



2023-2024

IB DIPLOMA BOOKLET FOR STUDENTS AND PARENTS



Dear parents, guardians and students,

Over the last 50 years, the IB Diploma Programme (the DP) has emerged as the single truly international pre-university high school programme. Parents choose the DP because it offers:

- ❖ a challenging academic curriculum that serves as outstanding preparation for university and higher education
- ❖ a student-centered approach to teaching, focused on developing students intellectually, emotionally, physically and socially, as opposed to preparation for test-taking only
- ❖ a focus on international-mindedness, compassion, and understanding intercultural differences
- ❖ respected, reliable and world-renowned academic preparation
- ❖ Universities regularly cite DP students as the best prepared for higher education.
- ❖ DP graduates excel at university and often begin their studies with advanced standing (“DP for Parents”)

This concise guide will enable you to better understand the requirements of the IB DP. Mindful of parents’ busy schedules, this booklet is designed to be succinct and accessible. We hope this booklet is as informative as we think it is, but please email us about any issues you feel are not – or not sufficiently – discussed, as well as other suggestions for improvement.

Apart from the DP, the IB also offers programmes for primary and middle school (the PYP and MYP). This booklet, however, discusses only the DP and to emphasize that, we will talk about the IBDP or the DP throughout (rather than perpetuating the popular terminology in which the DP is often referred to as ‘the IB’).

Happy reading!

Maudhulika Jain

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IB Coordinator
2023/2024

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MISSION STATEMENTS

The mission statements of both Shaikha Hessa Girls' School and the International Baccalaureate Programme is closely aligned. The school seeks to promote the values of the IBDP not just in Grades 11 and 12, where the Diploma is taught, but across the school.

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.

SHGS Theme

REACH for success

Respect

Effort

Attitude

Cooperation

Honesty





IB LEARNER PROFILE

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. The IB Learner Profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

The profile aims to develop learners who 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 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.



1. 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 is accredited by two International educational agencies- CIS (Council for International schools) and MSA (Middle States Association of America). We were recently Reaccredited by them in May 2021. SHGS achieved the school review from BQA with a judgement of "Good" in 2017. We were proudly awarded 'Sufficient Response' in the BQA evaluation during the exceptional circumstances period, in Nov 2021. The school also underwent its Reauthorization cycle successfully from IB in 2017.

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.

Strong Guiding Principles at SHGS, provide an environment that fosters understanding, independence, interdependence and cooperation between various stake holders. The school has a strong leadership and management team with an open-door policy and a very supportive and active PTSA. At SHGS, we believe in a "Joint home school partnership".

At SHGS, we follow various international curriculums from kindergarten to High school, along with strong emphasis on Arabic and Islamic values. In elementary and middle school Arabic taught subjects follow a curriculum set by the Ministry of Education.

The school has a well-qualified and well-trained, dedicated faculty approved by the Ministry of Education. The school provides an effective continuous professional development program for teachers. All the IBDP teachers undergo subject specific IB training before and during the employment.

The school has a Gifted and Talented program which runs in accordance with a similar program by the Ministry of Education. Gifted Students in HS, in various fields are identified. These students regularly take part in workshops, enrichment programs and competitions held by the Ministry of Education on the island.

The HS students take part in the InJAZ program on the island every year. In this program, the students are trained in entrepreneurship by company volunteers and at the end they take part in interschool competitions. This program introduces them to the various aspects of entrepreneurship and prepares them to start their own business in the future. Our school has won at the Arab level in the recent past.

SHGS students all across the school take part in the World's Scholar Cup (WSC) , which is an international team academic program with students participating from 65 countries .They have been proudly winning medals in various activities on local and international levels .

All classes at our school are fitted with smart board interactive projectors. The school has large classrooms, well-equipped science labs, a library, e-classrooms, art room, multipurpose hall for activities and swimming pool which helps strengthen the all-round development of the students. The AEIUCM Olive data management system serves as an outstanding communication system between teachers, students and parents.

The school provides a wide range of extracurricular activities and support programs to meet with students' needs. They include the Model United Nations, Think Pink awareness and a wide variety of CAS activities in and out of the school. All our Grade-11 and 12 (even the course students) have to take TOK and CAS as part of their Graduation requirements. This helps them to develop their critical thinking skills and the various traits of the IB Learners profile. Of late, the students have started going for CAS trips outside the country to make them more aware of the global scenario. The Visual arts students regularly visit Art Galleries and exhibitions on the island.

The entire faculty involved with the IBDP program at SHGS is well experienced and have attended all the various appropriate Workshops conducted by IB for effective teaching of this programme. More than half of these teachers are IB examiners, wherein they mark external exam components from all over the world. This experience gives an additional value to their teaching.

▪ **IBDP Examiners** --- 9

Ms. Nadia Hamam– Arabic A and EE

Ms. Salwa -Arabic

Ms. Maryam Gulshan – B & M

Ms. M. Jain- Biology HL (Paper 3 & IA)

Ms. Victoria – Chemistry

Ms. Anita – Mathematics

Ms. Sandy - English A: Language and literature

Ms. Bhavana – Mathematics

Ms. Sarah – Visual art

Finally, a major feature of IBDP program at SHGS is that the student's teacher ratio in our gr 11 and 12 is so low that each student gets personalized attention from all her teachers.

2. IB Diploma Program Philosophy

2.1 Overview of the IB Diploma Programme

The philosophy of the IB emphasizes high academic standards in the 6 mandatory areas of study: first and second languages, mathematics, humanities, science and the arts. This academic quality is complemented by an emphasis on personal development in areas such as philosophy and social awareness. The IB is not fixed to any individual national programme, and this enables it to maintain rigorous independent assessment standards. This explains why a growing number of universities in more than a hundred countries hold IB graduates in high regard, why a rapidly growing number of high schools are considering adopting the IBDP.

This chapter features a brief overview of the International Baccalaureate (IB) Diploma Programme (DP).

2.2. Content of the IB Diploma Curriculum: The IBDP Model

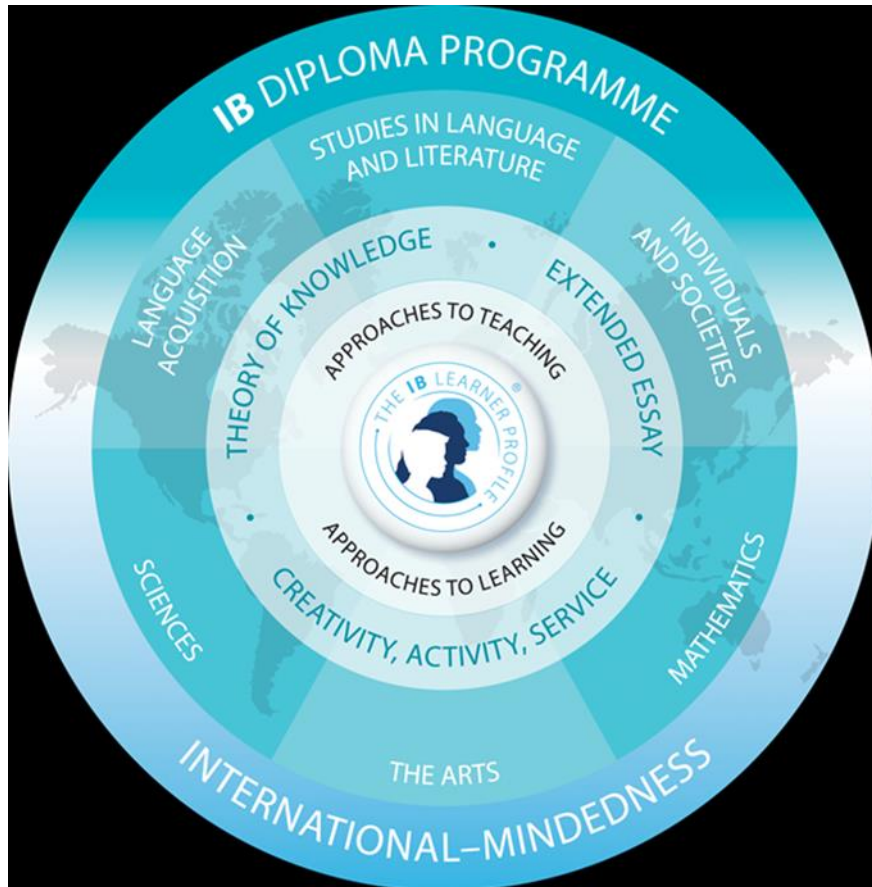
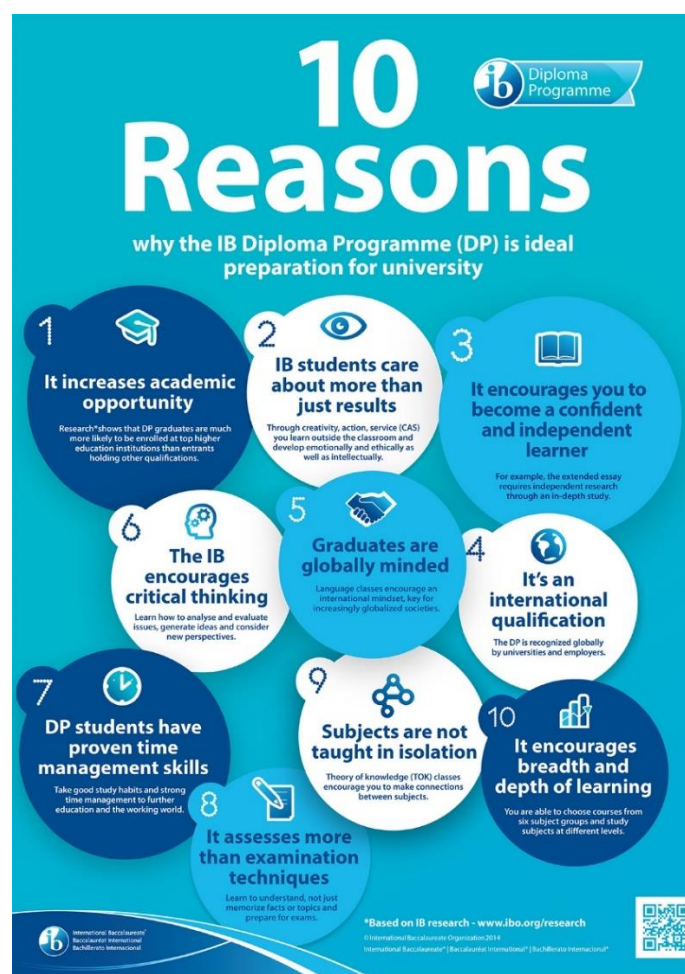


Figure 1: The IB Diploma Model

2.3 Key Requirements of the IB DP

All Diploma students must complete the core programme (in the center of the model), and they must study 6 academic subjects – one subject from each group of the model. Of the six academic subjects, the IB stipulates that at least 3 and no more than 4 subjects must be taken at Higher Level (HL), comprising a recommended 240 teacher–student contact hours; and the rest at Standard Level (SL), a recommended 150 contact hours. It is up to the student and the school to determine which particular subjects are taken at HL, but typically these will be subjects that students may want to pursue at tertiary level.



3. *Aims of the IB Diploma Programme*

The overall DP aims truly drive the programme development: to understand the starting point and direction of the DP, one must understand its overall aims and philosophy.

3.1 To Provide an Internationally Acceptable Qualification for Entry into Higher Education

Whereas many national education systems understandably focus on national university entry requirements, the IBDP aims to provide an education that is acceptable to universities the world over. The message to parents therefore is: please check with the school that the programme your child is following is acceptable to the universities you have in mind and supports her career choices.

3.2 To Promote International Education and Intercultural Understanding

This means that students, in addition to learning about themselves and their own culture, also learn to appreciate the viewpoints and backgrounds of others, something increasingly important, helping them develop 21st century skills. The DP core, the social sciences (group 3) and the languages (group 1 and 2) are natural vehicles to prepare the students for global citizenship, but science, mathematics, and the arts are expected to contribute equally to this goal. Whereas a traditional science project might focus on, for example, the technical aspects of cooling, a typical IBDP science project could (and should) look at air-conditioners from a multitude of scientific angles, including global environmental issues. Another example: IBDP students of aesthetics subjects are required to demonstrate explicit understanding of work from cultures different to their own – it is not possible to concentrate on technical expertise in Western music alone, for instance. In general, for any subject, the highest marks are reserved for work that demonstrates an overall global understanding of the topic under scrutiny. This overall DP aim furthermore manifests itself on the subject level: the subject syllabuses reflect what is considered important around the globe, rather than reflecting national trends.

3.3 To Educate the Whole Person, Emphasizing Intellectual, Personal, Emotional and Social Growth in a Student-Centered Philosophy.

This aim is most naturally tied to the DP core, but all subjects are expected to contribute. To give an example from a subject such as mathematics, one could investigate the problem of how fast each individual student can throw a baseball, and then further personalize the project by applying the insights gained to a sport of personal interest such as hockey, karate, or golf. Such projects can be partly of a collaborative nature, and thus develop the whole person as stated in the aim.

The term student-centered and student-led education is very important in current educational thinking. In the past, educational systems were what one could call teacher centered. In simplistic terms, this means that the teacher imparts knowledge to the student, who is expected to listen and reproduce this knowledge during exams. Many education systems (not just the IB), however, are shifting the balance to a more student-centered and student-led, inquiry-based approach to education, which means, again in simplistic terms, that the education is tied, as much as possible, to the interests of the individual student.

In terms of assessment, student-centered education also means that not all components of the course go through a final exam (external assessment), but that serious efforts are

made to assess students through internal work (internal assessment), which allows the students to be rewarded for efforts at school. While educational experts generally agree that student-led education, properly implemented, is a magnificent tool to motivate students since it provides instruction that students can relate directly to their own lives. The IBDP does this, first, by limiting the percentage allocated to internal assessment (see subject percentages below, which are between 20-50%). Secondly, it does this by imposing external, centrally administered, quality controls on internal assessment. This is called external moderation, and it typically means (for most subjects) that one or more independent outside experts will verify the quality of a school's internal assessment by requesting a sample of assessed work, after which the whole school's internal grades (for that subject) might be 'marked up or down'. Most IBDP educators agree that the process of external moderation works very well, and thus allows for a student-centered, yet at the same time rigorously tested educational system.

3.4 Quality Assessment

The IB diploma subjects are examined by a combination of continuous coursework and examinations at the end of the two-year programme. The exams are in the first three weeks of May.

Key features are:

- ❖ In each subject the student can gain a score of 1 (lowest) to 7 (highest).
- ❖ The maximum for the six subjects is thus $6 \times 7 = 42$ points.
- ❖ There are up to 3 points – called bonus points – for both TOK and the extended essay (EE) together, but a student who fails both TOK and the EE, or who fails to satisfy the requirements of the CAS programme, will not be awarded a diploma (s/he may instead be awarded individual subject certificates for each subject successfully completed, but as we mentioned earlier, such subject certificates carry much less recognition than a full diploma).
- ❖ Extended essay and TOK 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

- ❖ The maximum score for a diploma is therefore 45 points (attained by, on average about 0.2 to 0.4% of the worldwide cohort each year).
- ❖ The minimum score needed to gain a diploma is 24 points (provided that all other requirements are satisfied). Most universities will expect something around 26–36 points (about 4–6 points for each of the six subjects).
- ❖ Top universities might ask for 37–40 points. Students seeking scholarships typically need to aim for at least 36 points.

IB examiners and teachers comprising members from many continents and cultures write the syllabuses and examination papers. There is a 7-year review cycle for all subjects which aims for continual improvement and inclusion of new developments in each subject area. Minor changes are introduced on a regular basis, and major changes every 5 years.

The IB diploma examination system is graded against global standards.

All subjects in the 'IBDP Model', except for the core, have a written examination, consisting typically of two or three papers. Students still finish their diploma within three weeks of intensive written examinations, but these examinations are limited to a maximum of 5 hours per HL subject and 3 hours per SL subject. In addition, every subject has a coursework or an internal assessment component, which may be internally assessed (and externally moderated by the IB), or internally supervised but externally assessed. The assessment percentage contributed by the coursework varies.

Group Coursework/Internal Assessment: Assessment weight of coursework

- ❖ Group 1: Language A 20-30%
- ❖ Group 2: Language B 25%
- ❖ Group 3: Individuals and societies 20%
- ❖ Group 4: Sciences 24%
- ❖ Group 5: Mathematics 20%
- ❖ Group 6: The arts 60%
- ❖ TOK 100%
- ❖ Extended Essay 100%

The whole assessment process is completed six weeks after the last examination, and students can access their results by means of a secure PIN code on the IB website in the first week of July.

CAS is assessed on a pass/fail system. Students must provide quality evidence for the three strands of creativity, activity and service over the course of 18 months. Additionally, All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed.

3.5 What Makes the IB Unique?

These bullet points summarize unique feature of an IB education:

- ❖ A reputation for high quality education has been sustained for 50 years.
- ❖ The encouragement of international mindedness in IB students. To do this, we believe that students must first develop an understanding of their own cultural and national identity.
- ❖ Creating a positive attitude to learning by encouraging students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn and to participate in community service.
- ❖ Programmes are accessible to students in a wide variety of schools—national, international, public and private.
- ❖ 50% of IB schools are state funded.
- ❖ Programme assessment is recognized by the world's leading universities. High standards are maintained by actively training and supporting teachers, and by authorizing and evaluating IB World Schools.
- ❖

4. The IB at the SHGS

4.1 Key Messages to Students and Parents about the IBDP

The DP provides enhanced learning opportunities for students. Along with these enhanced learning opportunities come often expanded opportunities at tertiary institutions – including receiving significant transfer credits for students achieving sufficiently high results. A universally recognized diploma and ranking system, focusing on international perspectives (including expertise in at least two languages and emphasizing areas of global concern) ensures an increased adaptability and mobility on the part of the IBDP diploma holder – a major advantage in a globalized world. At the same time, the IBO's insistence that school supports a student's mother tongue ensures

firm roots in the home culture. In line with university and job market demands, the mandatory IB core components emphasize personal growth through activities, through service, and through their insistence on reflection, on both an academic and a personal level.

Success in the IB is not only determined by a final external examination; a substantial part of the assessment is internally administered by the school (although typically with external quality controls/moderation), and this affords students the opportunity to take ownership of their education and to be rewarded for their efforts in school. The IB programme's rigorous standards and the substantial workload require a great deal of commitment, organization and initiative. For students not participating in the full diploma, the IB offers the opportunity to obtain individual subject certificates.

4.2 Choosing your track at SHGS

The High School Diploma is awarded based on the accumulation of enough academic credits over a student's whole time in High School. All students who successfully complete their studies receive a SHGS Diploma. Academic credits are awarded based on end of year SHGS grades (as recorded on each end of year school report). Credits are transferred to a student's academic transcript, a copy of which may be requested at any time. Credits are earned per semester for each course taken in Grades 9 to 12.

	IB Diploma Track	SHGS Diploma Track
Courses	<i>Enroll in 6 DP courses, with at least 3 at HL level</i>	<i>Enroll in 6 courses, with the option of HL, SL and non IB courses</i>
Theory Of Knowledge (TOK)	<i>Complete the internally assessed TOK presentations and submit one final essay for external assessment</i>	<i>Complete the TOK presentations and TOK essay for internal assessment</i>
CAS	<i>Successfully meet all learning outcomes of the CAS program and write a reflective essay at the end.</i>	<i>Successfully meet all learning outcomes of the CAS program</i>
Extended Essay (EE)	<i>Engage in a year-long research project, culminating in an original 4000-word essay.</i>	<i>No requirement</i>

Ministry of Education requirements	Completion of – a) Islamic studies b) National Citizenship	Completion of- a) Islamic studies b) National Citizenship
External examinations	Sit for external examinations in all six courses.	Sit for external examinations for IB courses only
Internal Assessments (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	
Final award	IB Diploma and SHGS Diploma	IB course and SHGS Diploma

4.3 Course Selection

4.3.1. How Should Students Select Their Subjects: Advice for Students

It is important to think carefully about students' subject choices. Two important factors to consider-

Interest

Encourage students to pick the subjects they are most interested in and enjoy. They are likely to do better in these as a result. Additionally, students will have a more enjoyable two years! This is particularly important for your HL subjects because students spend 6 periods every week in these subjects and have to do a lot of additional independent work in order to be successful.

Ability

Students review their grades over the past two years and consider which subjects were most successful. Discuss how hard they had to work in each class to be successful and make sure their course choices are attainable with the amount of time they can devote to their studies.

Students are encouraged to speak with their current (Grade 10) teachers about courses selection in the DP. Additionally, students are required to seek information about the courses from the Heads of Department (HOD), IBDP Coordinator, Subject teachers and the College counsellor.

4.3.2 COURSES OFFERED AT SHGS- 2023-2024

Group and Name	SHGS Offers		Level in IB courses
	IB course	Non IB course	
1-Studies in Language and literature	-Language A: Language and Literature		HL/SL
2-Language Acquisition	-Language B: English -Language B: Arabic		HL HL
3-Individuals & Societies	-Business Management -Economics	Geography	HL/SL HL/SL
4-Experimental Sciences	-Biology -Chemistry -Physics	Integrated science	HL/SL SL/HL SL/HL
5-Mathematics& Computers	-Mathematics-Analysis and Approach -Mathematics-Application and interpretation	General Math	SL SL
6-The Arts	IB Visual Arts	PE Graphic Design	HL/SL

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

4.3.3 Prerequisites for the various IBDP courses -

Course Category	Prerequisite/information
English Courses:	
• IBDP English Language and Literature HL /SL	IGCSE English A
Mathematics Courses:	
• IBDP Mathematics: Analysis and Approach SL	B and above in IGCSE Core mathematics
• IBDP Mathematics: Application and Interpretation SL	B and above in IGCSE Core mathematics
Science Courses:	

• IB Biology SL/HL	<i>B and above in IGCSE Double award Science</i>
• IB Chemistry SL/HL	<i>B and above in IGCSE Double award Science</i>
• IB Physics SL/HL	<i>B and above in IGCSE Double award Science IGCSE Higher tier in gr-10 and Mathematics Application and Analysis in gr-11</i>
Social Studies Courses:	
• IB Business and Management SL/HL	<i>B and above in IGCSE Core mathematics – For HL course</i>
• IB Economics SL/HL	<i>B and above in IGCSE Core mathematics</i>
Elective Courses:	
• IB Visual Arts SL/HL	<i>Prerequisite: Grade 10 Art</i>

For IB Diploma –

-Students need to choose one course from each Group **OR** choose two from Group 4 and none from Group six.

For SHGS Diploma –

-Students can choose no subjects from Group 1 and two subjects from Group 2
- Choose one subject each from Group 3-6

• *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.*

• *A student can be enrolled as an IB Diploma students ONLY if she has studied English A in IGCSE and has B and above grade in her IGCSE core mathematics*

• *At SHGS, it is MANDATORY for students to sit for the IBDP external Exams (in May), if they have opted for any IB course in gr- 11 and 12.*

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.

4.4 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.



5. OUR RESULTS AT A GLANCE

SHGS IBDP – Growth over the years

1. Comparing School Statistics

	May 2017	May 2018	May 2019	May 2020	May 2021	MAY 2022
No of Diploma students registered	6	5	7	2	10	4
No of Diploma students passed	6	5	7	2	9	3
No. of subject entries in the session	132	153	146	98	185	109
Highest points secured by candidates who passed the diploma	33	38	38	35	43	29
Average points obtained by candidates who passed the diploma	30	33	33	32	35	27
Average grade obtained at the school by candidates who passed the diploma	4.86	5.27	5.19	5.17	5.74	4.39



6. Understanding the DP subjects

This section features a brief overview of the core subjects as well as the main subjects in each group offered at SHGS. You can also speak to the Concerned teachers, IBDP coordinator and the College counsellor.

GROUP ONE: STUDIES IN LANGUAGE AND LITERATURE

Language A: Language and Literature (SL & HL) –English

Course Description:

Language A: language and literature comprise of 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 aim to develop in students' skills of textual analysis and the understanding that texts, both literary and non-literary.

The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity. (IBO: Language A: Language and Literature Guide, 2018)

Assessment:

	HL	SL
Paper-1	35% (2hrs 15 min)	35% (1hr 15 min)
Paper-2	25%(2hrs)	35% (1hr 30 min)
Essay	20%	
Individual oral presentation	20%	30%

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 a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Receptive skills:

Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyze arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning.

Productive skills:

Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

Interactive skills:

Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication

Assessment:

	HL
<i>External Assessment (75 %)</i>	
Paper-1 Productive skills	25% (1hr 30 min)
Paper-2 Receptive skills	50%(2hr)
<i>Internal assessment (25%)</i>	
Individual oral assessment	25%

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:

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as **change agents** for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts—**creativity, change, ethics** and **sustainability**—this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

Assessment:

Written Exam paper	HL	SL
Paper 1 – Pre-Seen Case study	25% (1hr and 30 minutes)	35% (1hr and 30 minutes)
Paper 2	30% (1hr and 45 minutes)	35% (1hr and 30 minutes)
Paper 3	25% (1hr and 15 minutes)	N/A
Internal Assessment/IA	20%	30%

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, stockbrokers, chartered accountants, investment analysts, entrepreneur, sales and marketing executives.

GROUP THREE: INDIVIDUALS AND SOCIETIES**Economics (SL & HL)****Course Description:**

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices through the use of models and theories. The Diploma Programme (DP) economics course allows students to explore these models and theories and apply them.

Economic theory suggests that the material well-being of societies is related to the quantity of goods and services that are available to that society. As a result, economic growth and increased efficiency have become prominent goals. However, there are two important global economic issues related to these goals and the choices made by economic agents. These are the ways in which economic activity impacts the environment, and the challenges facing the world in terms of fair access to resources, goods and services. When exploring these significant global issues, sustainability and equity become key concepts for DP economics students to understand. In all areas of economic activity, the economic agents can be divided up into the private sector (consumers and producers) and the public sector (governments). To different extents and with different outcomes, the public sector in any economy assumes some responsibility for monitoring and regulating the behaviour of the private sector. This government intervention is a significant concept that appears throughout the course and students are expected to critically evaluate the balance between the market forces of the private sector and intervention by governments. Given the rapidly changing world, economic activity and its outcomes are constantly in flux. Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

Assessment:

Written Exam paper	HL	SL
Paper 1	20% (1hr and 15 minutes)	30% (1hr and 15 minutes)
Paper 2	30% (1hr and 45 minutes)	40% (1hr and 45 minutes)
Paper 3	30% (1 hr and 45 minutes)	-
Internal Assessment/IA	20% final grade	30% grade

Future Studies and Careers:

Economists use and apply their understanding of micro and macroeconomics, econometrics, and mathematical and financial economics, to business situations. A wide range of employer's value economists' skills of numeracy and analysis and their ability to understand and communicate broad socio-economic and political concepts to a wider audience.

Economics degrees are popular with a wide range of recruiters, e.g., strategy and management consultants and investment banks in general, as well as a broad range of other commercial enterprises, public sector and not for profit employers. Transferable skills, e.g., analytical, quantitative and modelling skills, are often as important as an economics qualification.

Economics graduates also find employment in areas such as:

- banks
- charitable and not-for-profit organisations
- consultancies
- insurance and accountancy firms
- government departments and think tanks.



GROUP FOUR: SCIENCES

Biology (SL & HL)

Course description:

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 organization, 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. (IBO: Biology Guide, 2022)

Assessment:

Written Exam paper	SL	HL
Paper 1	36% (90 minutes)	36% (2hr)
Paper 2	44% (90 minutes)	44% (2hr and 30 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:**

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world: from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

DP physics 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 physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory

Assessment:

Written Exam paper	SL	HL
Paper 1	36% (90 minutes)	36% (2hr)
Paper 2	44% (90 minutes)	44% (2hr and 30 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:**

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.

Through the overarching theme of the nature of science, the course aims to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science. (IBO: Chemistry Guide, 2022)

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)
Internal Assessment/IA	20% (10 hrs.)	20% (10 hrs.)

Future Studies and Careers:

Apart from being a subject worthy of study, 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

Mathematics: Applications and interpretation (SL)

Course description:

This course recognizes 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.

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

Assessment:

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

Future Studies and Careers:

This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example

GROUP FIVE: MATHEMATICS

Mathematics: Analysis and Approaches (SL)

Course description:

This course recognizes 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.

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

Assessment:

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

Future Studies and Careers:

This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

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 artmaking by others from around the world. Theories and practices in visual arts are dynamic, 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. (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.

CORE IBDP REQUIREMENT -- Creativity, Activity, Service

Course description:

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning

CAS is organized around the three strands of creativity, activity and service defined as follows.

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

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

No formal assessment

-All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed.

-Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

CORE IBDP REQUIREMENT -- Theory of Knowledge

Course description:

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Assessment:

External assessment	Weightings of final grade (%)
Part 1- Essay on a prescribed title	67%
Internal assessment	
Part-2-Presentation	33%

CORE IBDP REQUIREMENT - Extended Essay

Course description:

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student’s six chosen subjects for the IB diploma.

***Externally assessed**

At SHGS - The following 3 courses are based on IBDP Curriculum, but assessed internally – so, considered as Non IBDP courses.

GROUP THREE: INDIVIDUALS AND SOCIETIES – NON IB

Geography (SL)

Course description:

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas

Assessment:

Written Exam paper	SL
Paper 1	35% (1hrs and 30 minutes)
Paper 2	40% (1hrs and 15 minutes)
Fieldwork /IA	25%

Future Studies and Careers:

This subject is aimed at students who will go on to study subjects related to environment, architecture, town planning, conservation, teaching, information systems.

GROUP FOUR: SCIENCES – NON IB***Integrated Science*****Course description:**

Integrated science is suited to students who have a more general interest in all of the sciences rather than choosing to specialize at IB level. This course integrates the study of the fundamental concepts from Biology, Chemistry and Physics, giving students a general but firm grounding in all of the three sciences. It also helps students to develop the requisite lab, critical thinking, and data analysis skills that might be needed if they were to opt for further science studies in the future.

Future Studies and Careers:

This subject is aimed at students who will go on to study – Engineering, Nutrition, Medicine, Psychology, subjects related to environment, architecture, teaching, information systems.

GROUP FIVE: MATHEMATICS – NON IB***General Mathematics*****Course description:**

The General Mathematics curriculum provides a comprehensive set of learning objectives for Mathematics. The objectives detail what the learner should know or what they should be able to do to prepare them to further their Mathematics education.

The General mathematics curriculum is presented in five curriculum areas: Number, Algebra, Graphs and Sequences, Shape and Space, Sets and Handling Data.

Future Studies and Careers:

This subject is aimed at students who will go on to study – Engineering, Nutrition, Medicine, Psychology, Architecture, Business, any field that would need the basic mathematical skills

Important information on our school website

****** Please refer to our school website for the following –***
<https://www.shgs.edu.bh/>

A-Policies –

[*SHGS – Admission policy*](#)

[*SHGS – Inclusion policy*](#)

[*SHGS- Assessment policy*](#)

[*SHGS- Academic Integrity Policy*](#)

[*SHGS- Language policy*](#)

B- [CAS booklet](#)

C- [EE guide](#)

D- [Parent or guardian and student complaints procedure](#)

7. What our alumni say

*Deyari Kassim - Medical Student
SHGS Class of 2018
RCSI-MUB Class of 2023*

The IB diploma programme has not only opened doors for me academically but has also enriched me with many qualities that make me who I am today. I did not consider myself to be a lifelong learner until I joined the programme. The ability to explore my curiosities, to be open to change, the confidence to take risks and to communicate and empathize with others are just some of the attributes that make me stand out in a competitive field like medicine. Furthermore, it has allowed me to identify my weaknesses and strengths and to be able to reflect on them in a constructive manner in order to develop myself and my learning.

Overall, the programme's flexibility to pick subjects from each area of knowledge allows you to expand your horizon in areas that specifically interest you. It gives you the ability to explore your ideas through the different assessments such as the Internal Assessments, Group 4 project, the Extended Essay and even the TOK essay.

Because the IBDP is such a balanced programme, it makes the first few years of tertiary education a lot easier.



*Shaikha Buhamied - Engineering Student
University of Leeds
SHGS Class of 2019*

The IB Diploma Programme stands out from other academic programs because it develops long-life learners who acknowledge the importance of independent learning and the need to create connections between what they learn, their actions, and the real world. As a Diploma student, I really appreciate the dynamic nature of the program as I see it improve year after year to cope with advancements in various fields. Also, the research component in every subject strongly encourages acquiring evaluation skills which are important in both personal and professional life. The freedom to choose subjects and initiate my own research was challenging, however it gave me a step ahead and developed skills such as leadership which I needed for university. I found CAS to be one of the most special aspects of the program as I was challenged to get out of my comfort zone, connect with the community, and excel in my studies. No matter where a Diploma student may end up, the pride of enrolling in a world-class program remains years later, as the skills gained are valuable and many chances to connect with a wide network of IB Alumni from the around the world come up.

I must admit that the Diploma Programme was not easy and was pretty stressful, but I learned how to manage around it as one must do with situations in everyday life. I truly grasped the meaning of seeking quality over everything else. I may forget my IB scores one day, but I will never forget the experience and the lessons.

Our Proud Alumni



8. 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 letters. 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 tuition: 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-tution/>

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 IB Year2, which will incur examination fees. Parents will be informed accordingly well in time.

Requests for results: In beginning of semester 2 of IB Year2, students planning to study outside Bahrain will be required to submit a Request for results form to the IBDP Coordinator. This information will be used to send results directly from IB to universities.

Examination Results: Final results will be released in July of IB year 2 via the IB results website located at <https://candidates.ibo.org> . In semester 2 of IB year 2, 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.

9. Bibliography

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10. Office Information and Contacts

<u>Address:</u>	P. O. Box 37799 Riffa Kingdom of Bahrain
<u>Physical Address:</u>	Building 1525 Road 4226 West Riffa, 942 Kingdom of Bahrain
<u>Main Telephone Number:</u>	+973 17756111
<u>Fax Number:</u>	+973 17750700
<u>School Principal:</u>	Samia. Alkooheji samia.alkooheji@shgs.edu.bh
<u>IBDP Coordinator:</u>	Maudhulika Jain maudhulika.jain@shgs.edu.bh
<u>CAS Coordinator:</u>	Sophia Wadia Sophia.wadia@shgs.edu.bh
<u>College Counselor:</u>	Dalal Hamar dalal.al-hamar@shgs.edu.bh
<u>Useful website:</u>	www.ibo.org

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 the above email

IBDP SCHOOL CODE: 002895



*Top Page designed by – Dana Husain Abduljalil Barakat (Gr 11
Graphic design student)*