



SIXTH FORM PROSPECTUS

BRINGING OUT THE BEST IN EVERYONE!





Learning is at the heart of all we do at NCBIS and we want students entering our Sixth Form to be independent, intellectually curious young men and women who are willing to demonstrate high levels of academic endeavour in deepening their understanding of the world around them. Our dedicated and professional teaching staff will ensure that every student is challenged to achieve to the very best of their ability, and support them as they rise to the challenge of Sixth Form study.

Our Sixth Form offers small class sizes and collaborative working relationships with teachers and fellow students to ensure that lessons in the Sixth Form are dynamic, challenging, interesting and enjoyable in equal measure. We are proud of the outcomes achieved by our students and that they go on to attend some of the best universities in the world confirms that those fortunate enough to benefit from an NCBIS Sixth Form education will be well placed to confidently embark on the next stage of their educational journey.

We use the High Performance Learning philosophy and framework in our school. This means that we believe that all the students can be high performers, and we teach with these expectations in mind. Using the research-based High Performance Learning approach helps us to systematically build the cognitive competencies that lead a young person to thrive in school and later life. We embed the HPL philosophy throughout the NCBIS Sixth Form.

In addition to supporting students achieve their best possible results, we also want them to leave school with the life-skills we know employers are demanding. We develop in them the ability to work with others to find innovative solutions to complex problems, encourage them to be creative, critical thinkers and support them in refining their communication skills.

We also benefit from successful and supportive alumni and parent bodies, which see us able to expose our students to a wide range of career paths and help them secure valuable work experience.

We want everyone at NCBIS to feel known, valued and understood and believe that contributing to the wider life of the School will see students enjoying their senior years and building wonderful friendships along the way. We are committed to ensuring that those students fortunate enough to complete their Sixth Form studies at NCBIS will remember their time at the School as being fun, rewarding years which saw them grow into young adults ready to make their mark on the world. There is no 'typical' NCBIS Sixth Form student; we welcome girls and boys from a wide range of backgrounds and with many different interests and abilities. What does define our students, however, is a love of learning, a sense of ambition and an unwavering commitment to being an inclusive, tolerant, kind and supportive community.

I look forward to receiving your application and supporting you on your academic journey.

Paul Rowe







Head of Secondary

The NCBIS Sixth Form

NCBIS provides an excellent learning environment for Sixth Form students, an environment that fosters international mindedness and produces global citizens who can make responsible and informed choices. We have a track record of outstanding GCSE/IGCSE and IB Diploma results that places us amongst the best schools in the region, and our former students have gone on to attend the best universities in the world, including Ivy League universities in the United States and Russell Group universities in the United Kingdom.


NCBIS Values

NCBIS is guided in all its actions and decisions by its commitment to:

 Providing quality education in a safe, secure and caring environment.	 Ensuring choice and challenge both within the curriculum and the extra-curricular programmes.
 Promoting academic and personal achievement.	 Inspiring intellectual curiosity, critical thinking and enthusiasm for learning.
 Developing each student's unique talents to help them achieve their potential	 Maintaining an internationally diverse community of open-minded people.

Our school community

NCBIS is a truly international community with more than 70 nationalities represented in its student population. The school prides itself of its close knit community and is widely recognised for its welcoming environment.

 Proven track record of outstanding academic excellence.	 Comprehensive and broad ranging CAS program.
 Offering over 16 subjects in the International Baccalaureate (IBDP).	 An international school with over 60 nationalities.
 Small class size allowing individualised attention.	 Qualified and experienced teachers recruited from the top UK & international schools.

 BRINGING OUT THE BEST IN EVERYONE!
NCBIS
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 Website  Facebook  Instagram

Enrichment at NCBIS

The Sixth Form Enrichment Programme offers a range of activities, all aimed at preparing our students for the important transition between school and the world of higher education or employment.

Leadership roles

Sixth Formers are encouraged to adopt leadership roles during their time at NCBIS. Such roles include organising teams and representatives for competitions, charity work, academic tutoring, taking part in student council and mentoring of younger students and advice and support to other students.

Educational trips

There are a range of opportunities for students to learn through experience at NCBIS by attending one of the organised school trips. This includes visits to field work centres, workplaces and educational establishments as well as a range of destinations and attractions linked to the student's unit of study.

University guidance

Sixth Form students at NCBIS benefit from 1:1 guidance throughout the university application process as well as pastoral and academic transition sessions. We are proud that many of our students have gone on to study at some of the world's top universities.

Extra Curricular Activities

Our comprehensive ECA programme provides students with a range of opportunities to develop their skills and enhance their CV. Opportunities range from joining a sport team to leading a dance club to enhancing their academic writing and much more.



NCBIS Advanced Diploma

Getting ahead in a competitive global market requires students to have more than just good school grades- the Advanced Diploma is an additional certification that ensures students have a variety of experiences to supplement their academic achievements on the IB or A Level programmes.

Enrichment at NCBIS



Work experience

Gaining work experience is an invaluable opportunity and NCBIS has a range of contacts and opportunities available for students, whether this be through part time work, summer programmes, internships or online opportunities.

Extended Project Qualification

Available to all A Level students, this qualification enables a student to choose a topic of interest and undertake an in-depth study. The qualification is equivalent to half of an A Level and is widely sought by universities.

Extended Essay

The Extended Essay makes up one part of the IB Diploma core. It is an independent, self-directed piece of research, providing students with the opportunity to investigate a topic of special interest, which is also related to one of the six Diploma subjects.

Competitions

There are a range of subject-related competitions available for Sixth Form students to take part in. Some of these events are hosted in-house, whilst others are externally events.

High Performance Learning

As a HPL school High Performance Learning is embedded into all lessons. In addition to this, there are dedicated lessons and ECAs that focus on helping students to become high performers. These sessions focus on academic writing skills, university applications and employability skills as well as aspects such as critical analysis, presentation and evaluation.

Creativity, Activity and Service

CAS is a range of enjoyable and significant experiences, as well as a CAS project. Students participate in a range of experiences involving Creativity, Activity, and Service:

- Creativity is exploring ideas leading to original interpretive product/performance.
- Activity is physical exertion contributing to a healthy lifestyle
- Service is collaborative and reciprocal engagement with the community in response to an authentic need

CAS is an experiential journey of self-discovery, reflection, collaboration and fun. Students learn about themselves, about working with others, and about the world around them in real life experiences. CAS is a great opportunity for students to enhance their CV and university applications.



Beyond the classroom

Duke of Edinburgh

We actively promote participation in the Duke of Edinburgh's Award Scheme which inspires young people to try a range of different activities they may not previously have experienced. Participants are required to complete four sections that make up each level of the programme; physical, skill, volunteering and an assessed expedition.

Technovation for Girls

Technovation offers girls around the world the opportunity to learn the skills they need to emerge as tech entrepreneurs and leaders. Every year we invite girls to identify a problem in their community, and then challenge them to solve it.



Sixth Form Facilities and Freedoms

NCBIS Sixth Form students have their own private common room, within which they can relax, socialise and undertake independent and group study. They also have access to the school library during free periods and after school.

As young adults, NCBIS Sixth Form students are given a number of privileges in school, including not having to wear the traditional school uniform and self-study opportunities.

Event Management

Students have the chance to develop their organisational skills which are relevant to wide range of career paths. Students have the opportunity to organise, run and manage relevant events in collaboration with the relevant staff members. This involves using initiative, demonstrating your enterprise skills, and exhibiting to your ability to manage a situation.

Dress Code

Looking smart and business-like is our overriding principle and generally takes precedence over following a rigid set of rules. A general rule is that we expect students to wear something that would be acceptable in a formal office environment, developing an understanding of dressing appropriately for the workplace.

Pastoral Support

Our students can achieve at NCBIS confident in the knowledge that there is excellent pastoral support to help them flourish in the Sixth Form.

Every Sixth Former belongs to a tutor group and are allocated to a House. Tutors act as the first port of call for pastoral and academic issues, and they work closely with the Head of Sixth Form, the Deputy Heads (Academic and Pastoral) and Heads of House, to support students both in and out of the classroom. Students meet with their Tutors everyday and have 1:1 target setting sessions and reviews three times each year.

Curriculum



Academic Pathways

At NCBIS Sixth Form every student studies for the IB Diploma or A Levels and our numbers are growing. While demanding, NCBIS believes that our two KS5 pathways best serve the needs of our international community, offering a broad and balanced curriculum and providing you with a head start for university and future careers. We are proud that our year 13 graduates go on to some of the best universities in the world.

International Baccalaureate

Subject 1

Subject 2

Subject 3

Subject 4

Subject 5

Subject 6

EE

CAS

TOK

Advanced Levels

Subject 1

Subject 2

Subject 3

Subject 4 (Self Study)

EPQ

CAS

A Levels at NCBIS

Pearson Edexcel Advanced Levels (A Levels) are globally recognised qualifications which open doors to top universities worldwide. At NCBIS we offer a comprehensive two year A Level programme that consists of a choice of three A Level subjects and the A Level core (CAS, EPQ and HPL).

Pearson Edexcel Qualifications

Pearson Edexcel A Levels are globally recognised qualifications which open doors to top universities worldwide. We offer a linear programme of study, whereby students are assessed through a combination of coursework elements and end of course exams.

Taking the A Level pathway at NCBIS allows students to study three subjects at depth, enabling them to focus on the subjects that are of most interest to them and to gain an in-depth understanding of the subject area in preparation for Higher Education.

A Level Core: CAS

A Level students will undertake a range of Community, Activity and Service initiative throughout the duration of their academic programme. This will help them to develop a range of transferable skills that can be used inside and outside of the classroom, whilst also enhancing their CV and university applications.

Students have the opportunity during CAS to use their initiative and to pursue activities that are of relevance to their academic studies and wider interests.

A Level Core: EPQ

All A Level students will undertake sessions to obtain the additional Pearson Edexcel Extended Project Qualification. These sessions teach students a number of transferrable academic skills that will help to enhance their quality of work across their main A Level subjects and prepare them for university.

EPQ sessions are initially focussed on academic study skills before progressing onto research methodology and dissertation-style supervision. Students can pursue their passions by undertaking a research project on a relevant topic of their choice, with the support of their teacher. The EPQ qualification equates to half an A Level and is highly sought by universities in the UK and around the world,

A Level: Subjects

All A Level students will undertake 3 A Level subjects.

A student may choose to study a 4th 'Self Study' A Level subject should they wish to.

Providing it is a subject NCBIS offers at A Level, students will be supported by being provided with the specification, revision materials, past papers and access to Google Classroom resources, however, no formal lessons will be provided for the 4th A Level.

How should a student choose their three A Level courses?

SLT and teaching staff at NCBIS are available to advise students as they choose their A Level subjects.

Recommended requirements

A Level courses are academically rigorous and require commitment and motivation. Choices should be made not only by preference, interest or university requirements but also to reflect academic strengths.

We consider each individual student on merit, but in general, the following applies;

- Students should usually have gained at least five (i)GCSE subjects at grade 5 (including English and Maths).
- In the subject to be taken at A Level, a grade 6 or above is recommended.
- Attitude to Learning scores (a minimum of 3) and teacher recommendations are the final criteria for acceptance. (Previous NCBIS students only)

Subjects that students enjoy

It is important that students think about taking subjects that they have particularly enjoyed in the past, both in the classroom and independently, or feel they may enjoy.

Each A Level subject requires in-depth study, and receives a great deal of classroom time on our school timetable. Therefore, if a student enjoys the subject then they will be more motivated to work hard in it. We expect students to undertake detailed independent study for their A Levels, and the self-motivation required for this will come more easily if students enjoy the subject.

Possible future career plans

It is essential at A Level that students have chosen subjects that meet the requirements of future university study, or their future career.

The Russell Group of universities, comprising some twenty of the most academic universities in the UK, has published extremely helpful advice on the A Levels required to study particular courses at university. This advice is published in their report "Informed Choices": <http://www.russellgroup.ac.uk/informed-choices/>.

Subjects in which students are academically strong

A Level study is significantly more demanding than (i)GCSE, and if a student starts an A Level course with a low GCSE result, it is extremely unlikely that the student will achieve a high A Level grade. In light of this, it is important that students have discussed the feasibility of taking each of their proposed A Level subjects with their subject teachers at NCBIS or their current school.

A Level Fine Art

Why study this course?

A Level Art is structured to engage students both intellectually and creatively. The students are given the confidence to be open-minded and follow many diverse lines of personal enquiry, allowing them to develop high levels of self-motivation through the fostering of independent working practice.

Students will be able to produce practical work that embraces a variety of contexts, from the academic through to the ephemeral and experimental. Students are encouraged to be open to new means and ways of working and there is a strong emphasis placed upon exploration, and experimentation. This is then rigorously documented within their artistic journals. Our ethos is to enable students to develop skills and confidence in several media and in both two and three dimensions.

Where can it lead?

With structured guidance from teachers, A Level Art presents an opportunity for students to produce highly personal creative work and to pursue individual interests. It is vital that our students are able to work independently and as part of a group, as well as being well motivated and enthusiastic about Art in all its guises.

This is a particularly appropriate subject for students who are interested in a career in the many disciplines of Art and Design, Visual and Performing Arts, Architecture and the Media.

What is the course content?

During the two year programme students will cover the following topics:

- Painting and drawing
- Printmaking
- Sculpture
- Lens-based image making



How will I be assessed?

Component 1 Personal Investigation (60%)	Component 2 Externally Set Assignment (40%)
<p>Part 1: practical work (72 marks)</p> <ul style="list-style-type: none">• From personal starting points• Students submit:<ul style="list-style-type: none">– supporting studies– personal outcome(s) <p>Part 2: personal study (18 marks)</p> <ul style="list-style-type: none">• Students submit a piece of continuous prose of a minimum of 1000 words <p>Total marks available: 90</p>	<ul style="list-style-type: none">• Externally-set, broad-based theme released to teachers and students on 1 February.• Sustained focus period of 15 hours of controlled assessment in which students create final response(s) to the theme.• Students submit:<ul style="list-style-type: none">– preparatory studies– personal outcome(s) <p>Total marks available: 72</p>

A Level Biology



Why study this course?

As a field of science, biology helps us understand the living world and the ways its many species (including humans) function, evolve, and interact. Advances in medicine, agriculture, biotechnology, and many other areas of biology have brought improvements in the quality of life.

Where can it lead?

Biology A Level prepares students as critical, analytical scientists who have an enhanced understanding of living organisms and the world around them from which to make personal or professional choices in the future. With many challenges ahead for this generation including antibiotic resistance, climate change and appropriate use of emerging DNA technologies, A Level Biology provides a suitable foundation from which pupils will have a wide range of options available. It is a relevant, up to date and rigorous course of study. A Level biologists are well prepared for further study and employment within and outside the biological sciences including medicine, veterinary science, marine biology, biomedical sciences, pharmaceuticals, gene technology, agriculture, osteopathy, physiotherapy, sports science and many more.

What is the course content?

During the two year programme students will cover the following topics:

- Biological Molecules
- Cells, Viruses and Reproduction of Living Things
- Classification and Biodiversity
- Exchange and Transport
- Energy for Biological Processes
- Microbiology and Pathogens
- Modern Genetics
- Origins of Genetic Variation
- Control Systems
- Ecosystems

How will I be assessed?

Paper 1 – Advanced Biochemistry, Microbiology and Genetics

✓ 90 marks	⚖️ 30% weighting	🕒 1 hour 45 minutes
• Topic 1: Biological Molecules	• Topic 2: Cells, Viruses and Reproduction of Living Things	• Topic 3: Classification and Biodiversity
• Topic 4: Exchange and Transport	• Topic 5: Energy for Biological Processes	• Topic 6: Microbiology and Pathogens
	• Topic 7: Modern Genetics	

Paper 2 – Advanced Physiology, Evolution and Ecology

✓ 90 marks	⚖️ 30% weighting	🕒 1 hour 45 minutes
• Topic 1: Biological Molecules	• Topic 2: Cells, Viruses and Reproduction of Living Things	• Topic 3: Classification and Biodiversity
• Topic 4: Exchange and Transport	• Topic 8: Origins of Genetic Variation	• Topic 9: Control Systems
	• Topic 10: Ecosystems	

Paper 3 – General and Practical Principles in Biology

✓ 120 marks	⚖️ 40% weighting	🕒 2 hours 30 minutes
• All topics across the full A level specification.		
• Half of the paper will focus on testing students' knowledge and understanding of practical skills and techniques.		

A Level Business Studies

Why study this course?

“How can firms exploit new market opportunities at home and abroad?” What role do managers have in motivating their staff? How can firms maintain their profit levels in the face of difficult trading conditions? How far should firms go towards meeting responsibilities to society as well as their owners?

These are some of the typical questions for Business students on what is essentially a course about decision-making and risk. A good level of numeracy is required to appreciate quantitative methods of analysing data, as is a flair for problem solving. This course provides comprehensive coverage of all aspects of business organisation and the economic, social, legal and technical environment in which they operate.

Where can it lead?

Studying A Level is a great choice for anyone who seeks to become a budding entrepreneur or work for an existing organisation. It is a useful foundation for degree courses in business management, international business, economics and law.

What is the course content?

During the two year programme students will cover the following topics:

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders
- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences
- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies
- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change



How will I be assessed?

Theme 4

Global business

Globalisation
Global markets and business expansion
Global marketing
Global industries and companies (multinational corporations)

Theme 3

Business decisions and strategy

Business objectives and strategy
Business growth
Decision-making techniques
Influences on business decisions
Assessing competitiveness
Managing change

Paper 1

Marketing, people and global businesses

Questions drawn from **Theme 1** and **Theme 4**

100 marks, 2 hours
35% of qualification

Section A: one data response question, including one extended open-response question

Section B: one data response question, including one extended open-response question

Paper 2

Business activities, decisions and strategy

Questions drawn from **Theme 2** and **Theme 3**

100 marks, 2 hours
35% of qualification

Section A: one data response question, including one extended open-response question

Section B: one data response question, including one extended open-response question

Paper 3

Investigating business in a competitive environment

Questions drawn from **all themes**

100 marks, 2 hours
30% of qualification

Two data response questions broken down into a number of parts, each including one extended open-response question

This paper has a pre-released context to enable students to investigate an industry or market in which businesses operate.

A Level Chemistry

Why study this course?

The principles of Chemistry underpin our understanding of the world around us and are relevant to all areas of science, from the chemical processes in living organisms to the formation of stars millions of miles away. We study Chemistry at NCBIS in order to understand the nature of substances: their composition, behaviour, and physical and chemical properties. Chemistry allows us to identify unknown substances, monitor concentrations and synthesise new chemicals. Above all, Chemistry is about finding solutions to the problems that concern us and our surroundings.



Where can it lead?

As well as the inherent charm of the subject, there are practical reasons to study Chemistry: it is invaluable in conjunction with other sciences and/or Maths in order to study Science or Medicine at university. It is also possible to study it as a lone science alongside arts courses although it will not then offer a route to the study of Science at university. Chemistry graduates possess adaptability and an analytical cast of mind which makes them attractive to a very broad spectrum of employers.

About one in three Chemistry graduates will continue with their academic studies and aim for higher degrees such as a PhD. For the study of Chemistry or Chemical Engineering at university, it should be combined at A Level with Mathematics and Physics.

Students wishing to read Medical, Veterinary or Pharmacological sciences at university must take A Level Chemistry. Many other courses in engineering and materials science also welcome the subject. Increasingly scientists are finding themselves working in fields which involve all of the scientific disciplines. The expanding field of Biochemistry makes the combination with Biology an attractive one.

What is the course content?

During the two year programme students will cover the following topics:

- Atomic Structure and the Periodic Table
- Bonding and Structure
- Redox
- Inorganic Chemistry and the Periodic Table
- Formulae, Equations and Amounts of Substance
- Energetics
- Equilibrium
- Acid-base Equilibria
- Transition Metals
- Organic Chemistry
- Modern Analytical Techniques
- Kinetics

How will I be assessed?

A level Paper 1 – Advanced Inorganic and Physical Chemistry

✓ 90 marks ⚖️ 30% weighting ⌚ 1 hour 45 minutes

- Topic 1: Atomic Structure and the Periodic Table
- Topic 2: Bonding and Structure
- Topic 3: Redox I
- Topic 4: Inorganic Chemistry and the Periodic Table
- Topic 5: Formulae, Equations and Amounts of Substance
- Topic 8: Energetics I
- Topic 10: Equilibrium I
- Topic 11: Equilibrium II
- Topic 12: Acid-base Equilibria
- Topic 13: Energetics II
- Topic 14: Redox II
- Topic 15: Transition Metals

A level Paper 2 – Advanced Organic and Physical Chemistry

✓ 90 marks ⚖️ 30% weighting ⌚ 1 hour 45 minutes

- Topic 2: Bonding and Structure
- Topic 3: Redox I
- Topic 5: Formulae, Equations and Amounts of Substance
- Topic 6: Organic Chemistry I
- Topic 7: Modern Analytical Techniques I
- Topic 9: Kinetics I
- Topic 16: Kinetics II
- Topic 17: Organic Chemistry II
- Topic 18: Organic Chemistry III
- Topic 19: Modern Analytical Techniques II

A Level Economics

Why study this course?

If you're an avid follower of national and international news or are passionate about the business and finance sectors, Economics is for you. Although at first glance, Economics may seem to be all about money, it is fundamentally a people focused subject.

Part of the social sciences group, Economics explores the full spectrum of issues that impact on financial situations and decisions. From production to consumption, Economics looks at how the world's resources are used by and distributed among individuals and organisations. This involves studying areas of politics, sociology, law, psychology and geography, at local and global levels. The two major veins of Economics are microeconomics and macroeconomics. Microeconomics looks at the behaviour and interactions of individual agents, such as households, companies, buyers and sellers. Macroeconomics analyses entire economies on a national or global scale, looking at issues such as unemployment, inflation, economic growth and monetary and fiscal policy.

Where can it lead?

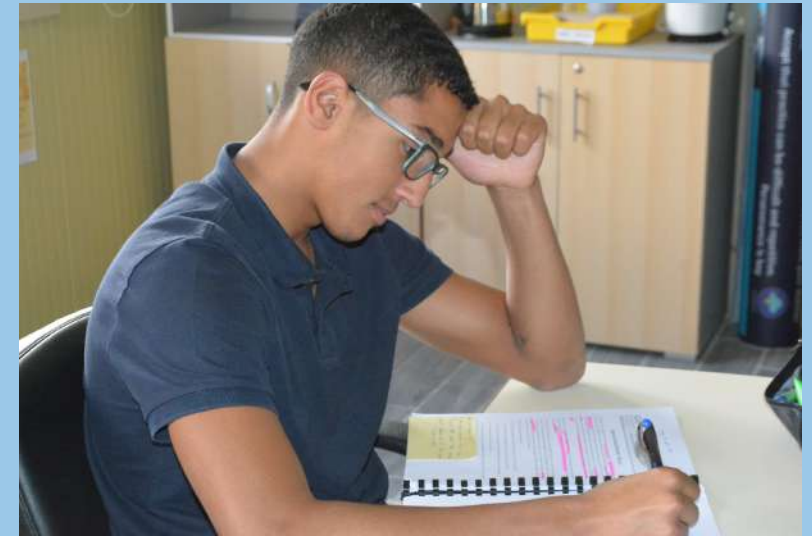
Economics is a highly diverse subject and creates opportunities for highly diverse degree and job opportunities. Studying Economics will enable students to:

- Develop an understanding of a range of concepts and an ability to apply them in a variety of different contexts
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- Understand that economic behaviour can be studied from a range of perspectives
- Develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life

What is the course content?

During the two year programme students will cover the following topics:

- Introduction to markets and market failure
- The UK economy – performance and policies
- Business behaviour and the labour market
- A global perspective



How will I be assessed?

Paper 1

Markets and business behaviour

Questions drawn from **Theme 1** and **Theme 3**

100 marks, 2 hours

35% of qualification

Section A: multiple-choice and short-answer questions

Section B: one data response question

Section C: one extended open response question (choice of one from two)

Paper 2

The national and global economy

Questions drawn from **Theme 2** and **Theme 4**

100 marks, 2 hours

35% of qualification

Section A: multiple-choice and short-answer questions

Section B: one data response question

Section C: one extended open response question (choice of one from two)

Paper 3

Microeconomics and macroeconomics

Questions drawn from **all themes**

100 marks, 2 hours

30% of qualification

Two data response questions broken down into a number of parts, each including one extended open response question (choice of one from two for extended open response questions)

A Level English Literature

Why study this course?

The Edexcel English Literature A Level Course's range of texts is ideal for anyone who loves reading and is interested in how society, history and culture have shaped literature. During this course students learn not only how to read and interpret texts in a critical way, but they enjoy finding their own voice as they engage with the deeper meanings and connections between texts. For many, studying English Literature instigates a personal journey.

The course is aimed at studying literature in time through prose, poetry and drama texts spanning four centuries. Many students thoroughly enjoy examining Shakespeare's works.

What is the course content?

During the two year programme students will cover the following topics:

- Post 2000 Poetry
- Pre 1900 Poetry – The Canterbury Tales: The Wife of Bath's Prologue and Tale
- Shakespeare – Hamlet
- Marlowe – Dr Faustus
- Modern prose: The Handmaid's Tale Frankenstein

Where can it lead?

English Literature A Level is a facilitating subject that develops an array of skills through the study of some of literature's most celebrated texts. Skills such as analysis, synthesis, evaluation, review and independent research are developed. Combined with the increased confidence when communicating both orally and on paper, students of English Literature A Level have much to offer employers. It is an ideal subject choice for those who wish to work with people and in such areas as law, journalism, marketing/PR, advertising, education or business.

How will I be assessed?

Component 1: Drama	Component 3: Poetry
✓ 60 marks ⚖️ 30% Weighting 🕒 2 hours 15 mins	✓ 60 marks ⚖️ 30% weighting 🕒 2 hours 15 mins
Students study: <ul style="list-style-type: none">• one Shakespeare play from the categories of either tragedy OR comedy• one other drama text from the categories of either tragedy OR comedy• essays and critical commentary related to their selected Shakespeare play.	Students study: <ul style="list-style-type: none">• a selection of poetry from a post-2000 collection AND EITHER• a range of poetry from a literary period OR• a range of poetry by a named poet from within a literary period.
Section A: Shakespeare (35 marks) One essay question from a choice of two on the studied Shakespeare text. Section B: Other drama (25 marks) One essay question from a choice of two on the studied drama text.	Section A: Contemporary Poetry (30 marks) One comparative essay from a choice of two on an unseen poem written post-2000 and a named poem from the studied collection. Section B: Poetry Collections (30 marks) One essay question from a choice of two on the studied poetry period or poet.
Drama texts Provided texts: Shakespeare: <i>A Critical Anthology</i> (see page 6).	Poetry texts Selection of modern poetry from <i>Poems of the Decade: An Anthology of the Forward Books of Poetry 2002-2011</i> .
Tragedy Shakespeare: <i>Antony and Cleopatra, Hamlet, King Lear, Othello.</i> Other drama: <i>The Duchess of Malfi, A Streetcar Named Desire, Doctor Faustus, The Horse Place.</i>	Comedy Shakespeare: <i>A Midsummer Night's Dream, Measure for Measure, The Taming of the Shrew, Twelfth Night.</i> Other drama: <i>The Importance of Being Earnest, The Plims Plims Painters, The Rover, Waiting for Godot.</i>
Texts may be selected from within or across sub-categories, selecting one tragedy and one comedy or two texts from the same category.	
Component 2: Prose	
✓ 40 marks ⚖️ 20% weighting 🕒 1 hour 15 mins	
Students study: <ul style="list-style-type: none">• Two prose texts from a chosen theme, including at least one pre-1900 text.• One comparative essay question from a choice of two on the studied prose texts (includes at least one pre-1900 text).	
Prose themes	
Childhood Pre-1900: <i>What Maisie Knew</i> , Henry James; <i>Hard Times</i> , Charles Dickens. Post-1900: <i>Atonement</i> , Ian McEwan; <i>The Color Purple</i> , Alice Walker. Colonisation and its Aftermath Pre-1900: <i>Heart of Darkness</i> , Joseph Conrad; <i>The Adventures of Huckleberry Finn</i> , Mark Twain. Post-1900: <i>A Passage to India</i> , E.M. Forster; <i>The Lonely Londoners</i> , Sam Selvon. Crime and Detection Pre-1900: <i>Lady Audley's Secret</i> , Mary Elizabeth Braddon; <i>The Moonstone</i> , Wilkie Collins. Post-1900: <i>In Cold Blood</i> , Truman Capote; <i>The Murder Room</i> , P.D James.	Science and Society Pre-1900: <i>Frankenstein</i> , Mary Shelley; <i>The War of the Worlds</i> , H.G. Wells. Post-1900: <i>Never Let Me Go</i> , Kazuo Ishiguro; <i>The Handmaid's Tale</i> , Margaret Atwood. The Supernatural Pre-1900: <i>The Picture of Dorian Gray</i> , Oscar Wilde; <i>Dracula</i> , Bram Stoker. Post-1900: <i>The Little Stranger</i> , Sarah Waters; <i>Beloved</i> , Toni Morrison. Women and Society Pre-1900: <i>Wuthering Heights</i> , Emily Brontë; <i>Jess of the D'Urbervilles</i> , Thomas Hardy. Post-1900: <i>Mrs Dalloway</i> , Virginia Woolf; <i>A Thousand Splendid Suns</i> , Khaled Hosseini.
	Select EITHER the named collection OR the named poet within the chosen period below.
The Medieval Period (1350-1500) <i>Everyman and Medieval Miracle Plays</i> , editor A C Cawley (Everyman, 1993). This edition has normalised spelling but these poetic dramas can also be read with the original spelling in <i>English Mystery Plays: A Selection</i> , editor Peter Happe (Penguin Classics, 1975). Either edition is permissible. OR Geoffrey Chaucer <i>The Wife of Bath's Prologue and Tale</i> , editor J Winny (Cambridge, 2016).	The Victorians (1837-1900) <i>The New Oxford Book of Victorian Verse</i> , editor C Flicks (OUP, 2008). OR Christina Rossetti <i>Christina Rossetti Selected Poems</i> , editor D Rice (Penguin, 2008).
The Metaphysical Poets (1600-1690) <i>Metaphysical Poetry</i> , editor C Burrow and C Flicks (Penguin, 2006). OR John Donne <i>John Donne Selected Poems</i> (Penguin Classics, 2006).	Modernism (1900-1939) <i>The Great Modern Poets</i> , editor M Schmidt (Quercus, 2014). OR T. S. Eliot <i>T. S. Eliot Selected Poems</i> (Faber, 2005).
The Romantics (1780-1830) <i>English Romantic Verse</i> , editor D Wright (Penguin Classics, 1973). OR John Keats <i>Selected Poems: John Keats</i> , editor J Barnard (Penguin Classics, 2007).	The Movement (1950-1970) <i>The Oxford Book of Twentieth Century English Verse</i> , editor Philip Larkin with foreword by A Motion (OUP, 1973). OR Philip Larkin <i>The Less Deceived</i> (Faber, 2011).
See Appendix 5 of the A level specification for the list of poems to be studied.	
Component 4: Coursework	
✓ 60 marks ⚖️ 20% weighting 2500 – 3000 words	
One extended comparative essay referring to two texts. Students study a free choice of two texts linked by theme, movement, author or period. Chosen texts may be selected from poetry, drama, prose or literary non-fiction.	

A Level Geography

Why study this course?

Contemporary geography is a subject which explicitly engages with the relationship of human populations to each other over time and space, and their relationship with the environment at a variety of scales from the local to the global.

The syllabus is designed to excite students' minds, challenge perceptions and stimulate their investigative and analytical skills. The subject content follows an issue and impacts approach through the course and beyond to link with the demands of higher level study.

Where can it lead?

A Level Geography bridges both the Arts and the Sciences and is highly regarded for its academic rigour. Geographers, with their wide skill base and analytical evaluative approach, are much in demand by employers in many different fields, including surveying, landscape architecture, teaching, town planning and environmental consultancy.

What is the course content?

During the two year programme students will cover the following topics:

- Globalisation
- Regenerating places
- Diverse places
- Superpowers
- Health, human rights and intervention
- Migration, identity and sovereignty
- Tectonic processes and hazards
- Glaciated landscapes and change
- Coastal landscapes and change
- The water cycle and water insecurity
- The carbon cycle and energy security

Students are also required to undertake four days fieldwork.



How will I be assessed?

Paper 1 Assessment of Dynamic Landscapes and Physical Systems and Sustainability	 2 hours and 15 minutes	30% contribution to A level qualification Total marks 105
Paper 2 Assessment of Dynamic Places and Human Systems and Geopolitics	 2 hours and 15 minutes	30% contribution to A level qualification Total marks 105
Paper 3 Synoptic investigation of a contemporary geographical issue	 2 hours and 15 minutes	20% contribution to A level qualification Total marks 70
Coursework Non-Examined Assessment (NEA) A level Independent Investigation	 Recommended word count: 3000–4000 words	20% contribution to A level qualification Total marks 70

A Level History

Why study this course?

History is the study of the past. It examines the political, economic, social and cultural issues of different era and cultures. At its most ambitious, the subject is the study of everything.

Of course, in A Level History you won't be expected to learn everything from the Battle of Hastings in 1066 to the Cold War, but you will cover enough in breadth and depth to develop a good understanding of events in their historical context, and to develop an historian's approach to the past.

"Why was a particular course of action followed?" is a fundamental question underlying the study of History, and its primary purpose is not to judge but to comprehend. From an intellectual standpoint, A Level History is about the acquisition of vital learning skills: you need to be able to read and digest large amounts of information and to pick out what is and is not relevant to the question you are dealing with. History will teach you how to analyse, reflect and to argue clearly in class and in writing.

Where can it lead?

By studying History, you will gain skills highly valued by employers and universities, such as analytical and critical reasoning, oral and written communication and research skills – History is a highly respected academic discipline, and those who have studied it have used it as launch pad for a wide range of careers in areas as diverse as the media, government, heritage organisations, conservation, teaching, archives, museums and galleries, the police and law.



What is the course content?

During the two year programme students will cover a range of historical aspects that include:

- Revolutions in Early Modern and Modern Europe
- Britain, 1625–1701: conflict, revolution and settlement
- Russia in revolution, 1894–1924
- Civil rights and race relations in the USA 1850–2009
- Origins of conflict in Palestine

How will I be assessed?

AS and A Level	<p>Paper 1: Breadth study with interpretations</p> <p>30% A level 60% AS</p> <p>2 hours 15 minutes</p> <p>Students study one of eight options, e.g. Russia 1917–91: from Lenin to Yeltsin.</p> <p>Assessment</p> <p>Section A: one breadth essay Section B: one breadth essay Section C: one interpretations question</p>	<p>Paper 2: Depth study</p> <p>20% A level 40% AS</p> <p>1 hour 30 minutes</p> <p>Students study one depth study, e.g. Mao's China, 1945–76, which has a thematic connection to the breadth study in Paper 1, e.g. communism. There is a choice of two depth studies for each Paper 1 topic.</p> <p>Assessment</p> <p>Section A: one source question Section B: one depth essay</p>
	External Examination	External Examination
A Level only	<p>Paper 3: Themes in breadth with aspects in depth</p> <p>30% A level</p> <p>2 hours 15 minutes</p> <p>Students study one topic which covers at least 100 years, e.g. The British experience of warfare c1790–1918. The availability of options in Paper 3 is dependent on the topics studied in Papers 1 and 2 in order to meet the subject criteria requirements.</p> <p>Assessment</p> <p>Section A: one source question Section B: one depth essay Section C: one breadth essay</p>	<p>Coursework</p> <p>20% A level</p> <p>Students complete an independently researched enquiry on historical interpretations, e.g. the origins of WW1 or origins of the Cold War.</p> <p>Assessment</p> <p>3000-4000 word essay</p>
	External Examination	Internal Assessment and External Moderation

A Level Mathematics

Why study this course?

Mathematics can be an exciting A Level that is the basis of most concepts in daily life and can open up many opportunities for students. Studying mathematics makes you better at solving problems in more than just mathematics. It gives you skills that you can use across other subjects and apply in many different job roles.

Maths can help you to:

- better understand the world
- become a problem solver
- develop transferrable skills

Where can it lead?

Mathematics at A Level is an essential qualification for almost all careers in mathematics and its related sciences including physics, computing and engineering. It is also a highly sought-after qualification for careers in business, finance, economics, accountancy, architecture and design. Studying Mathematics helps to develop the sort of analytical, logical thinking skills and strategies which are very much in demand in management roles.

How will I be assessed?

Paper 1: Pure Mathematics 1

Paper 2: Pure Mathematics 2

Paper 3: Statistics and Mechanics

Each paper is:

100 marks 2-hour written examination 33.33% of the qualification

What is the course content?

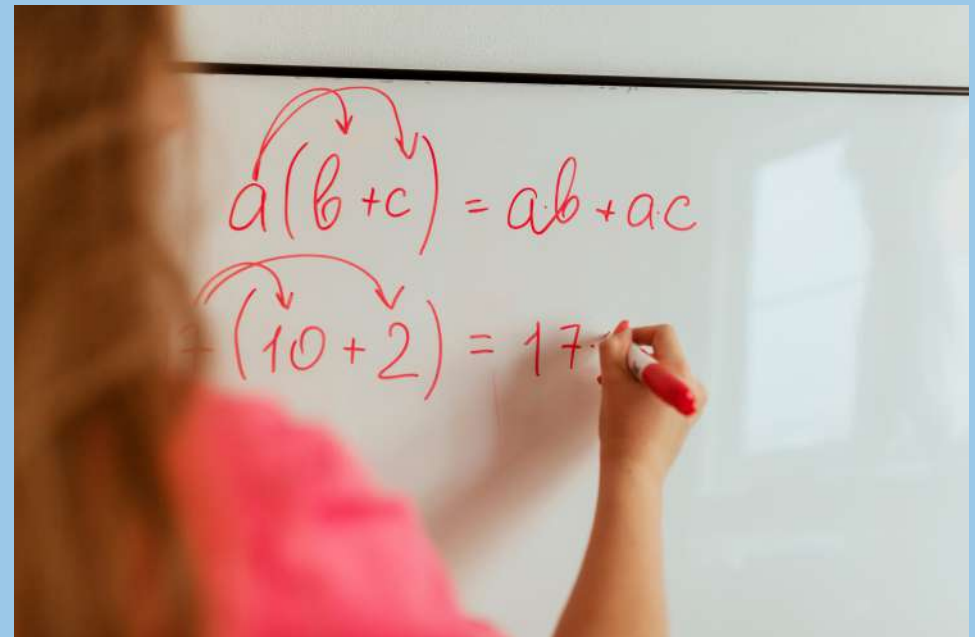
During the two year programme students will cover the following topics:

Pure Mathematics

Proof
Algebra and functions
Coordinate geometry
Sequences and series
Trigonometry
Exponentials and logarithms
Differentiation
Integration
Numerical methods
Vectors

Module Statistics and Mechanics

Statistical sampling
Data presentation and interpretation
Probability
Statistical distributions
Statistical hypothesis testing
Quantities and units in mechanics
Kinematics
Forces and Newton's laws
Moments



A Level Physics

Why study this course?

The knowledge and skills acquired in the Physics A Level course develop a refined understanding of physical interactions and the important reasons why things behave as they do. The course covers the fundamental forces, energy, waves and develops techniques with material and mathematical applications, leading to the fascinating ideas such as the origins of the universe from the tiniest building blocks of matter.

How will I be assessed?

- Exam questions will test students' knowledge and understanding of the relevant specification topics.
- You can mix and match the concept-led and Salters Horners context-led approaches during teaching because students will all sit the same set of question papers at A level.
- Paper 3 will also test students' knowledge and understanding of experimental methods, based on the core practicals in the specification.
- Question types: multiple choice, short and long answer questions, and calculations.
- Questions assessing students' use of mathematical skills will make up 40% of the exam papers.

A level Paper 1 – Advanced Physics I

✓ 90 marks ⚖️ 30% weighting ⌚ 1 hour 45 minutes

Concept-led approach

- Working as a Physicist
- Mechanics
- Electric Circuits
- Further Mechanics
- Electric and Magnetic Fields
- Nuclear and Particle Physics

Salters Horners context-led approach

- Working as a Physicist
- Higher, Faster, Stronger (HFS)
- Technology in Space (SPC) (except items 70 and 92–95)
- Digging up the Past (DIG) (except items 83–87)
- Transport on Track (TRA)
- The Medium is the Message (MDM)
- Probing the Heart of Matter (PCR)

A level Paper 2 – Advanced Physics II

✓ 90 marks ⚖️ 30% weighting ⌚ 1 hour 45 minutes

Concept-led approach

- Working as a Physicist
- Materials
- Waves and the Particle Nature of Light
- Thermodynamics
- Space
- Nuclear Radiation
- Gravitational Fields
- Oscillations

Salters Horners context-led approach

- Working as a Physicist
- The Sound of Music (MUS)
- Good Enough to Eat (EAT)
- Technology in Space (SPC) (only items 70 and 92–95)
- Digging up the Past (DIG) (only items 83–87)
- Spare-Part Surgery (SUR)
- Build or Bust? (BLD)
- Reach for the Stars (STA)

A level Paper 3 – General and Practical Principles in Physics

✓ 120 marks ⚖️ 40% weighting ⌚ 2 hours 30 minutes

- All topics across the full A level specification.
- Half of the paper will also focus on testing students' knowledge and understanding of practical skills and techniques.

Practical Endorsement

As you'll see from the assessment models, exam papers will feature questions allowing students to demonstrate investigative skills in the context of the core practicals.

Students' skills and technical competency when completing practical work will be assessed by teachers. This will form the basis for the award of a Practical Endorsement at A level. This is separate to the A level grade and, if awarded, will be reported as a 'Pass' on A level certificates for students who achieve it.

Where can it lead?

The skills developed at the heart of physics provide stepping stones to future study within engineering, technology, our planet and the universe itself. The skills and knowledge developed by studying physics keeps the doors open to many varied different disciplines, especially with problem solving, research and analytical skills. It's not just rocket science: physics is the route to so many careers, from predicting climate change to designing computer games.

What is the course content?

During the two year programme students will cover the following topics:

- Working as a Physicist
- Mechanics
- Electric Circuits
- Further Mechanics
- Electric and Magnetic Fields
- Nuclear and Particle Physics Salters
- Working as a Physicist
- Higher, Faster, Stronger
- Technology in Space
- Digging up the Past
- Transport on Track
- The Medium is the Message
- Probing the Heart of Matter
- Materials
- Waves and Particle Nature of Light
- Thermodynamics
- Space
- Nuclear Radiation
- Gravitational Fields
- Oscillations
- The Sound of Music
- Good Enough to Eat
- Technology in Space
- Spare-Part Surgery
- Build or Bust?
- Reach for the Stars

A Level Psychology

Why study this course?

Why do some people conform whilst others rebel? How much of our behaviour is controlled by our genes and how much is determined by our upbringing? How does your brain adapt to changing circumstances? How does memory work?

Psychology is the study of the mind, brain and behaviour. Interest in A Level Psychology has grown enormously in recent years and it is now considered to be one of the most popular A Levels. It combines scientific rigour and data analysis with humanities skills such as evaluation of sources and ethics, and as such complements a wide range of other A Level subjects.



What is the course content?

During the two year programme students will cover the following topics:

- Social Psychology
- Cognitive Psychology
- Biological Psychology
- Learning Theories
- Clinical Psychology
- Child Psychology
- Health Psychology

How will I be assessed?

Paper 1: Foundations of Psychology Social, Cognitive, Biological and Learning 90 marks, 2 hour exam, 35% of qualification	Paper 2: Applications of Psychology Clinical and either Criminological/Child/ Health 90 marks, 2 hour exam 35% of qualification	Paper 3: Psychological Skills Review of Methodology, Review of studies and Review of Issues and Debates 80 marks, 2 hour exam 30% of qualification
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Where can it lead?

Students who study psychology can aim for a huge range of possible university courses, from neuroscience to sport psychology. The skills gained in the A Level course are also invaluable for careers such as market research, social work, teaching, nursing, sales, media and broadcasting, management, the police and the armed forces.

A Level Travel and Tourism

Why study this course?

Do you enjoy travel? Are you interested in working in hotels, with wildlife or in aviation? Do you want to escape the 9-5 and work in a dynamic, progressive and expanding industry? Then Travel and Tourism A Level is for you!

By studying A Level Travel and Tourism you will gain an understanding of the changing nature of the industry and the importance of sustainable management. You will understand the concepts and theories in travel and tourism and recognise their impact on people, environments and economies.

This qualification offers an exciting blend of academic and practical study, whereby you will be required to plan and organise an event as part of your assessed work. You will also acquire a range of transferrable skills that can be used throughout your education and in the workplace such as customer service, management and organisational skills.

Where can it lead?

The travel and tourism industry is the biggest industry in the world and one of the most important industries in Egypt, employing almost 2.5 million people in the country. The number of jobs in travel and tourism increases each year and there are a vast amount of opportunities, from being a Hotel Manager to working in sustainable tourism management to being a Marketing Executive and much more.

What is the course content?

During the two year programme students will cover the following topics:

- Features of the travel and tourism industry
- Principles of customer service in travel and tourism
- Planning and management a travel and tourism event
- Defining the tourism market
- Building and implementing a destination brand
- Destination management
- Impacts of tourism development



How will I be assessed?

Paper 1	Paper 3
Themes and Concepts 2 hours 75 marks Candidates answer three questions. Each question is subdivided into four parts and may be based on stimulus material. Questions are based on topics 1-4 of the subject content. Externally assessed 50% of the AS Level 25% of the A Level	Destination Marketing 1 hour 30 minutes 50 marks Candidates answer two questions. Each question is based on stimulus material and subdivided into three parts. Questions are based on topic 6 of the subject content; knowledge of material from the AS Level subject content is assumed. Externally assessed 25% of the A Level
Paper 2	Paper 4
Planning and Managing a Travel and Tourism Event Coursework 50 marks Candidates work on a project which involves planning and managing a travel and tourism event. Candidates work in a team but present their project individually . This paper assesses Topic 5 of the subject content. Internally assessed and externally moderated 50% of the AS Level 25% of the A Level	Destination Development and Management 1 hour 30 minutes 50 marks Candidates answer two questions. Each question is based on stimulus material and subdivided into three parts. Questions are based on topic 7 of the subject content; knowledge of material from the AS Level subject content is assumed. Externally assessed 25% of the A Level



Équipe d'Arles



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

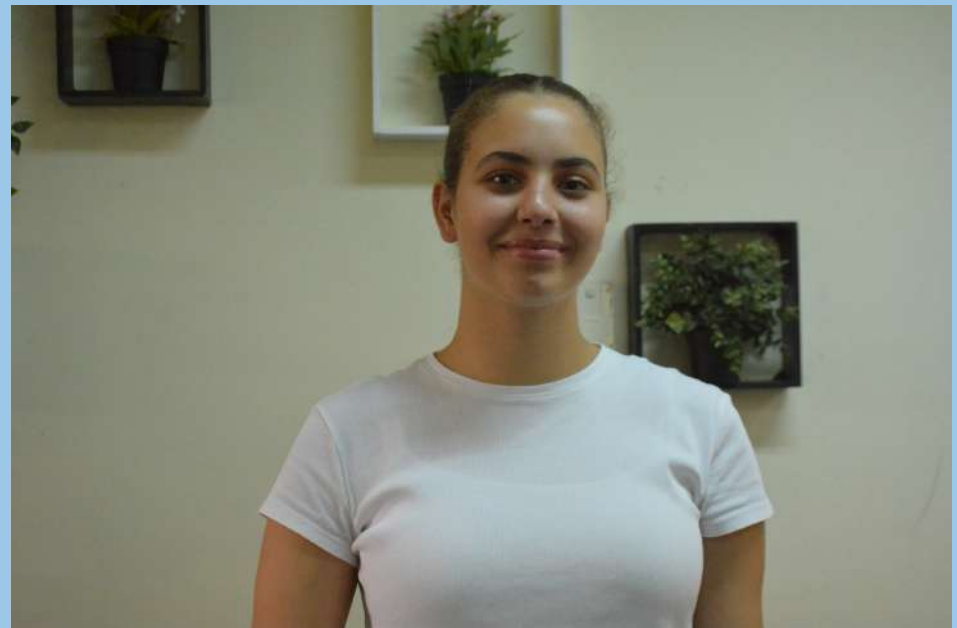
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

THE IB LEARNER PROFILE

The IB Learner Profile is made up of ten attributes. They outline the aspirations of internationally minded students engaged in IB programmes. They describe a range of human capacities and responsibilities that go beyond academic success.

The IB approaches to learning skills (ATL) are grounded in the belief that learning how to learn is fundamental to a student's life in and out of a school context. In broad terms, IB programmes support learners in developing: Thinking skills. Communication skills.

As an IB World School, NCBIS aims to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



IB Diploma at NCBIS

IB Mission Statement

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organisations 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.

Background to the IB Diploma

The International Baccalaureate Diploma is a two-year, pre-university certificate for secondary students, designed and administered by the International Baccalaureate Office (IBO) in Geneva; and examined by an International Body of Curriculum and Assessment (IBCA), representing many countries and cultural traditions, and located in The Hague in the Netherlands.

The IB Diploma is characterised by:

- the attention which it gives to international awareness
- its academic breadth, depth and rigour which is recognised for university entry world-wide
- its attention to developing socially responsible citizens of the world.

The IB is highly regarded by universities around the world and because of this gives direct access to the most prestigious universities. As an IB DP graduate you will be held in very high esteem by universities around the world.

HL and SL

Students will study three subjects at Higher Level and three subjects at Standard Level.

IB Core: EE

Students are required to submit an Extended Essay. This requires them to work with a supervisor in a chosen subject to produce an essay of up to 4000-words in an area of interest.

IB Core: TOK

The Theory of Knowledge course provides the opportunity to reflect critically on all subjects and the knowledge base upon which they are built, engendering a cross-disciplinary perspective and lateral thinking, much coveted by universities. Theory of Knowledge is a truly intellectually challenging and stimulating course. The course requires students to complete an exhibition and a 1600 word essay.

IB Core: CAS

The CAS (Creativity, Action, Service) requirement in the IB Diploma Programme provides students with the opportunity to give back to their community and reflect upon their extracurricular activities and contributions.

How should a student choose their IB subjects?

SLT and teaching staff at NCBIS are available to advise students as they choose their IB subjects.

Entry requirements

IB DP courses are academically rigorous and require commitment and motivation. Choices should be made not only by preference, interest or university requirements but to reflect academic strengths.

The recommended requirements are:

- Students should usually have gained at least three grade 5 at (I)GCSE level.
- Approach to Learning scores (a minimum of 3) and teacher recommendations are the final criteria for acceptance. (Previous NCBIS students only)
- Any subject taken at the Higher Level (HL) is a subject in which no less than a 6 was earned at GCSE/IGCSE, with the exception of HL Mathematics and HL Physics which require no less than an 7 at (I)GCSE.

Choosing your courses

Students must choose one subject from each of these sections:

- Studies in Language and Literature,
- Individuals and Societies,
- Sciences,
- Mathematics

Language acquisition courses are available in Group 2, however a second Group 1 language course may be chosen.

In Group 6 students can choose from Visual Arts, Theatre Studies, Music or Individuals and Societies (Business and Management) or Science (Chemistry).

In order for a subject to be timetabled a minimum of five students is usually required.



IB Biology

Why study this subject?

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organisation, from molecules and cells to ecosystems and the biosphere.

Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings. DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

What will the course be like?

A range of topics will be covered as part of this course including:

- Unity and diversity
- Form and function
- Interaction and interdependence
- Continuity and change
- Experimental programme



How will it be assessed?

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		3	4.5	80
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
Internal		10		20
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

IB Business Management

Why study this subject?

The Business Management course combines Content (core business functions, management tools, techniques and theories), Concepts (six core concepts outlined below) and Contexts (case studies and examples).

It examines how business decisions are influenced by internal and external factors, and how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise the use of increasingly scarce resources in a world with increasing scarcity and concern for sustainability. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management.

The course will be taught focusing on each of these in turn whilst exploring links between each and understanding them through the six concepts that underpin the course; Change, Culture, Ethics, Globalisation, Innovation, Strategy. Much emphasis is put on creating a “business mind”. Students should be able to analyse a given business situation with the help of subjects knowledge and reach a tactical or strategic decision. This is done by group discussion, case studies, role plays and lectures.

How will it be assessed?

SL Internal Written commentary (25%)	SL External Paper 1 (1 hour and 15 minutes) (40%) Paper 2 (1 hour and 45 minutes) (35%)
HL Internal Research project (25%)	HL External Paper 1 (2 hour and 15 minutes) (40%) Paper 2 (2 hour and 15 minutes) (35%)



What will the course be like?

A range of topics will be covered as part of this course including:

- Business organization and environment
- Human resource management
- Finance and accounts
- Marketing
- Operations management

IB Chemistry

Why study this subject?

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory (IBO, 2022).

This is a demanding course and students looking to study engineering, agriculture, biomedical science, pharmacy, biochemistry, dentistry etc, should take this course.



What will the course be like?

During the two year programme students will cover the following topics:

Structure

1. Models of the particulate nature of matter
2. Models of bonding and structure
3. Classification of matter

Reactivity

1. What drives chemical reactions?
2. How much, how fast and how far?
3. What are the mechanisms of chemical change?

Experimental Programme

1. Practical work
2. Collaborative sciences project
3. Scientific investigation

How will it be assessed?

External Assessment	80%	Paper 1 – multiple choice only on all topics (20%)
		Paper 2 – short answer/extended response questions on all topics (40% SL 36% <u>HL</u>)
		Paper 3 – questions on options only (20% SL 24% <u>HL</u>)
Internal Assessment	20%	One internal assessment submitted.

IB Economics

Why study this subject?

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

The IB Diploma Programme economics course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

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



How will it be assessed?

What will the course be like?

A range of topics will be covered as part of this course including:

- Microeconomics
- Macroeconomics
- The global economy

SL

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		3 hours	70
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	30
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	40
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	30

HL

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 45 mins	80
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	20
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	30
Paper 3	Policy paper based on all units of the syllabus	1 hour 45 mins	30
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	20

IB English Language and Literature

Why study this subject?

The English language forms the foundation of all study in the IBDP at NCBIS. It is with this in mind that the English Department has sought to develop a thorough, engaging and rigorous two-year programme of study that fulfills the requirements of the IBO and one that will prepare you for not only end of course examinations, but also life beyond school.

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

The IBDP English A: Language and Literature Guide is used to help guide you through the course and includes all course requirements for further reading. Overall, this course should appeal to all students who enjoy communicating, understanding how language is used in all forms and who seek to develop a mature awareness of the world in which they live.

The syllabus is divided into three components: Readers, Writers and Texts, Time and Space and Intertextuality. With similar requirements and skills needed for both Higher and Standard Level study, students of both levels are taught alongside each other in class, with extra hours given to HL students in line with IBO recommendations.

What will the course be like?

A range of topics will be covered as part of this course including:

- History of English, Identity, Power, Gender, Culture, Context
- Textual bias, News, Stereotyping, Popular Culture, Speeches/Campaigns, Electronic Media
- Connections, Language, Structure, Form, Values, Genre, Contexts, Interpretation



How will it be assessed?

Throughout the IBDP, you will complete a mixture of internally and externally assessed assignments. Most of the assessment takes place at the end of the course in two examinations (Paper 1 and 2).

In addition to this, all students will prepare and deliver an Individual Oral which is assessed internally and moderated externally. HL students will also complete a critical essay. Both of these non-examined components will take place in the autumn term of Year 2. As so much of the course is now assessed by examination, end-of-year exams (NCBIS Year 12) will form an important part of grade predictions.

IB Geography

Why study this subject?

Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and respect for, alternative approaches, viewpoints and ideas.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international.

Geography will help students develop their communication and teamwork skills, as they'll often work on group projects. Students will also develop their research and analysis skills including in ICT and fieldwork. Employers love the mix of technical and social skills people get from studying geography, which they see as very useful for a whole range of jobs. According to the Royal Geographical Society of the United Kingdom, Geography graduates have some of the highest rates of graduate employment.

What will the course be like?

During the two year programme students will cover the following topics:

- Oceans and coastal margins
- Geophysical hazards
- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security
- Oceans and coastal margins
- Geophysical hazards
- Food and Health
- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security
- Power, places and networks
- Human development and diversity

How will it be assessed?

Standard Level Geography		
Paper	Themes to be studied	Assessment
Paper 1: Geographic themes	Students will study the following three options: <ul style="list-style-type: none"> • Oceans and coastal margins • Geophysical hazards 	<ul style="list-style-type: none"> • Higher Level weight: 35% • Examination: 2hrs 30mins • Each option has a structured question and one extended answer questions from a choice of two. • 20 marks per option • Total: 60 marks
Paper 2: Geographic perspectives - global change	Students will study the following three themes: <ul style="list-style-type: none"> • Population distribution - changing population • Global climate - vulnerability and resilience • Global resource consumption and security 	<ul style="list-style-type: none"> • Higher Level weight: 40% • Examination: 1hr 30mins • Section A: Three structured questions, based on each core unit. 30 marks • Section B: Infographic or visual stimulus, with structured questions and one extended answer • question from a choice of two. 20 marks • Total: 50 marks
Internal Assessment: Fieldwork	Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation	Higher Level weight: 25% Fieldwork question to be based on any suitable topic from the syllabus Total: 25 marks
Higher Level Geography		
Paper	Themes to be studied	Assessment
Paper 1: Geographic themes	Students will study the following three options: <ul style="list-style-type: none"> • Oceans and coastal margins • Geophysical hazards • Food and Health 	<ul style="list-style-type: none"> • Standard Level weight: 35% • Examination: 2hrs 30mins • Each option has a structured question and one extended answer questions from a choice of two. • 20 marks per option • Total: 40 marks
Paper 2: Geographic perspectives - global change	Students will study the following three themes: <ul style="list-style-type: none"> • Population distribution - changing population • Global climate - vulnerability and resilience • Global resource consumption and security 	<ul style="list-style-type: none"> • Higher Level weight: 25% • Examination: 1hr 30mins • Section A: Three structured questions, based on each core unit. 30 marks • Section B: Infographic or visual stimulus, with structured questions and one extended answer question from a choice of two. 20 marks • Total: 50 marks
Paper 3 Higher Level extension: Geographical perspectives - global interactions	Students will study the following three themes: <ul style="list-style-type: none"> • Power, places and networks • Human development and diversity • Global risks and resilience 	<ul style="list-style-type: none"> • Higher Level weight: 20% • Examination: 1hr • Choice of three extended answer questions, with two parts, based on each core unit. • Part A - 12 marks • Part B - 16 marks • Total: 28 marks
Internal Assessment: Fieldwork	Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation	Higher Level weight: 20% Fieldwork question to be based on any suitable topic from the syllabus Total: 25 marks

IB History

Why study this subject?

We are not makers of history, we are made by history.” Dr Martin Luther King Jr

History is part of our core as human beings. It is what societies are built on. The study of History is essential in gaining an insight into the issues we face today. History doesn't repeat itself exactly, but there are trends and these can help to predict outcomes, which makes a historian a valuable commodity.

The IB diploma program is purposely flexible in the content that schools can choose. Therefore, at NCBIS we have chosen areas of study, which students are familiar with, but we have also included local case studies in keeping with the IB philosophy of reflecting the host nation. In doing this we ensure that you will leave the NCBIS IB History program with knowledge of the Middle East and North Africa region.

You do not have to have studied History at GCSE or IGCSE to choose history as one of your IB options. History is a popular subject choice for those wishing to study law, politics or journalism. It is also a valued subject within commerce and business because of its emphasis on methodology and critical thinking. As History combines literacy, communication skills and an analysis of human behaviour, business leaders view it as powerful preparation for their field of interest. Moreover, the skills History develops are equally valuable for any degree level course: History focuses on the development of independent thought and analytical skills, and requires excellent communication skills, namely good levels of literacy and oral presentation.

What will the course be like?

During the two year programme students will cover the following topics:

- Rights and Protest (Civil Rights in the USA & Development and decline of Apartheid in South Africa)
- Authoritarian Leaders (Hitler, Castro, Nasser), Causes & Effects of 20th Century Wars
- Africa and The Middle East (Egypt 1900 to 2011, Palestine 1900 to 2000, Iran 1900 to 1990, Lebanon 1900 to 1990, South Africa 1880 to 1994)

How will it be assessed?

Internal Assessment HL/SL

All students complete a historical investigation of their choice. It is an essay of approximately 2,200 words in length.

Standard Level:

Assessment component	Weighting
External assessment (2 hours 30 minute) Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	75%
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. (30 marks)	30%
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	45%
Historical investigation Students are requested to complete a historical investigation into a topic of their choice. (25 marks)	25%

Higher Level:

Assessment component	Weighting
External assessment (5 hours) Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	80%
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	20%
Paper 3 (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	25%
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	35%
Historical investigation Students are requested to complete a historical investigation into a topic of their choice. (25 marks)	20%

IB Mathematics

Why study this subject?

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics.

This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at a higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems. HL mathematics students MUST enter into the course with a grade 9 at IGCSE Mathematics (or equivalent)!

What will the course be like?

During the two year programme students will cover the following topics:

- Number and algebra
- Functions
- Geometry and trigonometry
- Statistics and probability
- Calculus



How will it be assessed?

Internal Assessment (20%): The Exploration

External Assessment (80%): The HL course will have three examination papers, the SL course will have two examination papers. Both options have a paper that is non GDC.

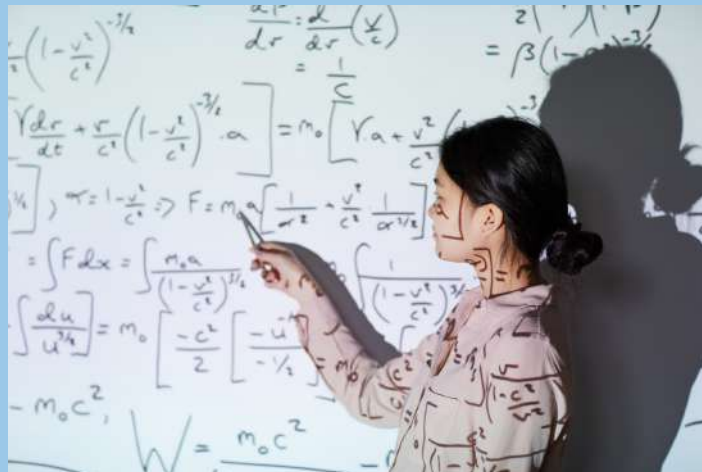
IB Mathematics Applications and Interpretations

Why study this subject?

This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at a higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology. At this stage NCBIS Maths department does NOT offer the HL option of this as there is very little demand for this at prospective universities.



What will the course be like?

During the two year programme students will cover the following topics:

- Number and algebra
- Functions
- Geometry and trigonometry
- Statistics and probability
- Calculus

How will it be assessed?

External assessment (3 hours) – 80%

Paper 1 (90 minutes) Technology required. 40%

Paper 2 (90 minutes) Technology required. 40%

Section A Compulsory short-response questions based on the syllabus.

Section B Compulsory extended-response questions based on the syllabus.

Internal assessment – 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

IB Music

Why study this subject?

The IB Music course is designed for students who wish to develop as well-rounded modern musicians and also wish to gain real-life experiences of contemporary music practice. As such, this course is holistic in its approach offering opportunities to take on the role of performer, creator & researcher.

This course will provide a strong foundation for the further study of music at the university level or in music career pathways as well as an enriching course of study leading to lifelong participation in the world of music for all students, regardless of their eventual career choice.

How will it be assessed?

The aim is for the music course to reflect contemporary music practices worldwide, as well as to bring it more in line with the other Group 6 subjects. This means there are no examinations in music – the assessment will all be done through internally and externally marked coursework submissions.

Students at SL and HL submit the following common assessment tasks.

An exploration portfolio: Written work demonstrating engagement with, and understanding of, diverse musical material, along with practical exercises in creating and performing

An experimentation report: Written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing

A musical presentation: Finished works in creating and performing, supported by programme notes. In addition, HL students will submit the following project.

A collaborative project: A continuous multimedia presentation documenting a real-life project, containing evidence of the project proposal, the process and evaluation, and the realized project, or curated selections of it.

What will the course be like?

The new course seeks to be inclusive of students with wide-ranging personal and cultural musical backgrounds. In place of prescribed musical content, students and teachers in the new course have the agency to personalise unique approaches to musical forms, genres and pieces. The exploration of diverse musical material is focused through the lenses of four areas of inquiry:

- Music for sociocultural and political expression
- Music for listening and performance,
- Music for dramatic impact, movement and entertainment
- Music technology in the electronic and digital age.

While learning about these AoI's, the student is encouraged to think about them in three different contexts:

- Personal context. Music that has significance to the student, and that they are most familiar with
- Local context. Music that has local significance but that may be unfamiliar to the student
- Global context. Music from a variety of places, societies and cultures



IB Physics

Why study this subject?

Physics is a fundamental science subject and it addresses not only the interaction of particles and energy but also how and why they originated. Physics uses laws to explain observed phenomena and will allow students to apply theoretical and practical knowledge to understand concepts.

A relevant and effective physics education needs to reflect societal change with a greater focus on skills and the interconnectedness of concepts, contexts and content, and facilitate deep learning and student understanding.

The physics curriculum is grouped into five broad organizing themes, each of which are subdivided into several topics.

This is a very exciting but challenging IB course, ideally suited for students who would like to investigate theories and laws and for those students who are aiming to study engineering at university.

How will it be assessed?

Internal Assessment

Students will continue to submit an individual report with a maximum word count of 3,000 words.

External Assessment

All students will only sit two external examinations.

Paper 1A includes multiple-choice questions and paper 1B includes data analysis questions. These papers provide an opportunity to assess some of the skills on graphing, units and uncertainties.

Paper 2 will begin with a number of short-response questions, each focusing on a narrow area of the curriculum and will end with one (for standard level) or two (for higher level) extended-response questions which take content from different areas of the guide, using one of the three concepts throughout the question

What will the course be like?

During the two year programme students will cover the following topics:

- Space, time and motion
- Kinetics
- Forces and Momentum
- Work, Energy and Power
- Rigid body mechanics
- The particulate nature of matter
- Thermal energy transfers
- Greenhouse effect
- Gas laws
- Current and circuits
- Wave behavior
- Galilean and Special Relativity
- Thermodynamics
- Induction
- Quantum physics
- Simple harmonic motion
- Wave model
- Wave phenomena
- Standing waves and resonance
- Doppler effect
- Fields
- Gravitational fields
- D.2 Electric and magnetic fields
- Motion in electromagnetic fields
- Nuclear and Quantum physics
- Structure of the atom
- Radioactive decay
- Fission
- Fusion and stars



IB Psychology

Why study this subject?

Have you ever wondered why there are so many self-help books, magazines and online media sites that try to understand and / or deal with the complicated nature of human behaviour? It seems like we have an enormous and ever-growing appetite for psychological information.

Students of the Psychology IBDP programme will develop their understanding of the fascinating nature of human beings and using animal models to further investigate the nature of human behaviour. Be aware, however, that psychology is complex and not always easy. There are no definite answers in explaining human behavior and students will be first and foremost expected to be critical thinkers, through scrutiny of research, theories and concepts.

Psychology is a multidisciplinary science that involves knowledge from the natural and social sciences and some statistical analyses. Hence, studying Psychology compliments other curriculum areas such as; Biology, Mathematics, History and even Chemistry. It involves the wide study of a range of interesting topics pertinent to young adult learners such as; group dynamics, conflict, prejudice, emotions, memory, development, sport, drug use, hormones, gender and adolescence. Psychology students will be expected to form wide ranging links across a number of key subject areas and apply knowledge as well as evaluate its use. It is a truly fascinating subject, ideally suited to a keen learner with a probing mind.



What will the course be like?

During the two year programme students will cover the following topics:

- Biological level: This focuses on physiology and genetics (e.g. brain function and hormones)
- Cognitive level: This focuses on mental processes (e.g. memory, thinking, perception and attention)
- Socio-cultural level: This focuses on the effects of society, context and culture on our behaviour.
- Abnormal Psychology: This focuses on diagnosing, explaining and treating humans suffering from psychological disorders (e.g. bulimia, depression and anxiety)
- The psychology of human relationships: This focuses on human relationships between individuals in personal relationships or in groups.
- Quantitative data collection and analysis (e.g. test of significance on numerical data or looking for averages and correlations)
- Qualitative data collection and analysis (e.g. interviews and observations)

How will it be assessed?

Assessment component	Weighting & Level
Paper 1 (2 hours) Section A: Three compulsory questions on part 1 of the syllabus. Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form. (46 marks)	50% - SL 35% - HL
Paper 2 (1 hour - SL & 2 hours - HL) Fifteen questions on part 2 of the syllabus. Students choose one question to answer in essay form. (22 marks)	25% - Exam is sat by both SL & HL students. HL students will write about two topics and SL will write about only one.
Paper 3 (1 hour - HL only) Three compulsory questions based on an unseen text, covering part 3 of the syllabus. (30 marks)	20% - Exam is sat by HL students only.
Internal assessment A report of a simple experimental study conducted by the student. (20 marks)	25% - SL 20% - HL students will need to do a more detailed statistical analysis.

IB Spanish, Arabic and French SL

Why study this subject?

The Language courses bring language skills to a whole new level. It is aimed at students who wish to achieve near fluency in a language they truly love. It is essential to show curiosity and have genuine interest in the culture related to the language you wish to study. You must be prepared to invest time and effort in your studies, well beyond the confines of teaching hours. The Language B course will help students develop communication skills whilst showing an awareness of, and sensitivity to the culture(s) related to the language studied.

Students will have the opportunity to communicate clearly and effectively in a range of contexts and for a variety of purposes. They will understand and use language to express and respond to a range of ideas with fluency and accuracy. Students will widen their vocabulary greatly, and be able to select registers and styles that are appropriate to a given situation. Students will identify, organise and present ideas on a range of topics. They will understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

What will the course be like?

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organisation
- sharing the planet.

The themes also allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP.

How will it be assessed?

Standard level	
Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks)	50%
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

Higher level	
Assessment component	Weighting
External assessment (3 hours 30 minutes)	75%
Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	25%
Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	50%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus. (30 marks)	25%

IB French/Spanish Ab Initio

Why study this subject?

Within this course, students will achieve communicative competence in a variety of everyday situations. They will express basic ideas clearly and effectively in a limited range of situations and will show understanding of and use essential spoken and written forms of the language, with a limited range of vocabulary in common usage. Students will be encouraged, through the study of texts and through social interaction, to appreciate and be aware of the culture and perspectives of people from Spanish speaking countries.

How will it be assessed?

External Assessment (2hrs 45 minutes)	(75%)
Paper 1: (1 hour) Productive skills (Writing) Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	25%
Paper 2: (1 hour 45 minutes) Receptive skills (Listening and Reading) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks)	50%
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	(25%+25%)
Internal assessment (7-10 minutes): Interactive skills Individual oral (25 marks) A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	25%

What will the course be like?

Students will develop the four main language skills (listening, reading, speaking and writing). The fundamentals of grammar will also be integrated into the course.

The course content is organised according to five broad themes:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the Planet.



IB Sports, Exercise and Health Science

Why study this subject?

In an era when Sport, Exercise and Health have an ever increasing place in the lives of people all over the world, the sports and leisure industry is rapidly growing. Careers in the Sport Science sector are becoming increasingly varied and highly sought after in line with the level of growth. Combining units of study covering subjects such as Anatomy, Physiology, Biomechanics, Data Analysis, Neuromuscular function and Nutrition this theory based science course will give students a solid grounding in Sport Science, allowing progression onto University.

What will the course be like?

The 2 years of the DP course are made up of six compulsory topics of study (plus an additional 7 topics if studying at HL) set out below. This is combined with the additional study of two optional topics (selected from 4). These Units of study are combined with 40 hours of practical investigational study and an internally assessed scientific project in an area of Sport Science research.

Compulsory Topics						
Topic 1: Anatomy	Topic 2: Exercise physiology	Topic 3: Energy systems	Topic 4: Movement analysis	Topic 5: Skill in sport	Topic 6: Measurement and evaluation of human performance	
<ul style="list-style-type: none"> The skeletal system- The muscular system 	<ul style="list-style-type: none"> Structure and function of the respiratory system Structure and function of the cardiovascular system 	<ul style="list-style-type: none"> Nutrition: Carbohydrate and fat metabolism. Nutrition and energy systems 	<ul style="list-style-type: none"> Neuromuscular function Joint and movement types Fundamentals of biomechanics 	<ul style="list-style-type: none"> The characteristic and classification of skill Information processing Principles of skill learning 	<ul style="list-style-type: none"> Statistical analysis Study design Components of fitness Principles of training programme design 	
Additional HL Topics						
Topic 7: Further anatomy	Topic 8: The Endocrine system	Topic 9: Fatigue	Topic 10: Friction and drag	Topic 11: Skill acquisition and analysis	Topic 12: Genetics and athletic performance	Topic 13: Exercise and immunity
<ul style="list-style-type: none"> The skin system The brain 	<ul style="list-style-type: none"> The endocrine glands The role of hormones 	<ul style="list-style-type: none"> Types of fatigue Causes and recovery from fatigue 	<ul style="list-style-type: none"> Friction and drag coefficients Impact of friction and drag on sports performance 	<ul style="list-style-type: none"> Pedagogy for skill acquisition Notation and analysis 	<ul style="list-style-type: none"> Role of genes in characteristics for sports performance Genetic screening in sport 	<ul style="list-style-type: none"> Role of the immune system Links between exercise and immunity

How will it be assessed?

How will I be assessed?

The Assessment for DP SEHS is through three written papers, combined with an internally assessed research project and a group project, combined to make up the overall grade.

		Weighting
Paper 1	SL - 30 multiple-choice questions on the core syllabus. HL - 40 multiple-choice questions on the core syllabus. Externally assessed.	20%
Paper 2	A: Students answer one data-based question and several short-answer questions on the core. B: Students answer one of three extended-response questions on the core. HL includes more questions on HL topics. Externally assessed.	35%
Paper 3	Several short-answer questions (all compulsory) in each of the two options studied. 1 Internal Investigations A mixture of short- and long-term investigations. No change for HL. Externally assessed.	25%
Internal Assessment	All students are required to complete an independent internal assessment on a topic of their choice linked to the course syllabus. Internally marked, externally moderated.	20%



IB Visual Arts

Why study this subject?

The IB Diploma Programme Visual Arts course encourages you to challenge your own creative and cultural expectations and boundaries. It is a thought-provoking course in which you will develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, you will be expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichments.

What will the course be like and how will I be assessed?



Comparative Study:		
Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, <u>objects</u> and artifacts from differing cultural contexts	Externally assessed	20%
SL: Compare at least 3 different artworks by at least 2 different <u>artist</u> with commentary over 10-15 screens	HL: As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined 3-5 screens. Total Max 20 screens	
Process Portfolio:		
Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the <u>two</u> year course.	Externally assessed	40%
SL: 9-18 screens. The submitted work should be in at least two different art making forms.	HL: 13-25 screens. The submitted work should be in at least three different art making forms	
Exhibition:		
Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishments during the visual arts course and an understanding of the use of materials ideas and practices appropriate to visual communication. Each piece is to be accompanied by a <u>500 word</u> text.	Internally Assessed	40%
SL: 4-7 pieces with exhibition text for each. A curatorial rationale (400 words minimum)	SL & HL students may submit two photographs of their overall exhibition. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.	
	HL: 8-11 pieces with exhibition text for each. A curatorial rationale (700 words minimum)	





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