



# IB Diploma Programme (DP) & BIS High School Diploma Handbook 2020-2022



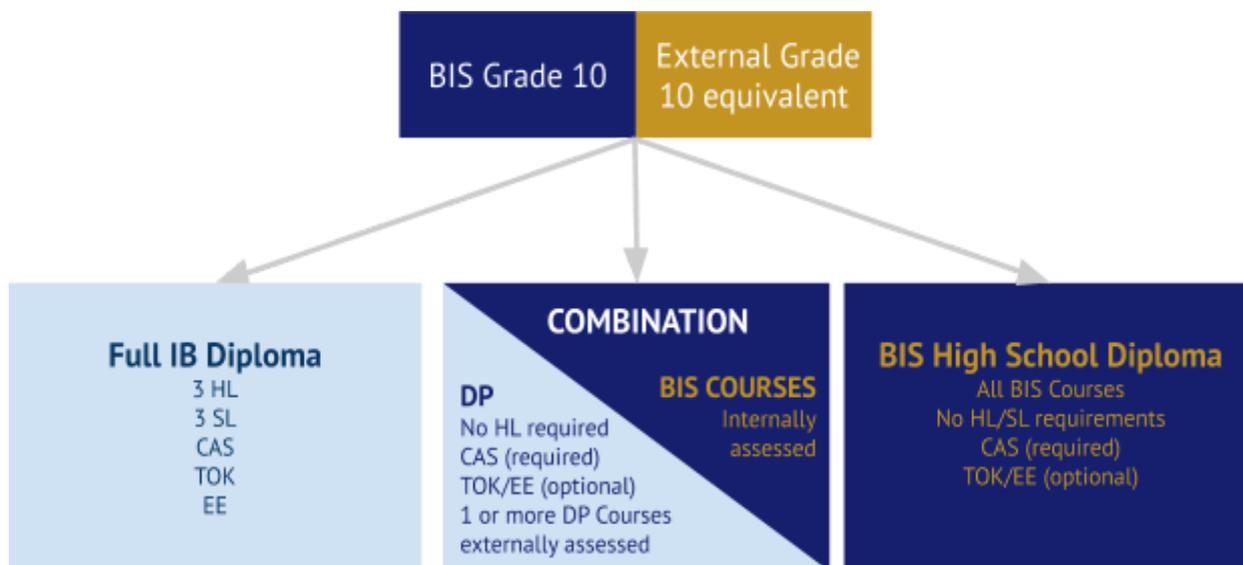
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## Grade 11 and 12 BIS Options

There are three options for students at BIS in Grade 11 and 12.

1. The full International Baccalaureate (IB) Diploma Programme (DP)
2. A selection of one or more IB DP externally assessed courses, BIS internally assessed courses and optional DP Core Components. This option results in IB issued individual DP Course Certificates and the [BIS High School Diploma](#)
3. A BIS High School Diploma - see [Appendix 2](#)

## BIS Pathways for Grade 11 and 12



## IB Diploma Programme

The IB Diploma Programme (DP) is an academically challenging and balanced Programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. The Programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically.
- Acquire breadth and depth of knowledge and understanding.
- Develop the skills and a positive attitude towards learning.
- Study at least two languages and increase understanding of cultures, including their own.
- Make connections across traditional academic disciplines and explore the nature of knowledge through the Theory of Knowledge course.
- Undertake in-depth research into an area of interest in the Extended Essay.
- Enhance their personal and interpersonal development through Creativity, Activity and Service.

## How is the IB Diploma Programme different?

The IB DP is:

- Designed to promote international-mindedness.
- Studied in over 150 countries around the world.
- Criterion-referenced.
- Largely externally examined and moderated as a method of ensuring consistent standards.
- Unique with CAS, the Extended Essay, and TOK core components.
- Education for the whole person.

## Expectations

As DP students BIS will expect you to:

- Demonstrate self-discipline and responsibility.
- Enjoy the challenge of a demanding academic Programme.
- Have the desire and motivation required.
- Seek assistance when necessary, and not hesitate to give it when possible.
- Learn from peers as well as from teachers.
- Share with and contribute to the school community.

## The IB Curriculum

- 6 subjects, 3 at Higher Level, 3 at Standard Level.
- Cover at least 5 out of 6 subject groups.
- All students complete CAS, Extended Essay and Theory of Knowledge.

## Assessment

- Written exams in May of year 2, externally marked.
- Assessment tasks during course are marked internally then moderated, or externally marked.
- Criterion related assessment.
- Grades are from 1-7 per subject.
- Three (3) possible additional points for TOK/EE.
- Possible 45 points total ( $6 \times 7 + 3 = 45$ ).

## Internal Assessment Deadlines

A series of deadlines is distributed to students at the beginning of their Grade 11 and 12 years. These deadlines represent an agreed upon schedule to ensure due dates are not concentrated at any one time. Students are expected to note all dates which apply to them and properly plan their time and studies to ensure that all deadlines are met.

## Passing Requirements

- CAS requirements have been met.
- Total points are 24 or higher.
- At least 12 points in HL subjects.
- At least 9 points in SL subjects.
- N (not submitted) for TOK or EE is a failing condition.
- Grade E for one or both of TOK and EE is a failing condition.
- Grade 1 awarded in a subject is a failing condition.
- Grade 2 three or more times is a failing condition.
- Grade 3 or below four or more times is a failing condition.

## The Diploma Points Matrix for Extended Essay and TOK

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

## The DP Core Components

- **The Extended Essay (EE)** engages students in independent research through an in-depth study of a question relating to one of the DP subjects. Students are required to write a 4000-word

university style research paper.

- **Theory of Knowledge (TOK)** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, Activity, Service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

### **Online Learning**

The school uses a variety of online learning Programmes to help foster and improve student learning. These Programmes are accessed through students' laptops.

**ManageBac** is used by students to keep updated records of their goal setting, evidence gathering and reflections for CAS. It is also used for TOK and the Extended Essay. All assessment records are updated by teachers on MB and can be viewed by the individual students and their parents.

**Google Classroom** is used by teachers to share online learning resources, conduct various forms of formative assessment and facilitate class discussions.

**Pamoja Education** is an Oxford, UK-based educational enterprise. Their Pamoja Education's DP courses cater for students who wish to do a DP Course which BIS does not offer and these courses are meet the very high expectations established by the DP Online. The courses are:

- Developed by IB-approved subject experts.
- Designed for strong student-teacher relationships and collaboration between students.
- Offered in small sections, which are balanced to achieve a high degree of global diversity and interaction.
- Taught by experienced IB teachers, who have received special training in online education.
- Are accredited to issue IB grades in line with the DP requirements

Students who opt for a Pamoja course must be self-directed learners with good time management skills. Previously, students have accessed Languages not offered by the school through Pamoja.

### **Individual DP Courses**

Students who will not follow the full DP can still select individual DP Courses which will be externally assessed and certified by the IB in combination with BIS Courses and CAS, key components of the [BIS High School Diploma](#). Theory of Knowledge and/or the Extended Essay are optional for students following this pathway.

### **BIS High School Diploma**

The [BIS High School Diploma](#) is suitable for students who want to achieve a high school diploma yet do not require externally validated grades by the IB. The requirements to obtain the BIS High School Diploma are located in [Appendix 2](#). Theory of Knowledge and/or the Extended Essay are also optional for students following this pathway.

### **Requirements for Indonesian passport holders**

The National Examination (UN) is an evaluation system of Indonesian National Education Standards based on the Law of the Republic of Indonesia number 20/2003. Students with an Indonesian Passport must take UN in Grade 6, 9 and 12. In Grade 9 and 12, students do UNBK (Computer-Based National Examinations), also known as a Computer-Based Test instead of a Paper-Based Test. Bahasa Indonesia, Math, English and one specialization subject are tested.

## Group 1: Studies in Language and Literature

### Language A: Language and Literature (English, Indonesian)

- For students with experience of the language and fluency or near-fluency.
- Encourages students to examine a wide range of literary and non-literary texts in order to investigate the nature of language itself and the ways in which it shapes and is influenced by culture and identity.

#### The three Areas of Exploration:

- Readers, Writers, & Texts: Examines choices made by authors and how meaning is communicated.
- Time & Space: Examines how cultural contexts affect language, identity, and reception.
- Intertextuality: Examines the connections between and among literature, media, text and audience.

#### Assessment from 2021

- Completion of one Written Assignment (HL).
- Completion of one oral assessment (SL/HL).
- Two external examination papers (SL/HL).

### School Supported Self-Taught Language A (SL)

The Self-Taught Language A course is an option we as a school strongly encourage given the importance of mother tongue development. We agree with the IB that “Language is integral to exploring and sustaining personal growth and cultural identity; it is closely linked to the development of a healthy self-esteem and emotional well-being, both of which are necessary for successful learning to take place. Maintaining and developing the mother tongue of all learners is especially important in this respect.”

The student is rewarded with the prestigious IB Bilingual Diploma, if he/she completes two languages selected from Group 1 with the award of a grade 3 or higher.

The school commits to assist the student in setting up a programme of studies, and finding a suitable tutor. However, it is the responsibility of the family to contract a tutor who can guide the student through the programme; the cost for this will be borne by the family above and beyond the regular BIS tuition fees. The ideal tutor is someone who is familiar with the Diploma Programme, or someone who teaches literature at high school or university level. If there is no well-qualified tutor locally, the family may contract a tutor who is willing to work with the student online (perhaps teaching at an IB school in the home country).

- Provide suggestions for works of literary value
- Provide the student with mother-tongue guidance (discussion of content, language, conventions, structure, and so on) for the various parts of the course of studies.
- Set and provide feedback on mock examinations, and on practice papers or orals.
- Maintaining contact with the supervisor and regularly providing information on the student’s progress. As this is a self-taught course, the school will be unable to provide a report grade and comment on a regular basis for the language studied. The school will, however, provide feedback on student study habits and work progress, based on observation/discussion with the student; together with any acquired information from the tutor.

#### Assessment

The overall course objectives and assessment tasks for the independent self-taught course, are the same as the taught Language A Language & Literature course.

- Completion of one oral assessment.
- Two external examination papers.

## Group 2: Language Acquisition

### Language B (Indonesian, French, Pamoja Online)

The course is for students with prior experience of learning the language. The focus is on language skills & intercultural understanding. There are 5 themes being discussed during the 2 years course:

- Identity
- Experiences
- Social Organisation
- Sharing the planet
- Human Ingenuity

#### Assessment

- Completion of one individual oral assessment (SL/HL).
- Two external examination papers (SL/HL):
  - Paper 1 Writing
  - Paper 2 Reading and Listening comprehension

### Language ab initio (Spanish) (SL)

The course is designed for students with no prior exposure to Spanish. The focus is on language skills & intercultural understanding. There are 5 themes being discussed during the 2 years course:

- Identities.
- Experiences.
- Human Ingenuity.
- Social Organization.
- Sharing the planet

#### Assessment

- Completion of an individual oral assessment.
- Two external examination papers:
  - Paper 1: Writing
  - Paper 2: Reading and Listening comprehension

### Pamoja Online

Students have the option to take their Group 2 subject through Pamoja. There are a number of options which include a second Language A, a Language B or a Language B ab initio course. Further details are available on the pamoja website.



- Internal Assessment: A historical investigation of 2,220 words (SL/HL)
- External Assessment: 3 Examination papers (HL), 2 Examination papers (SL)

## Group 4: Sciences

All Science Programmes have a strong focus on providing experimental evidence for the phenomena and concepts studied. Experimental work is carried out both individually and in small groups.

As part of this process, students will:

- Consider science in its international context.
- Appraise the importance of communication and collaborative work in science.
- Acquire a body of concepts and skills for solving scientific problems.
- Develop an enquiring, investigative attitude.
- Evaluate and design experimental procedures.
- Develop the skills to analyze, synthesize and evaluate scientific information.
- Consider the ethical / moral, social, economic and environmental implications of scientific change.
- Develop an understanding and critical appraisal of the scientific method.
- Utilize information technology as a scientific tool.

### Assessment

- Three written examination papers (SL/HL)
- The internal assessment task, of 6 to 12 pages long, is on one scientific investigation (SL/HL)
- Evidence of participation in the trans-disciplinary Group 4 Project (SL/HL)

### The Group 4 Project

This is a collaborative learning experience where all Group 4 students will, plan, carry out and evaluate a project.

An individual contribution to the team effort, the ability to be self motivated and show perseverance as well as being able to self reflect on the project's success are all qualities Group 4 students should demonstrate.

## Biology

The students study the following topics, all of which are compulsory:

### Standard Level

- Topic 1 Cell Biology
- Topic 2 Molecular Biology
- Topic 3 Genetics
- Topic 4 Ecology
- Topic 5 Evolution and Biodiversity
- Topic 6 Human Physiology

### Higher Level

- Topic 7 Nucleic Acids
- Topic 8 Metabolism, Cell Respiration and Photosynthesis
- Topic 9 Plant Biology
- Topic 10 Genetics and Evolution
- Topic 11 Animal Physiology

All students select and study **one** of the following topics at either Standard or Higher Level:

### Options

- Option A Neurobiology and behaviour
- Option B Biotechnology and bioinformatics
- Option C Ecology and conservation
- Option D Human physiology

## Chemistry

The students study the following topics, all of which are compulsory:

### Standard Level

- Topic 1 Stoichiometric relationships
- Topic 2 Atomic structure
- Topic 3 Periodicity
- Topic 4 Chemical bonding and structure
- Topic 5 Energetics/thermochemistry
- Topic 6 Chemical kinetics
- Topic 7 Equilibrium
- Topic 8 Acids and bases
- Topic 9 Redox processes
- Topic 10 Organic chemistry
- Topic 11 Measurement and data processing

### Higher Level

- Topic 12 Atomic structure
- Topic 13 The periodic table – the transition metals
- Topic 14 Chemical bonding and structure
- Topic 15 Energetics/thermochemistry
- Topic 16 Chemical kinetics
- Topic 17 Equilibrium
- Topic 18 Acids and bases      Topic 19 Redox processes
- Topic 20 Organic chemistry
- Topic 21 Measurement and analysis

### Options

All students select and study one of the following topics at either Standard or Higher Level:

- Option A Materials
- Option B Biochemistry
- Option C Energy
- Option D Medicinal chemistry

## Environmental Systems and Societies

The IB ESS (SL) course focuses on the following topics:

1. Topic 1— Foundations of environmental systems and societies
2. Topic 2—Ecosystems and ecology
3. Topic 3—Biodiversity and conservation
4. Topic 4—Water and aquatic food production systems and societies
5. Topic 5—Soil systems and terrestrial food production systems and societies
6. Topic 6—Atmospheric systems and societies
7. Topic 7—Climate change and energy production
8. Topic 8—Human systems and resource use

Topics 1 and 8 are taught as integral throughout the whole course. That means that although there are some specialized lessons, systems approach and values analysis is a huge part of this course.

## Physics

The students study the following topics, all of which are compulsory:

### Standard Level

- Topic 1 Measurement and uncertainty
- Topic 2 Mechanics
- Topic 3 Thermal physics
- Topic 4 Oscillations and waves
- Topic 5 Electricity and magnetism
- Topic 6 Circular motion and gravitation
- Topic 7 Atomic, nuclear and particle physics
- Topic 8 Energy production

### Higher Level

- Topic 9 Wave phenomena
- Topic 10 Fields
- Topic 11 Electromagnetic induction
- Topic 12 Quantum and nuclear physics

### Options

All students select and study one of the following topics at either Standard or Higher Level:

- Option A Relativity
- Option B Engineering physics
- Option C Imaging
- Option D Astrophysics

## Group 5: Mathematics

### Mathematics Analysis & Approaches SL & HL

The course is for students with a solid background in mathematics who are competent in a range of analytical and technical skills in mathematics. They can choose either SL or HL to study five topics, all of which are compulsory:

- Topic 1    Number and Algebra
- Topic 2    Functions
- Topic 3    Geometry and Trigonometry
- Topic 4    Statistics and Probability
- Topic 5    Calculus

#### Assessment

- Mathematical Exploration (Internal Assessment): The internally assessed component in this course is a mathematical exploration. This is a 6-12 page long essay focusing on the mathematics of the interest area chosen by the students. Both SL and HL students must complete and submit Mathematical Exploration.
- For SL students, 2 written examination papers. For HL students, 3 written examination papers.

### Mathematics: Applications and interpretation SL

The course is for students who already possess knowledge and application of basic mathematical concepts and techniques. They study five topics, all of which are compulsory:

- Topic 1    Number and algebra
- Topic 2    Functions
- Topic 3    Geometry and trigonometry
- Topic 4    Statistics and probability
- Topic 5    Calculus

#### Assessment

- Mathematical exploration: The emphasis is on mathematical communication, with accompanying commentary, good mathematical writing and thoughtful reflection.
- Two written examination papers.

## Group 6: The Arts

### Music

The course is for the specialist music student with a background in music theory, performance and composition. Throughout the course, students embody three roles: the researcher, the creator and the performer. In these roles, they inquire, create, perform and reflect on the course's three musical processes:

- Exploring Music in Context (HL/SL)
- Experimenting with Music (HL/SL)
- Presenting Music (HL/SL)
- The Contemporary Music-Maker (HL)

### Theatre

Theatre is a subject that encourages discovery through practical experimentation, risk-taking and the presentation of ideas. The IB DP Theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers via three core areas of study, namely theatre in context, presenting theatre and theatre processes. It emphasizes working both individually and collaboratively as part of an ensemble.

#### Assessment

- Collaborative Project (SL/HL)
- Directors Notebook (SL/HL)
- Research Presentation (SL/HL)
- Solo Theatre (HL only)

### Visual Arts

The course is a combination of practical (studio) work driven by research and investigation about the themes, styles and techniques of art from a variety of cultures and time periods. The course is designed to prepare students who wish to study visual arts in higher education, as well as welcoming those students who wish to pursue creative approaches in their overall course of study.

#### Higher Level and Standard Level

Whether the students choose to work at Higher Level or Standard level, the course consists of three components, all of which are compulsory:

- Exhibition
- Process Portfolio
- Comparative Study

The difference between option A and B is the amount of evidence and time that is required to fulfill the course requirements for either option.

#### Assessment

- Exhibition (SL/HL)
- Process Portfolio (SL/HL)
- Comparative Study (SL/HL)

## Information Directory

### Contacts

For more information on the IB Diploma Programme of study please contact the relevant person below:

Mr Matthew Wood (IB DP Coordinator) [dpcoordinator@baliis.net](mailto:dpcoordinator@baliis.net)

Mr Ross Ferris (Secondary Principal) [secondaryprincipal@baliis.net](mailto:secondaryprincipal@baliis.net)

Ms Vera Pereira (CAS Coordinator) [vpereira@baliis.net](mailto:vpereira@baliis.net)

Ms Rachael Gerbic (Counselor) [counselor@baliis.net](mailto:counselor@baliis.net)

### Useful Websites

Bali Island School <http://baliinternationalschool.com/>

International Baccalaureate <https://ibo.org/>

<https://www.ibo.org/programmes/diploma-programme/curriculum/>

Pamoja Education <https://pamojaeducation.com/>

### Social Media

Facebook <https://www.facebook.com/baliislandschool>

Instagram <https://www.instagram.com/baliislandschool/>

eNews <https://enews.baliis.net/>

Twitter <https://twitter.com/baliislandsch>



# BALI ISLAND SCHOOL

for a World-Class Education

International Baccalaureate Organization (IB) World School:

Authorized **IB Diploma, MYP, PYP**

Accredited Member of the Council of International Schools (CIS)

Accredited grades PS-12 by the Western Association of Schools and Colleges (WASC)

## Appendix 1 - BIS Diploma Programme (DP) Admissions Criteria

Students moving from the MYP to the DP must meet the following minimum requirements:

- Achieve a minimum total of 28 points across the seven subject areas in Grade 10 of the MYP.
- Achieve a final grade of 4 or above in any subject area they wish to pursue at DP Standard Level.
- Achieve a final grade of 5 or above in any subject they wish to pursue at the DP Higher Level.
- Achieve a final grade of 4 or above in the Personal Project.
- Successfully meet the Service as Action Learning Outcomes by the end of Grade 10.
- Ensure that the course selection form is signed by the relevant DP teachers and the student's Parents/Guardians.

If a student does not achieve these final grades there will be a final opportunity for them to improve their grade prior to and/or over the break between Grade 10 and Grade 11. This will be communicated at a meeting between the Secondary Principal, the DP Coordinator, the Subject Teacher, the Parent/Guardian and the student. If a student still does not meet the minimum entry requirements to complete the full IB Diploma then the other options for Grade 11 presented by the school at the meeting will be followed. This may include taking individual DP Courses and/or the BIS High School Diploma courses.

The DP is very rigorous and BIS aims to place each student on a pathway where they have a realistic chance of success. All students will be monitored throughout the entire DP to ensure they are on target to meet all programme requirements. Should a student be unable or unwilling to meet the demands of the IB DP they will have the opportunity to change their pathway by taking the BIS High School Diploma. These opportunities generally occur after each semester, when summative grades are reported, as they provide a strong indicator of the student's progress and likelihood of success.



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## Appendix 2 - BIS High School Diploma Requirements

If a student fulfills the following requirements, he/she will be awarded a BIS High School Diploma.

### Requirements:

Over eight semesters in Grade 9-12 students must:

- Achieve a minimum semester grade of 3\* or higher in:
  - English (Language and Literature, Literature or Language Acquisition)
  - A second language (Language and Literature or Language Acquisition)
  - Individuals and Societies
  - Science
  - Mathematics
  - Arts (G9-12) or in Grade 11/12 an additional Science or Individuals and Societies subject

Over four semesters in Grade 9-10 students must:

- Achieve a minimum semester grade of 3\* or higher in:
  - Physical and health education

Additional requirements:

- Meet Service as Action (G9&10) and CAS requirements (G11&12)
- Obtain a minimum IB grade of 3\* in the Personal Project in Grade 10
- Meet the school attendance requirements

### Note:

1. Grade 12 final BIS High School Diploma grades are determined as follows:
  - Grades predicted to the IB will be used for full IB Diploma and IB Certificate
  - BIS High School Diploma students will have their final grades determined by their performance on class assessment tasks and an internal final examination in May.
2. BIS High School Diploma students are not required to complete Theory of Knowledge or the Extended Essay, although they may opt to take one or both of these courses

\*Students who do not achieve the minimum grade of 3 will be required to resubmit the relevant aspects until the required level of achievement is attained.

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### References

International Baccalaureate. "DP Curriculum." *International Baccalaureate*®,  
<https://www.ibo.org/programmes/diploma-programme/curriculum/>.