up and practise the skills required for the internal assessment. In May, all I B1 students work together on a collaborative piece of research of their own devising called the Group 4 Project. This can be lab or field based and culminates in the various groups presenting their results and conclusions to their peers and panel of teachers.

In the second year, students study Respiration and Photosynthesis, Genetics, and the remaining human physiology topics of the Immune system, Homeostasis and Reproduction. Higher level students complete their course with higher level Genetics, Immunology, Homeostasis and Reproduction. All students complete the Option material. In the first term of the second year all students work on their Internal Assessment to have it written up by the end of term. For those that are absent there is the chance to do this in February of the second term. After the mock exams at the beginning of the second term, there is time to complete the syllabus and work on revision. All during the course, students are given end of topic tests which are always a mix of past exam questions. We work on past papers once we are in the revision stage of the second year.

What distinguishes this course from others?

The I B Diploma allows students to make links between different subjects and notice how everything is related. We try to stay abreast of current developments in the field of Biology, bringing it into appropriate lessons and discussing the implications of new research or new ideas. We try and foster those links by discussion, reading relevant articles, watching film clips as well as taking trips to suitable venues such as Oj cow National Park, and the Jagiellonian University

How is the course assessed?

As mentioned earlier, each topic ends with a test composed of a mixture of multiple choice and structured questions that will be found in papers 1, 2 and 3 of the actual exam. Practical work that is

required to purchase the course workbook at the start of the first year which is used throughout the course during lesson time and for homework. This is ordered by the Science Department at the start of the year. Students have access to other textbooks to use during school time and are encouraged to read articles in publications such as New Scientist and Biological Sciences Review. In addition, we expect students to have an enquiring mind, be proactive and enthusiastic as well as have a willingness to learn.

What will I learn?

The aim of the course is to gain a much better understanding of the human body both at a cellular level as well as the organ level.

The IB biology course will develop you as a scientist. You will gain the skills needed to read and assess data on its merits, develop your analytical skills both practically and theoretically, develop more of an enquiring mind that you are able to question material given to you in terms of relevance and whether the conclusions are justified or not, be able to devise research questions to answer a particular questions and come up with and execute a practical that can investigate a simple research question. Curiosity: This attribute is developed through devising ones own practicals and I nternal assessment

Balance: This is developed by assessing both sides of a moral dilemma e.g. abortion, factory farming etc and being able to see both the pros and cons of a given situation. In particular, as the

shown that we are only stewards of our planet for a given time and as such have a responsibility for our actions and how those impact other species.

Reflection: At a student level we encourage the student to reflect on all work and see where they could improve and look at perhaps alternative methods of learning and revising. At a higher level we expect students to understand that we all play a role in future by understanding and implementing the lessons of the past so previous mistakes are not repeated.

Principled: all student work especially practical work must be the students own and the idea of honesty and integrity is always

well as tutoring younger secondary students in Biology particularly in the run up to I GCSE.

What is the relationship between TOK and Biology?

TOK is fundamental to any of the sciences. It itself asks us to not accept things blindly but to question, ask for evidence and way up various opinions and results. Therefore, there are many opport unities to do this during the Biology course. We look, for example, how our understanding of the cell membrane composition has changed as more evidence has come to light given advances in technology, we look at the moral and ethical arguments of compassionate farming and so much more. Therefore, we become better citizens of the world by becoming more informed and able to make informed decisions and choices.

What career paths are open to me?

This course is perfect preparation for someone wishing to go into medicine or similar at university. However, given the breadth of the syllabus, this is also perfect for anyone wishing to study further any Biology related subject such as Biological Science, Pharmacology, Marine Biology, Sports Science to name but a few.

Where can I find more information on the Biology course?

Please download the subject guide for more information. You can also contact one of the Biology teachers at BISC. Head of Science Joanna Peplinska: j.peplinska@bisc.krakow.pl