



SHAIKHA HESSA GIRLS' SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

SY - 2017-2018



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The IBDP/College Counseling Office is staffed from September through June. During the summer months, when IBDP results are issued, the IBDP Coordinator may be reached via email Maudhulika.shgs@gmail.com

IBDP SCHOOL CODE: 2895
CEEB CODE: 654018

MISSION STATEMENTS

SHGS

Our mission is to promote leadership, critical thinking and life-long learning in a secure, healthy, all female environment by providing quality international programs in education in order to achieve students' potential as individuals as well as global citizens with emphasis on Arabic and Islamic values in an effective joint home-school partnership.

INTERNATIONAL BACCALAUREATE ORGANISATION (IBO)

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

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

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

* <http://ibo.org/mission/>

INTRODUCTION

What makes SHGS unique?

Shaikha Hessa Girls' School was established in September 2001 as the first and only private all-girls school in the Kingdom of Bahrain. The school is a private, non-profit organization that offers a contemporary bi-lingual English/Arabic education for students of age 3 to 18 years. The school cultivates an effective home-school partnership in order to promote leadership ,critical thinking and life-long learning by providing a healthy and secure environment.

Our academic programs are complemented by the vast facilities at Shaikha Hessa Girls' School. The land, spread over approximately 129,000 square meters, is owned entirely by the school. The school boasts state-of-the-art facilities with a central dome connecting three wings, the administration, elementary, and middle/high school. The school campus provides students the opportunity to engage in many different learning styles and needs.

Information and communication technologies are a key feature of our learning environment. The very latest technology is available to assist students and include e-learning classes and interactive smart boards in classrooms. The campus is also equipped with a complete Multi-purpose Hall (MPH) with a stage and sound/lighting systems that is used for various activities that take place at the school.

A fully-equipped two-storey library with 28 computers is available that allows our students to satisfy their need for knowledge as well as four fully-equipped science laboratories , two e-classes and a sports hall with a swimming pool and a fully-functional cafeteria all add to the Shaikha Hessa Girls' School excellence.

Welcome from the IBDP Coordinator.

It is my pleasure to introduce the International Baccalaureate (IB) programs offered here at the Shaikha Hessa Girls' School.

Whether you are a Diploma Program candidate or a Diploma Program certificate candidate, your experience in the IB classrooms will be of great enjoyment and benefit to you. Shaikha Hessa Girls' School offers students the choice of enrolling in the full IB diploma or individual IB subjects which will result in IBDP certificates.

The IB Diploma is a widely recognized and respected pre-university course that offers students the benefits of a broad and rigorous curriculum while at the same time the advantages of allowing some specialization by following chosen courses at higher level.

The Diploma Program offers students courses with great breadth and depth enhancing their critical thinking skills, as well as taking more responsibility for their own academic development. With the choice of subjects the Diploma Program offers, students are well equipped with the foundation to enter world-renowned universities globally and succeed.

It is our aim within the Diploma Program to develop young ladies who will have the ability to care for others, be balanced, principled, knowledgeable, inquirers, open minded, communicators, thinkers, risk takers and reflective. As stated in the school's mission statement, "Our mission is to promote leadership, critical thinking and life-long learning in a secure, healthy, all female environment by providing quality international programs in education in order to achieve students' potential as individuals as well as global citizens with emphasis on Arabic and Islamic values in an effective joint home-school partnership.", our students are the future leaders of the world.

The purpose of this handbook is to offer potential students and their parent's key information to help them make sense of the IB programs on offer. Our Diploma and Certificate graduates regularly confirm that the IB programs are demanding and challenging but they also add that they are stimulating and rewarding too. Many of our graduates return to visit us after they leave and are keen to explain how their experience of the IB at the SHGS gave them the skills, knowledge and tools to succeed at university and beyond.

Finally, do drop me an email or visit our school if you have any questions regarding the IB or if you would like to meet to discuss a possible application.

Maudhulika Jain
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Introduction to the IB Diploma Program

The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program, has gained recognition and respect from the world's leading universities.

Since the late 1960's the program has:

- provided a package of education that balances subject breadth and depth and considers the nature of knowledge across disciplines through the unique theory of knowledge course;
- encouraged international mindedness in IB students, starting with their foundation in their own language and culture;
- developed a positive attitude to learning that prepares students for university education
- gained a reputation for its rigorous external assessment with published global standards ,making this a qualification welcomed by universities worldwide; and
- emphasized the development of the whole student- physically , intellectually , emotionally and ethically .

THE CURRICULUM

The curriculum is modeled by a circle, surrounding the three core requirements.



a) **Subjects** –

Over the course of the two-year program, diploma students study **six subjects** in addition to the **three core requirements** at the heart of the IB model. At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students must choose one subject from each of the groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 4.

Students can choose to pursue the SHGS High School Certificate supplemented by individual subject certificates, rather than the full IB Diploma, if the IB Diploma course combination does not best meet their individual needs or circumstances. All IB Certificate students are also required to complete CAS and TOK classes alongside their IB Diploma peers.

b) **Core requirements**

The core requirements are what holds the Diploma Program together and is central to the philosophy and teaching of the Diploma.

- **The Extended Essay:**

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Program subjects. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. The extended essay is compulsory for all Diploma Program students and is presented as a formal piece of scholarship containing no more than 4,000 words. The aim of the extended essay is to provide students with the opportunity to pursue independent research on a focused topic, develop the skills of creative and critical thinking.

- **Theory of Knowledge (TOK):**

The Theory of Knowledge course (TOK) encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. TOK is ideally placed to foster internationalism, in close harmony with the aims of the IB learner profile. The TOK aims to embody many of the attributes needed by a citizen of the world: self-awareness; a reflective, critical approach; interest in other people's points of view; and a sense of responsibility.

- **Creativity, Action, Service (CAS)**

CAS is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. A minimum of 150 hours of CAS must be completed over the two years.

c) **Assessment**

Students take written examinations at the end of the program which are marked by IB external examiners. Students complete assessment tasks in school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum.

IB LEARNER PROFILE

As members of an IB World School we strive to be:

- 1. 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.
- 2. 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.
- 3. THINKERS:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- 4. 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.
- 5. 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.
- 6. 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.
- 7. 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.
- 8. 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.
- 9. 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.
- 10. 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 serves as a model for all members of our community here at SHGS .

COURSE SELECTION PROCESS

CHOSING YOUR TRACK

	IB Diploma Track	SHGS Diploma Track
Courses	Enroll in 6 DP courses, with at least 3 at HL level	Enroll in 6 courses, with the option of HL, SL and non IB courses
TOK	Complete the internally assessed TOK presentations and submit one final essay for external assessment	Complete the TOK presentations and TOK essay for internal assessment
CAS	Successfully meet all learning outcomes of the CAS program and write a reflective essay at the end.	Successfully meet all learning outcomes of the CAS program
EE	Engage in a year-long research project, culminating in an original 4000 word essay.	No requirement
Government requirements	Completion of Islamic studies	Completion of Islamic studies
External examinations	Sit for external examinations in all six courses.	Sit external examinations for DP courses
IA	Submit IA coursework for all 6 subjects	Submit IA coursework for all DP courses
Total points	Minimum of 24 points is required across all subjects	No requirements
Final award	IB Diploma and SHGS Diploma	IB course Certificates and SHGS Diploma

COURSES OFFERED AT SHGS- 2017-2018

Group	Name	SHGS Offers	Level
1	Language A: Literature Language B: English	IB English	HL/SL HL
2	Language B :Arabic	IB Arabic	HL
3	Individuals and Societies	IB Business & Management	HL/SL
4	Experimental Sciences	IB Biology IB Chemistry IB Physics	HL/SL SL/HL SL/HL
5	Mathematics and Computers	IB Mathematics IB Math Studies	SL/HL SL
6	The Arts	IB Visual Arts	HL/SL

* HL/SL denotes higher level and standard level courses respectively.

Please note that the subjects offered by SHGS can vary from year to year in response to the interests and demands of students and timetabling constraints. Below is an example of subjects that are usually offered

At SHGS –

***all students study IB courses in Group 1, 2**

***In Group3 – Non IB course option – Geography**

*** In Group4 – Non IB course option - Integrated Science**

***In Group5 – Non IB course option – IGCSE Higher Tier Math**

***In Group 6 – Non IB course option of PE**

- A student cannot be enrolled as an IB Diploma students in case she scores a grade lower than C in her IGCSE core mathematics**

Courses can only be offered once a minimum number of students have enrolled. If, due to low enrolment, your course selection is not available, you will be contacted by the IBDP Coordinator who will guide you in the selection of another subject from that group.

GROUP ONE: STUDIES IN LANGUAGE AND LITERATURE

Language A: Literature (SL & HL) -English

Course Description:

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

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. (IBO: Language A: Literature Guide, 2015)

Assessment:

	HL	SL
External Assessment (70 %)		
Paper-1 Guided literary analysis	20% (2hrs)	20% (1hr 30 min)
Paper-2 Essay	25%(2hrs)	25% (1hr 30 min)
Written assignment	25%	25%
Internal assessment (30%)		
Individual oral commentary	15% (20 min)	15% (10 min)
Individual oral presentation	15% (10- 15 min)	15% (10 min)

Future Studies and Careers:

This course is an excellent preparation for any Higher Education course as it develops oral and written communication skills. The course is particularly relevant for students considering careers in journalism, creative writing, translators, the media, advertising, teaching, business, law and the civil service.

GROUP ONE: STUDIES IN LANGUAGE AND LITERATURE

Language A: Language and Literature (HL) -Arabic

Course description:

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

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

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception . (IBO: Language A: Language and Literature Guide, 2013)

Assessment:

	HL
External Assessment (70 %)	
Paper-1 Comparative textual analysis	25% (2hrs)
Paper-2 Essay	25%(2hrs)
Written assignment	20%
Internal assessment (30%)	
Individual oral commentary	15% (20 min)
Further Oral Activity	15% (10- 15 min)

Future Studies and Careers:

This course is an excellent preparation for any Higher Education course as it develops oral and written communication skills. The course is particularly relevant for students considering careers in journalism, creative writing, translators, the media, advertising, teaching, business, law and the civil service.

GROUP TWO: LANGUAGE ACQUISITION

Language B (HL)-English /Arabic

Course description:

Language B is an additional language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding. (IBO: Language B Guide ,2013)

Assessment:

	HL
<i>External Assessment (70 %)</i>	
Paper-1 Receptive skills	25% (1hr 30 min)
Paper-2 Written productive skills	25%(1hr 30 min)
Written assignment	20%
<i>Internal assessment (30%)</i>	
Individual oral	20% (8-10 min)
Individual oral activity	10%

Future Studies and Careers:

Students are considering a career in an international context, in Business, Law or IT for example, English/Arabic at this level will be very useful.

GROUP THREE: INDIVIDUALS AND SOCIETIES

Business and Management (SL & HL)

Course Description:

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business management is, therefore, perfectly placed individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

The Diploma Program business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

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 encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level. (IBO: Business and management Guide, 2016)

Assessment:

Written Exam paper	HL	SL
Paper 1 – Pre-Seen Case study	35% (2hrs and 15 minutes)	35% (1hr and 15 minutes)
Paper 2	40% (2hrs and 15 minutes)	40% (1hr and 45 minutes)
Internal Assessment/IA	25% final grade	25% grade

Future Studies and Careers:

IB Business and management is good preparation for many university courses. There are many skills in the subject and it is especially useful for students who want to pursue career as - bankers, accountants, businesswomen, stock brokers, chartered accountants, investment analysts, entrepreneur, sales and marketing executives.

GROUP FOUR: SCIENCES

Biology (SL & HL)

Course description:

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world.

The word “biology” was coined by German naturalist Gottfried Reinhold in 1802 but our understanding of living organisms only started to grow rapidly with the advent of techniques and technologies developed in the 18th and 19th centuries, not least the invention of the microscope and the realization that natural selection is the process that has driven the evolution of life.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy. (IBO: Biology Guide, 2016)

Assessment:

Written Exam paper	SL	HL
Paper 1	20% (45 minutes)	20% (1hr)
Paper 2	40% (1hrs and 15 minutes)	36% (2hr and 15 minutes)
Paper-3	20% (1hr)	24% (1hrs and 15 minutes)
Internal Assessment/IA	20% (10 hrs)	20% (10 hrs)

Future Studies and Careers:

IB Biology is good preparation for many university courses. There are many transferable skills in the subject and it is obviously especially useful for scientific courses including medicine, biochemistry, genetics, zoology, pharmacology, veterinary, bioengineering, biomedicine, nursing, anthropology, nutrition microbiology, biochemistry breeding or ecology.

GROUP FOUR: SCIENCES

Physics (SL & HL)

Course description:

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

Despite the exciting and extraordinary development of ideas throughout the history of physics, certain aspects have remained unchanged. Observations remain essential to the very core of physics, sometimes requiring a leap of imagination to decide what to look for. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Theories are not always directly derived from observations but often need to be created. These acts of creation can be compared to those in great art, literature and music, but differ in one aspect that is unique to science: the predictions of these theories or ideas must be tested by careful experimentation. Without these tests, a theory cannot be quantified. A general or concise statement about how nature behaves, if found to be experimentally valid over a wide range of observed phenomena, is called a law or a principle.

The Diploma Program physics course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. (IBO: Physics Guide, 2016)

Assessment:

Written Exam paper	SL	HL
Paper 1	20% (45 minutes)	20% (1hr)
Paper 2	40% (1hrs and 15 minutes)	36% (2hr and 15 minutes)
Paper-3	20% (1hr)	24% (1hrs and 15 minutes)
Internal Assessment/IA	20% (10 hrs)	20% (10 hrs)

Future Studies and Careers:

IB Physics is good preparation for many university courses. Careers include – Teaching , engineering , energy and provision , environmental consultancy , Manufacturing(including computers , electronics, medical equipment's) , medical technologies , patent work , research and development , scientific publishing , telecommunications , clinical scientists , architects , data scientist , science journalists , bioengineering , biomedicine , astronomy

GROUP FOUR: SCIENCES

Chemistry (SL & HL)

Course description:

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

Despite the exciting and extraordinary development of ideas throughout the history of chemistry, certain things have remained unchanged. Observations remain essential at the very core of chemistry, and this sometimes requires decisions about what to look for. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working chemists today and, crucially, are also accessible to students in schools. The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental chemistry have become so specialized, that it is difficult (if not impossible) to be highly proficient in both areas. While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial link between these fields.

The Diploma Program chemistry course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. (IBO: Chemistry Guide, 2016)

Assessment:

Written Exam paper	SL	HL
Paper 1	20% (45 minutes)	20% (1hr)
Paper 2	40% (1hrs and 15 minutes)	36% (2hr and 15 minutes)
Paper-3	20% (1hr)	24% (1hrs and 15 minutes)
Internal Assessment/IA	20% (10 hrs)	20% (10 hrs)

Future Studies and Careers:

Apart from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in higher education, such as Medicine, Biological Science and Environmental Science, and serves as useful preparation for employment. Careers may also include – biochemist , pharmacologist , petroleum engineering , chemical engineering , technical writers, research , science writers, science journalists , forensic scientist , analytical scientist , environmental chemist, toxicologist, fragrance chemist .

GROUP FIVE: MATHEMATICS

Mathematical Studies (SL)

Course description:

The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

The course includes project work, a feature unique to mathematical studies SL within group 5. Each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics. (IBO: Mathematical studies Guide, 2014)

Assessment:

Written Exam paper	SL
Paper 1	40% (1hrs and 30 minutes)
Paper 2	40% (1hrs and 30 minutes)
Internal Assessment/IA	20%

Future Studies and Careers:

Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

GROUP FIVE: MATHEMATICS

Mathematics (SL)

Course description:

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

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. (IBO: Mathematics Guide, 2014)

Assessment:

Written Exam paper	SL
Paper 1	40% (1hrs and 30 minutes)
Paper 2	40% (1hrs and 30 minutes)
Internal Assessment/IA	20%

Future Studies and Careers:

The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology, physics, and business administration.

GROUP SIX: THE ARTS

Visual Arts (SL & HL)

Course description:

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students 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, students are 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 enrichment through visual arts. (IBO: Visual Arts Guide ,2016)

Assessment:

	SL	HL
<i>External assessment</i>		
Part 1: Comparative study	20%	20%
Part 2: Process portfolio	40%	40%
<i>Internal assessment</i>		
Part 3: Exhibition	40%	40%

Future Studies and Careers:

The course is an excellent base from which to apply for further and higher education courses in Art and Design but, more importantly, it enables all students to strengthen qualities such as curiosity, divergent thinking, making connections, learning from others, visualization, conceptual thinking, risk taking and determination. No matter what your chosen future career path, these qualities will help you become a more adaptable person able to take a creative approach to problem solving.

IB Grading Scale

HOW DO I GET THE DIPLOMA?

Unlike many curricula, the IB requires the students to do well in all subjects plus the Extended Essay, Theory of Knowledge, and CAS to pass. Each of the six subjects is marked on a scale of 1 (lowest) to 7 (highest). To gain the diploma students must score 24 or more points, out of a maximum of 45 points. Assessment is a combination of continual evaluation over the two-year period with a final external examination in May of year 2.

Extended Essay and Theory of Knowledge Point Matrix*

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Performance in both theory of knowledge and the extended essay of an elementary standard, “E”, is an automatic failure to the award of the diploma for a candidate whose total score 24, 25, 26 or 27 points.

A minimum of 28 points overall is required to be eligible for the diploma if an “E” grade is attained in **either** the theory of knowledge or extended essay.

* <http://www.ibo.org>

IBDP Requirements

ACADEMIC HONESTY:

IBO has taken a strong stand on academic honesty. "It is our job to help students develop into ethical individuals who would not consider cheating. Of course, it is also our job to catch those students who, despite our efforts, choose to make unwise decisions."* IBO will not tolerate deliberate attempts to deceive a teacher, examiner, or the IBO. A core value of an institution that seeks to maintain high moral and ethical standards is the intolerance of cheating in any form.

The following will be considered **cheating**:

Cheat: **verb**; act dishonestly or unfairly in order to gain an advantage*

1. The willful giving or receiving of an unauthorized, dishonest advantage in academic work over other students such as copying from other students, unauthorized collaboration and unauthorized use of study aids.
2. Attempted cheating in exam/test settings.

The following will be considered **plagiarism**:

Plagiarism: **noun**; the practice of taking someone else's work or ideas and passing them off as one's own.*

1. Use of other people's words or views without proper citations.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.

If a student cheats or plagiarizes she may receive a zero for the entire assignment and may not qualify for makeup of the assignment subject to the teacher's discretion. The IB Coordinator, in consultation with the school administration, may assign additional penalties based on the severity of the offense up to and including expulsion from the IB program.

Internal assessment work and extended essay will be processed through Turnitin.com , a service that checks student works for instances of plagiarism

To safely avoid chances of malpractice, cite your sources properly .If you are not sure how to cite your work , you must speak with your teacher or supervisor well before final submission date

*borrowed and adapted from: IBO News Item May 15-2003; George Mason University Honor Code; Lexington High School Honor Code

*<http://oxforddictionaries.com/definition/cheat>

*<http://oxforddictionaries.com/definition/plagiarism>

IB AWARDS AT SHGS

At the end of the two-year Diploma Program, students meeting the required expectation will receive the following awards:

- **IB Learner Award:** recognizes the student who has most embraced the ideals and philosophies of the IB Diploma Program. This student has the desire to be a knowledgeable thinker and inquirer who is principled, open-minded, and reflective of learning.
- **IB Creativity, Action and Service Award:** is given in recognition of the student who exhibited a spirit of discovery, commitment, initiative, determination, and perseverance in completing the most community service hours.
- **IB Theory of Knowledge Award:** is given in recognition for the student who has engaged in thinking “outside the box” and exhibited risk-taking in the course of her work.
- **Academic Excellence Award:** is given to the student who has excelled academically in all subjects.
- **Effort & Commitment Award:** recognizes the student who has shown commitment and consistent effort throughout the two-year program.

TIPS, REMINDERS AND THINGS TO KNOW

School based tuitions: On the recommendations of the IB, the school does not offer any extra private tuitions for IB students. The school believes the time allocated through the school day is more than adequate for each student to have a fair chance of success in the IB Diploma Program. Extra classes, in case of need, in particular subjects will be provided. Parents will be officially and duly informed through official letter. Extra help for those in genuine difficulty will be provided, as and when it is necessary, by the subject teachers after school time or on Saturdays.

Private tuitions: The IB only allows IB-trained teachers to deliver IBDP courses, as the proper delivery of materials in the syllabi is crucial to the student's success on both internal and external assessments. SHGS teachers regularly attend IB-approved workshops and are therefore up-to-date with the latest curriculum developments. As such the school strongly discourages students from working with non-IB-trained tutors. Students may wish to opt for on-line tuition with IB-trained tutors through Oxford Study Courses; <http://www.osc-ib.com/online-ibdp-tuition/>

Group4 Project: The group 4 project is compulsory for all Biology, Physics and Chemistry students and take place at the end of the academic year in IB1. As completion of this component is mandatory, all students must ensure that they will be present on the day decided and duly informed by the HOD Science well in time. Failure to complete this component of the course will result in the automatic failure of the group 4 subject and consequently the IB Diploma.

Examination Fee: IBDP students will be registered for exams in October of IB2, which will incur examination fees. Parents will be informed accordingly well in time.

Requests for results: In beginning of semester 2 of IB2, students planning to study outside Bahrain will be required to submit a Request for results form. This information will be used to send results directly from IB to universities.

Examination Results: Final results will be released in July of IB2 via the IB results website located at <https://candidates.ibo.org>. In semester 2 of IB2, students will be provided with a personal code and PIN which will be used for both the submission of coursework and access to examination results.

Contact with IB: For general information about the IB, please visit the IB's official website at <http://www.ibo.org>. For answers to common question about IB, visit the IB answers at <http://ibanswers.ibo.org>

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