



The British School of Lomé

What Can IB?

2016 - 2018



Education for a better World

Welcome to the IB at BSL!



The IB is the fastest growing University Preparation Course in the World.
It is now recognised as the best university preparation Course in the world
It is now offered in 3035 schools in 139 countries.
More than 854,000 students taking the course.

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.

10 Reasons

why the IB Diploma Programme (DP) is ideal preparation for university

- 1 It increases academic opportunity**
Research shows that DP graduates are much more likely to be enrolled at top higher educational institutions than students holding other qualifications.
- 2 IB students care about more than just results**
Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and athletically as well as intellectually.
- 3 It encourages you to become a confident and independent learner**
For example, the extended essay requires independent research through an in-depth study.
- 4 It's an international qualification**
The DP is recognized globally by universities and employers.
- 5 Graduates are globally minded**
Language classes encourage an international mindset, key for increasingly globalized societies.
- 6 The IB encourages critical thinking**
Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.
- 7 DP students have proven time management skills**
Take good study habits and strong time management to their education and the working world.
- 8 It assesses more than examination techniques**
Learn to understand, not just remember facts or figures and prepare for exams.
- 9 Subjects are not taught in isolation**
Theory of Knowledge (TOK) classes encourage you to make connections between subjects.
- 10 It encourages breadth and depth of learning**
You are able to choose courses from six subject groups and study subjects at different levels.

Based on IB research - www.ibo.org/research
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International Baccalaureate® (IB®) Diploma Programme® (DP®) | IB® | Baccalaureate International®

In order to attain the IB Diploma a candidate must fulfill a number of requirements, including:

- 24 points in total, at least 12 of which are at HL and 9 at SL
- No grade 1 in any subject
- No more than two grade 2's
- No more than three grade 3's or below
- A grade of A-D in ToK and the EE
- Completion of the Creativity, Activity, Service (CAS) requirements
- No N has been given for TOK, the EE or a subject. (The final award committee has not judged the candidate to be guilty of malpractice.)

Bilingual Diplomas

Successful students who are awarded grade 3 or higher in both French A and either a humanities or science subject **or** French A and English A will be awarded the prestigious **IB Bilingual Diploma**, highly regarded by universities.

IB Assessment

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject. Detailed subject group grade descriptors as well as further information about the DP courses can be found at the websites:

<http://bit.ly/1BtjkJb>

<http://www.ibo.org/en/programmes/diploma-programme/>

Students who display satisfactory levels of performance across all subject areas and achieve a minimum of 24 points (out of a possible 45) are awarded the IB diploma. All others receive a certificate of results for the subjects examined. A final 1 - 7 grade is awarded for each course.

Grade 7

- The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking.
- Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems.
- In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance.
- Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience.
- Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

Grade 6:

- The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking.
- Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts.
- In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance.
- Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience.
- Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.

Grade 5

- The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking.
- Research, investigation and technical skills are evident and sometimes well developed.
- Analytical ability is evident, although responses may at times be more descriptive than evaluative.
- In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance.
- Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed.
- Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

Grade 4

- The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking.
- Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative.
- The student solves basic or routine problems, but with limited ability to deal with new or difficult situations.
- In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision.
- Responses are mostly accurate and clear with little irrelevant material.
- There is some ability to logically structure responses with adequate coherence and use of appropriate terminology.
- Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

Grade 3

- The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness.
- Research and/or investigation is evident, but remains undeveloped.
- There is some ability to comprehend and solve problems.
- Collaborative investigations are approached ethically and responsibly, but require close supervision.

- Responses are only sometimes valid and appropriately detailed.
- There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing.
- Responses lack clarity and some material is repeated or irrelevant.
- There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

Grade 2

- The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application.
- Evidence of research and/or investigation is only superficial.
- There is little ability to comprehend and solve problems.
- Responses are rarely accurate or valid.
- There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing.
- There is very little creativity, awareness of context or audience and little evidence of intercultural understanding

Grade 1

- The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context.
- Ability to comprehend and solve problems or to express ideas is not evident.
- Responses are rarely accurate or valid.
- Organization is lacking to the point that responses are confusing.
- Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

Other Pathways at BSL?

1. **IB Course Certificates:** Students can take individual certificates instead of the full Diploma. This means they can mix and match HL and SL course to suit their needs.
2. **Foundation Year:** This is usually taken by students still learning the level of English needed to pass an IB Diploma or by students who have not achieved the usually required 5 A8 – C IGCSE passes. In effect a foundation year means that students take 3 years to complete their diploma instead of two.
3. **The BSL Diploma:** Students aim for the BSL Diploma only. This course is for students who wish to apply for the USA and Canada only. It will not get you into a British/European University.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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 responsible action 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.

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.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

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.

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.

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.

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.



The BSL Diploma

The majority of IB students at BSL study towards the IB Diploma and some for IB Certificates. Students are also eligible for the BSL Diploma. To earn this diploma the students have to earn credits for a list of core and elective subjects and to demonstrate 85% or more attendance to classes. Properly verified student credits from other schools may be accepted towards this Diploma at the discretion of the Headmaster.

Minimum Graduation Requirements

Each student shall be required to complete 27 credits in order to graduate from BSL and be awarded a BSL High School Diploma. One credit is broadly defined as a course that meets the equivalent of four or more periods per week for one year of study.

Credit is awarded for each subject successfully completed during Year 10; Year 11; Year 12; and Year 13.

Required credit distribution shall be as follows for graduation with a total of 27 credits

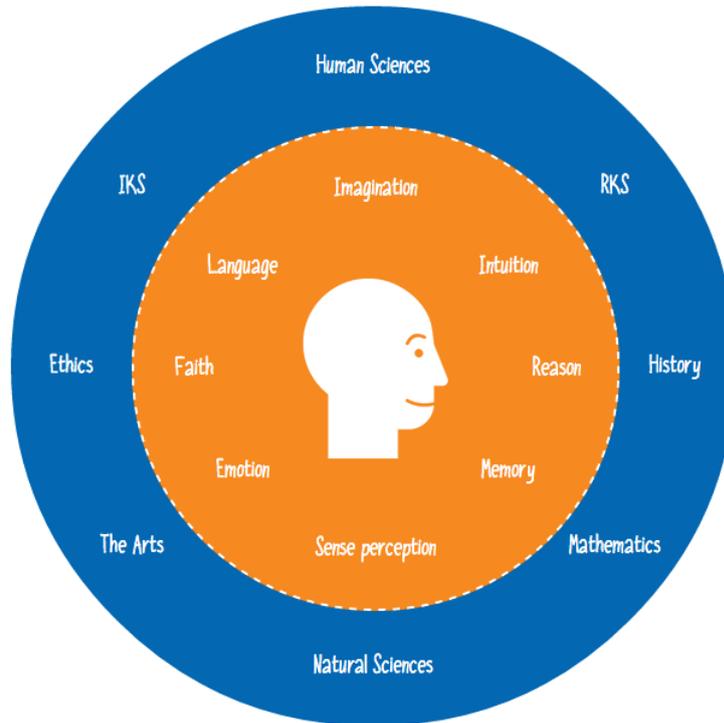
- English: 4 credits
- Mathematics: 4 credits
- Humanities: 2 credits
- Sciences: 3 credits
- World language: 4 credits
- Physical education: 1 credit
- Creativity, action, service: 1 credit
- Elective courses (Electives include any other courses offered at high school level): 8 credits

CAS

Creativity, Action, Service requires that you actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

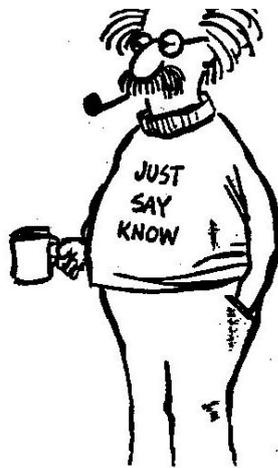


Theory of Knowledge



Theory of knowledge or TOK is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

The Extended Essay



The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

The extended Essay is a 4,000 Research project which acquaints candidates with the kind of independent research and writing skills expected by universities

The International Award



The **International Award** is the international version of the British Duke of Edinburgh's Award. The International Award is an exciting programme which is aimed at motivating young people to become involved in a variety of activities that offer self development, exciting challenges and community awareness and cooperation.

- Physical Recreation: Students improve their personal physical performance through the training and practice of their chosen sport.
- Skill: Students develop a personal interest or practical skill.
- Service: Students undertake an activity that benefits others in the wider community.
- An Adventurous Journey