills.

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.

In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Language and Literature course does not limit the study of texts to the products of one culture or the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.



Language A: Literature

Korean

This Literature course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading.

Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.



Language B

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either Standard Level (SL) or Higher Level (HL). The main focus of the course is language acquisition and the development of language skills through the study and use of a range of written and spoken material.

Such material will extend from everyday oral exchanges to literary texts and will be related to the target cultures. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding.

The study of an additional language adds to the international dimension of the Diploma Programme. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s).

With this awareness, a greater respect for other people and the way in which they lead their lives is fostered. Through the study of authentic texts, students investigate and reflect on cultural values and behaviours.

The Language B course seeks to develop international understanding and foster a concern for global issues, as well as raise students' awareness of their own responsibility. It also seeks to develop students' intercultural awareness.

The five broad areas of study are:

- **Identities**
- **Experience**
- **Human Ingenuity**
- **Social Organisation**
- **Sharing the Planet**



Language Ab Initio

Ab initio is a Latin phrase that means “from the beginning.” The Language ab initio course is designed for students with little or no prior experience of the language they wish to study. The final decision regarding the appropriateness of the course for which students are entered is taken by the IB DP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them. The most important consideration is that the Language ab initio course should be a challenging educational experience for the student.

The course is available at Standard Level (SL) only in Arabic, French, German and Spanish.

The Language ab initio course is organised into five broad topics:

- Identities
- Experience
- Human Ingenuity
- Social Organisation
- Sharing the Planet

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a range of everyday situations.

The study of an additional language adds to the international dimension of the Diploma Programme. Intercultural understanding is a major cohesive element of the syllabus in Language ab initio. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other people and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours.

The course’s five broad themes are well suited to fostering an international perspective. They seek to develop intercultural understanding and foster a concern for global issues, as well as to raise students’ awareness of their own responsibility.



Business 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 organisation and of the transformation of resources.

The Diploma Programme Business 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 organisations 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.

The Business Management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy.

The ideals of international cooperation and responsible citizenship are at the heart of the IB Diploma Programme. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent, multicultural world. The Business Management course will contribute to students' development as critical and effective participants in local and world affairs.



Group Three: Individuals and Societies

Economics

Economics is a dynamic social science, forming part of Group 3 - Individuals and Societies. The study of Economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a Social Science, Economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme Economics course emphasises the economic theories of Microeconomics, which deal with economic variables affecting individuals, companies 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.

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.

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



History

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students of History should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers.

In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of History should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of History both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

The History IB Diploma Programme course fosters 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 judgements 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 IB Diploma Programme History course 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.



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. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

Within Group 3 subjects, Geography is distinctive in that it occupies the middle ground between Social Sciences and Natural Sciences. The Diploma Programme 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. The Geography course examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies on a variety of levels, from local to regional, national and international. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

The optional themes covered in this course will be decided by the department.



Information Technology in a Global Society

The IB Diploma Programme Information Technology in a Global Society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and the use of digitised information at a local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

ITGS shares methods of critical investigation and analysis with other social sciences. It also considers social and ethical considerations that are common to other subjects in Group 3.

The increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline.

The nature of the subject is defined by the use of fundamental ITGS terms. For the purpose of the ITGS syllabus the following definitions apply:

Information technology (IT) is the study, design, development, implementation, support or maintenance of computer-based information systems.

Social and ethical significance refers to the effects that the development, implementation and use of information technology has on individuals and societies. Social impacts and ethical considerations are not mutually exclusive and are therefore categorised as a single entity. However, in general:

1. **Social impacts tend to refer to the effects of IT on human life**
2. **Ethical considerations tend to refer to the responsibility and accountability involved in the design and implementation of IT.**

An information system is a collection of people, information technologies, data, processes and policies organised to accomplish specific functions and solve specific problems.



Psychology

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the Natural and Social Sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

IB Psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB Psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes.

Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.



Biologists have accumulated huge amounts of information about living organisms, and it would be confusing to learn 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.

There are four basic biological concepts that run throughout:

1. 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.

2. 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.

3. 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.

4. 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.



As a transdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with Group 4 (The Experimental Sciences) with those associated with Group 3 (Individuals and Societies).

The Environmental Systems and Societies course is offered at Standard Level only.

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

Students' attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.

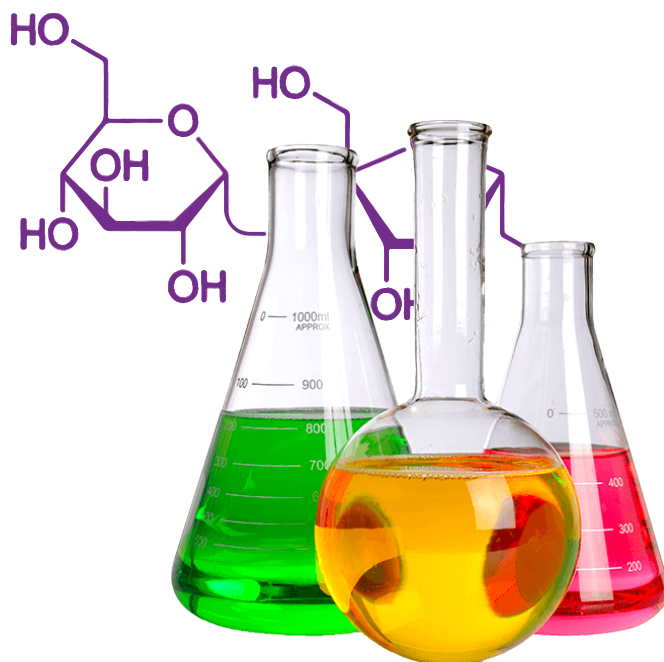


Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

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 and Environmental Science, and serves as useful preparation for employment.

The Diploma Programme Chemistry course includes the essential principles of the subject but also includes several options (modern analytical chemistry, human biochemistry, chemistry in industry and technology, medicines and drugs, environmental chemistry, food chemistry, and further organic chemistry).

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.



Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles – quarks, which may be truly fundamental – to the vast distances between galaxies.

Despite the exciting and extraordinary development of ideas throughout the history of physics, certain things have remained unchanged. Observations remain essential at the very core of physics, and this sometimes requires a leap of imagination to decide what to look for.

Models are developed to try to understand the observations, and these themselves can become theories that attempt to explain the observations. Theories are not directly derived from the observations but need to be created.

These acts of creation can sometimes compare to those in great art, literature and music, but differ in one aspect that is unique to science:

The predictions of these theories or ideas must be tested by careful experimentation. Without these tests, a theory is useless. A general or concise statement about how nature behaves, if found to be experimentally valid over a wide range of observed phenomena, is called a law or a principle.

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 endeavour and are important life-enhancing, transferable skills in their own right.



Sports, Exercise and Health Science

Sports, Exercise and Health Science (SEHS) is one of the IB Diploma Programme's newer courses. It is available at HL and SL and incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health.

A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyse human performance.

The SEHS course has strong international dimensions such as international sporting competitions and the international bodies that regulate them. Current ethical issues that exist within sporting competitions are also considered.

The comprehensive curriculum provides excellent preparation for university courses within the thriving industries related to Sport, Exercise or Health.

In addition, the course bears relevance to academic pathways associated with Physical Education, Physiotherapy, Nutrition, Sports coaching and development.



Computer Science students will become aware of how computer scientists work and communicate with each other and communicate with other stakeholders in the successful development and implementation of IT solutions. At the core of this course is the ability to write computer code using Java to solve a specific problem. In learning to code, this course will emphasise both the theoretical and practical approaches to solving problems.

The core aims of this course are to:

1. Provide opportunities for study and creativity within a global context
2. Enable students to apply and use the body of knowledge, methods and techniques that characterise Computer Science
3. Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
4. Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
5. Develop logical and critical thinking as well as experimental, investigative and problem-solving skills
6. Develop and apply the students' information and communication technology skills in the study of Computer Science to communicate information confidently and effectively
7. Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
8. Develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
9. Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.



Individual students have different needs, aspirations, interests and abilities. For this reason, there are two different DP subjects in mathematics, **Mathematics: Analysis and Approaches** and **Mathematics: Applications and Interpretation**. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

Applications and Interpretations:

Applications and Interpretation course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises 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 includes topics that are traditionally part of a pre-university mathematics course such as Calculus and Statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalisations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics.

All external assessments involve the use of technology. Students 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. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Analysis and Approaches:

Analysis and Approaches course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is 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 abstract problems as well as those set in a variety of meaningful contexts. Mathematics: Analysis and Approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

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. Students 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. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.



Group Six: The Arts

Visual Arts

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 IB 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, with option A students focusing more on the former and option B students on the latter. 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.



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.

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

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

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.

Prior learning

The Diploma Programme music course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas. While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended.

Both Standard Level (SL) and Higher Level (HL) music students are required to study musical perception. SL students in music are required to choose one of three options:

- SL creating (SLC)
- SL solo performing (SLS)
- SL group performing (SLG).

HL students are required to pursue both creating and solo performing. This is a significant difference in expectation. By pursuing both creating and performing, this enables HL students to bring to their musical studies a wider perspective. It also allows them to cover some work in more depth.

The study of three components in an integrated way allows HL students to make not only more connections but, potentially, these connections may carry more importance and have more influence during their musical studies. This path of study allows HL students the opportunity to engage in music in a more complete way.



Group Six: The Arts

Theatre

The Theatre course at both Higher and Standard Levels requires no previous experience in Drama or Theatre. Since the course is designed to enable students to experience theatre on a personal level, achievement in this subject is reflected in how students extend and refine the knowledge, skills and attitudes necessary for studying this art form.

Students' individual ability to be creative and imaginative, and to communicate in dramatic form, will be challenged and extended through the theoretical and practical content of the course.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting, they gain a richer understanding of themselves, their community and the world, promoting international mindedness.

The Theatre course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in theatre, performing arts and other related subjects. In addition, by instilling and refining communication and collaborative skills, it offers a valuable course of study for students who wish to pursue a career unrelated to Theatre. More and more, top Universities like to see a rounded approach to learning.

Students who show a fully rounded educational experience will always stand out from their contemporaries.

Why study Theatre?

Theatre is a composite art that is forever evolving into new forms. It is a means of exploring society and relationships within it; through it there may emerge possibilities for individual and communal learning and understanding. Theatre is about transformation. By studying theatre and engaging with it practically, students will discover more about themselves and the world around them in ways that can only be 'imagined'.

The Theatre Diploma course is designed to encourage students to examine theatre in its diversity of forms, from around the world. This is achieved through a critical study of the theory, history and culture of theatre.

Students will be encouraged to imagine, research, create, devise, present, analyse and evaluate; skills which in today's society are vital if young people are to find their own path, in this ever-changing modern world.

By critically reflecting on theatre in its past and present contexts, students are able to better engage with and understand the individual and social need to investigate and find explanations for the world around us.

Assessment

There is no written exam for the IB Theatre Course. Students are assessed on pieces of coursework. In addition, it is good to note that the Theatre course is completed by mid-March of IB2, relieving students of one of their courses and pressure as the revision begins for the externally examined subjects.

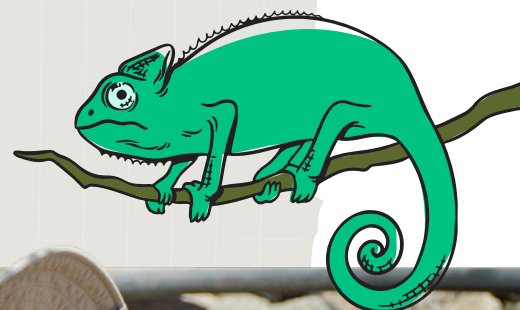


Core Elements

Core Elements

The IB Diploma Programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

- **Creativity, Activity, Service (CAS)** requires that students actively learn from their experiences beyond the classroom.
- **Theory of knowledge (ToK)** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing different kinds of knowledge.
- **The Extended Essay** is an opportunity for students to engage in independent research through the in-depth study of a question relating to one of the subjects they are studying.



Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS) is a core component of the programme and one of the things that sets the IB Diploma Programme apart from other courses at this level. The philosophy is to develop you as a whole person and to encourage you to foster your own individual talents.

CAS recognises that there is a world outside your academic studies and takes seriously the need for you to become involved in sports, theatre productions, artistic pursuits, community service work and other worthwhile activities. Through the CAS programme, you will develop your awareness of, concern for, and ability to cooperate with others.

Over the two years of the IB Diploma programme, you will engage in a variety of experiences and projects, some collaborative, some individual, dividing your time equally between the three strands: Creativity, Activity and Service. You will consider your learning and build a portfolio of evidence and reflection.

To give you a flavour of the kind of activities that fit within the CAS programme, we've listed a few below.

Creative activities may include music, art, drama or dance. If your timetable doesn't include art, for example, you may find opportunities to develop your creative skills through art outside the curriculum such as the School Production.

Activity aims to keep you fit and physically healthy. You might choose to take up a new sport or physical activity, or you might try coaching a team or organising a tournament. Some adventure or activity-based holiday might qualify here too.

Service activities, as you have probably guessed from the name, are about giving something back to the community. Your service might involve participating in environmental clean-up campaigns or helping disadvantaged members of the community such as the disabled or the elderly. We think you will gain a great deal from giving your time to help others.



Theory of Knowledge (ToK)

The ToK course will develop your critical thinking skills and enhance your powers of reasoning. These skills will allow you to carry out more effective research, be more demanding and rigorous in your studies and be intellectually more independent.

In short, ToK aims to help you become an active rather than a passive learner, starting you on the way to becoming a discerning adult thinker. In essence, the goals of the course are for you to gain an understanding of what it means to know something, for example as a scientist or an artist or an historian, and so to understand how different forms of knowledge relate to one another. You will be encouraged to compare and contrast your attitudes and perceptions with other students from different cultural backgrounds. ToK does count towards your overall diploma score, and you will be assessed through two tasks: an essay written on a topic chosen by the IB and an exhibition.

ToK is a course that examines the origins and validity of various forms of knowledge. We will not seek to challenge your beliefs: instead, we will ask you to justify or validate your knowledge. By understanding why we believe certain things to be true, you will begin to understand how we make judgements. It is hard to explain fully what ToK is in a few sentences, so perhaps the best thing we can say at this point is that students frequently cite ToK as the thing they enjoy most in the IB programme. We certainly intend to provide you with much to think about, and we hope you will have fun doing so.

Extended Essay

The Extended Essay is a core element of your IB Diploma Programme. You will complete it alongside Theory of Knowledge and Creativity, Activity, Service. Your combined marks from TOK and the Extended Essay will contribute to your overall Diploma Programme score.

The Extended Essay is an independent piece of research, culminating in a 4000-word paper. A lot of the skills required to research and plan an Extended Essay are similar to those needed when studying at degree level and beyond. To help you throughout this process, you will be given a supervisor. Your supervisor will be an experienced teacher who will help you structure your essay and advise you on how to carry out research to get the information you need.

You will be required to have three mandatory reflection sessions with your supervisor in school. In the first meeting you will discuss your topic area and preliminary research questions. In the second meeting you will discuss how your argument is developing and any challenges you have encountered conducting your research. The third session will be a viva voce. This is a short interview between you and your supervisor where you reflect on your final essay and what you have learned from the experience.

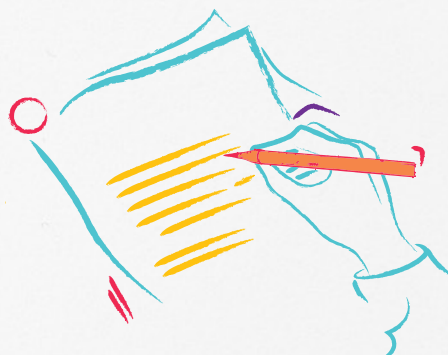
The Extended Essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, most probably relating to a HL subject, or takes the interdisciplinary approach of a World Studies Extended Essay.

Through the research process for the Extended Essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

The Extended Essay 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.



Assessment Requirements

Requirements

In order to be awarded the Diploma, students must:

- Complete a course of study from each of Groups 1 to 5, and complete either a subject from Group 6 or another subject from Groups 1 to 4.
- Complete at least three and not more than four of the six subjects at Higher Level (HL) and others at Standard Level (SL).
- Achieve a minimum total of 24 points out of a maximum total of 45, having also met a number of other criteria, including at least 12 points at HL and at least 9 at SL.
- Gain nothing below a Level 2 in SL subjects and nothing below a Level 3 in HL subjects.
- Submit an Extended Essay in one of the subjects of the IB curriculum and obtain at least a D grade.
- Follow a course in Theory of Knowledge and obtain at least a D grade.
- Complete all CAS (Creativity, Activity and Service) requirements.



Assessment: Grading the IB Diplomas

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest).

Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and The Extended Essay.

The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity, Service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Grades reflect attainment of knowledge and skills relative to set standards applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students.

Statistically the range of scores that students have attained has remained stable and universities value the rigour and consistency of Diploma Programme assessment practice.

All subject teachers are trained by the IB to administer and mark internally assessed tasks. Such internal assessments are moderated by external assessors.

Internal assessments include essays, mathematical portfolios, oral language exams, fieldwork assignments and practical/investigative work.

External examinations are written examinations which require long and short responses, data-based questions, essays and multiple choice questions. Responsibility for all academic judgements about the quality of candidates' work rests with more than 2,100 examiners worldwide, led by chief examiners with international authority.

Assessment: English Language Competence

All IB courses at The British International School Abu Dhabi are taught in English, except, of course, for languages, where most of the teaching is in the language being studied.

This means that students will need to speak, understand, read and write English well enough to be able to successfully access the subjects they are studying. This does not mean that the students' English has to be perfect, but they will need to feel comfortable working in English.

Students who have completed, or are in the process of completing, the International Baccalaureate Diploma generally meet the English language requirements of universities worldwide. It is often unnecessary for students to show further certification of their English language level since completion of the IB course shows that students have sufficient fluency in written and spoken English to cope with the demands of an undergraduate course from the outset.



Notes



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