British International School is an authorised IB School no. 061579.

The IB Diploma Programme offer by BISUL is a two-year educational programme primarily aimed at 16-to-19-year-olds.

The programme provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide.
School’s **Mission Statement**

British International School of the University of Lodz is committed to providing quality education in a warm, caring and stimulating environment. We are a community who is passionate about the academic progress, social development, and personal enrichment of all our pupils and students. Our aim is to nurture inquiring, knowledgeable and empathetic global citizens who strive to create a better and more peaceful world through intercultural understanding and respect.

*We enlighten the future generation*

British International School of the University of Lodz
IB Diploma Programme: questions and answers

What is the value of the IB Diploma Programme?

The IB DP is not just about what you learn – it also about who you become as you learn. The IB has set out the characteristics of a student who will be successful in their programmes in the ‘IB Learner Profile’. You will never be ‘assessed’ on the learner profile, but you should keep it in mind as you learn, and think about how it informs the different ways in which you learn. IB learners strive to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

<table>
<thead>
<tr>
<th>INQUIRERS</th>
<th>OPEN-MINDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGEABLE</th>
<th>CARING</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THINKERS</th>
<th>RISK-TAKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATORS</th>
<th>BALANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRINCIPLED</th>
<th>REFLECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Is the IB Diploma Programme very demanding?

The IB Diploma requires more than just in-depth knowledge of the subjects you study. It is recognised worldwide as strong preparation for the kinds of thinking skills and problem-solving tools you will need to demonstrate at university and beyond in your career.

Let’s be clear about this if you want to gain the most from your learning, and achieve your full potential, you will not be able to do it just by cramming for exams at the end of the two years. The IB Diploma is a continuous programme, and your performance from day one of Year 12 will influence the outcome on graduation day of Year 13. A really good education like the IB DP does not come as a ‘package’ you can buy ‘off the shelf’ – rather, you should see the next two years as a series of opportunities that you are fortunate to have, and actively encouraged to take.

Where will the IB Diploma take me?

The IB Diploma is also intended as a pre-university qualification. This means that its academic standards are set to meet the requirements of study at degree level. The Universities around the globe know and appreciate the value of the IB DP. Once you are awarded a Diploma, you can continue your education at almost any University in the world!

How do I know whether the IB Diploma is recognised in my country?

The IB Diploma is given formal equivalency to national examinations in most parts of the world. To check up-to-date details for your country of interest, refer to http://www.ibo.org/country/ Some countries require that the IB Diploma is ‘notarised’ or ‘legalised’ in their consulate in Geneva, Switzerland (where the IB headquarters are based). Where this is the case, the IB offers a legalization service at a small additional cost.
How can I become an IB DP student at BISUL?

All details are explained in the Admissions Policy at BISUL.

From our perspective, the most critical factors in the admissions process is the student’s conscious choice for BISUL’s IB DP. It is also fundamental that BISUL’s Admissions Team believes that IB DP is the best option for that candidate. Through its Admissions Policy, BISUL aims to ensure that students are placed into courses which are both challenging and manageable to support their academic and personal success. To this end, our school has a set of basic prerequisites for candidates applying to our IB Diploma Programme.

Candidates for admission to BISUL IB Diploma Programme must demonstrate that they are students who embrace and embody the IB Learner Profile. We expect applicants to have inquiring and open minds, to be diligent and reliable, to be good communicators, and to have an openness to learning new things. Good time-management and organizational skills are also indispensable qualities for students to be successful in the IB DP.

The conditions for entry are outlined below.

1. Academic attainment

Good command of English language at a minimum level of B2.

Candidates coming from schools where the language of instruction is English: A minimum final attainment score of B in all subjects to be studied in the Diploma Programme at the Higher Level and a minimum final attainment score of C in all subjects to be studied in the Diploma Programme at the Standard Level.

Candidates coming from the Polish educational system: A minimum final attainment score of 4 in all subjects to be studied in the Diploma Programme at the Higher Level and minimum final attainment score of 3 in all subjects to be studied in the Diploma Programme at the Standard Level.

Academic achievements must be confirmed with copies of school transcripts (reports) from the last academic year or certificates.

Transfer students: Students who transfer from other IB DP schools are welcome. BISUL will work closely with parents and other DP coordinators to ensure as smooth a transition as possible. If you are transferring from
another IB World School you must provide evidence for your commitment and academic success in the DP. In the case of students transferring on completing the first year in the IB DP, a minimum academic achievements are:

- 24 points\(^1\) in all DP subjects
- grade 4 in all subjects to be studied at the Higher Level
- submitted a full draft of their extended essay
- a satisfactory CAS portfolio
- evidence of engagement in a TOK course during DP 1

2. Admissions testing

- You will sit the CAT4 assessment designed to assess if you have the level that will allow you to participate in the IB DP.
- You may be asked to sit exams specific to the subject areas you wish to study, depending on your individual application.

3. Motivation letter

Upon admission, you will be asked to submit a motivation letter explaining the reasons why you would be a perfect candidate for BISUL’s IB DP and outlining how the Diploma Programme is going to be beneficial to you.

4. Interview

You will be interviewed to determine your level of commitment and ability to take personal responsibility for your learning, as well as your level of oral English fluency. The primary purpose of the interview is to consider your potential to succeed not only in the individual subjects, but also in the core components of CAS, Theory of Knowledge and the Extended Essay.

5. Academic honesty contracts

You will be asked to sign an academic honesty contract indicating your awareness of the rigorous nature of the programme and confirming your commitment to BISUL’s policy of academic honesty.

\(^1\) In the case when a candidate was not awarded grades in the IB grading scale 1-7, the decision will be taken on the basis of a school leaving report grades in any other format.
The criteria outlined above do not, on their own, determine your eligibility. Individual circumstances and student interest are also taken into account. BISUL’s Inclusion (SEN) and Language Policies outline our philosophy on making the Diploma Programme as accessible as possible. If you fail to meet the above academic requirements in one or more subjects it may be required to take subject tests administered on campus. You will be required to pass these examinations before admission can be confirmed. In all admissions cases, the head of school makes the final decision.

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**What is the structure of the IB Diploma Programme?**

Every student chooses six IB subjects. **You must choose 1 subject from each group.** You should take 3 subjects at Higher Level (HL), and 3 subjects at Standard Level (SL). The main difference is that HL subjects cover more content, are taught for more hours (HL: 240 hours/SL: 150 hours over 2 years) and have more demanding grading criteria. **In addition, all students take Theory of Knowledge as an additional subject, and work to meet the requirements of the Creativity, Activity and Service (CAS) programme, and write an Extended Essay (EE).**

At a later stage of the admission process you will be asked to complete the following form:
<table>
<thead>
<tr>
<th>Group</th>
<th>Subject</th>
<th>SL</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language A</strong></td>
<td>English: Language and Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Polish Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language B</strong></td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish ab initio (only SL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individuals and societies</strong></td>
<td>Business management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td></td>
<td></td>
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<tr>
<td><strong>Experimental Sciences</strong></td>
<td>Biology</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Physics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Maths: Analysis and Approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Biology (not to be selected together with Physics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Please do not choose the same subject twice)</td>
<td>Business management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography (not to be selected together with History)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History (not to be selected together with Geography)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics (not to be selected together with Biology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is of utmost importance for us to cater for the needs of our candidates. Therefore, we encourage you to contact the IB Diploma Programme Coordinator or the Head of School if the subject offer does not meet your expectations. There is a possibility of taking up an online course in a selected subject. To know more, please visit: https://pamojaeducation.com. There is an extra fee attached to this option.
Is it possible to study fewer subjects or to drop core components?

Yes, you may choose to study fewer subjects. However, this will NOT lead you to the IB Diploma. The same rule applies to the Core components, which are obligatory if you strive for a Diploma. However, if you decide to drop some subjects or not to do the Core, you can still take exams in other IB DP courses. The IB will issue a certificate confirming your score only in those subjects that you have taken. The certificate that you will receive is recognized by some universities in the world. It is highly recommended that you check the university admissions policy before you decide to study separate subjects (called Courses) in the IB DP. Before any decisions are taken, you definitely should discuss it with the IB Coordinator.

How are the Diploma grades awarded?

The grades are awarded according to the 1-7 grading scale. The IB uses several ways to assess your knowledge and understanding of the subjects. Each subject is tested through a number of different elements, or components. Exams are taken at the end of your programme of study, and the answers are marked by examiners (External Assessment). As well as exams, you also complete assessment tasks within your school. These assignments are either internally assessed, that is, they are marked by your teachers and then moderated by IB examiners, or externally assessed, meaning they are sent directly to examiners to be marked.

What are the core elements?

The IB DP core elements are Theory of Knowledge (ToK), Extended Essay (EE) and Creativity, Activity, Service (CAS).

Theory of Knowledge

Theory of Knowledge is a space in the programme in which students are encouraged to reflect on their own learning. It concerns the ways in which we know, the extent and limitations of our knowledge, and the different kinds of knowledge produced by different subject methodologies. The course is taught by a ToK teacher and takes 100 hours. Many ToK elements are also present in other subjects. Theory of knowledge is assessed through written essays, and a visual presentation (exhibition).
The Extended Essay

The Extended Essay is an opportunity to deepen and enrich your understanding of a subject. You choose the question and then work on the essay in your own time, with guidance and advice from a teacher supervisor. The essay is a major piece of written work – up to 4000 words long – and a real chance to express yourself! The Extended Essay is one of the most important components of the IB Diploma Programme. However, there is no need to worry about it beforehand. You will receive help from your teacher-supervisor and you will learn much more details form a specially designed EE Handbook, which is going to be available in September.

Creativity, Activity and Service

Creativity, Activity and Service is a way for you to use your learning in the IB DP to make a difference – both to yourself, to your community, and to the world at large. You will be encouraged to choose and then develop your own projects. You are expected to be creative, active and help the others. There is no grade for CAS, however you will be monitored and advised by a CAS supervisor.

CAS is obligatory to all IB learners and lasts at least 18 months. It will engage students weekly in CAS experiences and project. These should fit within one or more of the CAS strands, be enjoyable, meaningful and developing.

All CAS activities must meet these four criteria.

1. Real, purposeful activity, with significant outcome
2. Personal challenge – tasks must extend the student and be achievable in scope
3. Thoughtful consideration, such as planning, reviewing progress and reporting
4. Reflection on outcome and personal learning.

Examples of CAS experiences:

- Team sport
- Fundraising run
- Hiking expedition
- Teach sports to kids
- Learn to play a musical instrument
• Create a mural
• Design a website
• Tutoring
• Forest clean-up
• Volunteer in the nursery or dog shelter

There are no assessments or tests as this part is concentrated on activities and reflection. There will be a short meeting every month and 3 formal interviews focused on assessing your progress, assist you with your plans. You should maintain a CAS portfolio and keep records of your experiences and reflections. It could be a diary, a blog, a photo album or a video.

The core elements can give you up to 3 extra credits to your final Diploma score.

On what conditions is the Diploma awarded?

According to the General regulations: Diploma Programme. 2014, IBO the IB Diploma will be awarded to a candidate provided all the following requirements have been met:

• CAS requirements have been met.
• The candidate's total points are 24 or more.
• There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
• There is no grade E awarded for theory of knowledge and/or the extended essay.
• There is no grade 1 awarded in a subject/level.
• There are no more than two grade 2s awarded (HL or SL).
• There are no more than three grade 3s or below awarded (HL or SL).
• The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
• The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Students must also complete the “core”, which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE). TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix (see below) to contribute between 0 and 3 points to the final score.
The Diploma points matrix

<table>
<thead>
<tr>
<th>Extended essay</th>
<th>Theory of knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade A</td>
</tr>
<tr>
<td>Grade A</td>
<td>3</td>
</tr>
<tr>
<td>Grade B</td>
<td>3</td>
</tr>
<tr>
<td>Grade C</td>
<td>2</td>
</tr>
<tr>
<td>Grade D</td>
<td>2</td>
</tr>
<tr>
<td>Grade E</td>
<td>Failing condition</td>
</tr>
<tr>
<td>No grade N</td>
<td>Failing condition</td>
</tr>
</tbody>
</table>
Subjects offered in the Diploma Programme at BISUL

Group 1: Studies in language and literature

English

This course is designed for students from a wide variety of linguistic and cultural backgrounds, who have previous experience of using English in an educational context. Although students’ skills will vary, students are expected to have strong reading, writing, listening and speaking skills, which the course will consolidate further. Having prior experience of writing critical essays on texts is also a valuable asset.

During the course, students will develop their proficiency, fluency and linguistic range, and in particular acquire the vocabulary appropriate to the analysis of texts. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts in order to interpret, analyse, evaluate and then communicate this understanding.

The aims of studies in language and literature are to enable students to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures;
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing;
- Develop skills in interpretation, critical analysis and evaluation;
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings;
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings;
• Develop an understanding of the relationships between studies in language and literature and other disciplines;
• Communicate and collaborate in a confident and creative way;
• Foster a lifelong interest in and enjoyment of language and literature.

Key Features and Assessment Models:

• Available at higher and standard levels
• Students study 6 works at higher level and 4 works at standard level from a representative selection of literary forms, periods and places
• Students study a range of non-literary texts and bodies of work that include a wide variety of text-types
• Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose
• An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods, text-types and literary forms
• Students are assessed through a combination of formal examinations and oral and written coursework and oral activities
• The formal examination comprises two essay papers, one requiring the analysis of unseen literary and non-literary text, and the other a comparative response to a question based on two literary works studied
• Students also perform an oral activity presenting their analysis of a literary work and a non-literary body of work studied
• HL students comply with an additional written coursework requirement which consists of writing a 1200 - 1500 word essay on one of the works or bodies of work studied.

How will you benefit from the course?

On a personal note, if you would like to become a well-rounded person with a deeper understanding of the world around you, if you would like to engage with issues of global significance, and increase your own social, cultural and political awareness, then this is the right course for you! The skills you acquire during this course will serve you well in a range of careers, be it law, politics, marketing or academia.
Język polski

Kurs jest przeznaczony dla uczniów, których językiem ojczymem jest polski. Kandydaci powinni posiadać dobrą znajomość zagadnień objętych programem nauczania szkół podstawowych oraz klasy I i II liceum.

Podczas kursu studenci skupią się wyłącznie na tekstach literackich, przyjmując różne podejścia do krytyki tekstu. Badana będzie natura literatury, estetyczna funkcja języka literackiego, intertekstualność oraz relacje między literaturą a światem.

Struktura kursu

Kurs prowadzony jest zgodnie z wytycznymi, pedagogiką i filozofią IB. W ciągu czterech semestrów uczniowie poznają zarówno utwory literackie napisane oryginalnie w języku polskim, jak i w przekładzie, zgrupowane w trzech obszarach badawczych.

Kurs na poziomie standardowym SL (Standard level) obejmuje 4 godziny tygodniowo i 9 tekstów literackich, natomiast na poziomie wyższym HL (Higher level) – 6 godzin tygodniowo i 13 utworów. Dobór lektur uwzględnia różnorodność kulturową, czasową i przestrzenną, a także bogactwo form (proza, poezja, dramat, literatura faktu) i konwencji literackich.

Centralnym i obowiązkowym elementem kursu jest portofolio ucznia, czyli indywidualny zbiór prac studenckich tworzony w ciągu dwóch lat kursu, wymagający od studenta wysokiego poziomu umiejętności samodzielnego zarządzania i samodyscypliny. Prace wchodzące w skład portofolio stanowią podstawę przygotowania do zaliczenia.

Struktura egzaminu

Na końcową ocenę z przedmiotu składają się komponenty oceniane zewnętrznie i wewnętrznie: trzy zadania na poziomie standardowym (SL) oraz cztery zadania na poziomie wyższym (HL).

Standard level (ocena zewnętrzna: 70%, ocena wewnętrzna: 30%):

1. Ocena zewnętrzna: 70%
   - Paper 1 – kierowana analiza literacka na podstawie jednego z dwóch nieznanych utworów literackich (20 pkt., 1 godz. 15 min., 35%)
   - Paper 2 – esej porównawczy na podstawie dwóch wybranych przez studenta i omówionych podczas kursu
lektur (nieużywanych wcześniej do innych zadań egzaminacyjnych), w którym uczniowie rozwijają jeden z czterech podanych tematów ogólnych (30 pkt., 1 godz. 45 min., 35%)

2. Ocena wewnętrzna (moderowane zewnętrznie przez IB): 30%
   • Individual oral – ustna prezentacja ukierunkowana aktualnym problemem globalnym, na podstawie dwóch omówionych podczas kursu lektur (nieużywanych do innych zadań egzaminacyjnych, jednej polskiej oraz jednej w przekładzie) i jednego fragmentu z każdej z nich (40 pkt., 10 min. prezentacji i 5 min. pytań nauczyciela, 30%)  

Higher level (ocena zewnętrzna: 80%, ocena wewnętrzna: 20%):

1. Ocena zewnętrzna: 80%
   • Paper 1 – kierowana analiza literacka na podstawie dwóch nieznanych utworów literackich (40 pkt., 2 godz. 15 min., 35%)
   • Paper 2 – esej porównawczy na podstawie dwóch wybranych przez studenta i omówionych podczas kursu lektur (nieużywanych wcześniej do innych zadań egzaminacyjnych), w którym uczniowie rozwijają jeden z czterech podanych tematów ogólnych (30 pkt., 1 godz. 45 min., 25%)
   • HL essay - esej napisany w domu na temat jednego z utworów omówionych podczas kuru (nieużywanego do innych zadań egzaminacyjnych) i rozwijający samodzielnie sformułowane zagadnienie: 1200 – 1500 słów (20 pkt., 20%)

2. Ocena wewnętrzna (moderowane zewnętrznie przez IB): 20%
   • Individual oral – ustna prezentacja ukierunkowana aktualnym problemem globalnym, na podstawie dwóch omówionych podczas kursu lektur (nieużywanych do innych zadań egzaminacyjnych, jednej polskiej oraz jednej w przekładzie) i jednego fragmentu z każdej z nich (40 pkt., 10 min. prezentacji i 5 min. pytań nauczyciela, 20%)

Jakie korzyści odniesiesz z kursu?

Zasadniczym celem kursu jest przygotowanie do przyszłych studiów na poziomie uniwersyteckim. Student nauczy się, jak stać się niezależnym i podejmującym ryzyko czytelnikiem. Będzie w stanie formułować własną interpretację, opartą na uważnym czytaniu literatury, badaniach i dociekaniu teorii literatury, zamiast polegać wyłącznie na opiniach krytyków i nauczyciela.
**Group 2: Language acquisition**

**Spanish ab initio**

Spanish ab initio, is a language acquisition course designed for students with no prior experience of studies on the Spanish language, or for those students with very limited previous exposure.

It is organised around three themes: Individual and society, Leisure and work; Urban and rural environment. Each theme has a list of topics (see below) that will provide you with opportunities to practise and explore the language as well as to develop intercultural competence. Through the development of receptive, productive and interactive skills, you are going to acquire the ability to respond and interact appropriately in a defined range of everyday situations.

**In the ab initio course you are going to study the following themes:**

<table>
<thead>
<tr>
<th>Individual and society</th>
<th>Leisure and work</th>
<th>Urban and rural environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Appearance and character</td>
<td>• Employment</td>
<td>• Emergencies</td>
</tr>
<tr>
<td>• Daily routines</td>
<td>• Entertainment</td>
<td>• Environmental concerns</td>
</tr>
<tr>
<td>• Education</td>
<td>• Holidays</td>
<td>• Neighbourhood</td>
</tr>
<tr>
<td>• Physical health</td>
<td>• Media</td>
<td>• Physical geography</td>
</tr>
<tr>
<td>• Food and drink</td>
<td>• Transport</td>
<td>• Town and services</td>
</tr>
<tr>
<td>• Relationships</td>
<td>• Technology</td>
<td>• Weather</td>
</tr>
<tr>
<td>• Shopping</td>
<td>• Sport</td>
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In the examination you will have a chance to show how well you can deal with reading, writing and speaking in Spanish. The Internal Assessment component has a form of a recorded conversation.

**How will you benefit from the course?**

Completing the ab initio Spanish course will mean a great opportunity for the future of your development. Spanish is one of the most widely spoken languages in the world, prestigious universities offer their studies in this language. Many doors, academic and professional, will be open to you if you can communicate in Spanish. In addition, through the study of texts and social interaction, you will learn more about the perspectives of people from other cultures. Having completed you Diploma Programme you can continue your study to excel in this language.
Spanish SL and HL

Language B is a language acquisition course designed for students with some previous experience of Spanish (SL – at least B1, HL – at least B2). In this subject you will develop your ability to communicate through the study of language, themes and texts. At both levels of language B (SL and HL), you will learn to communicate in familiar and unfamiliar contexts. You will be expected to describe situations, narrate events, make comparisons, explain problems, and state and support your personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the you are expected to develop in the receptive, productive and interactive skills.

External assessment consists of writing, reading and listening comprehension papers. The complexity and length of each of them depend on SL and HL requirements.

Internal assessment is compulsory for both SL and HL students. It enables you to demonstrate the application of your skills and knowledge in a different setting and takes the form of the individual oral assessment. SL students are required to make an individual presentation in response to a visual stimulus whereas HL students will respond to a literary extract. At both levels, you will then go on to engage in a one-to-one discussion with the teacher, firstly on the topic of the stimulus and then in general conversation across the range of themes listed in the syllabus.

How will you benefit from the course?

Choosing Spanish as Language B course will provide the opportunity to engage with a broad range of texts, stimuli and scenarios that address topics of personal, local or national and global significance. It does not have as its only goal the development of language skills, but also fostering intercultural understanding and global engagement.
English SL and HL

Language B is a language acquisition course designed for students with a certain level of English (SL – at least B1, HL – at least B2). In this subject you will develop your ability to communicate through the study of language, themes and texts. At both levels of language B (SL and HL), you will learn to communicate in familiar and unfamiliar contexts. You will be expected to describe situations, explain problems, speculate about issues, state and support your personal opinions on a variety of topics relating to course content. Each school year, the study of three literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency that you are expected to develop in the receptive, productive and interactive skills.

External assessment consists of writing, reading and listening comprehension papers. The complexity and length of each of them depend on SL and HL requirements. Internal assessment is compulsory for both SL and HL students. It enables you to demonstrate the application of your skills and knowledge in a different setting and takes the form of the individual oral assessment. SL students are required to make an individual presentation in response to a visual stimulus, whereas HL students will respond to a literary extract. At both levels, you will then go on to engage in a one-to-one discussion with the teacher, firstly on the topic of the stimulus and then in general conversation across the range of themes listed in the syllabus.

How will you benefit from the course?

Choosing English as Language B course will provide you with the opportunity to engage with a broad range of texts, stimuli and scenarios that address topics of personal, local or national and global significance. It does not have as its only goal the development of language skills, but also fostering intercultural understanding and global engagement.
Group 3: Individuals and societies

Business Management

Business Management is an interdisciplinary subject that will help you to understand the surrounding world. It consists of topics related to economics, finance, marketing, management, and human resources. The course consists of five parts: Business Organisation and Environment, Human Resource Management, Finance and Account, Marketing and Operations Management.

There are no requirements as far as prior knowledge or experience in this field are concerned. However, in order to excel in Business Management you will need a basic level of maths skills. For example you should be able to use linear functions, statistics and algebra.

The main objective of this course is to understand the basic principles of running a business and its surroundings. You will learn skills that will help you in taking decisions related to your own professional life, including those needed for running a business.

The syllabus comprises 5 units such as:

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

Most of the topics are the same for SL and HL courses. The difference is in the depth of your studies. Within the main units there will be also topics that only HL students are going to delve into. Examples of such topics are:

- Organizational Planning Tools
- Corporate Culture and Employee Relations
- Final Accounts, Efficiency Ratio Analysis, Investment Appraisal and Budgets
- Sales forecasting, the Extending Marketing Mix of Seven and International Marketing
- Lean Production and Quality Management, Production Planning, Research and Development, Crisis Management and Contingency Planning
External assessment for HL and SL students consists of two written examination papers. Paper one is based on a pre-seen case study issued in advance, and paper two consists of structured questions based on stimulus material and an extended response question that assesses students' understanding of the key concepts of the course.

Internal assessment for HL students is a research project and for SL students a written commentary. In both tasks, you are going to study real-world business organizations.

How will you benefit from the course?

As the world is constantly changing, a person who studies business management will be able to notice those changes, better understand them, and predict the possible outcomes. The subject is not just for people, who are interested in opening their own businesses but everyone who wants to understand the economic processes. You should pick this subject if you are good at logical thinking. It is also suitable for those who simply like to ask questions and seek not so obvious answers.

History

IB History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation, and significance.

Throughout the DP history course, you will have the opportunity to explore historical events that have played a key role in shaping the world today. This will help you to understand a complex and interconnected nature of past and present events. You are going to explore examples of many of the global challenges facing the world today, such as conflict, rights, and governance. This helps to achieve one of the central aims of the course: to increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.
Such skills and knowledge are especially valuable for those who would like to act on the public scene in many different professions like lawyers, journalists, or politicians. Moreover, this can be useful for everyone who wants to be a conscious citizen of his/her country as well as the whole world.

Students need not have studied history prior to starting the DP history course. The specific skills and knowledge required are developed throughout the course itself.

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. At SL we are going to study twentieth-century authoritarian and totalitarian states, reasons for the second world war, and then the Cold War. Additionally, at HL we are going to focus on imperial Russia in the second half of the 19th century and the establishment of the Soviet Union as well as the history of the interwar period.

Similarly to other subjects, you will be assessed externally and internally. The external assessment is based on exam papers. At SL students have to take 2 papers: one source-based paper and one essay paper. On top of this, HL students have to write the third paper with more demanding essay challenges. All students are required to complete a historical investigation into a topic of their choice as an internal assessment.

How will you benefit from the course?

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing the opportunity for engagement with multiple perspectives and a plurality of opinions. Studying IB history you are going to develop an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.
Geography

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.

You don’t need to have any background in geography in terms of formal education. However, the most successful candidates are those who like discovering the world that surrounds them, are open-minded and prefer systematic work. **No matter if you choose the SL or HL course you will study the following themes:**

- Urban environments
- Freshwater – drainage basins (rivers)
- Population distribution
- Global climate
- Global resource consumption

Additionally HL students are going to focus on the Leisure, tourism and sport and Global interactions themes.

The IA in geography is based on fieldwork. This is the best part of studying geography. Together with your classmates and the teacher you will be going on a trip in order to collect some original data. The study may be related to any theme from the syllabus. We may investigate large cities or tourist resorts or rivers. There are so many interesting questions to ask and hypotheses to test. An expected outcome of your investigation will be an analytical report from the research.

The remaining part of your examination will comprise various types of tasks enclosed in examination papers that are checked externally, by the IB examiners. The HL papers are more demanding and require a high level of comprehension.

**How will you benefit from the course?**

Geography is a subject which helps to understand the world around you. The basic questions asked by geographers, such as what?, where?, why?, to what effect? open the door to your own inquiry and research. The skills that you are going to excel in are useful in many academic disciplines, as well as professional careers. Geography is a key to the social, environmental, political or economic fields of study. It also helps to develop as a global citizen who constructs knowledge and opinions on balanced and objective facts.
Group 4: Sciences

Biology

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

The DP Biology is a two-year course of study dedicated to pupils with basic knowledge of biology. It is highly recommended to those students who want to start their academic career in biology, biotechnology and medicine-related subjects.

Both SL and HL students are going to cover the following topics:

• Cell biology
• Molecular biology
• Genetics
• Ecology
• Evolution and biodiversity
• Human physiology

On top of this HL in the HL course you are going to study:

• Nucleic acids Metabolism,
• Cell respiration and photosynthesis
• Plant biology
• Genetics and evolution
• Animal physiology

There are also optional themes, such as: Neurobiology and behaviour, Biotechnology and bioinformatics, Ecology and conservation, Human physiology, that you will be selecting together with your teacher and classmates.
The external assessment in DP Biology comprises three written papers:

- Paper 1: multiple-choice questions;
- Paper 2: data-based, short-answer and extended-response questions;
- Paper 3: short-answer and extended-response questions from one option and questions concerning experimental skills.

Internal Assessment is this part of biology course that will give you a chance to run your own experiments. It enables you to demonstrate the application of your skills and knowledge, and to pursue your personal interests, without the time limitations and other constraints that are associated with written examinations.

**Group 4 project**

The group 4 project is an interdisciplinary activity in which all Diploma Programme science (biology, chemistry, physics) students must participate. The intention is that students from the different group 4 subjects try to solve one interdisciplinary problem. The exercise should be a collaborative experience where you will have a chance to learn how to work in a team of researchers.

How will you benefit from the course?

The course is designed to provide you with fundamental knowledge on important themes from the basics of molecular biology to the complex global ecosystems. It will help you to understand the ideas and key concepts in biology. You are going to be challenged to think about the significance of biology and emerging biotechnologies in a global context in the 21st century.
Chemistry

CHEMISTRY is called as central science because it provides a wide stage for understanding both basic and applied scientific disciplines at a fundamental level. For example, chemistry can explain aspects of plant growth (botany), how to collect DNA evidence at a crime scene (forensics), how medications work (pharmacology), the formation of igneous rocks (geology), the properties of the soil on the moon (cosmochemistry), formation of atmospheric ozone or degradation of environmental pollutants (ecology) and so on.

The DP Chemistry is a two-year course of study which offers the basic knowledge in the four main streams of chemistry: inorganic, organic, physical, and analytical chemistry.

The topics (Core) covered by both the SL and HL students are:

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

After the above said core topics the HL students have to cover the additional higher level (AHL) in:

1. Atomic structure
2. The periodic table—the transition metals
3. Chemical bonding and structure
4. Energetics/Thermochemistry
5. Chemical kinetics
6. Equilibrium
7. Acids and bases
8. Redox processes
9. Organic chemistry
10. Measurement and analysis
There are also optional themes from which the student should choose one.

1. Materials
2. Biochemistry
3. Energy
4. Medicinal Chemistry

The external assessment in DP Chemistry consist of three written papers for external assessment.

1. Paper 1: multiple-choice questions
2. Paper 2: data-based, short-answer and extended-response questions

Practical schemes of work make the students confident and skilful to apply methods and techniques that characterize science and technology and to analyse, evaluate and synthesize the scientific information.

For both the SL and HL student it is compulsory that they must complete one internal assessment during the course of DP chemistry. This assessment verges the student to show their skills, knowledge, creativity and spontaneous involvement in a scientific work without the time limitations and other constraints that are associated with timebound written examinations.

Moreover, there is group 4 project which is a collaborative activity from different group 4 subjects work together on a scientific or technological topic. The project can be practically or theoretically based. This project encourages students not only to appreciate the environmental, social and ethical implications of science and technology but also allow the students to understand the limitations of scientific studies.

How will you benefit from the course?

The DP chemistry course is designed in such way that it will provide the strong background knowledge for students who want to pursue their career in any aspects of science especially in modern theoretical and applied chemistry, biochemistry, biotechnology, anthropology, forensic science, physical chemistry, chemical engineering, metallurgy, pharmacology and even the medicinal study. This study also enables students through the overarching theme of the nature of science, to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.
Physics

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

The Diploma Programme physics course allows you to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

The distinction between SL and HL is one of breadth and depth. Over 2 years of the physics diploma programme you will have a chance to learn 8 themes at SL. These are: Measurements and uncertainties, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular motion and gravitation, Atomic nuclear and Particle physics, Energy production. In addition, at the higher level students have chance to learn four more topics: Wave phenomena, Fields, Electromagnetic Induction, Quantum and Nuclear Physics. There are also optional topics, which include: Relativity, Engineering physics, Imagining and Astrophysics.

The external assessment in DP Physics comprises three written papers:

1. Paper 1: multiple-choice questions;
2. Paper 2: data-based, short-answer and extended-response questions;

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests. The internal assessment is woven into normal classroom teaching as a form of a theoretical or experimental project supervised by a teacher.

How will you benefit from the course?

Studying physics is a great beginning of your future academic as well as professional career. Physicists are problem solvers. Their analytical skills make physicists versatile and adaptable so they work in interesting places. Physics brings a broad perspective to any problem.
Group 5: Mathematics

Mathematics: analysis and approaches

Science and technology are of significant importance in today’s world. As the language of science, mathematics is an essential component of most technological innovation and underpins developments in science and technology. Examples of this include the role of the binary number system, matrix algebra, network theory and probability theory in the digital revolution, or the use of calculus and mathematical simulations to predict future climate change or spread of disease. These examples highlight the key role mathematics can play in transforming the world around us.

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 applications of these ideas. Taking up this course you should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns. You may choose HL if you enjoy spending time on solving problems and get pleasure and satisfaction from more serious intellectual challenges.

This course includes topics that are both traditionally part of a pre-university mathematics course (for example, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series and proof by induction at HL.

The course allows the use of technology. However, there is a strong emphasis on the ability to construct, communicate and justify correct arguments. There will be a recognition that the development of mathematical thinking is important for a student.

The aims of the mathematics courses emphasise developing your curiosity and enabling you to use external resources so that you can independently extend your understanding of the subject. These aims can be achieved through mathematical inquiry. That is why all mathematics students undertake their own mathematical exploration within the IA component of the exam. You will be expected to prepare a final report, approximately 12-20 pages long. It can be either word processed or handwritten. You should be able to explain all stages of your work in such a way that demonstrates clear understanding of the process of your reasoning.

How will you benefit from the course?

Mathematics is a great curse as it encourages the development of strong written, verbal, and graphical communication skills; critical and complex thinking; and moral and ethical considerations that will assist you in preparing for the future global workplace.

Group 6: One more subject selected from Group 3 or Group 4
Academic Honesty

The Academic Honesty Policy of the British International School of the University of Lodz bases on the general philosophy of the International Baccalaureate and considers ethical qualities of utmost importance. We expect them to be the guidelines for all members of the school community: students, teachers, administration and parents.

Academic honesty is defined as the production of an authentic piece of work. An authentic piece of work is one that is based on your individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use your own language, expression and ideas. Where the ideas or work of another person are represented within your work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

When you cite, you should make clear what it is that you are citing. It must be clear to the reader whether you have quoted exactly or have used your own words and understanding of the original material.

The reader must be able to distinguish clearly between your words/work and the words/work of others. To this aim you may use the following means:

- **Quotations** – the exact words as used by others: are indicated either by quotation marks or by displaying (indenting) the quotation;
- **Paraphrase and summary of others’ work**: should similarly be distinguishable from our own words and ideas;
- **In-text citation**: is done by an introductory and/or parenthetical citation providing:
  - the last name of the author;
  - the year of publication from which the quotation or paraphrase is taken;
  - the page number, if applicable;
  - Alternative standard for citation is the Modern Language Association Standard (MLA).

The school uses software to prevent plagiarism. More information on the software and its functions can be found at [https://plagiarismdetector.net](https://plagiarismdetector.net). The school subscribes to the premium version of this service. The candidates are allowed and encouraged to use the software to improve their academic writing and citing skills while preparing their assignments.
Students’ responsibilities

- Ensure that all work submitted for assessment, whether for class work or IBO requirements, is your authentic work
- Accurately acknowledge all sources used
- Sign the IB DP coversheets and therefore state that the work is authentically his/hers. If such a piece of work is later found to be plagiarised, there is no possibility of handing in new work or retracting the coversheet. Hence this component will be missing for assessment.
- If malpractice is suspected, prove that the work is your authentic work
- Restrain from any behaviour that could be interpreted as malpractice
- Comply with all internal school deadlines. This may give you time for revising work which may raise doubts about its authenticity.

In order to comply with the Academic Honesty Policy you must avoid malpractice such as:

- Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism;
- Collusion: supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another;
- Duplication: the presentation of the same work for different assessment components;
- Misconduct during an IB examination: includes taking unauthorised material into an examination room, disruptive behaviour and communicating with others during the examination;
- Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations;
- Falsifying a CAS record;
- Leaving and/or accessing unauthorized material in a place that may be visited during an examination, such as a restroom;
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination or test;
- Failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination;
- Impersonating another candidate;
- Stealing examination or test papers.
Breaching the rules

You must know that if you fail to follow the rules, there will be negative consequences. Depending on the severity of your actions they may be either internal (within the school) or external, which means they are decided by the IBO final award committee.

The internal consequences of malpractice

- work that violates the rules of academic honesty will receive the lowest grade on the grade scale;
- in the case of malpractice a student will be obliged to re-do his/her work following the teachers guidelines;
- in the case of malpractice a student will be obliged to write down his/her own reflections on the incident explaining why this was wrong and how malpractice should be avoided in the future;
- if the same type of malpractice is repeated once, a formal letter will be placed in a student’s file, describing the incident. The parents or legal guardians of the student will be informed about the malpractice;
- in the case of persistent malpractice a note will be included in the student’s files sent for university application purposes;
- in the case of persistent malpractice the IB DP Coordinator together with the Head of School, may refuse to register a student as an IB diploma or certificate candidate;
- if a student has submitted work for either internal or external assessment and signed the coversheet, thus declaring that the work is the final version and authentic, neither the work nor the coversheet can be retracted;
- in the case when an assignment is submitted to the IBO for assessment, and the work is subsequently suspected of malpractice, the IB Coordinator will inform the IBO that the final work is affected by malpractice.
If the final award committee decides that a case of malpractice has been established:

- no grade will be awarded in the subject concerned,
- no diploma will be awarded to the candidate,
- Diploma Programme course results will be awarded only for those subjects where no malpractice has occurred.

If the final award committee decides that an academic infringement (some attempt by the candidate to acknowledge the source) has been established:

- no mark will be awarded for the component or part(s) of the component,
- the candidate will still be eligible for a grade in the subject or diploma requirement concerned.

How can I get to know more?

The best way to learn more about the IB DP is to visit the official website at:

https://www.ibo.org/

You are also welcome to contact the IB DP Coordinator (Designate) at BISUL:
Wojciech Tietz, ibcoordinator@interschool.uni.lodz.pl

This Handbook is a working document and will be subject to change. In case you have any remarks, please contact the IB DP Coordinator Designate.