British International School, Phuket

AN ARTHIT OURAIRAT INSTITUTION



SENIOR SCHOOL

IB Diploma Handbook 2026-2028

CAMBRIDGE International Education
Cambridge International School

WE ARE AN ACCREDITED SCHOOL

MISSION

Inspire learning, nurture wellbeing, ignite passion

VISION

Maximise student potential by delivering the highest standards of teaching and learning to an international community emphasising wellbeing and passion, on a green, well equipped campus

VALUES

Respect
Be mindful, considerate and inclusive

Compassion
Be caring, empathetic and reflective

Integrity
Be honest, principled and accountable

bisphuket.ac.th

Contents

4 Welcome To The Senior School
5 The IB Diploma Programme
6 The IB Mission Statement
7 The Curriculum Model at BISP
8 The Bisp High School Diploma
9 IB Learner Profile
Eligibility for Acceptance into The IB Diploma
10 Programme (Year 12) at BISP
11 Academic Examination Entry Guidelines
12 IB Subject Entry Recommendations
17 Higher Education Planning
18 IB Diploma Group & Subject Offerings
Distinctions Between Standard Level (SL) &
20 Higher Level Subjects (HL)
21 IB Pathways / Courses
Additional IB Diploma Programme Core
22 Components (DP Core: CAS, EE, TOK)
23 Assessment of an IB Course
24 The IB Grading System & The Awarding of The IB Diploma
25 Internal Assessment (IA) & IB Examinations
26 IB Diploma Failing Conditions
27 Academic Honesty

WELCOME TO THE SENIOR SCHOOL

(Years 12 & 13)



Emma Webster
Head of Senior School
(IBDP Coordinator)
ewebster@bisphuket.ac.th

Lawrence Prunty
Assistant Head of Senior School
lprunty@bisphuket.ac.th

Tim Pearson
Principal Secondary School
tpearson@bisphuket.ac.th

Sam Cockerill
Secondary Deputy Principal
scockerill@bisphuket.ac.th

Kate Kench
Director of Teaching and Learning
kkench@bisphuket.ac.th

The purpose of this handbook is to help answer questions students and parents may have about the International Baccalaureate Diploma Programme (IBDP), and to help our students transition successfully from the Upper to Senior School. The IBDP is just one of our academic pathways in the Senior School, consisting of a 2 year programme of study, alongside completing the requirements to receive the BISP High School Diploma.

This handbook outlines the curriculum of the IB Diploma Programme and the wide range of support systems available to you at BISP. Detailed within the handbook is a range of important information that will help you to understand the subject choices on offer and the exciting academic pathways that await our students.

However, this handbook is only one means of communicating this important information. I encourage all students to discuss the IBDP with their teachers and to ask about the many DP subjects on offer. Furthermore, we ask students to discuss academic pathways with their parents and to actively seek advice and insight from both our university counsellors and our current IB Diploma students.

Expectations of our IB Diploma students are extremely high. Our Year 12 and Year 13 students are our foremost student ambassadors and role models for their peers throughout the school. We ask one simple request from them. Be inspiring! Therefore, as you embark on your IBDP studies, I encourage you to excel in your academics, to maximise your participation and involvement in a range of activities beyond the taught curriculum and classroom, make positive lifelong friendships that will endure and, most importantly, have a successful IBDP journey!

THE IB DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IBDP) is an advanced 2-year course of study designed to prepare students for university and working life. The IB Diploma Programme founders recognised a need to create a University preparatory curriculum with high standards which would be recognised around the world. Since its inception in 1968, the IB Programme has grown to include 6,200 IB World Schools in over 160 countries.

The IB Programme is more than just a curriculum, it is also a teaching and educational philosophy. The spectrum of IB classes are designed to teach students to think critically, to appreciate the importance of seeing events or knowledge claims from different perspectives, to understand the strengths and weaknesses of what students or others claim to "know," to understand and explore ethical controversies inherently relevant to what they learn, and to be able to apply what they learn in meaningful ways to the "real world".

"The IB Diploma Programme is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19, for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open- mindedness and the attitudes necessary to respect and evaluate a range of viewpoints."

While the Diploma Programme is not designed exclusively for the elite or gifted academic student, the decision to pursue the full IB diploma is most appropriate for those students who are highly motivated, open-minded, and prepared to take responsibility for their own learning. The IB Diploma Programme is much more, however, than a series of academic subjects. Its unique additional features of CAS, Extended Essay, Theory of Knowledge and Approaches to Teaching and Learning ensure that students are opened up to their community responsibilities, are encouraged to develop their learning skills and become independent analytical thinkers.

Source: http://www.ibo.org/mission

THE IB MISSION STATEMENT

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

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

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

Source: http://www.ibo.org/mission



THE CURRICULUM MODEL AT BISP

The International Baccalaureate (IB) educational philosophy is defined by the IB learner profile and the approaches to teaching and learning. The IB Diploma Programme curriculum encompasses six academic areas surrounding the three core requirements.



Students undertaking the Diploma Programme at BISP will:

Study six subjects chosen from the six subject groups

- Three of the six subjects are studied at higher evel (courses representing 240 teaching hours)
- The remaining three subjects are studied at standard level (courses representing 150 teaching hours)
- Complete an Extended Essay (EE)
- Follow a Theory of Knowledge course (TOK)
- Participate in Creativity, Activity, Service (CAS)
- A Bilingual Diploma will be awarded to a successful student who fulfills one or both of the following criteria:
    - Completion of two languages selected from Group 1 with the award of a grade 3 or higher in both languages
    - Completion of one of the subjects from Group 3 or Group 4 in a language that is not the same as the student's nominated Group 1 language; the student must attain a grade 3 or higher in both the Group 1 language and the subject from Group 3 or 4.

THE BISP HIGH SCHOOL DIPLOMA

The BISP High School Diploma is awarded in recognition of a student's satisfactory completion of the courses undertaken in Years 10 – 13 (final four academic years).

All students who achieve the minimum credit requirements will be awarded a High School Diploma in addition to IGCSE and IB qualifications. This will be awarded at the final Year 13 Graduation ceremony.

All students at BISP routinely follow courses that result in a High School Diploma provided the minimum grades have been achieved.

The BISP High School Diploma provides an alternative pre-university qualification for students who elect, or are advised, not to continue with the IB Diploma programme.

All students in Years 10 to 13 at BISP are able to graduate with the BISP High School Diploma providing they meet the following graduation requirements:

- Minimum of 5 subjects studied per year in all years of the High School Diploma.
- Successful completion of CAS programme in Years 12 and 13.
- Subjects studied: English (4yrs), Mathematics (at least 2yrs), Science (at least 2yrs), Social Science/Humanities (at least 2 yrs), Mandatory Elective(s) (4yrs)
- An accumulation of 20 credits or more or the equivalent for transfer students, over 4 years.

IB LEARNER PROFILE

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB,2013)

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsibleaction on complex problems. We exercise initiative in making reasoned,ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
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.
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.
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.
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 willing to grow from the experience.
Well Balanced	We understand the importance of balancing different aspects of our lives —intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

ELIGIBILITY FOR ACCEPTANCE INTO THE IB DIPLOMA PROGRAMME (YEAR 12) AT BISP

All previous educational backgrounds will be considered but a student needs to have achieved a high level in their educational background to ensure they commence the IB Diploma Programme with a strong academic foundation. For students who have followed the IGCSE programme, we require a minimum of five passes (C through A*) to enter the full IB Diploma programme and we recommend a minimum of a grade 'C' to enter a standard level course and 'B' to enter a higher level course.

A minimum of four IGCSE passes (C through A*) is required to enter the IB Courses programme. Students who do not meet these minimum requirements will need to retake their IGCSE examinations and this may result in formal acceptance into Year 12 the following academic year.

Year 12 and Year 13 in BISP is a place where academic rigour and high academic standards go hand-in-hand with a strong emphasis on the development of a holistic education in a creative and supportive environment. The information in this document and on our website is to assist students in making decisions about which subjects to select for the IB Diploma Programme in Years 12 and 13.



ACADEMIC EXAMINATION ENTRY GUIDELINES

At BISP, we have a collaborative approach when determining the appropriate academic examination level for our students, always with their best interests in mind. We carefully consider a range of factors, ensuring every student's individual needs and readiness are taken into account.

The decision about examination level is arrived at through a thoughtful process, involving the school's administration, the student, their dedicated teacher(s), and parents/guardians. This approach fosters a supportive and inclusive academic environment.

Our considerations include:

Academic Performance: We assess the student's current grades and test scores to gauge their academic achievements.

Academic Progress: We look at the student's academic trajectory over time, understanding that progress is a journey.

Preparedness and Motivation: We value evidence of the student's readiness and enthusiasm for the challenges of their chosen examination level.

Future Educational Plans: We consider how the selected examination level may impact the student's future educational aspirations.

Wellbeing: Ultimately, we prioritise the student's overall wellbeing in making this decision.

We acknowledge the significance of involving parents and guardians in this process, and we are here to address any questions or concerns you may have. Please don't hesitate to reach out to the school's administration. Your input is invaluable in ensuring the best possible educational experience for your child.

IB SUBJECT ENTRY RECOMMENDATIONS

Very often students choosing subject combinations at IBDP level don't really have an endgame in mind. This is very normal! Picking IBDP subjects and thinking about university places is kind of scary. But, do not panic! Just do some research! Also, every teacher at BISP genuinely wants you to reach your potential. So, have a chat with your subject teachers about if they think their subject is right for you.

However, it is really important to note that the subject choices you make within the International Baccalaureate Diploma curriculum can have a significant impact on the course options available to you at university (although for US universities it is slightly different).

Indeed, certain universities generally prefer applicants to have taken certain subjects, or combinations of subjects at Higher Level in the IBDP. For example, if you were to apply for Engineering, a certain University might want a result of 6-6-5 in your Higher Level subjects (e.g. Physics, Chemistry and Mathematics HL). Some universities typically believe that these students (with these grades) are more likely to have been provided with a more effective preparation for study (of Engineering) at the University and so will often be favoured over other applicants.

Whether you are choosing the IB Diploma Programme, IB Courses or one of our International Extended BTEC qualifications, BISP students should always choose a pathway that aligns with both their academic potential and their future aspirations. By the end of Year 11 many students know what subjects they like and have identified their strengths. By building on these strengths you can choose IBDP subjects in which you will be successful and score highly.

The following recommendations can be used by students and parents as a guide to possible subjects choices.

IB GROUP	SECTION	TOPICS
1	English, Thai HL/SL - Language & Literature	These courses are designed for students who have experience of using the language of the course in an academic context. Students who achieve Grades C to A* in Year 11 BISP First Language Courses are likely to be well prepared for these courses.
	Literature A Self-Taught SL	This course is intended for students who have experience of using the language of the course in an academic context but for languages that are not taught at BISP. Students should be fully literate and fluent in the target language, well organised and self-motivated. An experienced Literature teacher supervises this course but the onus falls on the student to 'self-study' in the target language.
	Chinese A Literature HL/SL	This course is designed for students who are fluent and academically proficient in the language of study. It develops critical thinking, interpretation, and an appreciation of literature across cultures, periods, and genres. Students engage in independent, comparative, and analytical reading, exploring how language, context, form, and authorial choices shape meaning. The course includes both prescribed and school-selected literary works, encouraging students to consider literature from a range of global and cultural perspectives. Learning is developed through discussion, close reading, analytical writing, comparative study, and oral presentations, with final assessment through externally examined essays and oral commentary.
	Russian A Literature HL/SL	

IB SUBJECT ENTRY RECOMMENDATIONS

IB GROUP	SECTION	TOPICS
2	English, French Mandarin, Spanish B HL/SL	The language ab initio and language B courses are language acquisition courses designed to provide students with the opportunity to develop in a language in addition to their home/personal/best language(s). They are not designed for students entering the course who already have the ability to communicate confidently and proficiently in that specific Language. Language B courses at Standard Level (SL) and Higher Level (HL) are designed for students who already have some experience of learning the target language and wish to develop their communication skills further. SL and HL differ in the recommended teaching hours, the depth and breadth of syllabus coverage, the study of literature at HL, and the level of challenge and expectations in the assessments. As a general guide, students considering Higher Level should have achieved an A grade or above at IGCSE, or an equivalent qualification. Students considering Standard Level should normally have achieved a C grade or above. All students wishing to study a Language B subject will be assessed individually to determine their current level of proficiency and whether SL or HL is the most appropriate course. Language B is not intended for students who are already able to communicate confidently and proficiently in the language at a level comparable to a native or near-native speaker. In such cases, students should consider Language A or, where appropriate, a different language at ab initio level.
3	Spanish ab initio SL, Mandarin ab Initio SL French ab initio SL (subject to demand)	Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at Standard Level (SL) only.
	Business Management HL/SL	Successful students in Business Management have a desire to understand and function in the world of business. The course involves a substantial amount of research, reading, writing and discussion, often using complex terminology, so a strong grasp of the English language is recommended. One of the examination papers has a quantitative focus, so a solid grasp of Mathematics is also recommended. HL students are also required to complete Paper 3, an essay based examination. Students who have previously studied IGCSE Business will be at an advantage.
	Economics HL/SL	No specific prior learning or particular background knowledge in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the economics course are developed within the context of the course itself. The ability to understand and explain abstract concepts and the ability to write in a logically structured manner are distinct advantages in this subject. In addition, students will require some degree of Mathematical competence and quantitative analysis skills.

IB SUBJECT ENTRY RECOMMENDATIONS

IB GROUP	SECTION	TOPICS
	Geography HL/SL	This subject is open and accessible to all students, regardless of their prior Geography background. There is no requirement to have previously studied Geography to take IBDP Geography. While it is an advantage to have studied Geography at IGCSE level, students without that background have also taken IBDP Geography before and succeeded. The course is engaging and varied, combining classroom learning with fieldwork opportunities that bring geographical concepts to life outside the classroom. Other requirements include an enquiring mind, an interest in the world, and an ability to be organised and work independently.
	History HL/SL	Previous studies of History will provide a useful foundation for this course but there is no set requirement to have completed any particular prior programme of study. Studying IB History does require a sound grasp of the English language. There is also a substantial amount of reading required and therefore a student must be able to work independently.
	Psychology HL/SL	No prior study of Psychology is required. However, an interest in human behavior and an appetite for thought provoking psychological information is important. A good Psychology student is a critical thinker who is willing to ask questions evaluate evidence, question assumptions, and tolerate a degree of uncertainty. Psychology is also a subject that uses its terminology in a specific manner and you will be expected to show this in your essays. English language proficiency is recommended.
3 or 4	Environmental Systems & Societies HL/SL	This course is ideal for students who are passionate about local and global environmental issues and are eager to develop an international perspective on these topics. It is strongly recommended for HL students to have a GCSE or equivalent in Science or Geography, as this foundation will help them engage more effectively with the content. The course also emphasizes an understanding of sustainability and the systems approach, making it an excellent choice for students interested in exploring how these concepts can be applied to address environmental challenges.
4	Biology HL/SL Chemistry HL/SL Physics HL/SL	For Biology, Chemistry, and Physics it is recommended that only students who have gained at least a Grade B in the subject at IGCSE, or a Grade AA in Coordinated Science, study at Higher Level. In addition, students wishing to study HL Physics should have achieved a Grade B or above in Extended Mathematics at IGCSE. The standard Level courses are much more accessible to students, but it is still recommended that they have completed a course in that Subject at IGCSE or equivalent level.
	Design Technology HL/SL	Grade B-A* at IGCSE (or equivalent) in Design Technology is desirable to study the subject at Higher Level, but an enthusiasm and desire to excel is far more important. This also applies to Standard Level, where many students have achieved at the top end having not taken an IGCSE in DT.

IB SUBJECT ENTRY RECOMMENDATIONS

IB GROUP	SECTION	TOPICS
	Computer Science HL/SL	The IB Computer Science course is a dynamic and challenging programme that explores the fundamental principles of computing systems and applies computational thinking to real-world problem-solving. It emphasises algorithmic thinking, programming, and innovation, encouraging students to engage with modern technologies like machine learning, while also reflecting on the ethical implications of these technologies. Students will: 1. Learn how computer systems operate. 2. Develop skills in algorithmic thinking and programming, using either Python or Java. 3. Use computational thinking to tackle problems creatively. 4. Design, develop, and evaluate computational solutions to real-world challenges. The course is divided into two main themes: 1. Theme A: Concepts in Computer Science - covering areas such as computer fundamentals, networks, databases, and machine learning. 2. Theme B: Computational Thinking and Problem Solving - focusing on programming, object-oriented programming (OOP), and abstract data types (HL only). <u>Recommendations</u> The IB Computer Science courses at both SL and HL are rigorous and emphasise practical problem-solving skills. The HL course demands an even higher level of problem-solving skills and the ability to grasp abstract concepts.It is recommended that only students who have achieved at least a grade B in IGCSE Computer Science or equivalent should study IB Computer Science. However, students without prior experience who can demonstrate sufficient programming ability and knowledge in computer science, with hard work anddetermination should also be able to access this course.
5	Mathematics	**Higher Level Analysis:** Higher Level Analysis: Students who have studied IGCSE at Extended and are on course to obtain an A* or students who have already completed their IGCSE in Year 10 and who have gone on to study Additional Mathematics in year 11. Students should have a real passion for Mathematics and be aiming for a university pathway with a strong mathematical component. **Standard Level Analysis:** Standard Level Analysis: Students who have studied IGCSE at Extended and are on course to obtain a grade A or A*. Students should enjoy the challenge of Mathematics and be aiming for a university pathway with a mathematical component. **Standard Level Applications:** Standard Level Applications: Students who have studied IGCSE at Extended or Core will find this course accessible. Students who achieve Grade B or A at IGCSE will still find this course rewarding and will have the potential to achieve Grade 6s and Grade 7s. Students should be interested in exploring the links between technology and Mathematics

IB SUBJECT ENTRY RECOMMENDATIONS

IB GROUP	SECTION	TOPICS
6	Theatre HL/SL	The Theatre IB course includes both practical and written tasks which are moderated throughout the two years. "There will be course performance opportunities, in-school performance and design experiences, and the added possibility of engaging in visiting workshops, as well as external trip options, in order for students to extend their skills as actors and designers". Both group collaboration and solo work will develop students as creators and performers. It is advised that completion of an introductory course in Theatre is desirable, such as the IGCSE Drama course, though this is not mandatory. Previous stage experience will be beneficial to students, but is not compulsory.
	Music HL/SL	The new IB Music syllabus for HL and SL is an inquiry-based course that assumes competence as performing and creating musicians, with a basic level of theoretical knowledge. The most important element is a passion for all types of music and the desire to delve deeper into areas of music from a personal, local and global perspective. Students should continue to take lessons on their instrument or voice. The course is very contemporary with mandatory requirements using Music Technology while the HL component is a stand-alone exciting combined arts project!
	Visual Art HL/SL	The Visual Art course includes both practical and written elements. Over the two years, students engage in practical art making, journaling of the techniques they have used and explore art history. The course provides opportunities to see artwork first hand by visiting galleries and museums both locally and internationally. Each year, we invite practicing artists to run specialist technique workshops with our students. It is desirable that students who have successfully completed the IGCSE course (or equivalent) study IB Visual Art at Higher Level, however this is not compulsory. Furthermore, it would be beneficial for students to develop their practical skills by attending our extra-curricular activities offered.

HIGHER EDUCATION PLANNING

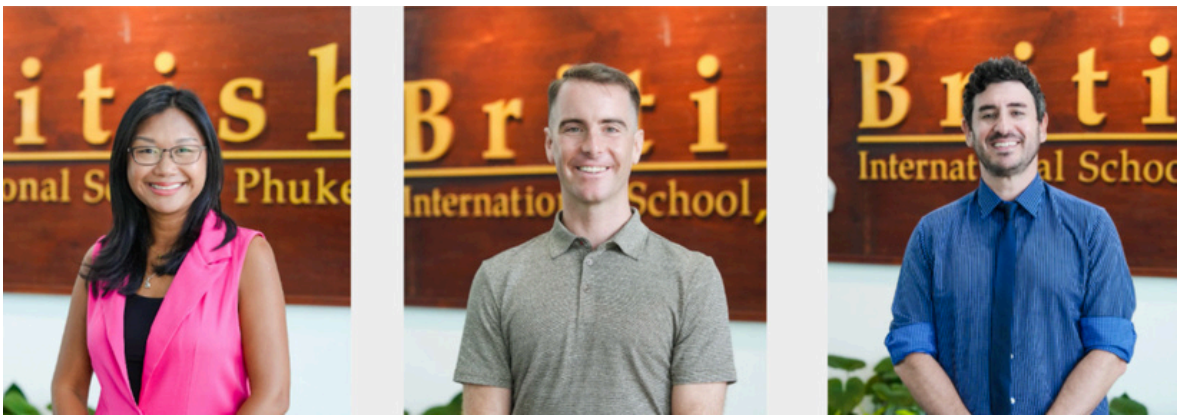
In Year 11, students need to begin making informed choices about their next stage of education, including their Senior School pathway and subjects. These choices can have an impact on future university options, particularly where universities or degree programmes have specific subject or qualification requirements. It is therefore important to research university requirements and consider how your choices at BISP may support your future plans.

BISP offers a range of Senior School pathways, including the IB Diploma Programme, IB Courses and BTEC. All students work towards the BISP High School Diploma, accredited by CIS, NEASC and the Thailand Ministry of Education. Whether students are considering universities in the UK, Australia, Thailand, North America, Europe, or elsewhere in Asia, the same general advice applies: choose a pathway that provides the right level of challenge, plays to your strengths and interests, and supports your future goals.

Throughout Secondary years, your university and future pathways counsellors will provide guidance to help you understand university requirements, explore your options, prepare for standardised tests, and manage the university application process, including personal statements and scholarships. Throughout the year, BISP also hosts university representatives and visits from universities around the world, giving students opportunities to ask questions, explore different courses and learn more about university life and admissions.

We are here to help you make informed decisions about your future, so don't be afraid to stop in and chat.

Amy Pothong (apothong@bisphuket.ac.th)
Jeffrey Chelin (jchelin@bisphuket.ac.th)
Pete Smith (psmith@bisphuket.ac.th)



IB DIPLOMA GROUP & SUBJECT OFFERINGS

Overview of subject groupings offered at BISP

Incoming IB Diploma candidates must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students may choose either an arts subject from group 6, or a second elective subject.

It is critical that each prospective IBDP student and his/her parents invest sufficient time and energy into making an informed decision about subject choices and how the IB can best meet that student's needs. At BISP, we encourage students to take challenging (and rewarding) IB subjects, but there is an expectation that students apply the required time and effort to achieve success in their studies.

Core Subjects

The IB Diploma Programme at BISP IBDP Academic Disciplines

Group 1 Studies in Language & Literature
Group 2 Language acquisition
Group 3 Individuals and Societies
Group 4 Experimental Sciences
Group 5 Mathematics
Group 6 The Arts or an elective

IB DIPLOMA GROUP & SUBJECT OFFERINGS

IB Subjects (Courses) at BISP
Please click on the subject links below to find out more information on the following:

- Course Description and aims
- Curriculum model overview
- Assessment

GROUP 1 STUDIES IN LANGUAGE & LITERATURE	GROUP 2 LANGUAGE ACQUISITION	GROUP 3 INDIVIDUALS AND SOCIETIES	GROUP 4 EXPERIMENTAL SCIENCES	GROUP 5 MATHEMATICS	GROUP 6 GROUP 6 THE ARTS OR AN ELECTIVE
Thai A - Language and Literature **HL/SL**	English B **HL/SL**	Environmental Systems & Societies **HL/SL**	Environmental Systems & Societies **HL/SL**	Maths **HL** (Analysis)	Theatre **HL/SL**
English A - Language and Literature **HL/SL**	French B **HL/SL**	Business Management **HL/SL**	Design Technology **HL/SL**	Maths **SL** (Analysis)	Visual Arts **HL/SL**
Russian A Literature **HL/SL**	Spanish B **HL/SL**	Economics **HL/SL**	Biology **HL/SL**	Maths **SL** (Applications)	Music **HL/SL**
Chinese A Literature **HL/SL**	Mandarin B **HL/SL**	Geography **HL/SL**	Physics **HL/SL**		
Self-Taught A Literature **(SL Only)**	Spanish Ab Initio **(SL)**	History **HL/SL**	Chemistry **HL/SL**		
	French Ab Initio **(SL)** (Subject to demand)	Psychology **HL/SL**	Computer Science **HL/SL**		
	Mandarin Ab Initio **(SL)**				

DISTINCTIONS BETWEEN STANDARD LEVEL (SL) & HIGHER LEVEL SUBJECTS (HL)

The exact difference in terms of content, standards, and requirements of a subject taken at a SL or HL varies between subjects in the IB DP curriculum. In some subjects, HL and SL vary substantially in degree of difficulty and material covered. However, for most IBDP subjects, the levels differ primarily in the amount of material covered rather than degree of difficulty.

Standard Level courses require approximately 150 class hours while Higher Level courses require approximately 240 class hours. In practice, standard level students have less in-class study time, cover fewer units, or have fewer demands in regard to their internal assessment. Students who pursue any course at Higher Level should do so because they have a particular aptitude or high-level of motivation in this subject.

In making the final decision about the level of courses, students need to balance carefully their interests and abilities with their projected university entrance requirements.

IB PATHWAYS / COURSES

IB Course students study six subjects alongside IB Diploma students but can opt to study their subjects at either a higher or standard level. There is no requirement to study three subjects at a higher level; students may opt to study all of their subjects at a standard level only. IB Course students are required to participate fully in the Creativity, Activity and Service (CAS) programme but the Extended Essay (EE) and Theory of Knowledge (TOK) course are optional.

All IB courses at BISP are taught over a two-year period and IB examinations are undertaken in May of the second year of the programme (Year 13).

IB Options for Year 12/13 Students at BISP

Option 1: Students officially register for six IB subject courses, including the option to study the IB Core components. These students will be referred to as "IB Course Students"

Students take IB exams in the subjects that they officially register for at the end of the two year programme.

Students will be required to fulfil the requirements of the CAS (Creativity, Activity and Service) programme.

Students receive an official IB Results certificate indicating their performance in the IB subject(s) completed.

Option 2: Students accepted into the Diploma Programme will register for six subjects along with the three compulsory Core components. These students will be referred to as "IB Diploma Programme Students"

Students take IB exams in six subjects (three at HL and three at SL), complete the TOK course, an EE, and fulfil the requirements of the CAS (Creativity, Activity and Service) programme.

Successful students receive an official IB Diploma "The Diploma of the International Baccalaureate" and their IB Results certificate indicating their performance in the IB subjects completed.

ADDITIONAL IB DIPLOMA PROGRAMME CORE COMPONENTS

(DP CORE: CAS, EE, TOK)

CAS is an acronym for "Creativity, Activity, Service" and involves students in a range of activities alongside their academic programme. CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment in their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP. A good CAS programme should be both challenging and enjoyable – a personal journey of self-discovery. Each student has a different starting point, and therefore different goals and needs, but many of their CAS activities include experiences that are profound and life-changing. CAS is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of engagement with CAS and achievement of the seven learning outcomes through a CAS portfolio.

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

- CREATIVITY – arts, and other experiences that involve creative thinking; exploring and extending ideas which lead to an original or interpretive product or performance.
- ACTIVITY – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- SERVICE – an unpaid and voluntary exchange that has a learning benefit for the student whereby the rights, dignity and autonomy of all those involved are respected. Collaboration and reciprocal engagement with the community is in response to an authentic need.

In order to demonstrate these concepts, students are required to undertake a CAS project. The project must involve one or more Creativity, Activity or Service strands, be collaborative, have a minimum duration of at least one month, use the CAS stages and have a risk assessment conducted. The project challenges the student to:

- Show initiative
- Demonstrate perseverance
- Develop skills such as collaboration, problem solving and decision-making
- Consider the ethical implications of their actions and work with an issue of global importance
- Use the CAS stages model in planning and executing the project

Theory of Knowledge (TOK) interweaves all the IB subject areas, distinguishes between how knowledge is acquired in each area, and explores the difference between truth and belief. The course emphasizes a great deal of critical thinking, personal reflection and stresses the importance of seeing events from multiple perspectives. TOK does not have a formal IB examination, but students will undertake an Exhibition that will be internally and externally moderated as well as submitting a final TOK essay that is sent to an external examiner for marking.

The Extended Essay (EE) is a required analytic paper of 4000 words. The EE is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice (chosen from the list of approved Diploma Programme subjects), under the guidance of a supervisor (a teacher in the school). The final submission of the EE is sent to an external examiner for marking.

Source: www.ibo.org

ASSESSMENT OF AN IB COURSE

Expectations for the IB Diploma programme:
Maintaining the status of a Diploma Programme student requires initiative, reflection, responsibility, and motivation; all traits that will help students to be successful in university and beyond. In general, a student's status will be evaluated on their performance and behavioural trends rather than isolated events.

IBDP students will need to pace themselves and plan well ahead of deadlines so that they can be met without cramming at the last minute. Students need to be fully aware of their progress in each subject and be trying to constantly improve upon their last performance. Communication with the teacher is essential in this regard. Students need to be mature enough to be willing to accept constructive criticism in order to continue to grow academically during the course of the two year programme. Students should be able to work with their teacher and keep their teacher informed about what they do not understand or if they are facing difficulty. This is especially important in a syllabus that spans two years and where lessons generally build upon one another cumulatively. Specific expectations must be met to maintain a Diploma Programme standing at BISP.

THE IB GRADING SYSTEM & THE AWARDING OF THE IB DIPLOMA

- The award of the final grade in each subject is the responsibility of the Chief Examiner
- In every subject, a part of the programme may be internally assessed and externally moderated by the Chief Examiner
- A grade will not be awarded for a student in any subject for which any of the required assessment components have not been completed
- The grading scheme in use for IB Diploma examinations are as follows:
    - 7 - Excellent
    - 6 - Very good
    - 5 - Good
    - 4 - Satisfactory
    - 3 - Basic
    - 2 - Poor
    - 1 - Very Poor

Thus, the highest score for the IB Diploma Programme is 42 points. An additional 3 extra points are given based on the following TOK/EE matrix.

		THEORY OF KNOWLEDGE					
		GRADE A	GRADE B	GRADE C	GRADE D	GRADE E	NO GRADE (N)
EXTENDED ESSAY	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade (N)	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

INTERNAL ASSESSMENT (IA) & IB EXAMINATIONS

Internal Assessment (20-40% of the subject grade):

The IB DP curriculum requires that students complete a major "project" in each IB subject they take. Such projects are formally called an Internal Assessment (IA) because they are assessed "internally" by the subject teachers. Regardless of the type of project, students are asked to apply the knowledge and skills they are learning in the subject to this assignment.

To ensure consistency, IA projects are "moderated" by IB examiners. This means that while the individual teacher is responsible for grading and assessing the students' work, the IB randomly requests samples of this work to be sent to IB examiners who check to see that teachers are applying the grading criteria correctly and consistently. The moderation process is an important part of maintaining consistency, fairness, high standards, and accountability in the IB Diploma Programme. The IA requirement also serves to lessen the relative impact of the examination at the end of the course. Students who are not necessarily good test-takers may excel at their IA project, thereby helping to balance any unexpectedly low exam results.

I**B Exams** (70 to 80% of the subject grade):

In May of the second year of the IB Diploma Programme, students will undertake IB examinations. IB examinations are comprehensive; they are usually based on two year's worth of teaching materials. They, therefore, require a great deal of revision and preparation by the student. These examinations are created by the IB and sent by courier to each IB school. The examinations themselves are "externally assessed" (graded) by trained examiners throughout the world based upon published grading criteria and mark schemes.

Results for IB Diploma Students

The maximum score possible for those students pursuing the full IB Diploma is 45, representing up to 7 points in each of the six required courses (42 points) plus 3 possible bonus points for the Theory of Knowledge and Extended Essay components.

A full Diploma student taking six examinations must reach a total of 24 points, or an average grade of four in each of their subjects. To a certain extent, a high grade in one subject can balance a poor grade in another (e.g. a 5 in English can offset a 3 in Mathematics).

IB DIPLOMA FAILING CONDITIONS

However, there are several situations that can keep students from receiving the diploma. Full Diploma students will not receive their Diploma if:

1. CAS requirements have not been met.
2. Student's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Student has gained fewer than 12 points on HL subjects (for students who register for four HL subjects, the three highest grades count).
9. Student has gained fewer than 9 points on SL subjects (students who register for two SL subjects must gain at least 5 points at SL).

Theory of Knowledge & Extended Essay Points:
A student who fails to submit an EE or a TOK essay, or who fails to make a TOK presentation will not be awarded a Diploma. A student who attains an 'E' grade in either the Extended Essay or Theory of Knowledge will not be awarded a Diploma

Academic Expectations
Diploma students must earn at least 24 points in total, including a minimum of "9" points in total from their SL subjects and at least "12" points in total from their HL subjects on each report. Furthermore, Diploma students must meet major IBDP deadlines set by the teacher or coordinator. Meeting a deadline means that IBDP assignments should be submitted on-time AND meet all requirements.

Consequences for failing to meet academic expectations:
A Diploma student failing to earn at least 24 points in total, including "9" points from their SL subjects and "12" points from their HL subjects, for three consecutive reporting periods, may be required to change to the IB Courses programme, or find an alternative course.

ACADEMIC HONESTY

We believe that instruction in academic honesty is a fundamental part of each student's education. As an IB school we encourage all students to act in a responsible, ethical and honest manner towards intellectual property and authentic authorship. This includes all written works produced by students; essays, scientific research and reports, computer programmes, music, visual arts, film, dance, theatre arts, and photographs. The original authors of such materials can claim intellectual property and such property is normally respected by law.

Responsibilities of students

- Students are not expected to know and create everything themselves. They should always try to do their work on their own, but if any help is given it should be acknowledged in writing in the final work.
- Students should ensure that they know how to cite (reference) sources and how to create a bibliography.
- Students should not give their work to another student for any reason even if they are friends unless done under the direction of a teacher.
- Students should not wait until the last minute to work on an assignment.

Consequences of academic dishonesty for students at BIS Phuket

All students are expected to follow both the letter and the spirit of this policy. The level of proof required for the school to take action on the grounds of academic honesty is reasonable suspicion and it is the responsibility of the student to demonstrate that they have not acted dishonestly. The consequences for any student found attempting malpractice, collusion, plagiarism or duplication might range from a simple verbal warning to having an examination certificate taken away and losing a place at university. This will depend on:

- The seriousness of the offence.
- Whether the occurrence was accidental, the result of carelessness or a deliberate action.
- Whether the occurrence contravenes the rules of an examination board.

For more information contact:

Emma Webster
Head of Senior School (IB coordinator)
ewebster@bisphuket.ac.th



British International School, Phuket
AN ARTHIT OURAIRAT INSTITUTION

British International School, Phuket

59 Moo 2, Thepkrasattri Road, T. Koh Kaew, A. Muang, Phuket 83000, Thailand
Tel: +66 (0) 76 335 555
Email: info@bisphuket.ac.th

CAMBRIDGE International Education
Cambridge International School

WE ARE AN ACCREDITED SCHOOL