



Bahrain Bayan School

International Baccalaureate Programme

2016-17



HIS MAJESTY
KING HAMAD BIN ISA AL KHALIFA
THE KING OF BAHRAIN



HIS ROYAL HIGHNESS
PRINCE KHALIFA BIN SALMAN AL KHALIFA
THE PRIME MINISTER



HIS ROYAL HIGHNESS
PRINCE SALMAN BIN HAMAD AL KHALIFA
THE CROWN PRINCE, DEPUTY SUPREME.
COMMANDER & FIRST DEPUTY PREMIER

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ACRONYMS AND ABBREVIATIONS

A	Anticipated Candidate
BBS	Bahrain Bayan School
C	Course Candidate (previously certificate)
CAS	Creativity, Action, Service
D	Diploma Candidate
DP	Diploma Programme
EE	Extended Essay
H	Carry mark forward from a previous session
HL	Higher Level
IA	Internal Assessment
IB	International Baccalaureate Programme
IBCC	International Baccalaureate Career-related Certificate
IBDP	International Baccalaureate Diploma Programme
IBO	International Baccalaureate Organization
ITGS	Information Technology in a Global Society
MCQ	Multiple Choice Questions
MYP	Middle Years Programme
N	No grade issued for the subject and level (or other Diploma requirement)
OCC	Online Curriculum 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
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 IB Diploma, students must take examinations in six subject areas, participate in the Creativity, Action, 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 2303 schools. In May 2013, there were 48,637 full IB Diploma students. 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.

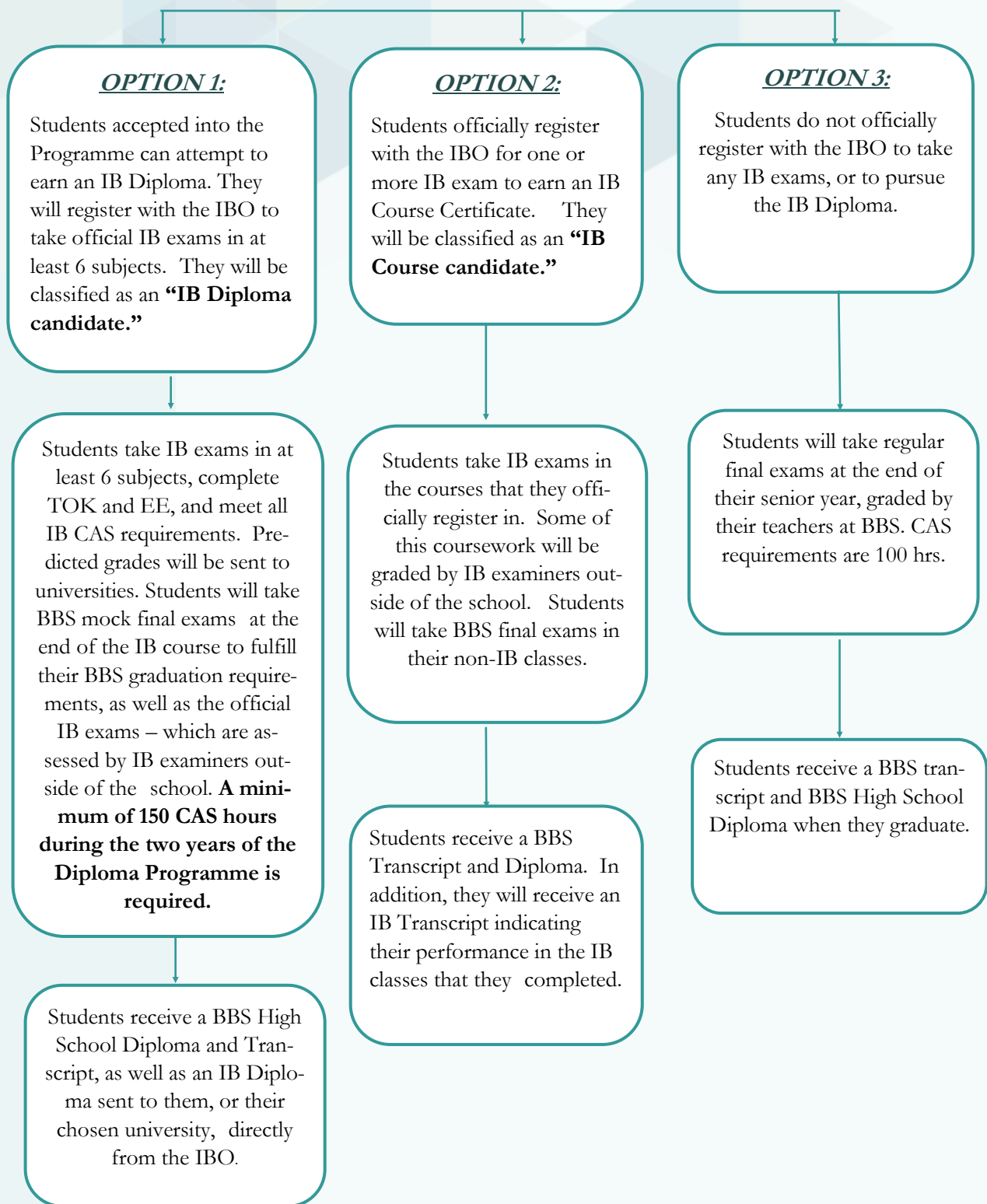
IB MISSION STATEMENT

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

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

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

BAHRAIN BAYAN SCHOOL
OPTIONS FOR 11TH & 12TH GRADE STUDENTS



BAHRAIN BAYAN SCHOOL

IB DIPLOMA PROGRAMME

The Programme has the strengths of a traditional and broad curriculum, but with three important additional features, shown at the centre of curriculum diagram 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 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



BAHRAIN BAYAN SCHOOL IB COURSES

GROUP 1:

Studies in Language and Literature

English Language & Literature – HL/
SL

English Literature – HL/SL

Arabic Language & Literature– HL/SL

Arabic Literature HL/SL

GROUP 2:

Second Language

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, Action,
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 – HL

Math – SL

Math Studies – SL

GROUP 6:

The Arts

Visual Arts – HL/SL

Theatre Arts SL

**Any additional subject from
group 1 to 5**

N.B.

* Some courses may not be offered due to insufficient student enrollment.

* In addition, 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 complete coursework and formal exams in six subject areas. These are studied concurrently, and students are required to study both the Humanities and the Sciences. Diploma candidates must select two subjects from Group 1, 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 needs. Please note 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 world literature studies.

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

All candidates for a Diploma are required to complete a Mathematics course, and three options are available to cater for different abilities and levels of student interest. Each course aims to deepen a student's understanding of Mathematics as a discipline, and to promote confidence and facility in the use of Mathematical language.

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 other Groups such as Computer Science and Environmental Systems and Societies (SL).

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. A minimum of 150 hours during the two-year Diploma Programme is required.

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 the matrix on the following page for further explanation on the bonus points awarded.

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 sixty 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. The process of producing the essay will follow a series of due dates, and will be supervised by a qualified advisor. Due dates will be appropriately spaced throughout the 6-7 months the students are given to complete the paper. It is important that students fully meet all EE deadlines set by the IB Coordinator. **After the third missed deadline, the candidate will be withdrawn from the IB Diploma Programme.**

TOK & EE Bonus Points

Within the IB Diploma, the ToK, EE and CAS are 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 official recognition for the IB classes but who are not interested, or eligible, in enrolling in the full IB Diploma will be enrolled in their IB classes. 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' for further information.

DIFFERENCES BETWEEN HIGHER LEVEL & STANDARD LEVEL STUDIES

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). Students who are not full IB Diploma candidates may also enroll in a College Preparatory class, in which case the student will not take the IB exams. In the IB curriculum, the numerous differences in terms of content, standards, and class requirements taken at HL or SL varies 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 following page.

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

IB HL & SL ADMISSION REQUIREMENTS

NAME	LEVEL	MINIMUM REQUIREMENT
IB Diploma		GPA of 2.5 or above. 2-2.5 GPA will be considered on a case-by-case basis
Arabic	Literature HL & SL	“B” from Grade 10 Arabic
Arabic	Language & Literature HL	“B” from Grade 10 Arabic
Arabic	Language & Literature SL	“C” from Grade 10 Arabic
English	Literature HL & SL	“B” from Grade 10 English
English	Language & Literature HL	“B” from Grade 10 English
English	Language & Literature SL	“C” from Grade 10 English
All Sciences	HL	Completed 2 semesters of that science with a “B” grade
All Sciences	SL	Completed 1 semester of that science with a “B” grade
Environmental Systems & Societies	SL	“C” in Biology and a “C” in Social Studies in Grade 10
Computer Science	HL & SL	“B-” in Grade 10 Pre-calculus or Algebra II
Economics & Business Management	HL	Completed 2 semesters of Business in Grade 10 with an “B” grade
Economics & Business Management	SL	Completed 1 semester of Business in Grade 10 with a “B” grade
Psychology	HL & SL	“B+” in English in Grade 10
History	HL & SL	“B” in English in Grade 10
ITGS	HL & SL	“B+” in Technology in Grade 9, 10
Mathematics	HL	“B+” from Grade 10 Pre-Calculus
Mathematics	SL	“B” from Grade 10 Algebra II
Math Studies	SL	“C” from Grade 10 Algebra II
Visual Arts	HL & SL	Completed 1 semester of Visual Arts in Grade 10 with a “B” grade
Theatre Arts	SL	Completed 1 semester of Theatre Arts in Grade 10 with a “B” grade

IB LEARNER PROFILE

IB learners strive to be:

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 so doing, 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 recognize 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 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.

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.

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 student.

The successful IB student would...

Be self-motivated and family supported.

Though the desire to pursue and succeed in the IB Programme must ultimately come from within the student.

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 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.

Be open to new ideas and tolerant of different beliefs.

Participate in school and community activities.

IB ASSESSMENT

It is the policy of Bahrain Bayan School that formative assessment to gauge students progress and understandings will be used in every lesson. Formative assessment results will be utilized to develop differentiation plans, thus meeting the varying needs of all students.

Summative assessment will be used to determine student 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 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 over 1,200 IB schools around the world.

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.

IB Exams (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 Certificate and Diploma 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 7:00am and finish by 1:00pm local time. Afternoon sessions must start after 12:00pm and finish by 6:00pm 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 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.

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 exam 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 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 Certificate 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.

Grade 11 students also receive an IB Progress Report in May of their junior year. This is also a useful indicator of where they stand performance-wise.

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. 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 2014, was 79.3%, meaning that 79.3% of those who attempted the full Diploma around the world actually received it.

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.

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*

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

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

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 IB 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 IB coordinator 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.

IB SCORES- UNIVERSITY/COLLEGE ACCEPTANCE

Most university applicants have found that the IB Programme is 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 2013, there are 1,997 universities 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 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.

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 manage their time efficiently and plan. 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

“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

“The advantages of an IB curriculum is its structure and quality. It’s a coordinated programme, well established, well known, and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific.”

SOURCE: Christoph Guttentag, Director of Undergraduate Admissions, Duke University.

“The number of higher education institutions recognizing the Diploma Programme grew 21% in 2011, backed by a proactive campaign of engagement, including a range of professional materials made available on the official IB website. And IB students are at an advantage with elite institutions: in the US, IB graduates are 21.4 percent more likely to be admitted into ten of the country’s most prestigious universities, including Harvard, Princeton, Yale and Stanford.”

SOURCE: IBO.org

“My IB experience has given me a new passport to life.”

SOURCE: Reem Al Barri, IBDP student, Class of 2015

“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 more complete student with a breadth of knowledge on myriad topics and subjects.”

SOURCE: Yousif Jailani, IBDP student, Class of 2015

“The IB is a challenging programme that has expanded my academic abilities and pushed me to work hard in order to reach my full capabilities.”

FREQUENTLY ASKED QUESTIONS

What is the International Baccalaureate Diploma Programme?

A demanding, pre-university course of study that leads to examinations.

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 visiting the IBO website: www.ibo.org

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

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

Ms. Nawal Mayoof,
High School/College Counselor,
Secondary Building, Office 103
Tel. 77122284
Email: NawalM@bayanschool.edu.bh

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

Ms. Yasmeen Al-Khalifa,
IB Coordinator,
Secondary Building, Office 105
Tel. 77122285
Email: Yasmeen.alkhalifa@bayanschool.edu.bh

What is CAS and when do I start?

CAS is an acronym for “Creativity, Activity and Service.” All IB students are required to fulfill CAS requirements during their 11th and 12th grade year. 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

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

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

When do I register for exams?

Registration begins in October of the senior year.

How much homework is expected daily, on average?

It varies. Students can expect 3-4 hours of homework each night. This may vary depending on the time of year and deadlines. Deadlines are usually spread out throughout the year.

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 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 teachers involved.
- 2) Get approval from the IB Coordinator for all IB-related course changes.
- 3) Once the IB 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, IB Coordinator, and teachers may then be held to determine the appropriateness of the request – taking into consideration the reasons given for the change, past student performance and ability, and the timing of the request.
- 5) If approved, the student will then receive a “Course Change Form” which will have to be taken by the student to be signed by the parents, IB Coordinator and teachers involved before being returned to the HS Counselor.

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 may apply. If the request is granted, the school will pass the cost of the penalty to the student. The latest

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 com-

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 and 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 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

Are all IB candidates required to take the Mock Exams?

All students registered for May exams are required to sit the mock exams of that year. The exams will help ready the students for the demands of the intensive testing period in May, as well as help give the students and teachers an indication of where their 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 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 Course Certificates or the Diploma.

They should be ready to complete an average of 3-4 hours of study each night, 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 and administrators when they are having difficulty.

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

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 children 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 they 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 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 re-gain their previous status?

Unfortunately, not. 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

IB COORDINATOR CONTACT INFORMATION

If you have any questions regarding the IB 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. Yasmeen Al-Khalifa.

You may also contact her via phone or email.

Contact details:

Ms. Yasmeen Al-Khalifa

IB Diploma Coordinator

Direct Line: +973 77122285

E-mail: yasmeen.alkhalifa@bayanschool.edu.bh



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