



Bahrain Bayan School

International Baccalaureate
Diploma Programme

2022-2023



His Majesty
King Hamad bin Isa Al Khalifa
The King of the Kingdom of Bahrain



His Highness
Shaikh Isa bin Salman Al Khalifa
Late Amir of Bahrain



His Royal Highness
Prince Salman bin Hamad Al Khalifa
The Crown Prince, Prime Minister

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ACRONYMS AND ABBREVIATIONS

A	Anticipated Candidate
ATL	Approaches to Learning
ATT	Approaches to Teaching
BBS	Bahrain Bayan School
C	Course Candidate (previously certificate)
CAS	Creativity, Activity, Service
D	Diploma Candidate
DP	Diploma Programme
DPC	Diploma Programme Coordinator
EA	External Assessment
EE	Extended Essay
H	Carry mark forward from a previous session
HL	Higher Level
IA	Internal Assessment
IB	International Baccalaureate Programme
IBCP	International Baccalaureate Career-Related Programme
IBDP	International Baccalaureate Diploma Programme
IBO	International Baccalaureate Organization
IBIS	International Baccalaureate Information System
ITGS	Information Technology in a Global Society
IPARD	Investigation, Preparation, Action, Reflection and Demonstration (used in CAS – Inquiry Cycle Strategies)
LO	Learning Outcome (used in CAS)
MCQ	Multiple Choice Questions
MYP	Middle Years Programme
N	No grade issued for the subject and level (or other Diploma requirement)
PRC	Programme Resource Centre
P	Pending (mark or grade not available)
PG	Predicted Grade
PLA	Prescribed List of Authors
PLT	Prescribed Literature in Translation List
PYP	Primary Years Programme
R	Retake Candidate
RPPF	Reflection on Planning and Progress Form (used in EE)
SBC	Site - Based Coordinator (for Diploma Programme Courses Online)
SBS	School-Based Syllabus
SL	Standard Level
ST	School Supported Self-Taught (applies to language A literature SL only)
ToK	Theory of Knowledge

INTERNATIONAL BACCALAUREATE OVERVIEW

The International Baccalaureate Diploma Programme (IBDP) is a rigorous, pre-university course of studies, designed to meet the needs of highly motivated Secondary School students, and promote international understanding. The effectiveness of the IBDP is not only due to the depth of the individual courses, but also to the comprehensive nature of the Programme as a whole. Unlike other honors programmes, the IBDP requires each student to take courses in six academic areas. To qualify for the full IB Diploma, students must take examinations in six subject areas, participate in the Creativity, Activity, and Service (CAS) Programme, and write an extended essay (EE) during Grade 11 and 12. The Diploma candidate must also take a unique course known as Theory of Knowledge (ToK). In this course, students explore the connections and similarities between the various subjects, learn to think, and apply interrelated concepts. Many students earning the IB Diploma are awarded advanced college credits at prestigious universities around the world. Many highly competitive colleges and universities recognize the IB Diploma for admissions and/or advanced standing.

The IBDP is an advanced two-year course of study designed to prepare students for university and life. Its founders recognized the need to create a college preparatory curriculum with high standards which is recognized around the world. Since its inception in 1968, the IBDP has grown to include over 3020 schools. In May 2020, there were almost 170,343 IB Diploma students worldwide. In addition, there are over 5,000 trained IB examiners who assess student work, and help to maintain the internal grading consistency that has become the trademark of the IB system.

While the Programme is not designed exclusively for elite or gifted academic students, the decision to pursue several IB Courses, or the IB Diploma, is most appropriate for those students who are highly motivated, open-minded and extremely responsible. Certified as an IB school since 1993, Bahrain Bayan School (BBS) is proud to offer this prestigious Programme, and to make the IB curriculum the basis for nearly all classes offered in Grades 11-12. The BBS faculty and staff are committed to continue to improve the implementation of the demanding curriculum, and to fulfill the vision it was founded upon.

BAHRAIN BAYAN SCHOOL

Mission

Bahrain Bayan School provides students with a comprehensive bilingual education, rooted in Arab identity and Bahraini culture. We develop internationally-minded students with confidence in their abilities who embrace their responsibilities as national and global citizens.

Vision

Bahrain Bayan School is a renowned bilingual, coeducational school offering an innovative and dynamic international curriculum resulting in outstanding teaching and learning, and preparing students for higher education. Our vibrant learning community is enriched by a distinguished faculty, state-of-the-art facilities, rich resources and collaboration. We instill humanitarian values and a global perspective that enables students to discover pathways and to thrive as citizens in a challenging and changing world.

IBO MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CORE VALUES

Bahrain Bayan School Core Values

We believe that...

- Embracing our differences makes us stronger.
 - **Global-mindedness**
 - **Compassion**
- Learning is essential for individual development and a thriving and forward thinking community.
 - **Confidence**
 - **Creativity**
 - **Love of Learning**
 - **Knowledgeable**
- Giving of oneself enriches us all.
 - **Compassion**
 - **Communication**
- Transparency is the foundation for building genuine and trusting relationships.
 - **Integrity**
- Commitment leads to excellence.
 - **Responsibility**
- All people have inherent value and dignity.
 - **Respect**

VALUES AND LEARNER PROFILE

Bahrain Bayan School Values and Graduate Profile

Responsibility

Responsible

Behaving with responsibly and consideration for others and taking responsibility for your own actions and the consequences that accompany them.

Respect

Respectful

Showing respect for yourself and others in everything you do and accepting that other people do things differently.

Compassion

Compassionate

Showing empathy, caring, and respect towards the needs and feelings of others. Making positive difference in the lives of others and the environment through action and service.

Global-mindedness

Globally-Minded

Understanding and appreciating your own culture and personal history. Being open to the perspectives, values, and traditions of other individuals and communities.



Integrity

Principled

Acting with integrity, fairness, and honesty in all that we do and demonstrating respect for the dignity of yourself and others.

Creativity

Creative

Being curious and observant. Developing insights and innovative ideas. Thinking critically and generating solutions to complex problems.

Confidence

Confident

Exploring new roles, ideas, and strategies. Being brave about articulating your own perspectives while being open to the possibility of learning from others.

Communication

Communicative

Collaborating with others and articulating your ideas confidently and fluently in more than one language and in a variety of modes of communication (i.e., languages, literacy, the arts, technology, multimodality).

Knowledge

Knowledgeable

Developing deep understanding across a broad and balanced range of disciplines. Acquiring skills and in-depth knowledge of concepts, ideas, and issues that have local and global significance.

Love of Learning

Life-long Learner

Enjoying learning and actively sustaining this love of learning throughout life. Understanding the importance of intellectual, physical, and emotional balance to achieve personal well-being.

LEARNING BELIEFS

Learning is about understanding. Understanding is enhanced by self-assessment, reflection and thinking about how we learn.

إنَّ الفهم والإستيعاب هو أساس العملية التعليمية. يتم تعزيز عملية الفهم والإستيعاب عن طريق التقييم الذاتي والتأمل والتفكير في كيفية تعلمنا.

When learners construct and apply understandings of key concepts and principles of a discipline, they make connections among disciplines, and develop trans-disciplinary understandings, knowledge, and skills.

يتم تسهيل العملية التعليمية عندما يقوم المتعلمون ببناء المعايير الأساسية حول المفاهيم والمبادئ الرئيسية لتخصص علمي معين ، بالإضافة إلى تعزيز العلاقة وإقامة قنوات الإتصال بين التخصصات العلمية وتطبيق مهارات متعدّدة التخصصات.

When learners work to develop understandings in new contexts, their knowledge and skills develop.

عندما تتطور المفاهيم عند المتعلم في سياقات جديدة، تتطور لديه المعرفة والمهارات.

Learners learn most effectively when they are engaged; take an active role in their learning; learn through doing and have opportunities to practice and to reflect on their learning.

يتعلّم المتعلّمون بشكل أكثر فاعلية عندما يكونون مشاركين في العملية التعليمية؛ ويقومون بدور نشط وبارز في تعلّمهم؛ وعندما يتعلّمون من خلال التطبيق العملي وإتاحة الفرص للممارسة والتفكير في تعلّمهم.

Learners benefit from on-going, coaching feedback that is clear, constructive, and sufficient to their individual needs.

يستفيد المتعلمون من التقييم المستمر الذي يقدم تغذية راجعة واضحة بناءً وشاملة.

Learners learn at their own pace, in many different ways and have diverse abilities, which are most effectively addressed and supported when teachers differentiate and personalize instruction.

يتعلم المتعلمون وفق قدراتهم الخاصة، وبأساليب عديدة ومختلفة، حيث يتمتعون بقدرات متنوعة، يتم توظيفها بشكل أكثر فاعلية عندما يضيف المعلم تعليماته التي تتناسب مع جميع الفروق الفردية في عملية التدريس.

Learners are most highly motivated in real life situations where they can develop and apply new understandings, knowledge, and skills.

إن الدافع والتحفيز هو عنصر أساسي في العملية التعليمية، فسياقات الحياة الحقيقية تحفز المتعلمين على اكتساب معارف ومهارات جديدة تساعد وتشجع على فهم أعمق.

Learners learn best when they are appropriately challenged; are confident they are able to achieve success; find the learning material relevant to their lives and are in a safe environment that nourishes a love of learning.

يتعلم المتعلم بشكل أفضل عندما يقوم بمواجهة التحديات بطريقة تناسبه؛ ويكون واثقاً من قدراته وإمكانياته لتحقيق النجاح؛ وحينما يجد المواد التعليمية ذات صلة بحياته وهو في بيئة آمنة تغذي حب التعلم لديه.

BAHRAIN BAYAN SCHOOL OPTIONS FOR GRADE 11 & 12 STUDENTS

OPTION 1:

Students accepted into the Programme can attempt to earn an IB Diploma. They will register with the IBO to take official IB exams in at least 6 subjects. They will be classified as an **“IB Full Diploma candidate.”**

Students take IB exams in at least 6 subjects, complete TOK and EE, and meet all IB CAS requirements.

Predicted grades will be sent to universities. Students will take BBS mock final exams at the end of the IB course to fulfill their BBS graduation requirements, as well as the official IB exams - which are assessed by IB examiners outside of the school.

CAS must take place on a regular basis for at least 18 months during the two years of the Diploma Programme.

Students receive a BBS High School Diploma and Transcript, as well as an IB Diploma sent to them, or their chosen university, directly from the IBO.

OPTION 2:

Students officially register with the IBO for one or more IB exams to earn an IB Course Certificate. They will be classified as an

“IB Course candidate.”

Bahrain Bayan School highly encourages students to be enrolled in at least two IB courses during their grade 11 and 12 academic years. IB courses help students prepare for university by allowing them to engage in advanced coursework and sharpen their learning skills.

Students take IB exams in the courses that they officially register in. Certain assessments of this coursework will be graded by IB examiners outside of the school. Students will take BBS final exams in their non-IB classes.

Students receive a BBS Transcript and Diploma. In addition, they will receive an IB Certificate indicating their performance in the IB courses/ subjects that they completed.

BAHRAIN BAYAN SCHOOL IB DIPLOMA PROGRAMME STRUCTURE

The Programme has the strengths of a traditional and broad curriculum, with three distinctive additional features, as illustrated and shown at the center of the curriculum model below.

IB Diploma Requirements

To be eligible for the IB Diploma at the end of the senior year, candidates must fulfill the following during Grades 11 and 12:

- Successfully complete prescribed coursework, and take an examination from each of the subject groups below
- Submit an Extended Essay (EE) of 4,000 words in one of the subjects of the IB curriculum
- Complete the Theory of Knowledge (ToK) course
- Complete Creativity, Action, and Service (CAS) according to IB guidelines

IB Diploma Programme Model



Source: <https://www.ibo.org/globalassets/digital-toolkit/logos-and-programme-models/dp-model-en.png>

**BAHRAIN BAYAN SCHOOL
IB OFFERED COURSES AND CORE**

GROUP 1:

Studies in Language and Literature

English Language & Literature - HL/SL
Arabic Language & Literature - HL/SL

GROUP 2:

Language Acquisition

Second Language Arabic B - HL

GROUP 3:

Individuals & Societies

Psychology - HL/SL
History - HL/SL
Economics - HL/SL
Business Management - HL/SL
Environmental Systems and Societies-SL
Information Technology in a
Global Society (ITGS) - HL/SL

**Creativity,
Activity,
Service
(CAS)**

**Extended
Essay (EE)**

**Theory of
Knowledge
(ToK)**

GROUP 4:

Experimental Sciences

Biology - HL/SL
Physics - HL/SL
Chemistry - HL/SL
Environmental Systems and Societies—SL
Computer Science - HL/SL

GROUP 5:

Mathematics

Math Analysis & Approaches – HL/SL
Math Applications &
Interpretations – HL/SL

GROUP 6:

The Arts

Visual Arts – HL/SL
Theatre Arts – HL/SL

Kindly note that:

- * Some courses may not be offered due to insufficient number of enrolled students.
- * It is not always possible to accommodate all course selections due to scheduling conflicts. Every effort will be made to accommodate student preferences, but sometimes compromise choices must be made by the students.

IB Six Academic Subject Groups

Completion of the IB Diploma requires that students finish their coursework and formal exams in six subject areas. These are studied concurrently (over two years – Grades 11 and 12). Diploma candidates select two subjects from Group 1 and/ or one from Group 1 and other from Group 2, and one subject from Groups 3-6. A subject from Group 3-5 may be substituted for Group 6. At least three but not more than four are taken at HL, while the others are SL. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points. At BBS, all IB subjects are taught over a two- year period, and IB examinations are given each May. The subjects are continually reviewed and revised to meet contemporary and current needs and demands. Please note that the list below serves as a current guide only.

GROUP 1 – Studies in Language and Literature

More than 80 languages have been offered for examination as part of the IBO's policy of encouraging students to maintain strong ties to their own cultures. Very good writing and oral skills, and respect for the literary heritage of the student's first language are complemented by the international perspective given through language and literature studies.

GROUP 2 – Language Acquisition

The subject available in Group 2 will only include Arabic B HL for full IB Diploma students only. The language B Higher Level (HL) is a language acquisition course for students with some previous experience of the target language. Students develop the ability to communicate in the target language through the study of language, themes and texts.

GROUP 3 – Individuals and Societies

Subjects included in this Group are: Economics, History, Business Management, Information Technology in a Global Society (ITGS), Psychology, and Environmental Systems and Societies.

GROUP 4 – Experimental Sciences

The subjects available in Group 4 are: Biology, Chemistry, Physics, Computer Science, and Environmental Systems and Societies (SL). Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues; in addition, a sense of social responsibility is fostered by examining local and global issues.

GROUP 5 – Mathematics

The following courses, with first assessment in May 2021, are currently offered at BBS:

- Mathematics: analysis and approaches SL
- Mathematics: analysis and approaches HL
- Mathematics: applications and interpretation SL
- Mathematics: applications and interpretation HL

Students can only study one course in mathematics.

All DP mathematics courses serve to accommodate the range of needs, interests and abilities of students, and to fulfill the requirements of various university and career aspirations.

The aims of these courses are to enable students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

All DP mathematics courses require students to appreciate the use of technology in mathematics and become proficient with graphic display calculators.

GROUP 6 – The Arts

This includes Visual Arts and Theatre Arts, with emphasis placed on practical production by the student, and an exploration of a range of creative work in a global context. Students may elect certain subjects from Groups 3 or 4 as their sixth IBDP subject, ie. a second course taken from Individuals and Societies group or Experimental Sciences group.

IB Core Requirements

Creativity, Activity, Service (CAS)

The IBO's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS Programme encourages students to share their energy and special talents with others; for example, students may participate in theatre or musical productions, or sports and community service activities. Through these activities, students should develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people. The CAS Programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. Students will engage in a minimum of two CAS experiences per month.

CAS is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the seven learning outcomes (LO) for CAS.

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

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

In order to demonstrate these concepts, students are required to undertake a CAS project. The project challenges students to:

- Show initiative
- Demonstrate perseverance
- Develop ATL skills such as collaboration, problem solving and decision making.

Evidence and Progress of the project, covering all strands and tracking the development of ATL skills are all documented on a software system (Managebac) for teachers' and students' documentation, reference and follow-up. There will also be a CAS exhibition at the end of the 18 months.

Theory of Knowledge (ToK)

ToK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging them to appreciate other cultural perspectives. The course is unique to the IBO, which recommends at least 100 hours of teaching time spanning the Programme's two years. This class does not have a formal IB examination, but the teacher does evaluate the Diploma candidate's performance for the IB Organization, and one class essay is evaluated by IB examiners, to be included in the awarding of bonus points when assessed along with the Extended Essay (EE). A maximum of 3 bonus points may be awarded for very good essays produced in both ToK and the EE components. Please refer to page 19 to check the matrix on the following page for further explanation on the bonus points awarded.

ToK course has undergone some changes including a new module around technology and a new assessment task which will see students create an exhibition around a chosen prompt. The ToK exhibition explores how ToK manifests in the world around us. For this reason, it is strongly recommended that students base their exhibition on one of the ToK themes (either the core theme or one of the optional themes).

Extended Essay (EE) of 4,000 words

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints Diploma candidates with the kind of independent research and writing skills expected by universities. The IBO recommends that students devote a total of approximately 40 hours of private study and writing time for the essay, which may be written in one of the six subjects, including in many languages. The essay permits students to deepen their Programme of study, for example, by selecting a topic in one of their HL courses. Or, they might add breadth to their academic experience by electing to write in a subject not included in their Programme choices (Global Theme). A world studies extended essay must focus on a topic of global significance. This encourages the student to reflect on the world today in relation to issues such as the global food crisis, climate change, terrorism, energy security, migration, global health, technology and cultural exchange. The student should then explore how their chosen issue may be illustrated in a local context or international contexts using specific examples of a small scale, local phenomenon; in this way the student is linking the local to the global. The process of producing the essay will follow a series of due dates, and will be guided by a qualified supervisor from the BBS staff members. Due dates will be appropriately spaced throughout the 6-7 months the students are given to complete the paper. It is important that students submit their RPPFs and fully meet all EE deadlines set by the IB Coordinator and the EE supervisor. After the third missed deadline, the candidate will be withdrawn from the IB Diploma Programme.

APPROACHES TO LEARNING

How can I be an effective learner?

COMMUNICATION



INTERACTION

I can exchange thoughts, messages and information effectively through interaction.



LANGUAGE

I can read, write and use languages to communicate information effectively.

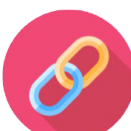
SOCIAL



COLLABORATION

I can work effectively with others.

RESEARCH



INFORMATION LITERACY

I can find, interpret, judge and create information.



MEDIA LITERACY

I can interact with media to use and create ideas and information.

SELF-MANAGEMENT



AFFECTIVE SKILLS

I can manage my own state of mind, concentrate and be focused. I can learn from mistakes and problems.



ORGANIZATION SKILLS

I can manage my time and tasks effectively. I use technology well.



REFLECTION

I can (re)consider the process of learning. I can choose and use effective ATL skills.

THINKING



CRITICAL THINKING

I can analyse and evaluate issues and ideas.



CREATIVE THINKING

I can generate new ideas and perspectives.



TRANSFER

I can use knowledge and skills in new contexts.



ToK & EE Bonus Points

Within the IB Diploma, the ToK, EE and CAS are mandatory requirements. Bonus points are awarded for the ToK and EE components only. A maximum of 3 bonus points can be obtained.

Please find below the matrix highlighting the combination of possible bonus points a candidate may achieve in the ToK and EE components.

The following new matrix will be adopted from the May 2015 session.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

***A + E combination results in zero points and a failing condition.**

IB COURSE CANDIDATES

Students who want to earn an official recognition for the IB classes but who are not interested, or eligible, in enrolling in the full IB Diploma will be registered in their chosen IB Subjects. These Course Candidates (C) will take exams in all of their IB subjects. For example, a student enrolled in IB Art and IB Math will only take those IB exams.

IB classes can be taken at either the HL or SL. Unlike full Diploma candidates, Course Candidates do not have to fulfill IB CAS requirements, complete the EE, or take the TOK classes. In addition, Course Candidates can choose to take all of their classes at the SL. This marks a clear difference from the requirements for the full Diploma candidates who are required to take at least three of their classes at the HL. Like full Diploma students, Course Candidates may have their official earned grades in these classes sent directly to the universities of their choice by the IBO. Please refer to the section entitled ‘Accessing IB Scores and Requesting IB Transcripts’ in page 30 for further information.

DIFFERENCES BETWEEN HIGHER LEVEL (HL) & STANDARD LEVEL (SL) COURSES

Whether students pursue IB courses or the full IB Diploma, they usually have somewhat of a choice of whether to take classes at Higher Level (HL) or Standard Level (SL). In the IB curriculum, the numerous differences in terms of content, standards, and class requirements taken at HL or SL vary between subjects. In some subjects, HL and SL vary substantially in degree of difficulty and material covered. However, for most IB subjects, the levels differ primarily in the amount of material covered rather than degree of difficulty. SL courses require approximately 150 class hours, while HL courses require approximately 240 class hours. In practice, SL students usually receive less reading, have fewer assignments, cover fewer units, or have fewer demands in regard to their Internal Assessment (IA).

In general, students who pursue any course at the HL should do so because they have a particular aptitude or high level of motivation in this class. Students taking HL classes must be exceptionally organized and ready to meet additional challenges not presented to SL students. Universities are more likely to give exemption or credit for classes taken at the HL.

In making the final decision about the level of coursework, students need to carefully balance their interests and abilities with projected university entrance requirements. In all our departments at BBS, there are experienced IB teachers who can counsel students on the expectations of HL and SL classes, and the relative difficulty at each level. Please see the requirements for entering HL or SL classes on the page 21.

IB courses are weighted according to higher level and/or standard level on the BBS transcript.

Students who have been registered for their IB subjects and choose not to attend the IB external examinations, without a valid reason, will no longer be eligible to have ‘IB’ on their transcript nor have the course weighted.

IB HL & SL ADMISSION REQUIREMENTS		
NAME	LEVEL	MINIMUM REQUIREMENT
IB Diploma		GPA of 2.5 or above. 2.5-2 GPA will be considered on a case-by-case basis
Arabic	Literature HL & SL	At least “B” from Grade 10 Arabic
Arabic	Language & Literature HL	At least “B” from Grade 10 Arabic
Arabic	Language & Literature SL	At least “C” from Grade 10 Arabic
Arabic	Language Acquisition B HL	Full IBDP students only with two Sciences
English	Literature HL & SL	At least “B” from Grade 10 English
English	Language & Literature HL	At least “B” from Grade 10 English
English	Language & Literature SL	At least “C” from Grade 10 English
Biology	HL	Completed 2 semesters of that Science in Grade 9 and 10 with a “B+” grade in both courses
Chemistry	HL	Completed 2 semesters of that Science in Grade 9 and 10 with a “B+” grade in both courses and a “C+” in the Math courses
Biology, Chemistry	SL	Completed 2 semester of that Science in Grades 9 and 10 with a “B-” grade in both courses
Physics	HL	“B” in Grade 10 Integrated Math II Enriched, completed 2 semesters of Grade 10 Physics with a minimum grade of “B+”
Physics	SL	“C+” in either Grade 10 Integrated Math II Enriched or Integrated Math II, completed 2 semesters of Grade 10 Physics with a minimum grade of “B-”
Environmental Systems & Societies	SL	“B-” in Biology in Grade 9
Computer Science	HL	At least “B” in Grade 10 Integrated Math II Enriched
Computer Science	SL	At least “B-” in Grade 10 Integrated Math II Enriched or Integrated Math II
Business Management	HL	Completed Business 10 with a “A” grade and Integrated Math II “A-” grade 10
Business Management	SL	Completed Business 10 with a “B” grade
Economics	HL	Completed Business 10 with a “A” grade and Integrated Math II “A-” grade 10
Economics	SL	Completed Business 10 with a “B” grade and Integrated Math II “B” grade 10
Psychology	HL	“B+” in English in Grade 10
Psychology	SL	“B” in English in Grade 10
History	HL & SL	“B” in English in Grade 10 and “B” in History in Grade 10
ITGS	HL & SL	Completed Computer Science in grade 9 or 10 with a minimum of “B”
Math Analysis & Approaches	HL	At least “B+” from Grade 10 Integrated Math II Enriched
Math Analysis & Approaches	SL	At least “C-” in Grade 10 Integrated Math II Enriched, “B” from Grade 10 Integrated Math II
Math Applications & Interpretation	HL	At least “B+” from Grade 10 Integrated Math II Enriched, “A” from Grade 10 Integrated Math II
Math Applications & Interpretation	SL	Passing grade in Grade 10 Math II Enriched, “B” from Grade 10 Integrated Math II
Visual Arts	HL	Completed 1 semester of Visual Arts in Grades 9 or 10 with a “B” grade
Visual Arts	SL	Completed 1 semester of Visual Arts in Grades 9 or 10 with a “C” grade
Theatre Arts	HL	Complete 1 semester of Theatre Arts in Grades 9 or 10 with a “B” grade
Theatre Arts	SL	Complete 1 semester of Theatre Arts in Grades 9 or 10 with a “C” grade

* Students who do not meet the prerequisite will be dealt with on a case by case basis.

Bahrain Bayan School highly encourages students to be enrolled in at least two IB courses during their grade 11 and 12 academic years.

IB courses help students prepare for university by allowing them to engage in advanced coursework and sharpen their learning skills.

IB LEARNER PROFILE

IB learners strive to be:

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

NOTE:

Both students and parents need to realize that the IB Diploma Programme is not for every student. Due to the very nature of the IB as, “An internationally recognized curriculum and examination Programme”, a student’s performance will be assessed in large part on pre-established standards set by the IBO, and failure to meet those standards could result in poor or failing grades. The student who has demonstrated adequate past academic performance, who is highly motivated, and who has acquired good time and stress management skills should succeed in his/her IB courses.

Bahrain Bayan School highly encourages students to be enrolled in at least two IB courses during their grade 11 and 12 academic years.

IB courses help students prepare for university by allowing them to engage in advanced coursework and sharpen their learning skills.

At BBS, we encourage students who want to challenge themselves academically to seriously consider our IB Programme. In order to help students and his/her parents make a realistic decision about pursuing the IB Programme, we have provided a profile of what we believe constitutes a successful IB self-regulated and lifelong learner.

The successful IB student would...

Be self-motivated and family supported.

The desire to pursue and succeed in the IB Programme must ultimately come from within the student and the continued support from his/ her family.

Have a desire to challenge him/herself intellectually and academically.

Someone who simply wants to “get by” or who is “going through the motions” to get into college / university will be uncomfortable in the IB environment.

Be a competent reader.

So as not to struggle with more difficult reading in IB courses, the student should be reading at or above his/ her respective grade level.

Speak and write the English language clearly and effectively.

At BBS, English is the primary language of the IB Programme (other than the Arabic courses on offer), and since the IB Programme demands clear and effective communication skills across the curriculum, this asset is essential to all IB students.

Possess (or be willing to acquire) analytical/critical thinking skills.

Much of the IB curriculum requires investigative and discovery learning, therefore these skills are essential especially for HL courses.

Possess (or be willing to acquire) good time and stress management skills.

The IB Programme develops and nurtures Approaches to Learning skills (ATL) that students need to possess and apply for self-management, communication, thinking, research and social skills in their school life and beyond.

Be open to new ideas and tolerant of different beliefs, cultures and perspectives.

BBS IB students exhibit and model the attributes of the IB Learner Profile by being internationally and cross culturally open-minded.

Participate in school and community activities.

BBS learners are active participants in local and global service learning activities and projects.

IB ASSESSMENTS

It is the policy of Bahrain Bayan School that ongoing formative assessments gauge students' academic progress and understandings, as well as ATL skills development which are both evident in every lesson. Formative assessment results will be utilized to develop differentiation plans, thus meeting the varying needs of all students. They will also provide evident record for IA grading. Summative assessment will be used to determine students' attainment of unit goals.

All forms of assessment will provide teachers, students, and parents with timely and accurate feedback regarding progress and/or achievement. All assessments will be documented in plans and evidence of assessments will be kept in teacher binders. Assessments will also be documented in ATLAS within two weeks of classroom implementation

Assessments are tools used to determine students' performances against the curricular standards.

Assessment will:

- be used as tools to determine progress towards grade/course specific performance indicators or progression levels (formative).
- be used to develop differentiation plans for each unit (formative).
- be used to determine application of knowledge and skills learned (summative).
- provide timely and appropriate feedback to teachers and students about students' growth and attainment (formative and summative).
- clearly be linked to a grade/course specific performance indicator or progression level.

It is the policy of Bahrain Bayan School that differentiation opportunities in content, process, or product will be planned for in every lesson. Differentiation opportunities will be documented in plans and evidence of differentiation will be kept in teacher binders. Differentiation opportunities will also be documented in ATLAS within two weeks of classroom implementation.

Differentiation is achieved through:

- content differentiation (what students learn).
- process differentiation (how they learn).
- product differentiation (how they demonstrate what they have learned).

Differentiation is:

- the intentional response to learner differences.
- an opportunity for students to work at their level of readiness and at an appropriate level of challenge.
- an opportunity for students to work in their preferred learning style.
- an opportunity for students to engage in their interest to meet curricular objectives through respectful tasks.

Grades & Methods of Assessment

It is important to keep in mind that this is an international system, and as such the final marks students receive for each IB course completed represent how successfully they have met the IB standards – standards that apply to students in IB schools around the world.

The School also provides the **ManageBac** software system, which is designed for the needs of the IB Diploma Programme students. Each student is provided with a personal ManageBac account which aims to help students manage their time, as well as show when the major deadlines and assessments are. Teachers also post crucial documents for students to access and reflect on. CAS reflections are expected to be posted by each student via their ManageBac account.

Online & Blended Learning

Guided by the IB recent publications and based on the school's policies, BBS has developed an online learning plan which covers the teaching and learning strategies, communication rules, devices, solutions, and policies supporting online or blended learning in the school community in the case of facing closures or quarantines. Clear expectations for learners and teachers on how to learn and teach online have been shared with students, parents and staff members. This plan will be updated regularly, as is common for BBS using online learning under emergency circumstances.

Internal Assessment (IA) (20-30% of the Class Grade)

IB course grades are determined by using a combination of sources. Part of the marking period grades come from assignments, quizzes and tests. In addition, each IB subject calls for the teacher to contribute a percentage of the final IB mark by assigning and then “internally assessing” IB-generated assignments and projects according to set IB criteria. The percentage varies from subject to subject, although generally, a teacher’s IA of IB-generated assignments accounts for between 20% and 30% of the final mark. For example, IB Language teachers assign and grade prescribed oral presentations; IB Science teachers assess student practical laboratory work; IB Math teachers score prescribed portfolios or projects. To ensure consistency, IA assignments are also “moderated”. This means that the teachers’ IA marks for all IB subjects are submitted to the International Baccalaureate Curriculum and Assessment (IBCA), in early April of each year. The IBO randomly requests samples of this work to be examined by IB examiners who check to see that teachers are applying the correct grading criteria. This step is essentially a “safeguard” to ensure that teacher grading practices are consistent with IB standards. If teacher grades are found to be in error, the school is notified, and new grades may be awarded. The moderation process is therefore an important part of maintaining consistency, fairness, high standards and accountability in the IB Programme. In addition, IBCA requires that each teacher submit samples of student work so that the teachers’ assessments can be checked for validity against the published criteria.

Internal or teacher assessment normally contributes between 20% and 30% of the subject assessment, but can account for as much as 50% in some of the Arts courses.

IB External Assessments (EA) (70 to 80% of the Class Grade)

In addition to teacher-generated and IB-generated IA, each IB course has official IB assignments and exams that are “externally assessed” by designated IB examiners around the world, a system coordinated by the IBCA. IBCA issues its own final marks and IB Diplomas to those students who have successfully met the IB criteria. Each May, BBS will offer IB exams for Diploma and Course students. At BBS, the majority of the *externally* assessed works are the IB exams that our students write in May. IB exams are comprehensive, and are usually based on the two-year course materials; therefore, they require a great deal of revision and preparation by the student. These exams are created by the IBO and sent by courier to each IBO school. Most IB subject exams are divided into two or three different parts or “papers”. Usually, these papers are written on two consecutive days: the morning of the first designated exam date, and the afternoon of the next date. As per IB, morning sessions must start after 7:00 am and finish by 1:00 pm local time. Afternoon sessions must start after 12:00 pm and finish by 6:00 pm local time, depending on region. The school provides a detailed schedule based on the exam schedule set by IBO.

After students have completed each paper of the subject exam, the “scripts” (written answers) are sent to the assigned IB examiners. Each separate paper of a subject exam is assessed by a different examiner. When all examiners have finished assessing their respective papers, they send the marked scripts to the IBO, where IBCA reviews and tabulates the marks for each student in each subject. In the same way as the IA, marks of IB teachers are checked for validity, so are those of the IB examiners. After a grade award committee review, final results are published early in July. The IBO sends official IB Transcripts reporting student performance directly to the student or their preferred universities. The IB assessment system is a very well thought out Programme of quality control, which encourages both students and teachers to pursue high, but very reachable, international academic standards. At BBS, we believe that the demands of such a system are certainly worth the effort.

ACADEMIC SUPPORT

After School Support: the school offers an Afterschool Student Support Program where students are able to get support in their IB subjects. Students are encouraged to attend. This program is designed to allow teachers time with the students for further clarifications and explanations, when and if required.

ACADEMIC HONESTY/ INTEGRITY

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. BBS may discipline a student for academic misconduct. Academic misconduct may involve human, hardcopy or electronic resources. Policies of academic misconduct apply to all courses, department and school related activities, including semester exams, mock exams, assessments, entrance exams, lab experiments, data collection, CAS records, collaborative research projects, field trips, conferences, performances, sport activities off campus, etc. Faculty members may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. BBS uses www.turnitin.com for all Secondary students.

BBS highly prizes academic honesty and acknowledgment of other people's contribution to knowledge. Students should avoid academic misconduct. Our Academic Honesty Guide is adapted from the IBO Academic Honesty and Integrity Documents (<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>)

Plagiarism and Cheating:

The school maintains a zero tolerance for cheating and plagiarizing. Students caught cheating or plagiarizing will receive a "0" (zero) for the test or work and may not redo the work. The teacher involved will inform parents. A report will be written by the teacher and submitted to the appropriate Vice Principal, which will be placed on the student's permanent record. Recurring incidents of cheating or plagiarizing by a student may result in academic probation, suspension, or expulsion from school

IB MOCK EXAMS

Mock or "practice" exams are given in March/April to students who are taking IB exams in May of that same year. All IB classes will have mock exams. The purpose of these exams is to help prepare students for the demands of the actual IB testing, and to provide feedback to students, parents, and teachers about the relative strengths and weaknesses of student readiness for the upcoming May exams. The mock exams also serve to familiarize students with the external assessments (EA) procedures, and can help to reduce anxiety which may negatively impact performance. Sometimes, the anxiety that students already feel coming into the exam is compounded by the unfamiliarity of the exam process. Feedback from the mock exams can also be useful to help students and teachers adjust their preparation strategies and approaches to teaching (ATI) in the months leading up to the May exams. They may also be helpful in deciding upon a student's predicted grades. Exam results are only seen as a general indicator of future success on the actual exam. Performance on these exams is important and counts toward the BBS grade, but will have no direct impact on the final IB grade.

IB PREDICTED GRADES

The Predicted Grade (PG) is the final mark that an IB teacher expects an individual student will receive when the IA score and May exam scores are combined for any given class. In October of the senior year, teachers are asked to submit predictions of the final grades for the Diploma students that they teach. These predictions are provided for both Course and full Diploma students, and are regularly requested by universities or colleges. Some universities factor the PG into their admission decisions quite heavily; although, the extent to which the PG is factored into admission requirements is specific to each university. Teachers must take into account several variables of a student's performance when considering the PG. For example, a teacher will look at the academic achievement of the student during the course, the student's attitude toward learning, the student's ability to accept criticism, individual study habits, level of motivation, and recent performance trends.

In addition, students receive IB Progress Reports, twice a year during their senior year, November and March. This will give the student an indicator of the level of performance he/she is at. This has no impact on GPAs. It is purely a measure for students to assess and be aware of their current performance at that time.

IB DIPLOMA COURSE RESULTS

The results of the IB exams completed in May are published in July. Students are able to access their individual results on a special IB website (IBIS – International Baccalaureate Information System). Upon the request of each student, his or her IB results are then forwarded to the university he/she will be attending in the Fall. Universities can then use the results to award course credit or advanced standing, depending on the student's performance on IB exams in relation to the results recognition policy of each university.

The maximum score possible for those students pursuing the full IB Diploma is 45, representing up to 7 points in each of the six required courses (42 points), plus 3 possible bonus points for outstanding essays in the TOK and EE components. A full Diploma candidate taking six examinations must reach a total of 24 points, or an average grade of 4 in each of their classes. To a certain extent, a high grade in one subject can balance a poor grade in another (e.g., a 5 in English can offset a 3 in Mathematics). The worldwide pass rate for those who took the exams in May 2020, was 79.10%, meaning that 79.10% of those who attempted the full Diploma around the world actually received it with an average of 30 total points, worldwide.

Please note that there are several situations that can keep candidates from receiving the IB Diploma.

Full Diploma students will not receive their Diploma if:

They receive less than 24 points,

They do not complete their CAS, TOK, or EE requirement.

Other exceptions which will prevent a candidate from receiving their Diploma include:

Earning 24 points or more, but receiving ...

An “N” in Theory of Knowledge or the Extended Essay

An “E” on either Theory of Knowledge, or the Extended Essay

3. *A grade “1” in any subject*

4. *A grade “2” awarded three or more times in HL or SL*

5. *A grade “3” or below awarded four or more times in HL or SL*

6. *Less than “12” points in HL subjects*

7. *Less than “9” points in SL subjects*

One of the hypothetical candidates below DID NOT receive the Diploma: Why?

<u>CANDIDATE A</u>	
English Lang + Lit (HL)	4
Arabic Literature (HL)	5
Business Management (SL)	4
Biology (SL)	3
Math (SL)	5
Visual Arts (HL)	2
BONUS POINTS AWARDED *	1
TOTAL	24

<u>CANDIDATE B</u>	
English Lit (HL)	5
Arabic Lang+Lit (SL)	2
History (HL)	6
Chemistry (HL)	6
Visual Arts (SL)	3
Math (SL)	3
BONUS POINTS AWARDED*	0
<u>TOTAL</u>	25

CANDIDATE “A” would NOT receive the IB Diploma – they have not achieved the required 12 points for their HL classes.

CANDIDATE “B” would NOT receive the IB Diploma – they have not achieved the required 9 points for their SL classes.

ACCESSING IB SCORES & REQUESTING IB TRANSCRIPTS

Both Diploma and Course candidates can view their IB results via the IBO website in early July (please visit www.ibo.org). PIN and personal code access numbers are issued by the IBDP Coordinator to individual students who can then access their scores. This information is also sent to students by email. The actual IB Diploma or Certificates are sent to schools for forwarding to students in the Fall of the same year the student has been examined. Official IB Transcripts can be requested by the student via e-mail at any time. However, please note that such requests will only be sent directly to universities, and only if the appropriate information is provided to the IBO. If the appropriate form is completed by the student prior to the deadline in June, the IBDP Coordinator and Counselor will assist with this transcript request. The request service usually takes from 1-3 weeks to process. The first SIX requests are free. After that, the IB charges a small fee.

For more information, please refer to the IB official Website Links: <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/requesting-transcripts/> and <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/getting-results/transcripts-faq/>

IB SCORES- UNIVERSITY/COLLEGE ACCEPTANCE

Most university applicants have found that the IBDP Programme is an excellent preparation for university. The Programme is widely recognized for its rigor and breadth, and therefore its completion is highly desirable. In order to search for university recognition of the IB Diploma, please visit www.ibo.org/Diploma/recognition/directory. In 2020, there are over 3,3000 institutions of higher education in nearly 90 countries that recognize the IB with published policy statement.

In some universities, individual IB courses can be taken without completing the full IB Diploma. At BBS, these IB courses and IB examination results, especially those obtained through HL courses, can be submitted to colleges and universities for possible advanced standing, or as first-year course credit. HL classes are more likely to be awarded such credit than SL classes. One or more courses can be selected to complement the student's talents, provide an academic challenge, and lead to an enhanced transcript which can boost his/her chances for university admission. The possible exception to this generalization is for students who wish to apply to any of the most selective institutions. These students should consider the full Diploma as a way of optimizing their admission dossier.

Most universities are very specific about an IB Diploma requirement as a prerequisite for admission into their programmes. Some universities around the world require a mark of 30 or more to be earned in order for students to be competitive.

The IB has a presence in countries throughout the world, and worldwide acceptability is a key benefit of the IB Diploma. However, each country's Ministry of Education pre-negotiates with the IB administration on the specifics of their acceptance criteria for this international Diploma. Since no two countries are alike in this regard, it is important that parents and students to consult the school's College Counselor and research the specific requirements for the country in which they are seeking university admission. At BBS, we strongly recommend that all students and their families take the time to carefully consider entrance requirements for several colleges and universities as early as Grade 8 or Grade 9.

Many North American Universities specify which IB course may be given college credit, or those that allow students to be exempt from taking those courses at the university. Most universities in the UK, Europe and elsewhere will consider, and may even prefer, applicants who have achieved the full IB Diploma.

For more information about university admission and IB Certificate recognition, please refer to: <https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/faqs/> and <https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/>

MAINTAINING ELIGIBILITY: DIPLOMA & COURSE CANDIDATES

Maintaining the status of a full Diploma or Course Programme student requires initiative, reflection, responsibility and motivation – all traits, skills, and characteristics that will help students to be successful in college and in life. IB students will need to pace themselves and plan well ahead of deadlines so that they can be met without cramming at the last minute. In Grade 12, a year long, detailed, internal calendar of deadlines is set for students to know well in advance when deadlines are due. It is crucial for students to organize and manage their time efficiently. Students need to be fully aware of their progress in each class, and be constantly trying to improve upon their last performance. Communication with the teacher is essential in this regard. Students need to be mature enough to be willing to accept criticism in order to continue to grow academically during the course of any two-year Programme. Students should be able to work with their teacher, and keep the teacher informed about what they do not understand, or if they are facing difficulty. This is especially important in a syllabus that spans two years, and where lessons generally build upon one another cumulatively. At BBS, specific expectations must be met in order to maintain both Diploma and Course standing.

IB DIPLOMA PROGRAMME TESTIMONIALS

“The IB Diploma Programme (DP) is unique in its structure. It offers more than just a variety of subject content. The programme goes beyond content by cultivating learning through experiences. BBS students who graduate from the Diploma Programme become globalized, confident, independent thinkers. With the diploma, our students had greater opportunities in high-ranking universities worldwide and were able to gracefully succeed in their undergraduate studies.”

SOURCE: Ms. Noora Al Khalifa, Director of Academic Affairs

“Going through the IB program taught me that it is not only about gaining skills and knowledge, it was more of the implementation of the growth mindset strategy that helped me grow beyond the set expectations and targets. Taking full IB Diploma courses prepared me for future challenges and guided my decision making process to suit me better as a learner and a leader.”

SOURCE: Ms. Radia Ali, Director of Teacher Appraisal and IBDP Economics Teacher, Class of 2001

“Without a doubt the International Baccalaureate program, is one that stimulates growth and hard work in a challenging world... it ultimately paves the path to nurture knowledgeable, principled thinkers. Al Bayan’s aspiring vision and effective mission gives it the opportunity to adapt to any situation, simultaneously, whilst ensuring that the learning process is of high caliber, reflecting on Bayan’s leading academic achievements. Al Bayan’s personality in responding to unprecedented situations like COVID-19, is one of a kind, it devotes meticulous efforts in creating an atmosphere that serves its community positively. A clear illustration of such, is Bayan’s Visual Graduation Ceremony of the class of 2020. Whether virtually or conventionally, learning at Bayan does not stop.”

SOURCE: H.E Mr. Ebrahim Mahmood Ahmed Abdulla, Ambassador of the Kingdom of Bahrain to the Republic of Tunisia and father of our IBDP 2020 student, Ahmed Abdulla

“The IB diploma has broadened my intellectual horizon by expanding my knowledge and curiosity. The integration of online learning has also enhanced my understanding as I was exposed to various teaching methods and a greater amount of learning resources.”

SOURCE: Maryam Al Basri, IBDP student, Class of 2020

“The different circumstances of the current 2020 crisis changed the IB path we as students were expecting. My experience was an accumulation of consistent hard work and adapting to changes. The diverse and rigorous courses of IB subjects I chose enlightened my view as an individual not just as a student. I can safely say that IB has set a standard within my own self to further push the limits of one’s comfortability.”

SOURCE: Salman Awachi, IBDP student, Class of 2020

“The IB Diploma Programme was very insightful, and its impact goes far beyond any possible words of expression. The IB Diploma Programme was a highly influential program that, despite its hardships, personally helped equip me and prepare me for the next chapter of my life.”

SOURCE: Yousif AlDaaysi, IBDP student, Class of 2019

IB DIPLOMA PROGRAMME TESTIMONIALS

“IB is one of the best programs that I have been a part of. IB has become more than just a curriculum. It is a way of life and thinking. As it pushes you beyond your comfort zones. These skills I am learning as an IB student and the values of time management are things I will never have to worry about as I was exposed to a program that emphasized both.”

SOURCE: Noora Bani Hammad, IBDP student, Class of 2018

“IB improved my interactive skills, as it enhanced my collaborative skill as well as confidence. In addition, it enhanced my critical thinking skills, which plays an essential role in everyday life.”

SOURCE: Mariam Raees, IBDP student, Class of 2018

“It’s all about hard work. IB sets the stage...it will prepare you very well...”

SOURCE: H.E. Shaikh Mohammed Bin Khalifa AlKhalifa, Minister of Oil, Kingdom of Bahrain. Father of our 2019 graduate, Khalifa Al Khalifa.

“According to a new study on the performance of International Baccalaureate (IB) Diploma Programme students in the UK post-secondary system as compared to students with A Level or equivalent qualifications, conducted by the Higher Education Statistics Agency (HESA) on behalf of the International Baccalaureate, a higher percentage of IB students achieve a first class honours award compared to students holding A Levels or equivalent qualifications. IB Diploma Programme entrants are more likely to be enrolled at one of the UK’s top 20 Higher Education Institutions (HEIs) than entrants holding other qualifications.”

SOURCE: IBO Study of Diploma Programme Students in the UK

“I am not going to sugarcoat this: IB is hard and time consuming. You will likely be overloaded with work and feel stressed on a regular basis. However, it is these circumstances that make you grow as a person and better prepare you for more difficult scenarios in the near future.”

SOURCE: Ammar Saeed, IBDP student, Class of 2018

“IB taught me the imperative lesson of time management, one that I wouldn’t have been able to proceed without as a senior.”

SOURCE: Noora AlHashimi, IBDP student, Class of 2017

“The IB Diploma has nurtured my intellectual curiosity beyond my expectations.”

SOURCE: Fatima Janahi, IBDP student, Class of 2017

“IB has been a wonderful experience that has strengthened my abilities in so many ways. In its challenging nature, this programme offers students a sneak peek into the rigors of the real world and teaches them the art of managing pressure and their time. But most importantly, IB has made me a more complete student with a breadth of knowledge on myriad topics and subjects.”

SOURCE: Yousif Jailani, IBDP student, Class of 2015

FREQUENTLY ASKED QUESTIONS

What is the International Baccalaureate Diploma Programme?

A demanding, pre-university course of study that leads to examinations which develop lifelong skills based on the IB Learner Profile and a set of values, as reflected in BBS values.

Who is the Programme designed for?

It is designed for highly motivated students who seek the challenge of a well-rounded, international curriculum.

How many years does it take to earn the IB Diploma?

The Programme is a comprehensive two-year international curriculum that starts at Grade 11 and continues throughout Grade 12.

Why are some courses taken at the HL and others at the SL?

This allows students to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some educational systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language, and the natural linguist becomes familiar with laboratory procedures.

What are the benefits of earning an IB Diploma?

The Diploma Programme equips students with the skills and attitudes necessary for success in higher education and employment. The IBO's goal is to provide students with the values and opportunities that will enable them to develop sound judgment and make wise choices, and respect others in the global community. Each university sets its own criteria for awarding college credit and/or scholarships. Students and parents can view each university's IB policy for awarding credit by contacting the school's Counselors and visiting the IBO [website: www.ibo.org](http://www.ibo.org)

When do I see my Counselor and when do I see the IBDP Coordinator?

For questions about graduation requirements, schedule changes, scholarship information, letters of recommendation, SAT and IELTS information, college questions, summer school, inclusive assessment arrangements and correspondence courses. Please contact:

Ms. Layal Boutros

High School/College Counselor

Science and Technology Building, Office 154A

Tel. 77122284

Email: layal.boutros@bayanschool.edu.bh

Ms. Niyaz Dashti

High School/College Counselor

Science and Technology Building, Office 154A

Tel. 77122295

Email: niyaz.dashti@bayanschool.edu.bh

For questions about IB courses, IB internal examinations, IB Registration, IB exams, IB EE requirements, IB Diploma requirements, and scheduling IB classes. Please contact:

Ms. Mervat Awamleh,

IBDP Coordinator,

Secondary Building, Office 105

Tel. 77122285

Email: mervat.awamleh@bayanschool.edu.bh

What is CAS and when do I start?

CAS is an acronym for “Creativity, Activity and Service.” All full IB Diploma students are required to fulfill CAS requirements during their 11th and 12th grade years. The IB CAS Supervisor will present each student with the CAS guidelines early in the 11th grade year. The CAS requirement is a fundamental part of the Programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies. Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the Programme. Each school appoints a CAS supervisor who is responsible for providing a varied choice of activities for students. Programmes are monitored by IB regional offices. A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired. For questions about CAS requirements, please contact:

Ms. Ghuson Mahammed,

CAS Coordinator,

Science & Technology Building, Room 254

Email: ghuson.mahammed@bayanschool.edu.bh

What is the Extended Essay (EE), when do I start it, and when is it due?

All IB full Diploma students are required to submit a research paper of 4,000 words in the subject of their choice. The IB DP Coordinator will introduce this to students in March or April of the junior year. The essays are due January – February of the senior year. This is a requirement for IB full Diploma students only.

When do I register for exams? Who registers me?

Registration begins in October of the senior year. The IB DP registers all students on the IBIS.

How much homework is expected daily, on average?

It varies. Students can expect to spend 3- 4 hours daily working on their homework. This may vary depending on the time of year and deadlines. Deadlines are spread out throughout the year. (Check the Internal Calendar Assessment)

What is Internal Assessment (IA)?

In addition to exams, IB students are assessed internally before the May exams. Assessments vary from subject to subject. The following are examples of IA: world literature papers, language orals, portfolios, projects and Visual Arts process portfolios. The assessment is written by the IBO, administered and graded by the classroom teacher, and sent off around the world for moderation.

Is it possible to change to the level or subject of my IB courses once I have registered for them?

It can be very difficult to make a course change after initial registration. First, the student will have to make up all the materials missed. This can be very challenging by itself. The longer a student waits to make a change, the less likely they will be able to make up the missed information and required assignments. Furthermore, in order to change courses the schedule has to allow for it. Often it is simply impossible to change courses as the desired course may not be offered at the appropriate time. Another problem may arise if a Diploma student wants to drop one of their HL classes to SL, they will have to “pick up” another HL somewhere else. Again, because of scheduling conflicts, this can be difficult depending on which classes are involved. For these or other reasons, course changes may not always be granted. It is very important that a student carefully selects appropriate courses from the outset.

What is the process for requesting a course change in Grade 11?

If a student is facing exceptional circumstances, he/she may request a course change by taking the following steps:

- 1) Discuss the possibility with both of the subject teachers involved.
- 2) Get approval from the IBDP Coordinator for all IB-related course changes.
- 3) Once the IBDP Coordinator has approved the change, the student should see the HS Counselor and find out if the change is possible, and if longer-term scheduling conflicts may result.
- 4) Meetings between the HS Counselor, IBDP Coordinator, and teachers may then be held to determine the appropriateness of the request – taking into consideration the reasons given for the change, student performance and achievement record, and the timing of the request.
- 5) If approved, the student will then receive a “Course Change Form” or a schedule form which will have to be taken by the student to be signed by the parents, IBDP Coordinator and teachers involved before being returned to the HS Counselor.
- 6) The school principal has the authority to approve any course change in some special cases, based on evidence and reports.

What happens if I want to register for an exam after the registration period is over?

It is still possible to register for exams “late” (up to a point) for those with exceptional circumstances. However, significant monetary penalties to the school by the IBO may apply. If the request is granted, the school will pass the cost of the penalty to the student. The latest opportunity for students to register would be January 15th of the session year.

What happens if I want to withdraw my registration to take IB exams?

As with late registration, it is possible to withdraw registration for IB exams under exceptional circumstances, and up to a certain date. Penalty fees will once again be administered and are passed on to the student. This is not advisable as students must show commitment to the IB Diploma Programme and follow through with the external examinations.

Are semester grades earned at BBS valid predictors of success on the final IB grade?

Yes and No. Regular class grades should provide relevant feedback about how students will potentially do on the IB exams. However, keep in mind that the test or homework which is assessed in the course of a quarter is not the same as the IB exams which cover 2 years’ worth of material. These exams are taken over a rather intensive testing period of three weeks, under exam conditions. These factors tend to lessen the predictive validity of the quarter grade to final IB scores.

Is a “7” a perfect score?

An IB score of “7” is rare. However, it is not (as some people may believe) awarded to only “perfect” performances. Flaws can be present in work that is awarded a “7” score. However, an IB “7” score requires truly exceptional understanding, critical thinking, application, communication and organization skills, and appreciation of how to effectively convey the knowledge in a written or oral format. A “7” score cannot be achieved through memorization or recall of information only.

Is a “4” a “bad” score?

A score of “4” in each class is sufficient to earn an IB Diploma. This fact suggests that receiving a “4” score should not be seen as a failure – particularly considering the weight that many universities give to students who receive the Diploma. It would not be prudent to suggest that students achieving “4” scores should be content and stop making greater effort, but it can also be argued that earning a “4” suggests that students are meeting the requirements of the class, and earning a respectable grade. Some universities will award credit if a score of “4” is earned in a class. However, most universities will not award college credit unless a student is earning a score of “5” or better.

Are all IB candidates required to take the Mock Exams?

All students registered for May exams are required to sit for the mock exams of that year (Both full Diploma and Course candidates). The exams will help prepare and equip the students with the essential skills needed to meet the demands of the intensive testing period in May, as well as help give the students and teachers an indication of where their areas of strength and weaknesses lie. These exams are considered the final exam BBS grade for senior year.

What is expected of IB students at BBS?

IB students need to be willing to continually reflect upon their performance and progress.

They should try to implement continuous self- assessment on how they learn best, how they study best, how they think and solve problems, and improve their abilities to ask relevant and appropriate questions.

IB students should be ready to make a committed decision to pursue IB Diploma or the Course Certificates.

They should be ready to complete an average of 3-4 hours of study on a daily basis, and to educate themselves about the IB Programme.

Students should strive to be organized and able to meet established deadlines.

IB students need to be willing to communicate with teachers, IBDPC and administrators when they are facing academic challenges or any other difficulty.

IB students have to be willing to thoroughly research admission requirements of the universities or colleges they are hoping to attend at an early stage.

All registered students are expected to sit for the IB external exams. Students who do not follow through with their registered IB courses and do not show up for external examinations, their transcripts will not reflect that they were enrolled in IB courses, nor will their GPA be graded according to the IB course (HL/SL) weighting.

What is the role of the parent of an IB student at BBS?

Parents play a very important role in the IB Programme. Parents should encourage their son/daughter in the IB Programme, and recognize that the IB Programme can be very demanding. Students may need some positive backing. Parents should be committed and supportive of the IB Programme, take the time to be informed about the Programme and how it works. Parents should communicate with the school if their son/daughter is having problems. It is also very important that parents help their children to research university admission requirements – and the earlier they start with this process the better for their child.

Are predicted grades necessary?

There are several reasons why predicted grades are important, but the most compelling factor is simply that so many university admission offices ask for them. It is difficult for universities to wait for the final student transcripts awarded in the summer between the time they finish high school (Grade 12) and the beginning of Fall semester at college. Waiting for the summer and the completion of all courses would potentially mean that many hasty and inconsistent decisions would be made. This is why most universities base their admission decisions on the grades that a student has achieved at the point of application (in late Fall or early Winter). It is common practice for universities to ask schools to give them predictions about a student's final IB results. Alternatively, some universities base their admission decisions upon student achievement to that point and offer "conditional" acceptance that are contingent upon receipt of the final IB Transcripts received over the summer.

If a student is withdrawn as an IB Diploma or Course candidate, can they regain their previous status?

Unfortunately, candidates who are removed from the full Diploma Programme or IB Course Certificate class will not be allowed to re-register.

How often should IB students study/revise?

It is expected that Diploma and Course students should regularly be revising/reviewing throughout the 2 year course. In fact, it is advisable for a student to go over previously covered material at least once per week in order to improve recall and understanding. Waiting until just before the May exams to start looking over past course material is not an effective strategy for success in the IB Programme. Furthermore, Diploma and Course students should be continuously reflective, and should try different and varied strategies and approaches to learning skills (ATL) for planning and studying if current ones are not leading to the desired result.

What if I use work that is not my own without proper citation?

This would be considered plagiarism. This will not be tolerated by BBS or the IB. Students' work must use the proper citation format if they are using work that is not their own. All works go through turnitin.com to check for plagiarism.

Plagiarism is a major offense in any educational institution and it is against BBS Academic Honesty and Integrity policy. Please refer to the Student Handbook and BBS policies for further information regarding this.

How do universities view the Diploma Programme?

The DP is internationally recognized and considered to be one of the highest standards in university preparatory education. In the UK, the Diploma Programme and its components are recognized by the Department of Education as a level 3 qualification equivalent to A and AS levels. All UK universities recognize the Diploma Programme, and it also has UCAS tariff points awarded (ucas.com). To see a list of all universities around the world that grant credit, scholarships and/or advanced standing for DP diplomas and certificates, visit www.ibo.org.

What kind of learner is a good candidate for the DP?

The DP is a challenging course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than is a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond the classroom?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of sports teams and involved in a wide range of activities. Time management and organization are key skills the IB Programme develops in students.

What is the difference between the full Diploma Programme and Diploma Programme Courses?

Some students choose to take a few DP courses and do not enroll in all DP courses required to attain the full Diploma. Students who study on a course-by-course basis and who choose not to do the full programme will receive a certificate to demonstrate course completion and may also be eligible for university credit.

Are DP course exams and DP exams the same?

Yes. Whether a student enters the full Diploma Programme or simply opts to take one individual DP course, both the course content and assessment are the same for that course.

What is a passing DP course score?

The IB does not assign passing scores for individual courses. A student simply receives a course score between one and seven. The grade descriptions for each course give an indication of the level of achievement a student reached for any given score. However, many universities often use a score of “four” or “five” as the minimum for granting admission or advanced placement.

For the full Diploma Programme, which is different than an individual DP course score, the minimum passing score is 24 points, assuming all other passing conditions have been met.

How many points is the DP core worth?

Students can earn up to three additional points for their combined performance on the extended essay and theory of knowledge. No points are awarded for creativity, action and service, but the successful completion over the period of 18 months of this component is a mandatory requirement for the receipt of the IB diploma.

What is a remark (EUR-Enquiry Upon Result)?

The externally assessed components of a candidate's work are e-marked by a senior examiner upon the school's or student's request. The grade can go either up or down. Re-marking is not available for multiple choice components (MCQ) or internal assessments.

How can one obtain a transcript from the IB?

An IB transcript of grades is an official copy of an IB candidate's results that is sent to an institute of higher education (university) directly. These documents are not sent to candidates or other organizations; they are for institutes' records only. An official copy of an IB candidate's results is sent to a university directly from the IB. When results are released, they will be made available to institutions via a secure IB website, or via a mailed paper transcript of grades if the institution does not use the electronic service.

Before results are released (5 July for a May examination session) candidate can request to have their results sent to six universities free of charge (of these six only one can be requested for the USA and one for Canada). Before results are released, all requests must be submitted by the International Baccalaureate (IB) Diploma Programme Coordinator of the school. Additional transcript requests can be made and will incur a transcript request fee.

All requests should be processed within 14 working days of receipt of the request form. During the peak months of December and January, and from July through to September, transcript requests may take longer to process. The IB is not responsible for delays in the postal service or for the processing of your transcript at the university.

Where can I find a complete list of DP courses/assessments?

Information on all DP groups and subjects can be found on the DP section at the IBO website. Please refer to: <https://www.ibo.org/programmes/diploma-programme/curriculum/>

Where can I find extra information & FAQ about the IB DP programme and university admission?

Please refer to <https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/faqs/>

I'm a student, and my school is closed due to bad weather, pandemic disease, natural disaster, or any foreseeable future forced closure. What do I do?

If your school is closed, please contact the HS Principal, Vice Principal or IBDP Coordinator. The IB is communicating regularly with schools that are impacted.

I am unable to return to my school because of travel restrictions; what do I do?

Please contact your School Principal or programme coordinator. There are options available to students to keep up with their education, including transferring to another IB World School/ International School or completing presentations and oral assessments virtually.

How can students continue learning when school is closed?

BBS has developed guidelines for distance learning, with further suggestions for apps and solutions that are efficient at the time of closing.

What are the virtual tools students and teachers can use during closure for presentations, internal assessment and other coursework components?

To enable students affected by school closures to complete their assessments with their teacher, the school supports the remote completion of tasks and assessments using video conferencing applications, such as Google Hangouts, Google Meet, Google Classroom, or any other appropriate tool or learning management systems, such as Managbac or PowerSchool.

COMMAND TERMS

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examinations questions, other terms may be used to direct students to present an argument in a specific way.

Analyse	Break down in order to bring out the essential elements or structure.
Annotate	Add brief notes to a diagram or graph.
Apply	Use an idea, equation, principle, theory or law in relation to a given problem or issue.
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Differentiate	Obtain the derivative of a function.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

COMMAND TERMS

Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Hence or otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities.
Integrate	Obtain the integral of a function.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add labels to a diagram.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result.
Present	Offer for display, observation, examination or consideration.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. “Show that” questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

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IBDP COORDINATOR CONTACT INFORMATION

If you have any questions regarding the IBDP Programme currently in progress at BBS, the registration process or timeline, please feel free to schedule an appointment with the BBS IB Diploma Coordinator,

Ms. Mervat Awamleh. The IB Office is located in the Secondary Building, Office 105.

The Bahrain Bayan School's official IB school code is 000707.

You may also contact her via landline or email.

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