



BISHOP MACKENZIE  
INTERNATIONAL SCHOOL



## SECONDARY SCHOOL

# HIGH SCHOOL PATHWAYS HANDBOOK

2024 - 2025

Belief | Motivation | Inspiration | Success

[www.bmis.mw](http://www.bmis.mw)



**“We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success”**

Our Mission

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This Handbook gives information regarding International Baccalaureate Diploma Programme (DP) and Courses Programme (DCP) and the BMIS High School Diploma (HSD) as they are offered at BMIS. As such, it should be read alongside the BMIS Assessment Policy and general information provided by the International Baccalaureate Organisation (IBO), which can be found at <http://www.ibo.org/diploma/>.

# 01. BMIS: WHO ARE WE? WHAT DO WE STAND FOR?



## Our Mission

**"We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success"**

## Our Motto

**BMIS: Belief | Motivation | Inspiration | Success**

## About BMIS

Bishop Mackenzie International School is an English-medium private, non-profit co-educational day school founded in 1944 that has grown to provide an education to around 600 students in the primary and secondary schools from Pre-K to Grade 12 (4 – 18 years old). BMIS is an authorised IB Continuum World School offering all three programmes; DP since 1997, MYP since 2013 and PYP since 2011.

We believe in a holistic, family-oriented approach to education and value both academic rigour and personal development for our students. We offer a comprehensive choice of programs and real-world opportunities for our students, ensuring that our students succeed well beyond their time at BMIS.



## The International Baccalaureate Organisation 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 organisation works with schools, governments and international organisations 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.

# 02.

## WHY STUDY AT BMIS?

A SHORT BUT SHAMELESS SELF-PROMOTION.



### Welcome

It is my distinct honour and privilege to welcome you to the BMIS High School Pathways Handbook. Before you come to the wide array of achievements below, it's important to note that we are, first and foremost, a community school: of the community and for the community. Our singular goal is to provide a safe and warm environment for our students where they feel they belong and are free to explore, grow, develop and ultimately meet their potential. This handbook is for BMIS students and prospective BMIS students and their families; it is intended to inform you of who we are and the opportunities and avenues to success at BMIS. On behalf of our wonderful teaching team, welcome.



Jonathan McClenahan  
DP Coordinator

*Class of*  
2021

# 100%

**Pass Rate**

The IB world average was **89%**

### 2021 DP RESULTS

Hitting a **34.4 point average** (the world average was 33)  
**No Full DP student received a 3 or below in any subject!**

# 44



Two BMIS students achieved a 43 and one got a staggering 44

# 100%

**Pass Rate**

The IB world average was **85.6%**

### 2022 DP RESULTS

Hitting a **34.5 point average** (the world average was 32) the **highest average from a BMIS cohort in the last 10 years!**

# 42



**BMIS's Highest individual diploma points score was 42/45**

*Class of*  
2022

*Class of*  
2023

# 100%

**Pass Rate**

The IB world average was **79.3%**

### 2023 DP RESULTS

Hitting a **30.78 point average** (again above the world average which was 30.24)

# 36



**BMIS's Highest individual diploma points score was 36/45**

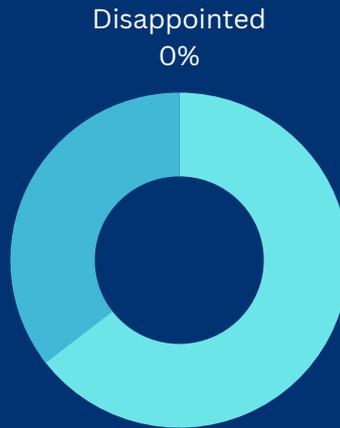
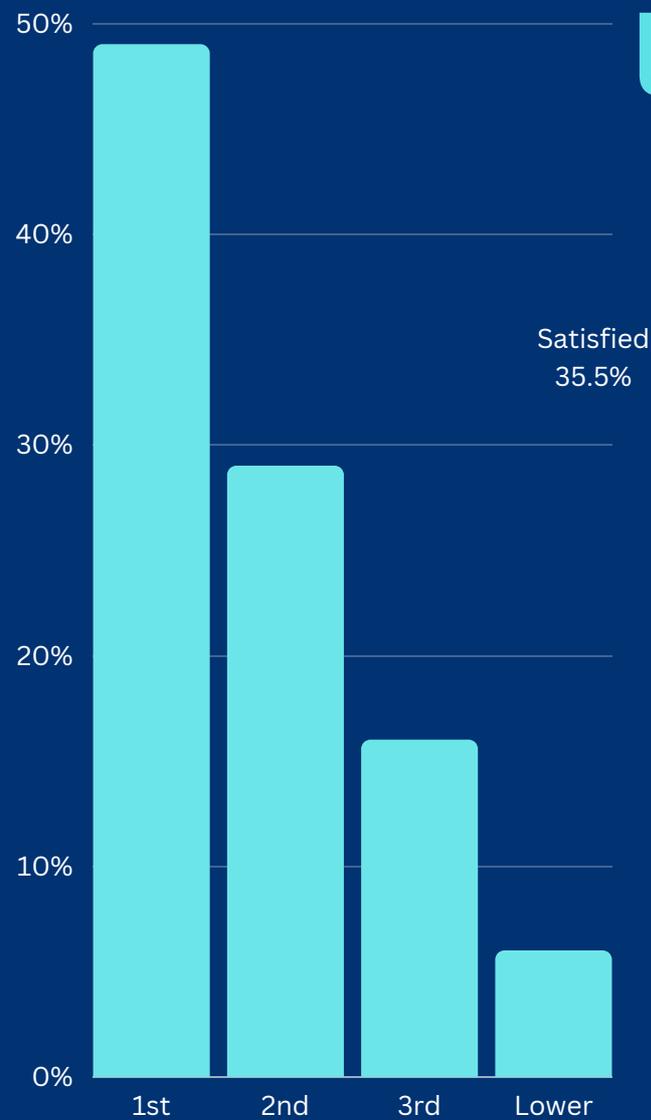
# TOP TEN

TOP 10 INTERNATIONAL IB SCHOOLS IN AFRICA 2023: [WORLDSCHOOLS.COM](https://www.worldschools.com)

TOP 10 MUST-WATCH SCHOOLS IN AFRICA LIST 2022: [K12 DIGEST.COM](https://www.k12digest.com)

# UNIVERSITY ACCEPTANCES

BASED ON DATE COLLECTED FOR THE  
BMIS 2020-2022 COHORTS



Delighted  
64.5%

## BMIS Key Statistics

- Over the last three years, **49%** of BMIS graduates have been accepted into their first choice University course, with a whopping **94%** being accepted into a top three choice.
- When all BMIS graduates were asked how they felt about the courses they were accepted in, either; delighted, satisfied or disappointed, precisely **0%** were disappointed!
- When asked where the course they chose to attend ranked in the world, **88%** of students confirmed it was in the top 100 in its field.



## AWARDS

### AISA Student Awards

The Association of International Schools in Africa (AISA) is of Africa and for Africa. BMIS holds a prominent position as one of AISA's select associate school. During the last 4 years BMIS students have been among the best and brightest in Africa, been selected for the following prestigious awards.

### Winner

2023 & 2022 & 2021: AISA Award for Excellence  
2019: AISA Student Service Leader Award

### Highly commended

2021: AISA Student Service Leader Award.  
2021 & 2019: AISA Outstanding Service Project Award.

**Service Learning Leadership Design Team:** 2 BMIS students

### MUN East Africa

Grade 9-12 BMIS students are given the opportunity to be a part of our yearly delegation to the East Africa Model United Nations Conference at the United Nations Headquarters, Nairobi. Due to covid we could not attend during 2021 & 2022 but we are up and running again in 2023. BMIS student has been awarded numerous accolades at the conference, including:

### Best Speaker

2023: Historical Decisions  
2020: Special Summit  
2019: Ecology Committee  
2019: Human Rights Committee  
2019: Economics Committee  
2018: Ecology committee  
2017: Global Health Committee  
2016: Global Agenda Committee

### Best Resolution

2019: Ecology Committee  
2017: Political committee.

## MODEL UNITED NATIONS

# EXTENDED CURRICULUM PROGRAMME



## An Option For Everyone

We offer over 50 different after-school clubs providing a variety of opportunities for our students to combine academics with their passion for sports, arts and culture.

Sports and the Arts play a major role at BMIS, with productions such as 'The Greatest Showman' and 'The Canterbury Tales' being performed to large audiences. Sports are offered to all abilities with specific clubs for those who want to progress and develop to a higher standard.

## SPORTING STARS

BMIS is very proud to have helped a number of students succeed and prosper internationally. In the past 5 years we have had students:

- Gain Sporting Scholarships to American Universities
- International representation for the Netherlands at Rugby
- Represent an 'All Star' USA state team in Rugby
- International representation for Malawi for Athletics and Swimming
- Play a high level of sport worldwide in the following: Hockey, Netball, Rugby, Swimming and Football.



## LEADERS OF TOMORROW

Our programme enables students to improve their leadership, communication and social skills. BMIS students have the unique opportunity to take a passion and turn it into an activity for the rest of the school to join and take part in. Some examples from the past year are: 'Chess Club', which is run by our very own '**African Youth Champion**' and '**Girl Code**', a club created to improve women's opportunities and self-confidence. There are also opportunities for you to help coach your favourite sports to younger students.



# BMIS CAMPUS

## Educational Facilities

### Learning Environment

In the Secondary School, facilities include 21 specialist teacher classrooms for:

- Language A
- Language B
- Mathematics
- Individual and Societies

Four science laboratories, including:

- Physics lab
- Chemistry Lab
- Biology Lab
- A dedicated data-logging lab,

Three Technology rooms including:

- Two Design Tech Labs
- A woodwork workshop

Three dedicated Art rooms

- Visual Arts Studio
- Theatre room
- Music room

An extensive library, break-out space and two halls.

Not to mention a variety of outdoor spaces for learning on our beautiful campus.



## Sporting Facilities

### Best in Malawi

BMIS provides some of the best sporting facilities in Malawi! In the past year, we have had the Malawi National Football team and the U19 Malawian Netball team use our facilities. We have also had U19 teams from South Africa, Zambia, Zimbabwe, Botswana and Mozambique train at our pool. We host multiple annual interschool sporting events in football, rugby netball, swimming etc.

BMIS boasts:

- A 25m FINA-approved swimming pool with Olympic starting blocks and anti-wave lane ropes.
- A 18m warm-up/cool-down swimming pool
- 2 x full-sized football/rugby pitches
- Grass and Asphalt Netball Courts
- Two indoor halls for gymnastics, volleyball and badminton
- Recently refurbished spacious changing rooms for both swimming and field sports.
- Two full-sized outdoor basketball courts
- Two sand volleyball courts
- A 400 m grass running track
- A small Gym
- Athletics throwing areas and sand pits.

# 03.

## WHAT ARE MY OPTIONS AND WHERE DO THEY LEAD?

### WHICH PATH IS MY PATH?



*It's not choosing the 'right' path that matters. It's knowing what ignites your passion. Once you've figured out what brings you joy, you don't have to worry about finding the right path. (Ron Shaich 2014)*

### BMIS Pathways

In BMIS, we have three pre-university pathways. The first is the BMIS High School Diploma which runs for four years, G9 to G12, except in the rarest of cases, all age-appropriate students will engage in this programme. On top of this, during G11 and G12, students may and usually do choose to take either the Diploma Courses Programme or the Full IB Diploma (outlined on pages 9-12). Within these programmes, students choose a selection of courses and core components that best suit their strengths and aspirations. What we want is for students' experience in the DP or DCP to be a healthy, positive experience while maximizing academic attainment. To this end, finding the best fit for each student is crucial.



### BMIS Support

I would like to share with you an overview of the support that we will be offering Grade 10 students and their families in constructing the most appropriate programme and courses that best fits them.

#### **Grade 10 Tutor Group Discussions (ongoing)**

These will be delivered as a series of short discussions between the G10 students, their tutors and The College Councilor or me on such topics as the programmes on offer, entrance expectations, grade tracking, target grades etc.

#### **Grade 10 Parent/Guardian Coffee Morning**

The purpose of the morning is for Parents, the College Counselor, and I to discuss and answer questions about the transition to Grade 11, i.e. the different BMIS programmes, subjects on offer, entrance expectations, early considerations for university and all things DP.

#### **A Taste of DP**

This Pre-DP week is a subject-specific introduction which will give insight into the IB Diploma Programme (IBDP) at BMIS. Our hope is that this experience brings clarity to what we offer and prepares students to make confident, thoughtful decisions about what subjects and levels to take for their final two years at BMIS. Each subject will have a scheduled session where teachers deliver their 'taster':

#### **Grade 10 to 11 Family Transition Meetings**

In the interest of preparing students for the DP or DCP, we provide tailored advice to individual students and their parents/guardians for the transition from Grade 10 into 11. After this year's mid-year reports have been released in January, you will be invited to sit down with the College Counselor and me to discuss: entrance expectations, possible university hopes, and subject choices. These meetings are an excellent opportunity to develop strong relationships and a robust support network between the key stakeholders in your child's education as they prepare to move into the final two years of Secondary.

# THE BMIS HIGH SCHOOL DIPLOMA

**THE TAILORED CHOICE:  
OFFERING YOU FREEDOME TO CHOOSE  
SUBJECTS THAT FOCUS ON YOUR INDIVIDUAL STRENGTHS.**

## HSD in Brief

The BMIS HSD is a very flexible programme that allows students to compound personal strengths through course selection and, in some areas, course design. All students in Grades 9-12 at BMIS are able to and, except in the rarest of cases, will graduate with the BMIS High School Diploma, providing they meet the graduation requirements. The BMIS HSD is a four-year pre-university qualification for all students in Grades 9, 10, 11 and 12 (equivalent to US grades)

## Prerequisite Recommendations

- Maximum absence of 20 days in each of the two High School Diploma years (approximately equivalent to a minimum 90% attendance record in a typical school year).
- Successful completion of the community and service programme in Grades 9 and 10.
- Minimum of 12 credits cumulative for Grades 9 and 10.

**EARNING HSD CREDITS IN GRADES 9 and 10:** Credits are awarded, at the end of the academic year, for achieving a grade of 3-7 in each of the eight MYP subject areas (or equivalent) with an additional credit available in Grade 10 only, for completing the personal project.

## Graduation Requirements

Students choose at least five HSD or IBDP courses, one of which may be the Career Skills course (CSC), a course tailored specifically to individual students' career aspirations. HSD students are expected to complete the Extended Project Qualification (EPQ) component. English is required, and Maths may be required for university application.

- Maximum absence of 20 days in each of the four High School Diploma years (approximately equivalent to a minimum 90% attendance record in a typical school year).
- Successful completion of the community and service programme in Grades 9 and 10 and successful completion of the DP CAS programme in Grades 11 and 12.
- Minimum of 12 credits cumulative for Grades 9 and 10.
- Minimum of 10 credits cumulative for Grades 11 and 12.
- 22 Credits or higher. (Maximum credits available is 36.)

**EARNING HSD CREDITS IN GRADES 11 and 12:** Credits are awarded, at the end of the academic year, for achieving a grade of 3-7 in each of the student's selected HSD or SL subjects; 1.5 credits will be earned for a 3-7 in an HL subject and credits are also earned by completing core components.

## Where will the BMIS HSD take me?

The BMIS High School Diploma is accredited by NEASC: New England Association of Schools and Colleges and recognized by North American universities. While third-level educational options outside of North America are more limited, the HSD is a strong qualification for a range of technical, Arts or design colleges. It should be noted that HSD students can still access a range of universities globally by first taking a university foundational year.

# High School Diploma Subjects

High School Diploma subjects are iterations of IB SL subjects with the most complex or challenging (20-30%) content/assessment removed, and a formative ATL component is included. HSD subjects are graded on a 1-7 scale that parallels the IB assessment model, which integrates neatly into the G11 and G12 academic reports and reporting systems in BMIS. Both the ATL component weighting of 30% and the grade boundaries are considered set for all HSD subjects. Subject teachers select one or two ATLs that are considered a core necessity to a student's growth in that subject. The teaching of ATL's is explicit and sustained where:

- Explicit Teaching is teaching solely focused on the development of the student's understanding of a stated skill. The explicit Teaching of skills supports a focus on dynamic competency over inert content, a key factor in developing lifelong learners. It allows teachers to target skills they believe are integral to their subject area while diversifying students' transferable skills.
- Sustained is a concerted effort in the process of broadening and deepening students' learning competencies. The sustained approach to explicit Teaching develops students' skills and gives them a vocabulary to address their strengths and weaknesses. We believe this is integral to metacognitive growth.



Subject-specific ATLs can be found in the class description on ManageBac and semester reports. For each ATL, a grade is allocated minimally two times a year prior to each semester report. This is a formative assessment based on the teacher's understanding of the relevant ATL in the context of the subject and on a review of the student's application throughout the semester. These appear on Managebac as tasks in the ATL category and are marked out of 20 points. Below is the Criteria model for the ATL skills alongside the 1-7 Grade and 0-20 point ranges.

Novice <i>Watching</i>	Learner <i>Copying</i>	Practitioner <i>Doing</i>				Expert <i>Teaching/ Sharing</i>
		Starting	Practicing	Getting better	Got it!	
1	2	3	4	5	6	7
0+	2+	4+	6+	9+	12+	15+
I know what the use of the skill looks like when others are using it	I can copy someone else using the skill	I am starting to use the skill by myself	I am using the skill by myself in familiar situations	I am getting better at using the skill in unfamiliar situations	I am able to use the learning skill whenever I need to	I use the skill without needing to think it through first
I can break the skill down into steps	I use the skill one step at a time	I am still conscious of using the skill one step at a time	I am starting to put all the steps of the skill together	I can usually use the skill without referring to the way that I have done it in the past.	I can confidently use the skill without referring to the way that I have done it before	I am capable of teaching other students how to use the skill
When I try to use the skill myself I make lots of mistakes and ask lots of questions	I still make mistakes and ask for help but I am getting better at correcting them	I can correct my mistakes with some help	I can correct my own mistakes	Any mistakes I make I can quickly correct	I can usually correct any mistakes automatically	I correct any mistakes I make automatically
I need lots of help to use the skill	I can use the skill in familiar situations with some help	I still need help to use the skill sometimes	I don't need help to use the skill in familiar situations anymore	I still need help to use the skill in unfamiliar situations sometimes	I hardly ever need help to use the skill anymore	I can use the skill in unfamiliar situations without any help from anyone else

# THE IB DIPLOMA COURSES PROGRAMME

**THE FLEXIBLE CHOICE:  
ALLOWING YOU TO FREELY CHOOSE  
ACIDEMIC SUBJECTS TO FIT YOUR INDIVIDUAL STRENGTHS.**



## DCP in Brief

The Diploma Courses Programme (DCP) is more flexible and less challenging than the Full IB Diploma Programme. This programme allows students the opportunity to complete Higher or Standard Level subject over two years including the IB exams to obtain IB certificates for University application.

## Prerequisites Recommendations

To ensure that students are capable of meeting the demands of the DCP, students should meet the following recommendations at the end of the MYP:

- A minimum of a 3/7 for any subject that the student may be considering as an SL course
- A minimum of a 5/7 for any subject that the student may be considering as an HL course
- A minimum a 3/7 on the Personal Project
- A meeting with the DP Coordinator, College Counselor and parents to discuss the programme
- Where there has been an academic or behavioural misconduct issue, the Educational Leadership Team supports admission into DP Year 1

Final decision regarding entrance to the DCP lies with the Secondary Head Teacher, in collaboration with the DP Coordinator.

## Passing Requirements

Students choose five or six IBDP courses, zero to three at higher level and the rest at standard level, to be completed over two years when they will sit the IB exams. DCP students are expected to complete the Extended Project Qualification (EPQ) and may choose additional core components. Though there are no specified passing requirements DCP students are expected to meet the HSD requirements and understand their university course requirements and points conversions.

## Where will the IB DCP take me?

You can study at university with Diploma Courses Programme (DCP) alone. IB Course Certificates are awarded for each subject completed when a student does not meet the full requirements of the IB Diploma. Many universities around the world regard IB Course Certificates as a valuable qualification in their own right. In the UK for example IB Course Certificates are awarded points on the UCAS tariff scale (see below) and this means they can be used to apply to any university course that will accept tariff qualifications. The range of choice will be somewhat limited without an IB Diploma, particularly in highly competitive universities or courses but some very strong Degree options are open to a DCP students.

Higher level grades to UCAS points:

- Grade 7 = 56 UCAS points
- Grade 6 = 48 UCAS points
- Grade 5 = 32 UCAS points
- Grade 4 = 24 UCAS points
- Grade 3 = 12 UCAS points
- Grades 2 and 1 = 0 UCAS points.

Standard level grades to UCAS points:

- Grade 7 = 28 UCAS points
- Grade 6 = 24 UCAS points
- Grade 5 = 16 UCAS points
- Grade 4 = 12 UCAS points
- Grade 3 = 6 UCAS points
- Grades 2 and 1 = 0 UCAS points.

IB Core grades to UCAS points:

- Grade A = 12 UCAS points
- Grade B = 10 UCAS points
- Grade C = 8 UCAS points
- Grade D = 6 UCAS points
- Grade E = 4 UCAS points.

# THE IB DIPLOMA PROGRAMME

**THE RIGOROUS CHOICE:  
A WAY TO CHALLENGE YOURSELF  
IN A RIGID AND ACADEMICALLY DEMANDING ENVIRONMENT**



## DP in Brief

The Diploma Programme (DP) is a world-renowned pre-university qualification. This is an intensive two-year programme developing students in a broad range of areas for students in Grade 11 and 12 who, if successful, will achieve a full IB Diploma.

## Prerequisites Recommendations

To ensure that students are capable of meeting the demands of the DP, students should meet the following recommendations at the end of the MYP:

- A minimum of a 4/7 for any subject that the student may be considering as an SL course
- A minimum of a 5/7 for any subject that the student may be considering as an HL course
- A minimum a 3/7 on the Personal Project
- A meeting with the DP Coordinator, College Counselor and parents to discuss the programme
- Where there has been an academic or behavioural misconduct issue, the Educational Leadership Team supports admission into DP Year 1

Final decision regarding entrance to the DCP lies with the Secondary Head Teacher, in collaboration with the DP Coordinator.

## Passing Requirements

Students choose six courses, one from each of the subject groups, three higher level and three standard level, to be completed over two years, as well as the Core Components of the DP: EE, TOK, CAS.

- The candidate's total points are 24 or more.
- The candidate has gained 12 points or more on HL subjects and 9 points or more on SL subjects.
- There is no grade 1 awarded in a subject (HL or SL) or no more than two grade 2s awarded (HL or SL) or three grade 3s or below awarded (HL or SL).
- There is no grade E awarded for TOK and/or EE and no "N" awarded for TOK, EE or for a contributing subject.
- CAS requirements have been met.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

## Where will the IB DP take me?

The IB Diploma is a world renowned pre-university qualification (issued by the IBO). This means that its academic standards are set to meet the requirements of study at degree level – and in some countries, the IB Diploma exceeds those standards! Universities and colleges in the United States of America and Canada frequently award IB courses at Higher Level with advanced placement, meaning students may be exempt from some or all of their first year of degree study. You should expect to be challenged, especially at Higher Level and you should be ready to work hard. The maximum grade of '7' in a Higher Level subject is taken as higher than grade 'A' in the UK A-level examinations; 36 points from the possible 45 for the IB Diploma can be held to be equivalent to 3 A-levels at grades ABB.

# 04.

## WHAT DOES MY PROGRAMME LOOK LIKE?



BMIS offers a wide range of courses, including higher and standard-level IB courses and HSD-level courses. There are literally thousands of variations on student selection, paving a multitude of pathways to possible careers (see pages 22-27). All courses are designed to be completed over two years, with the IB courses summatively graded by the IBO at the end of the two years and the HSD courses by BMIS teachers at the end of each year.

The full IB DP students must select three higher, and three standard-level subjects from the groups described below. They must choose one from each of groups 1 - 5, an arts or elective for their 6th choice and complete the IB Core components: EE, TOK, CAS. Note:

- If students chose a science in group 6, they might choose a none science in group 4
- If students chose ESS in group 3, they might choose a none science in group 4

The DCP students have relatively more freedom in choosing subjects, selecting any 5 or 6 IB courses from the groups while ensuring they meet the HSD requirements. HSD level courses are offered; these are iterations of their IB SL counterparts with the most complex 30% (approx.) component /assessment /content removed and a formative ATL 30% weighting included. It is regular for DCP students to choose a mix of IB and HSD courses and core components to fit their strengths.

In all programmes, students may choose to take a subject through the online provider Pamoja though families incur the cost.

### 01 LANGUAGE AND LITERATURE

Students explore a broad range of texts, and grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts.

### 02 LANGUAGE ACQUISITION

Students explore the use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

### 03 INDIVIDUALS AND SOCIETIES

Students explore human experience, behaviour and the varieties of physical, economic and social environments that people inhabit.

### 04 SCIENCES

Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

### 05 MATHEMATICS

Students are enabled to develop mathematical knowledge, concepts and principles develop logical, critical and creative thinking employ and refine their powers of abstraction and generalization.

### 06 THE ARTS

The subjects in the arts allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

# WHAT SUBJECTS CAN I CHOOSE?

NOW I HAVE MY PROGRAMME  
WHAT SUBJECTS FIT THE REQUIREMENTS?



GROUP ONE	GROUP TWO	GROUP THREE	GROUP FOUR	GROUP FIVE	GROUP SIX
<ul style="list-style-type: none"> <li>English A: language and literature HL/SL</li> <li>English A: literature HL/SL</li> <li>Supported Self Taught Literature SL</li> </ul>	<ul style="list-style-type: none"> <li>French B SL</li> <li>Spanish B SL</li> </ul>	<ul style="list-style-type: none"> <li>Business management HL/SL</li> <li>Global Politics HL/SL</li> </ul>	<ul style="list-style-type: none"> <li>Biology HL/SL</li> <li>Design technology HL/SL</li> <li>Physics HL/SL</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics: analysis and approaches HL/SL</li> <li>Mathematics: applications and interpretation SL</li> </ul>	<ul style="list-style-type: none"> <li>Theatre HL/SL</li> <li>Visual arts HL/SL</li> <li>Chemistry HL/SL</li> <li>Sports, exercise and health science SL/HL</li> </ul>
		<ul style="list-style-type: none"> <li>Business management HSD</li> </ul>	<ul style="list-style-type: none"> <li>Design technology HSD</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics: App and In HSD</li> </ul>	<ul style="list-style-type: none"> <li>Theatre HSD</li> <li>Visual arts HSD</li> </ul>
<b>Pamoja Online</b>	<ul style="list-style-type: none"> <li>French ab initio SL</li> <li>Mandarin ab initio SL</li> <li>Spanish ab initio SL</li> <li>Spanish B SL</li> </ul>	<ul style="list-style-type: none"> <li>Economics HL/SL</li> <li>ITGS HL/SL</li> <li>Philosophy SL</li> <li>Psychology HL/SL</li> </ul>		<ul style="list-style-type: none"> <li>Mathematics: App and In HL</li> </ul>	<ul style="list-style-type: none"> <li>Film SL</li> </ul>

Note: All IB subject briefs can be found here: <https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/>

## BMIS COMPONENTS

### HSD: CSC

Career skills course allows students to develop skills and attributes for entry into University and the workforce. Hrs 240

### HSD: EPQ

The Extended Project Qualification is an independent project i.e. performance or artefact and report. Hrs 120

### DP Core: CAS

Creativity, activity and service is designed to strengthen and extend students' personal and interpersonal learning. Hrs N/A

### DP Core: TOK

Theory of knowledge gives students the opportunity to reflect on the nature, scope and limitations of knowledge. Hrs 100

### DP Core: EE

The Extended essay is a piece of independent research into a chosen topic and presented as a formal piece of academic writing. Hrs 60

# WHAT ARE THE CORE COMPONENTS?

WHICH DO I CHOOSE AND WHAT VALUE DO THEY HAVE?



## IB DP Core Components

The IB DP core elements are Theory of Knowledge, Extended Essay and CAS (Creativity, Action and Service). These three are compulsory if you wish to receive the full IB Diploma.

### Theory of Knowledge

Theory of Knowledge 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 on a regular schedule by TOK specialists. Theory of Knowledge is not a philosophy course in the traditional sense – although it shares some features of philosophy – but is a space in the programme in which students are encouraged to reflect on their learning. Theory of knowledge is assessed through written essays, an exhibition, and for semester reports through ongoing formative assessment.

### The Extended Essay

The Extended Essay is an opportunity to deepen and enrich your understanding of a subject – or, in the case of a World Studies essay, to explore the ways in which multiple subjects can illuminate a question of global importance. 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 significant piece of written work – up to 4000 words long – and a real chance to express yourself! Though not a taught course, students meet with the EE Coordinator biweekly for direction and support. Additionally, an EE supervisor, who is selected based on their expertise in the student's topic area, is allocated to each student for the duration of the process. The guide BMIS EE Journey doc gives more details on choosing and step-by-step guidance through the inquiry, research and writing stages.

### Creativity, Action and Service

Creativity, Action and Service are ways to use your learning in the IB DP to make a difference – both to yourself, your community, and the world at large. You will be encouraged to choose and then develop your projects – creative (for example, learning to play an instrument or performing in a school drama production), active (for example, staying fit or playing sports), or to help others (for example, through charity work or volunteering).

Grades for the core elements are combined to generate up to 3 additional 'core points.' CAS does not, in fact generate points, but you are required to produce a portfolio of your projects and activities to receive the Diploma.

Theory of knowledge					
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				

# HSD Core Components

All BMIS students are required to complete CAS. DCP/HSD students are expected to complete the Extended Project Qualification (EPQ) and may select to do a Career Skills Course (CSC).

## Career Skills Course

The Career Skills Course provides an exciting opportunity for Grade 11 and 12 students to develop specific skills relating to a chosen field or career while additionally earning 1 HSD credit for each year of study. Students are able to focus on a topic they would like to explore, develop and ultimately specialize in and will be paired with a mentor in the field. This course is intended to give students flexibility in pursuing an area of study that will help them achieve a target career. It can be studied in conjunction with other BMIS courses that may overlap in the subject area (EG a Career Skills

The course focussed on Visual Arts may be studied in conjunction with DP Visual Arts).

Additionally, students will have a course supervisor who will help students on a weekly basis giving structure and guidance and ensuring that they are accountable for their short and long-term goals. Students are allocated a total of 240 hours across two years to complete the Career Skills Course. They are expected to demonstrate independence, curiosity and determination in the completion of their chosen studies. Three distinct components are described below, which, like HSD subjects, are graded on a 1-7 scale.



## Exhibition (40%)

The Career Skills exhibition is a celebration of students' achievements on the course in a format appropriate to aiding their chosen career pathway. This can take many forms, from a concert or performance to a sports highlight reel to an exhibition where a product and posters are displayed. The student should develop a main piece or pieces across Grades 11 and 12 that take the format best suited to displaying their expertise in applying to a job or further study in the chosen field. ATL's: Thinking skills (Critical and Creative decision-making and problem-solving) - linked to the direction of career skill development. Affective skills (Self-motivation and Resilience) - Linked to students' drive to develop career skills.

## Portfolio (40%)

The digital portfolio is updated consistently throughout the course with a focus on highlighting skills development. It will be possible to document using written evidence, photos, videos and other mediums. The portfolio can be achieved in a variety of ways, such as a PowerPoint presentation, weekly blog, weekly podcast, written diary, video log, a video documentary. ATL's: Organisation skills and - linked to the good time management, self-managed and self-directed learning in the context of the Career skill being developed. Communication skills (text and visual) - linked to clear and sustained communication of the growth process over the two years.

## Presentation/Interview (20%)

These are a series of interviews conducted by a three-member panel where the student will need to defend their choices and development during the process. Some students may wish to hold a 'Ted-style Talk' presentation to discuss their project, concept and ideas in depth, before the interview. 4 Interviews:

1. Career research proposal: A detailed proposal on the potential career areas for exploration demonstrating research and a clear understanding of relevant industries and career paths open to the student.
2. Career skills proposal: A detailed proposal on one career area and a clear and well-researched justification of the development of a chosen skill for the area.
3. Career product proposal: A detailed proposal on the construction of a product that best represents the skills the student has developed over the two years. Research is represented through a detailed justification of the pros and cons of product selection.
4. Viva Voce: reflection on the whole process.

ATL's: Research - linked to the clear understanding of the skill being developed in the context of the careers where it is applicable. Communication skills (Oral) - linked to clear and concise communication with the ability to understand and respond to questions on Career skills in development.

# HSD Core Components

## The Extended Project Qualification

The Pearson Edexcel- Level 3-Extended Project Qualification (EPQ) is a standalone project designed to extend and develop students' abilities beyond the syllabus and prepare them for university or their future careers. The EPQ allows students to lead their projects. Students get to plan and carry out research on a topic that they've chosen and aren't covered by their other qualifications. By taking responsibility for the choice and decision-making, students are able to:

- have significant input to the choice and design of their project and take responsibility for an individual task
- develop and improve their learning and performance as critical, reflective and independent learners
- develop and apply decision-making and, where appropriate, problem-solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- develop and apply skills, creatively demonstrating initiative and enterprise
- transfer skills developed as part of their project to other areas of study
- use their learning experiences to support their further education and/or career development aspirations.



The following are examples of project types:

- Dissertation – theoretical written project on any topic presenting e.g. research into a biological, historical issue
- Investigation/Field Study – a practical investigatory project involving the collection of data, e.g. a scientific investigation, a geographical study of erosion, a biological study of pollution, a statistical survey
- Performance – development of practical skills resulting in performance, e.g. performing music, drama, sport
- Artefact – for example, making a painting or sculpture, designing a piece of furniture or a garment, a website etc.

## Assessment Objectives and Weightings

There are four assessment objectives for the EPQ. These detail the knowledge, skills and understanding that the learner is required to demonstrate. They are as detailed below, along with the approximate weighting that they are given in each unit.

Assessment objective	Marks available	Weighting
AO1 ManageIdentify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	9	17%
AO2 Use resourcesResearch, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	12	22%
AO3 Develop and realiseSelect and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.	24	44%
AO4 ReviewEvaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	9	17%
Total	54	100%

Evidence will be graded on an A–E scale. A\*: 46+, A: 40+, B: 35+, C: 30+, D: 25+, E: 20+, U: 0+  
UCAS Points: A\*: 28, A: 24, B: 20, C: 16, D: 12, E: 8, U: 0

# 05.

## WHAT WILL MY SCHEDULE LOOK LIKE?

### HOW DOES THIS ALL FIT INTO MY WEEKS, MONTHS AND YEARS IN MY PROGRAMME?

#### Internal calendar of IA & EA deadlines

In BMIS, the Academic calendar runs from Early August to mid-June with approximately 180 school days. In collaboration with the DP teachers, the DP Coordinator (DPC) develops an annual internal calendar of IA & EA deadlines, which is released to students at the end of Semester 1 in DP 1. These deadlines are designed to assist students in the organization and pacing of their academic work and avoid peaks in academic demand, which in turn reduces the chances of increased stress and anxiety.

#### BMIS Week

The BMIS week runs Monday to Thursday, 7:10 to 13:50, with an early finish on Friday at 12:15. There are seven academic periods each day (6 on Friday) followed by 2 hours of Extended Curriculum Programme (ECP).

#### Expected Homework & Self Study hours

Given the rigorous academic nature of the IB Diploma Programme, it is sometimes necessary for students to study every night of the week, including some weekends and holidays. DP students are expected to develop, continually evaluate, and modify a study schedule for their out-of-school time. Their tutor will support the development of this study schedule. In practice, this looks like this:

#### DP Pathway:

- 3 Blocks (50min) per HL
- 2 Blocks (50min) per SL
- 1 Block (50min) for TOK
- 1 Block (50min) for EE
- 30 holiday days (6 hours a day) over two years

Total expected weekly academic hours: 39hrs

#### DCP Pathway:

- 3 Blocks (50min) per IB Subject (HL & SL)
- 3 Blocks (50min) per CSC
- 1 Block (50min) for EP
- 20 holiday days (6 hours a day) over two years

Total expected weekly academic hours: 35hrs

#### HSD Pathway:

- 3 Blocks (50min) per IB Subject (HL & SL)
- 2 Blocks (50min) per HSD subject
- 3 Blocks (50min) per CSC
- 1 Block (50min) for EP

20 holiday days (6 hours a day) over two years

Total expected weekly academic hours: 31hrs

APRIL 2022 - Y12		
Core	EE Draft	28th
MAY		
Exam	Y12 Exams	8-12th
Core	TOK: Exhibition draft	19th
G3	Group 3 IA Day	23rd
JUNE		
G5	Mathematics: IA Day	2nd
G4	Group 4 Project	6-7th
G1	Group 1 IA Day	8th
Core	TOK Day: Exhibition	14th
AUGUST - New Academic Year - Entry in Y13		
Core	EE: Revised (oral feedback only)	16th
G5	Mathematics: IA Calculations	22nd
SEPTEMBER		
Core	DP Retreat	1-3rd
G1	Group 1 IA Day	7th
G3	Global Politics: IA Draft	15th
G3	Business Management: IA Draft	15th
G3	ESS: IA Draft	15th
Core	Extended Essay	22nd
Core	TOK IA DAY	25th
G6	Theatre Studies: Final research presentation	28th
OCTOBER		
G3	Group 3 IA Day	3rd
G5	Mathematics: IA Draft	6th
G4	Group 4 IA Day	12th
G4	Biology: IA Draft	27th
G4	Design: IA Draft	27th
G4	Physics: IA Draft	27th
NOVEMBER		
G6	Group 6 IA/ EA DAY	2nd
G3	Global Politics: IA	13th
G3	Business Management: IA	13th
G3	ESS: IA	13th
G6	Theatre: Collaborative final performance	21st
G5	Mathematics: IA	23rd
G3	Global Politics: HL Extension Oral 1	27th
DECEMBER		
PG's	Predicted Grades	1st
G6	Theatre studies: Production Proposal	1st
G6	VA: Comparative Study	1st
G4	Biology: IA	4th
G4	Design: IA	4th
G4	Physics: IA	4th
JANUARY 2024		
G6	VA: Process Portfolio Draft	12th
G6	Theatre Studies: Collaborative draft report	12th
G6	Chemistry: IA Draft	12th
G6	SEHS: IA Draft	12th
Core	TOK: Essay Draft	19th
Core	EP: Draft Project	19th
G1	Language A: HL Essay	26th
FEBRUARY		
G6	Theatre Studies: Collaborative report	1st
G6	Group 6 IA/EA DAY	1st
Core	CAS: Final interview/portfolio	5th
G3	Global Politics: HL Extension Oral 2	8th
G6	VA: Process Portfolio	16th
G6	Theatre Studies: HL Solo final performance	16th
G6	Chemistry: IA	16th
G6	SEHS: IA Final	16th
Exam	Mocks	26-29th
MARCH		
Exam	Mocks	1st
Core	TOK: essay	8th
Core	EP: Final Project	8th
G2	Language Acquisition: Oral Day	14th
G6	VA: Exhibition	21st
G6	Theatre Studies: HL Solo final hand in	21st
APRIL		
Exam	Self-study	1-27th
Exam	DP Exams	28th-
May		
Exam	DP Exams	1-21st

# DP WEEK

## Example Timetable



Full IB Diploma Programme																
	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7	ECP 1	ECP 2	Break	HW 1	HW 2	Dinner & Family	HW 3
	07:10-08:00	08:00-08:50	15 min	09:05-09:55	09:55-10:45	10:45-11:35	35 min	12:10-13:00	13:00-13:50	14:00-15:00	15:00-16:00	30 min	16:30-17:20	17:20-18:10	90 min	19:40-20:30
Mon	Literature OSCR SL			Homework 1 Mathematics: An and Ap HL		Chemistry SC1 HL			Physics SP1 HL		Netball	Theatre	Homework 1 Physics HL	Homework 1 Chemistry HL		Homework Literature SL
Tues	Tutor SD1	French B S5 SL		French B S5 SL	Mathematics: An and Ap S11 HL			ESS SB1 SL		Valleyball	Model United Nations	Homework 2 Mathematics: An and Ap HL	Homework 2 Chemistry HL			Homework TOK
Wed	Mathematics: An and Ap S11 HL			Literature OSCR SL	TOK S18			Homework 3 Chemistry HL	EE/CAS SB1	CAS	STUCO	Homework 2 Physics HL	Homework ESS SL			Homework Literature SL
Thurs	Physics SP1 HL	Mathematics: An and Ap S11 HL		ESS SB1 SL		Literature OSCR SL		Chemistry SC1 HL		Homework French B SL	Rugby	Homework 3 Physics HL	Homework ESS SL			
Fri	French B S5 SL			Chemistry SC1 HL	Physics SP1 HL			Well B OSCR	Homework 3 Mathematics: An and Ap HL	Homework French B SL						

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DP: 3*HL 3*SL EE&TOK		
Group 1	SL	Literature
Group 2	SL	French B
Group 3	SL	ESS
Group 4	HL	Physics
Group 5	HL	Mathematics: An and Ap
Group 6	HL	Chemistry
Core	-	Extended Essay
Core	-	TOK

Expected Homework & Self Study	
3	Blocks (50min) per HL
2	Blocks (50min) per SL
1	Block (50min) for TOK
1	Block (50min) for EE
30 holiday days (6 hours a day) over 2 years	

# DCP WEEK

## Example Timetable



IB Diploma Courses Programme																
	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lesson 5	Lunch	Lesson 6	Lesson 7	ECP 1	ECP 2	Break	HW 1	HW 2	Dinner & Family	HW 3
	07:10-08:00	08:00-08:50	15 min	09:05-09:55	09:55-10:45	10:45-11:35	35 min	12:10-13:00	13:00-13:50	14:00-15:00	15:00-16:00	30 min	16:30-17:20	17:20-18:10	90 min	19:40-20:30
Mon	Language and Literature S2 HL			Career Skills Course HL	Sports, Exercise and Health Science SD1 HL			Biology SB1 SL		Rugby	Rugby	Homework 1 SEHS HL	Homework 1 Mathematics: App and In SL			Homework 1 Career Skills Course HL
Tue	Tutor SD1	Homework 1 Biology SB1 SL		Homework 1 Lang and Lit HL	Mathematics: App and In S14 SL			Career Skills Course HL		Guitar	Model United Nations	Homework 2 Lang and Lit HL	Homework 1 Extended Project			
Wed	Mathematics: App and In S14 SL			Language and Literature S2 HL	Extended Project SP1			Language and Literature S2 HL	CAS SB1	CAS	Homework 2 SEHS HL	Swimming	Homework 2 Biology SB1 SL			
Thurs	Homework 3 Biology SB1 SL	Homework 2 Mathematics: App and In SL		Career Skills Course HL	Language and Literature S2 HL		Sports, Exercise and Health Science SD1 HL		Homework 3 Maths Help SL	Valleyball		Homework 3 Lang and Lit HL	Homework 3 SEHS HL			
Fri	Homework 2 & 3 Career Skills Course HL			Sports, Exercise and Health Science SD1 HL	Biology SB1 SL			Well B OSCR	Swimming							

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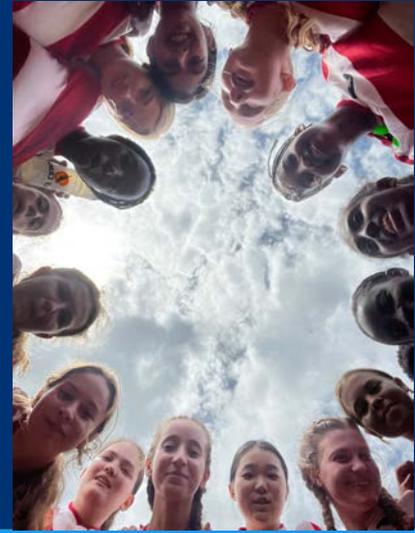
DCP: 2HL 2SL C&C & EP		
Group 1	HL	Language and Literature
Group 2	-	
Group 3	-	Career Skills Course
Group 4	SL	Biology
Group 5	SL	Mathematics: App and In
Group 6	HL	Sports, Exercise and Health Science
Core	-	Extended Project

Expected Homework & Self Study	
3	Blocks (50min) per Subject
3	Blocks (50min) per C&C
1	Block (50min) for EP
20 holiday days (6 hours a day) over 2 years	

# 06.

## HOW CAN I MAKE SURE THAT I SUCCEED?

**MINDS WELL-FORMED NOT MINDS WELL STUFFED.**



*What is of paramount importance in the pre-university stage is not what is learned but learning how to learn ... What matters is not the absorption and regurgitation either of fact or pre-digested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.*

(Peterson 1972)

### Approaches to Learning (ATL) skills

Here at BMIS we are committed to supporting your development into successful, self-regulated, lifelong learners. We believe in success that extends past your exams into further education, your careers and how you interact with, and affect, the world around you. To that end, one of our key foci is on extending your capacity to learn.. ATL skills can be considered a 'toolkit' of skills that students can use at any given time. By developing ATL skills and the attributes of the learner profile, students can become "self-regulated learners" (Kaplan 1998). Self-regulated learners have learned how to set learning goals, ask good questions, self-interrogate as they learn, generate motivation and perseverance, try out different learning processes, self-monitor the effectiveness of their learning, reflect on achievement, and make changes to their learning processes where necessary (Zimmerman and Schunk 1989, de Bruin et al. 2011, Wolters 2011)

#### Communication skills

- Give and receive meaningful feedback
- Write for different purposes
- Negotiate ideas and knowledge with peers and teachers
- Take effective notes in class

#### Social skills (collaboration)

- Delegate and share responsibility for decision-making
- Help others to succeed
- Listen actively to other perspectives and ideas
- Advocate for one's own rights and needs

#### Self-management skills (organization, affective and reflection skills)

- Plan short and long-term assignments; meet deadlines
- Set goals that are challenging and realistic
- Manage state of mind including mindfulness, perseverance, emotional management, self-motivation, and resilience
- Consider ethical, cultural, and environmental implications

#### Research skills (information literacy, media literacy)

- Collect and analyse data to identify solutions and make informed decisions
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Seek a range of perspectives from multiple and varied sources
- Understand the impact of media representations and modes of presentation

#### Thinking skills (critical thinking, creative thinking skills, transfer skills)

- Practise observing carefully in order to recognise problems
- Propose and evaluate a variety of solutions
- Practise flexible thinking - develop multiple opposing, contradictory, and complementary arguments
- Transfer current knowledge to learning of new technologies

# HOW CAN I MAKE SURE THAT I SUCCEED?

IT IS NOT JUST ABOUT WHAT YOU LEARN  
BUT IT'S ALSO ABOUT WHO YOU BECOME AS YOU LEARN.



## IB learner profile

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. The IB learner profile represents ten 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. 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.

**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.

**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.

**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.

**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.

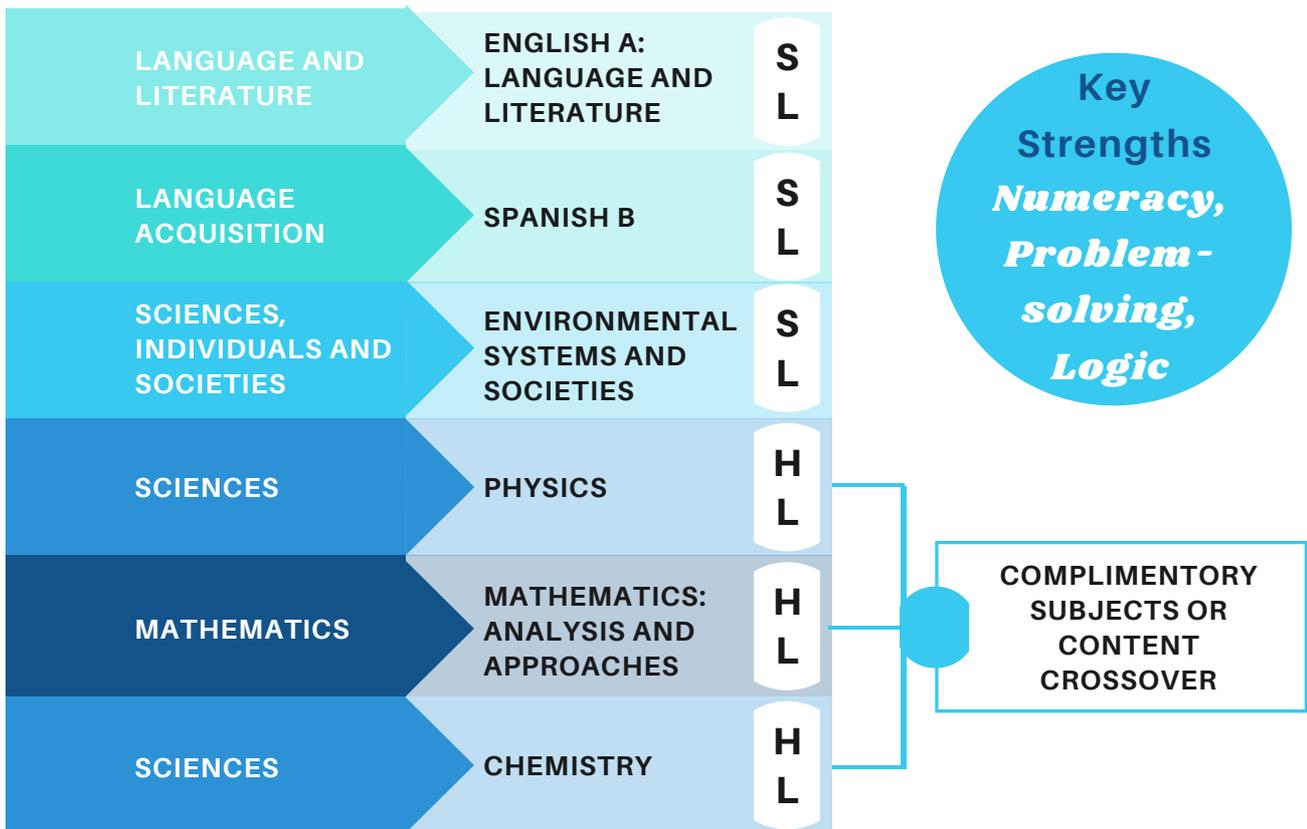
[© IBO 2020]



# CAREER POSSIBILITIES

Engineering, Chemical Engineers,  
Biophysics, Pure Math, Physical and  
Environmental Science

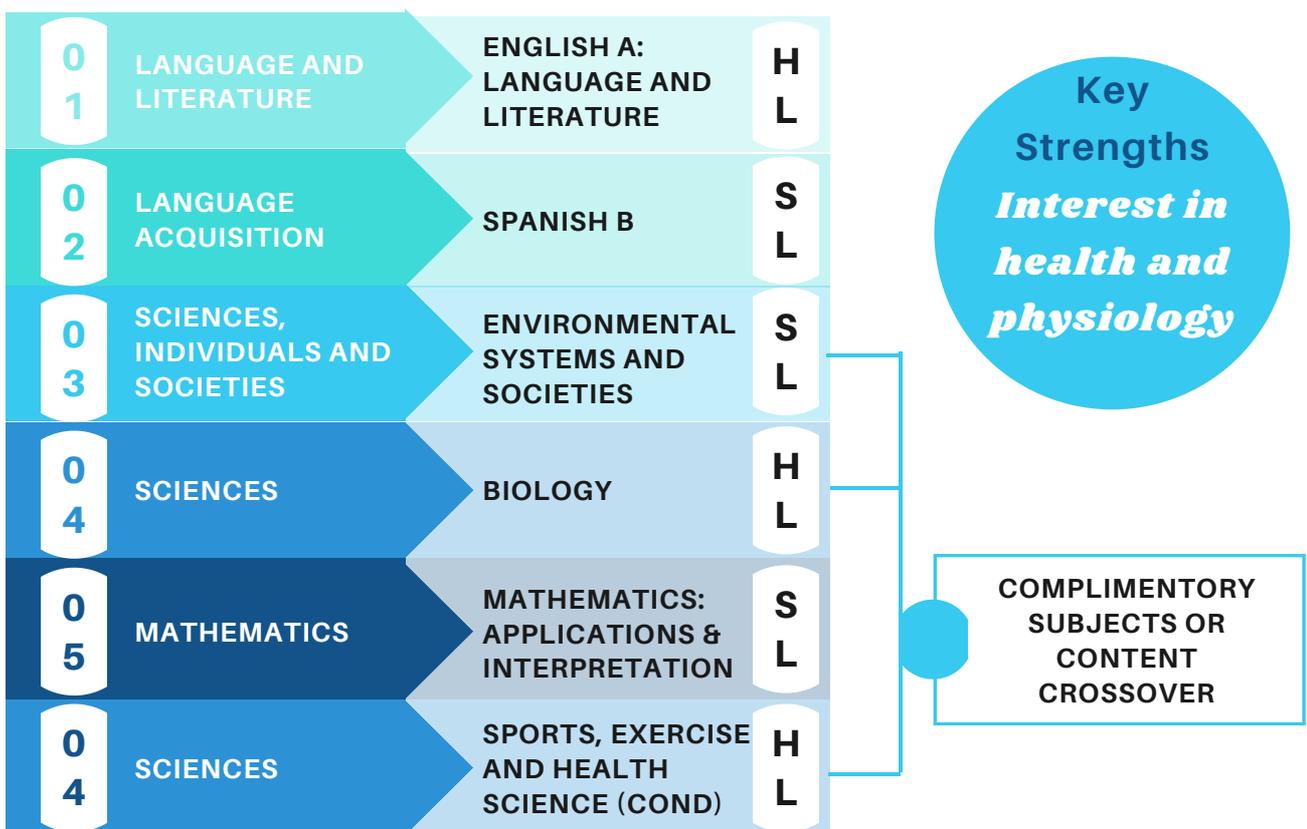
DP



# CAREER POSSIBILITIES

Sport, exercise & health, Exercise  
Physiology & Nutrition, Physical  
Education and Environmental Science

DP



# CAREER POSSIBILITIES

Microbiology, Biochemistry,  
Psychology, Molecular biology,  
Genetics, Medicine

DP

01	LANGUAGE AND LITERATURE	ENGLISH A: LANGUAGE AND LITERATURE	S L
02	LANGUAGE ACQUISITION	SPANISH B	S L
03	INDIVIDUALS AND SOCIETIES	PSYCHOLOGY (PAMOJA)	H L
04	SCIENCES	BIOLOGY	H L
05	MATHEMATICS	MATHEMATICS: ANALYSIS AND APPROACHES	S L
04	SCIENCES	CHEMISTRY	H L

Key Strengths  
*Analytical*  
*Methodical*  
*Problem-solving*

COMPLIMENTARY SUBJECTS OR CONTENT CROSSOVER

# CAREER POSSIBILITIES

Economics, Finance, Commerce,  
Business

DP

01	LANGUAGE AND LITERATURE	SUPPORTED SELF TAUGHT LITERATURE	S L
02	LANGUAGE ACQUISITION	ENGLISH B	S L
03	INDIVIDUALS AND SOCIETIES	BUSINESS MANAGEMENT	H L
04	SCIENCES	PHYSICS OR DESIGN TECHNOLOGY	S L
05	MATHEMATICS	MATHEMATICS: ANALYSIS AND APPROACHES	H L
03	INDIVIDUALS AND SOCIETIES	ECONOMICS (PAMOJA)	H L

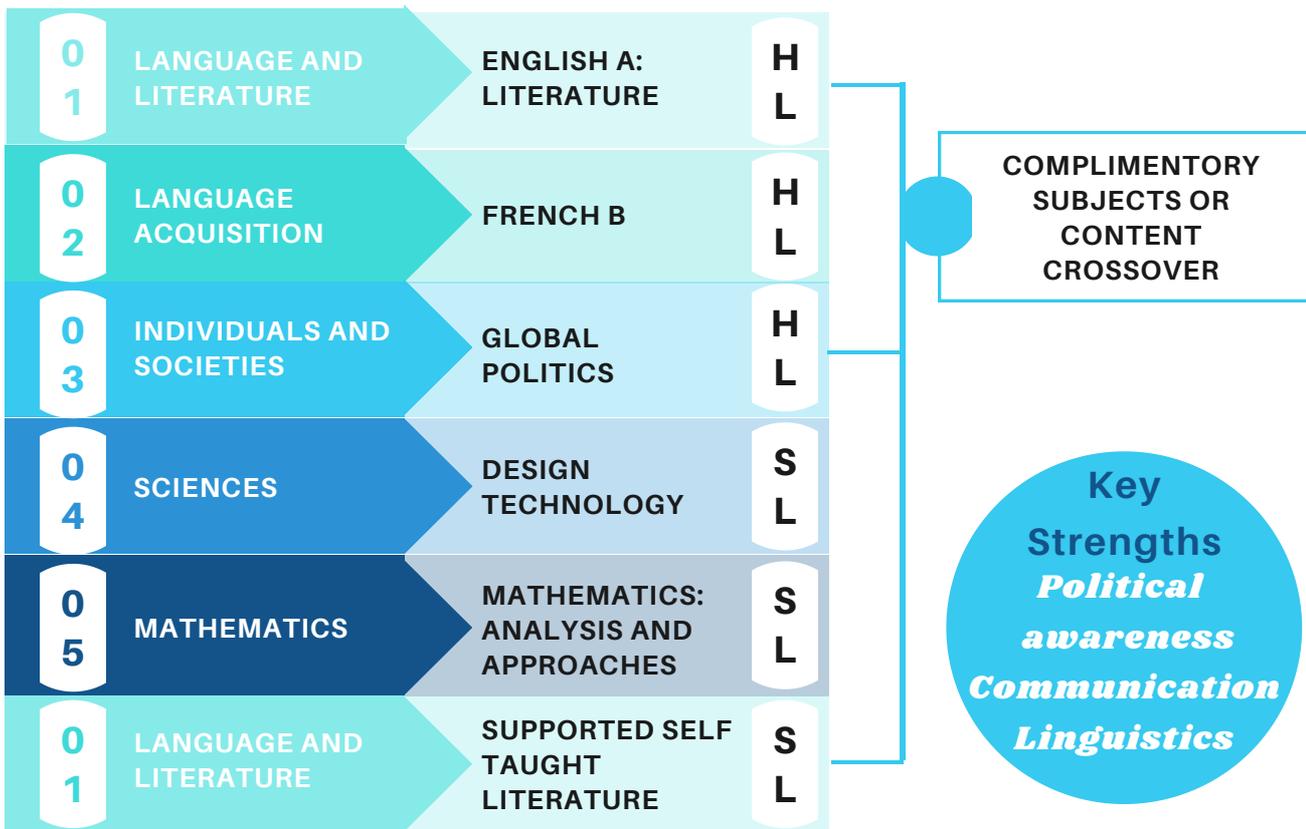
Key Strengths  
*Commercial awareness*  
*Numeracy*

COMPLIMENTARY SUBJECTS OR CONTENT CROSSOVER

# CAREER POSSIBILITIES

## International Affairs, Linguistics, Interpretation, Global politics

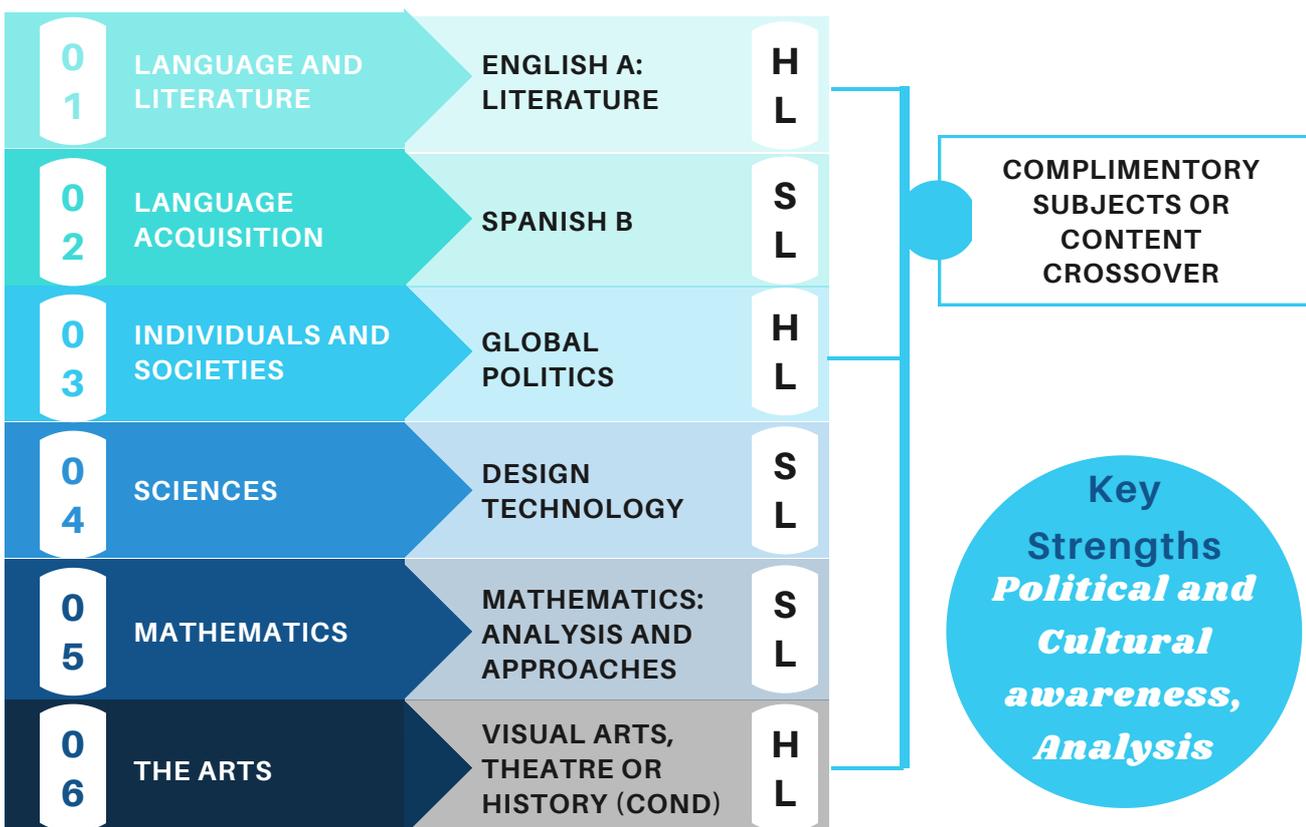
DP



# CAREER POSSIBILITIES

## International Affairs, Political Science, Global politics, Journalism

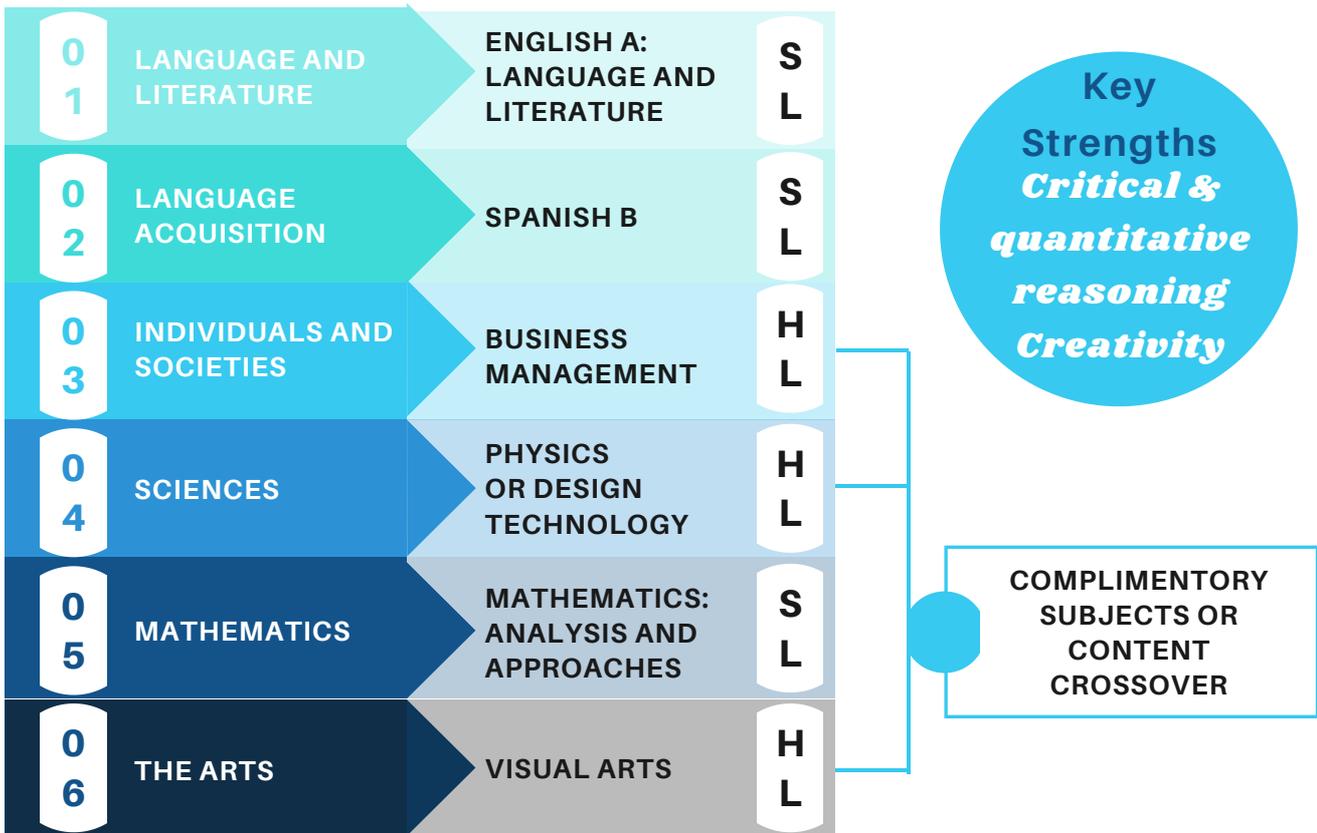
DP



# CAREER POSSIBILITIES

## Coding, Architecture, Fashion, Product, Graphic, Textile Design and Visual Communication

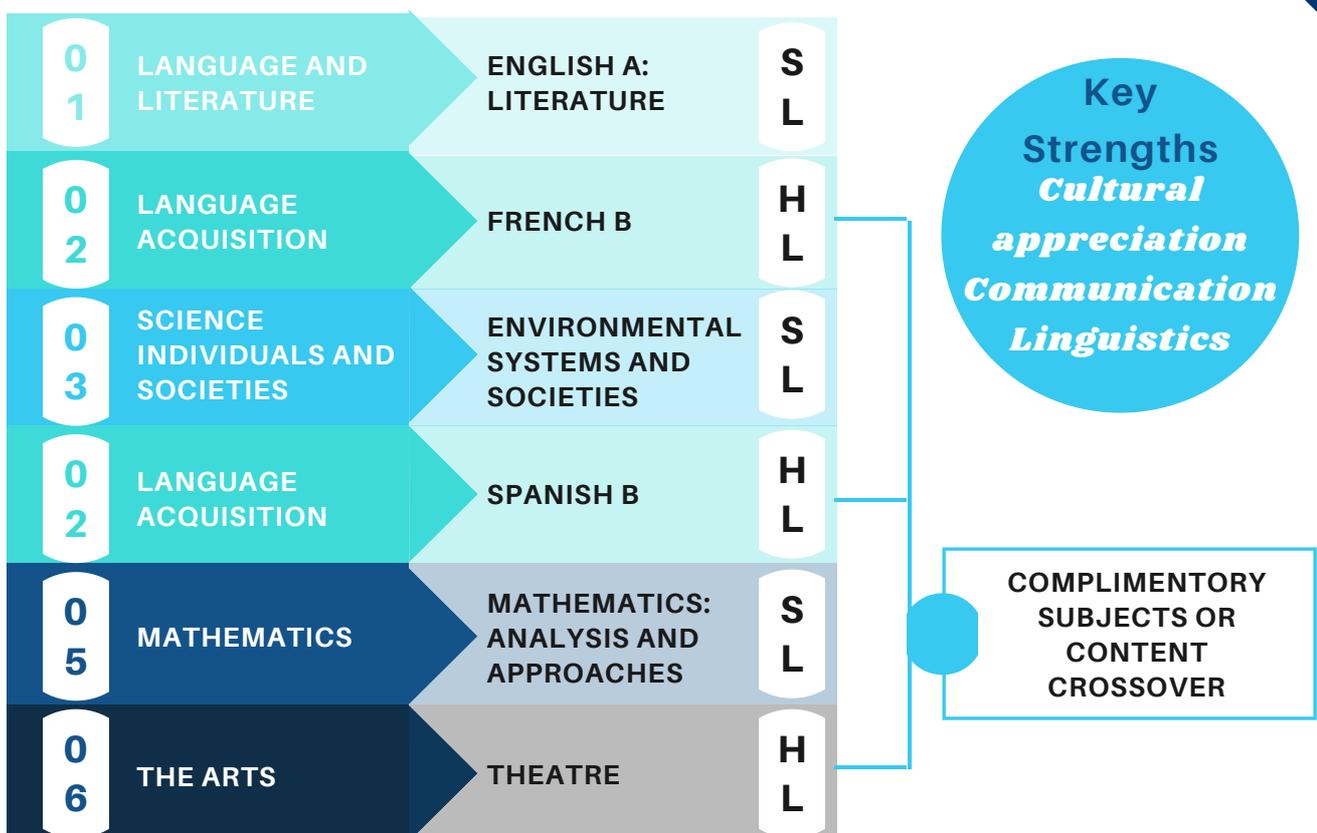
DP



# CAREER POSSIBILITIES

## Cultural Studies, Linguistics, Culture and Heritage, Interpretation, Education

DP



# CAREER POSSIBILITIES

## Theatrics, Film Studies, Music Studies, Education

DCP

0 1	LANGUAGE AND LITERATURE	ENGLISH A: LITERATURE	H L
0 6	THE ARTS	FILM (PAMOJA)	S L
0 5	MATHEMATICS	MATHEMATICS: APPLICATIONS & INTERPRETATION	S L
0 6	THE ARTS	THEATRE	H L
C S C	MUSIC & DRAMA STUDIO WORK: TO DEVELOP INSTRUMENTAL AND PERFORMANCE SKILLS		

Available HSD credits  
2 HL, 2 SL, CSC, EP = 13  
Available UCAS points  
Max: 168

COMPLIMENTARY SUBJECTS OR CONTENT CROSSOVER

Key Strengths  
*Expression*  
*Critical and*  
*Creative*  
*Thinking*

# CAREER POSSIBILITIES

## Fine Art, Fashion, Product, Graphic, Textile Design and Visual Communication

DCP

0 1	LANGUAGE AND LITERATURE	ENGLISH A: LANGUAGE AND LITERATURE	H L
0 6	THE ARTS	FILM (PAMOJA)	S L
0 4	SCIENCES	DESIGN TECHNOLOGY	H L
0 6	THE ARTS	VISUAL ARTS	H L
C S C	ART & DESIGN STUDIO WORK: TO BUILD A UNIVERSITY PORTFOLIO		

Available HSD credits  
3 HL, 1 SL, CSC, EP = 14  
Available UCAS points  
Max: 196

COMPLIMENTARY SUBJECTS OR CONTENT CROSSOVER

Key Strengths  
*Expression*  
*Critical and*  
*Creative*  
*Thinking*

# CAREER POSSIBILITIES

## Professional Sports Person, Sport, Exercise & Health, Exercise Physiology & Nutrition, Physical Education

DCP

0 1	LANGUAGE AND LITERATURE	ENGLISH A: LANGUAGE AND LITERATURE	S L
0 3	INDIVIDUALS AND SOCIETIES	PSYCHOLOGY (PAMOJA)	S L
0 4	SCIENCES	BIOLOGY	S L
0 5	MATHEMATICS	MATHEMATICS: APPLICATIONS & INTERPRETATION	S L
0 4	SCIENCES	SPORTS, EXERCISE AND HEALTH SCIENCE (COND)	H L
C S C	FIELD, POOL AND GYM WORK: TO IMPROVE ATHLETIC PERFORMANCE		

Available HSD credits  
1 HL, 4 SL, CSC, EP = 14  
Available UCAS points  
Max: 168

COMPLIMENTARY SUBJECTS OR CONTENT CROSSOVER

Key Strengths  
*Interest in health and physiology*

# CAREER POSSIBILITIES

## Business Management, Business Administration, Entrepreneurship, Marketing

DCP

0 1	LANGUAGE AND LITERATURE	ENGLISH A: LANGUAGE AND LITERATURE	S L
0 3	INDIVIDUALS AND SOCIETIES	BUSINESS MANAGEMENT	H L
0 4	SCIENCES	DESIGN TECHNOLOGY	H L
0 5	MATHEMATICS	MATHEMATICS: ANALYSIS AND APPROACHES	S L
0 3	INDIVIDUALS AND SOCIETIES	ECONOMICS (PAMOJA)	S L
ADDITIONAL HOURS USED IN PREPERATION TO EXCEL IN HL SUBJECTS			

Available HSD credits  
2 HL, 3 SL, CSC, EP = 15  
Available UCAS points  
Max: 196

COMPLIMENTARY SUBJECTS OR CONTENT CROSSOVER

Key Strengths  
*Expression  
Critical and Creative Thinking*



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