

High School Course Guide for Academic Year 2025-26

 INTERNATIONAL SCHOOL
OF ZUG AND LUZERN
respect | motivate | achieve



Our Mission

We are a community of learners determined to make the world – or our corner of it – a better, kinder place. We reflect our values in everything we do so that we make the most of opportunities and challenges in a spirit of enthusiastic inquiry.

Our Vision

We help every student turn learning into action, creating opportunities for students to stretch themselves further and achieve more than they believe possible.

Our Values

We Respect. We Motivate. We Achieve.

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Introduction to this Guide

The International School of Zug and Luzern (ISZL) is committed to offering the programmatic flexibility to cultivate a holistic and personalised education that supports and challenges our students.

This course guide provides you with an overview of the courses available, the curriculum and departmental philosophies that underpin them, and the learning pathways that enable our students to have an inspiring experience at ISZL, while achieving their goals for further education. It cannot, however, capture everything. As such, here are some helpful people to know should you have any questions or wish to learn more about various aspects of the ISZL school experience:

Kelli Meeker
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Contact for questions about the Middle Years Programme (MYP), the IB Diploma Programme (IBDP), and course choices in Grades 9–12 in these programmes.

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ISZL Curriculum Philosophies

Learning at ISZL

We pride ourselves on our programmatic flexibility. We are an International Baccalaureate® (IB) Continuum World School offering the Primary, Middle Years and Diploma IB programmes. We also provide Advanced Placement®, BTEC, and ISZL courses to ensure all students have the opportunity to create a personalised programme which best supports their learning. All of our courses aim to develop students who are successful, internationally-minded, creative and environmentally responsible individuals.

ISZL’s Learning Principles

ISZL’s commitment to the fundamentals of how we learn allows us to address more effectively the conditions in which successful learning can occur for all our students. **The following principles are intended to guide how we design and facilitate learning in the classroom and beyond.**

They are not intended to capture everything we know about learning, but ground us in a shared approach to living the ISZL Mission.

At ISZL, learning is:

Centred on the Learner

Every learner is unique, bringing with them a diverse set of skills, experiences and prior knowledge. We see students as key drivers of learning with the potential to develop the skills and strategies needed to take responsibility for their own growth.

Meaningful

Learning that is active, constructive, intentional and authentic empowers students to retain information and apply what they learned to solve problems in different contexts beyond the classroom. Learners have the opportunity to access knowledge from many different starting points, transferring their understanding in ways that hold meaning for them.

Challenging

We communicate high expectations and encourage learners to achieve to the best of their abilities in order to motivate students to reach their potential and keep them engaged in learning. Learning which focuses on enduring concepts and encourages curiosity challenges each student to reach their goals.

Emotional

The interplay between emotional wellbeing, motivation and cognition influences a student’s ability to learn. We support students in building the knowledge, attitudes, and skills necessary to understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Informed by Multiple Assessment Approaches

We facilitate learning with high expectations using assessment strategies consistent with those expectations. There is a strong emphasis on formative feedback enabling both students and teachers to receive feedback that is actionable.

Connected

Knowledge and understanding are built through social interactions in a collaborative culture. Learners reach deeper levels of understanding when they have opportunities to inquire into diverse viewpoints, address misconceptions, and solve problems together in respectful, equitable ways.



IB Middle Years Programme Grades 9 and 10

The Middle Years Programme (MYP) is the curriculum framework used in Grades 6–10. It prepares students for future education, irrespective of which pathway may be chosen after Grade 10. Students study between eight and nine subjects, providing a depth and breadth of knowledge, skills, understandings and an opportunity to recognise and develop strengths.

In the MYP, students connect their learning to the world beyond school in order to understand the importance and application of the knowledge, skills and understandings they are developing. Students engage with contemporary global issues through digital and real-world experiences, developing cultural understanding and digital citizenship. By exploring diverse perspectives on sustainability, technology, and social justice, they learn to appreciate different cultural values while becoming ethical, empathetic leaders in our interconnected world. In the MYP, students learn through the investigation of concepts, meaning they learn for understanding and application, in addition to the acquisition of knowledge and facts.

Through the development and application of approaches to learning skills, students develop their communication, collaboration, self-management, research and thinking skills. These skills are important for future academic courses and professions equipping students to be active lifelong learners.

Students engage in service learning each year, providing them with an opportunity to become active and caring participants in local or global communities, and to develop various aspects of the IB learner profile.

The MYP also encourages students to develop awareness of their strengths and areas for growth, make conceptual connections, undertake new challenges and develop the skills they will need for a rich and fulfilling life.



IB Middle Years Programme

COMPLETE A TOTAL OF 9 COURSES

COMPLETE 7

PRESCRIBED COURSES

MYP English A: Language & Literature

MYP German Language Acquisition: Phase 1–6*
... OR ...
MYP German A: Language & Literature*

MYP Individuals & Societies

MYP Sciences

MYP Mathematics*
... OR ...
MYP Mathematics Extended*

MYP Design

Physical Education

Programme Notes

Complete at least six courses in each year covering the following minimum MYP programme requirements:

English A: Language & Literature
At least one MYP language acquisition course
Individuals & Societies
Sciences
Mathematics or Mathematics Extended
At least one of Design, Visual Arts, Theatre or Music

Learning support and English as an Additional Language services are typically provided in place of a second language acquisition course.

*Determined by school placements.

COMPLETE 1

SECOND LANGUAGE COURSE CHOICE

MYP French Language Acquisition: Phase 2–5
... OR ...
MYP Spanish Language Acquisition: Phase 1–5
... OR ...
Various First Language Programme Options

COMPLETE 1

ARTS COURSE CHOICE

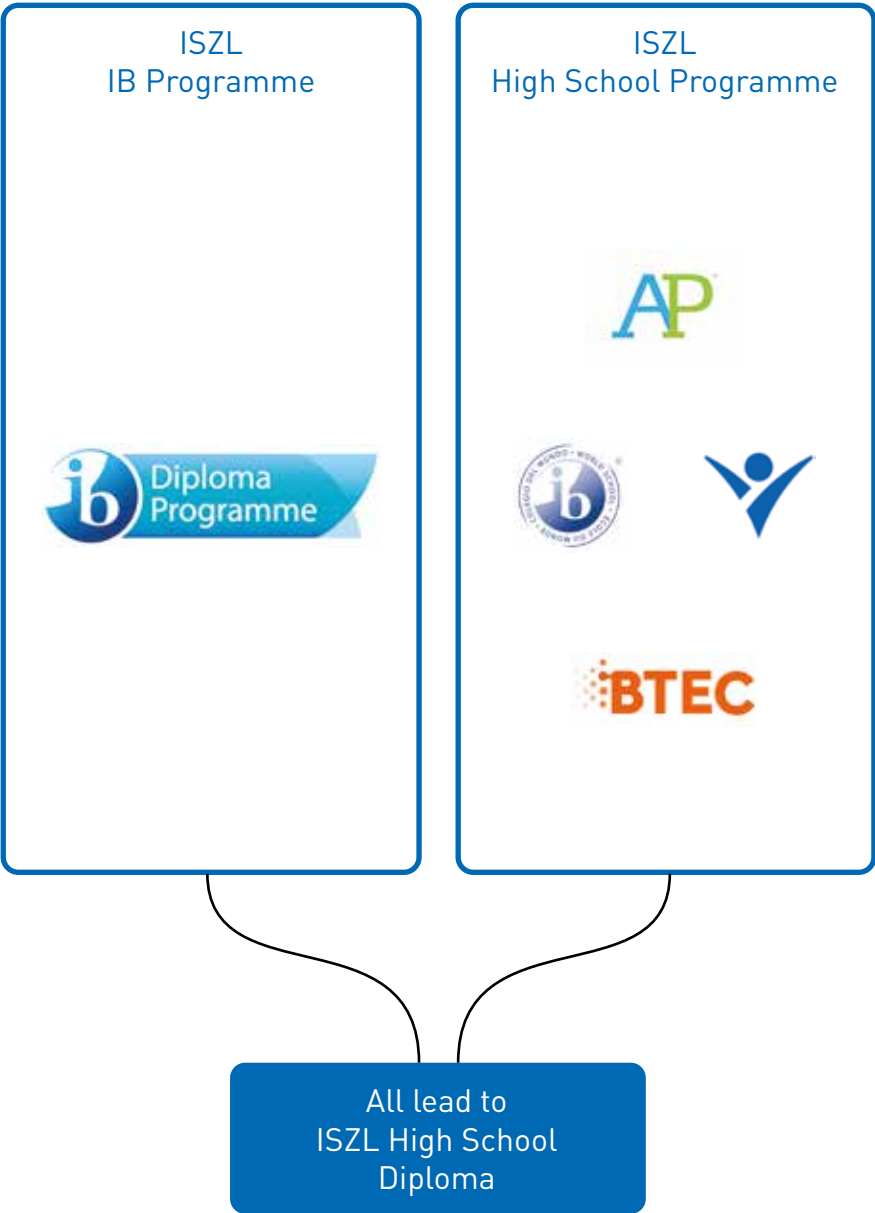
MYP Theatre
... OR ...
MYP Music
... OR ...
MYP Visual Arts

Plus Service as Action and Personal Project



Curriculum Pathways at ISZL Grades 11 and 12

There are two major pathways to completion of the ISZL High School Diploma and graduation from ISZL. Students may choose the IB Diploma Programme (IBDP), or the ISZL High School Programme.



ISZL High School Programme Grades 11 and 12

The High School Programme is flexible, broad and challenging, creating opportunities for students to pursue their passions and interests. They are challenged to stretch themselves with deep subject knowledge and understanding and turn their learning into action in service learning projects and entrepreneurial courses. Guided by the balanced and holistic approach promoted by our graduation requirements, students can choose between five or six courses per year from the Advanced Placement® (AP®) courses, ISZL courses including ‘innovations’ options, a Business and Technology Education Council (BTEC) Diploma in Creative Media, and IB Diploma courses. All students receive the ISZL High School Diploma, a credential recognised by universities around the world.

AP® Courses

AP® courses are challenging, widely-recognised college level courses designed to push students academically and allow them to develop their academic interests. They are completed in one year and externally assessed by a single final exam.

IB Diploma Courses

IB Diploma courses take two years of study and are externally assessed by the IB via varying combinations of coursework and final examinations.

ISZL Courses

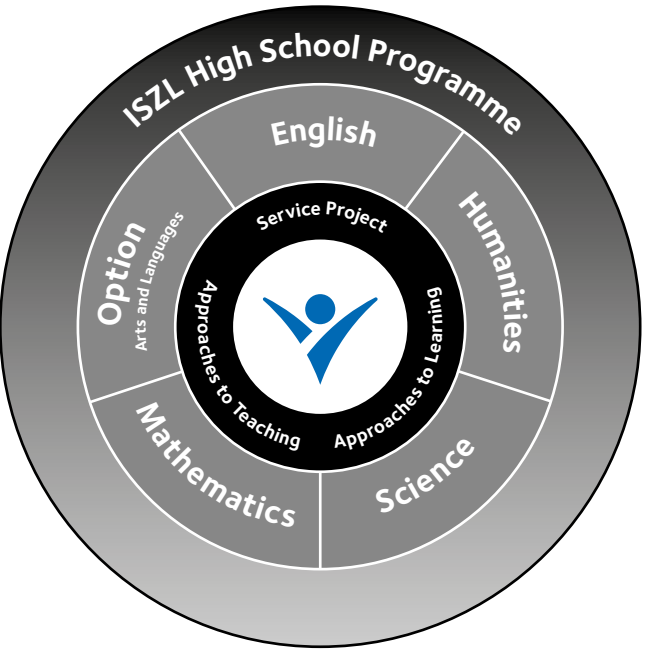
Some ISZL courses are focused on preparing students to take an AP® in the following year, for example, students taking Biology before AP® Biology. Alternatively, optional preparation courses may be available for students if they are not yet academically secure with the prerequisite knowledge, understandings and skills.

Innovation Courses

Innovation courses develop an entrepreneurial mindset, focused around experiential, project-based alternatives to ISZL’s external exam-based courses. They encourage students to solve problems creatively and to create value, finding opportunities to use their learning to make the world a better, kinder place. Each student aims to leave these courses with a university or career-ready portfolio of innovative individual or team-based projects, products or services.

BTEC Course

A BTEC diploma course in Creative Media is available. Combining production projects with practical business experiences and disciplinary theory, BTEC diplomas provide students with specialist work-related qualifications.



ISZL High School Programme

COMPLETE
AT LEAST **5** COURSES
EACH YEAR

OPTION

AP® French Language & Culture
AP® German Language & Culture
AP® Spanish Language & Culture
AP® Art & Design

Music: Innovations in Technology

German High Intermediate
French High Intermediate
Spanish High Intermediate
Studio Art
Creative Media

IB French B
IB German B
IB Music
IB Spanish B

IB Visual Art

BTEC Diploma in Creative Media

COMPLETE
AT LEAST
0-3

ENGLISH

AP® English Literature & Composition
AP® English Language & Composition

English: Innovations in Communication

English Language & Literature

IB English Literature
IB English Language & Literature
IB Language & Culture

BTEC Diploma in Creative Media

COMPLETE
AT LEAST
1

Programme requirements

One English, maths, science, humanities over two years.
We recommend two years of English.
One service project per year.
Five or six courses per year.
Maximum one online course per year.

SCIENCE

AP® Biology
AP® Chemistry
AP® Computer Science A
AP® Environmental Science
AP® Physics 1
AP® Physics C (25-26 final year)
AP® Psychology
Physics 2 (26-27 onwards)

Biology
Chemistry
Physics
IB Biology
IB Chemistry
IB Computer Science
IB Environmental Systems & Societies
IB Physics

COMPLETE
AT LEAST
1

MATHS

AP® Calculus AB
AP® Calculus BC
AP® Statistics

Statistics
Pre-Calculus
Mathematics

IB Mathematics: Analysis & Approaches
IB Mathematics: Applications & Interpretation

COMPLETE
AT LEAST
1

HUMANITIES

AP® Comparative Government & Politics
AP® Microeconomics
AP® Macroeconomics
AP® European History
AP® Human Geography
AP® Psychology

Humanities: Global Innovations

IB History
IB Environmental Systems & Societies
IB Economics
IB Geography
IB Global Politics
IB Language & Culture

BTEC Diploma in Creative Media

COMPLETE
AT LEAST
1

Plus 1 service project per year

IB Diploma Programme Grades 11 and 12

The Diploma Programme (IBDP) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. It encourages students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IBDP provides a challenging, internationally-focused, broad and balanced educational experience for our students in Grades 11 and 12. The programme is designed to equip students with the academic skills needed for university study, further education and their chosen profession. Additionally, the programme nurtures the values and life skills needed to live a fulfilled and purposeful life through the development and application of knowledge in the real-life contexts of the core (Theory of Knowledge, Extended Essay and Creativity, Activity, Service).

Students study the “core” and six subjects, providing them with a broad, holistic education. The six courses must include, two courses from Language and Literature and Language Acquisition (Group 1 and 2), at least one course from Individuals and Societies, (Group 3) at least one science course (Group 4), a mathematics course (Group 5), and an arts course (Group 6) or alternatively, another course from the groups 1, 2, 3 or 4. The interdisciplinary subjects of Environmental Systems & Societies and Language & Culture allows students the flexibility to specialise further by selecting another subject from any group to make up the total of six.

The in-depth development of discipline-specific knowledge and the skills needed to follow their chosen university course, and for use later in their professional lives, is provided by studying three subjects at Higher Level (HL). This is balanced with a requirement for breadth by expecting students to study three more subjects at Standard Level (SL).



IB Diploma Programme

PICK A TOTAL OF 6 COURSES FROM AT LEAST GROUPS 1-5

COMPLETE AT LEAST 2

STUDIES IN LANGUAGE & LITERATURE • GROUP 1

IB English Literature
IB English Language & Literature
IB German Language & Literature
IB First Language A: Literature
School-Supported Self-Taught (SL only)
IB Language & Culture (SL only)

At least one from group 1

LANGUAGE ACQUISITION • GROUP 2

IB French B
IB German B
IB Spanish B
IB German Ab Initio (SL only)

COMPLETE AT LEAST 1

INDIVIDUALS AND SOCIETIES • GROUP 3

IB Economics
IB Environmental Systems & Societies
IB Geography
IB Global Politics
IB History
IB Language & Culture (SL only)

SCIENCE • GROUP 4

IB Biology
IB Chemistry
IB Computer Science
IB Environmental Systems & Societies
IB Physics

COMPLETE AT LEAST 1

MATHS • GROUP 5

IB Mathematics: Analysis & Approaches
IB Mathematics: Applications & Interpretation

COMPLETE 1

COMPLETE 1

ARTS • GROUP 6

IB Music
IB Visual Art

or 1 additional course from groups 1-4

Note: In addition to our robust in-person courses, students may also select from a range of online courses through an authorised external provider at an additional cost.

Programme requirements

Students must pick three courses at higher level and three at standard level, with a maximum of one online course. The total of six courses must cover at least groups 1-5. Environmental Systems & Societies fulfils the requirements of a group 3 and/or 4 subject. Language & Culture fulfils the requirements of a group 1 and/or 3 subject.

Plus CAS, Extended Essay & Theory of Knowledge

ISZL Programme Comparison Grades 11 and 12

Both programmes meet minimum graduation requirements.

The term “programme” describes the overall approach and required combinations of a collection of courses. Each of the two programmes available at ISZL have aspects which they share, but also aspects which make them distinct.

Please be advised that there are additional costs for all examination and accredited qualifications. Contact the relevant programme coordinator for more details.

	IB Diploma Programme	High School Programme
Total number of courses per year	Seven courses including Theory of Knowledge (TOK)	Five or six courses
Course types available	IB (two years) IB Core: TOK (two years)	IB (two years) BTEC (two years) ISZL (one year) ISZL (two years) Innovations (one year) Innovations (two years) AP® (one year)
Average total number of scheduled hours per week	Approximately 23 hours	Varied: 15 – 24 hours
Core	Theory of Knowledge (TOK) Creativity, Activity, Service (CAS) Extended Essay (EE)	Service Project (yearly)
Key Qualities	Flexible Develops international-mindedness through all subjects, second language requirement and core. Requires students to meet creativity, activity and service outcomes (CAS). Ensures a broad, balanced, academically-rigorous set of course choices. Students can find additional flexibility and rigour in the courses by considering the courses at higher and standard levels and engaging with interdisciplinary courses.	Highly flexible Students can freely choose from over 20 academically rigorous college level AP® courses to nurture the knowledge-rich multiple perspectives that underpin international-mindedness. Service required. All ISZL students encouraged to take part in sports, clubs and activities, but no requirement to document or reflect on these. Able to mix and match, scale difficulty, specialise, or experience a broad range of different courses over the two years.

Why do students pick this programme?

IB has an established international reputation. Approximately 193,00 students in 152 countries took the IB last year.

Access to Extended Essay and Theory of Knowledge prepare students for university and Higher Level courses equivalent to first-year study in some university systems, including the US. With successful completion of two Language A subjects, students are awarded the IB Bilingual Diploma.

The two year courses allow sustained study of an academic discipline.

Academic, disciplinary balance across six groups.

Coursework complements performance in exams (around 12+) in May of final year.

Curriculum designed to enhance international-mindedness and help students make interdisciplinary connections.

AP® courses are recognised internationally. More than 3 million students took these last year.

Around half a million students take a BTEC qualification every year.

Access to AP® courses, knowledge-rich, university prep classes equivalent to first-year study in some university systems, including the US.

One year courses allow students to specialise or cover a wide range of courses.

Students can tailor course load and academic rigour to create personal balance.

Typically only two or three AP® external exams each year with no coursework influencing final exam grade.

Academic Course Comparison

A “course” is characterised by its approach, style of study and the methods of internal and external assessment for an individual, specific discipline.

	IB Courses	AP® Courses	BTEC Course	ISZL Courses	Innovation Courses
Years of study	Two	One	Two	One or two	One or two
Hours a course meets each week	Three or four hours	Four hours	Four or eight hours	Four hours	Fours hours with independent project-based study
Typical assessments to achieve external qualifications	Coursework (20–100%) Two or three exams varying from 45 minutes to 150 minutes Arts courses are portfolio-based	Three hour exam Mixture of multiple choice, short and medium-length answer responses AP® Art & Design assessed by portfolio	Ongoing coursework	No external qualifications	No external qualifications
ISZL course grade assessment styles	IB coursework, tests, quizzes, IB style questions, presentations, internal exams	Regular tests, quizzes and practice AP style questions, presentations, internal exams	Coursework	Assignments, tests, quizzes, coursework, projects	Portfolio, project-based, student-teacher conferencing
Course fees	Approximately CHF160 per course	Approximately CHF150 per exam	Subsidiary Diploma (4 hours) CHF390 BTEC Diploma (8 hours) CHF440	No additional cost	No additional cost

Learning Support

The Learning Support Team works with students who are identified with specific learning needs or have gone through the ISZL Student of Concern process and met eligibility criteria.

Once eligibility for learning support services has been determined, students are assigned a case manager who is responsible for facilitating the creation of a Student Support Plan (SSP). The SSP is created in collaboration with the student, parents, teachers, administrators, university advisors and other relevant members of the team. The SSP documents the necessary supports and strategies for student success and may include strategies, goals, accommodations and services. The case manager updates faculty on student needs and assists with differentiating content as needed. This member of the team acts as the first point of contact for parents/guardians, teachers, student support service team members and for the student themselves regarding their specialist support.

The learning support class helps students develop awareness and advocacy through a curriculum that addresses academic and executive functioning skills.

Online and Self-Study Courses

Online courses allow students to take courses that we cannot yet directly support with in-person teaching. IB Diploma courses are provided by Pamoja Education (www.pamojaeducation.com) and AP® courses are provided by the Virtual High School (www.vhslearning.org). Both organisations have considerable experience and expertise with providing high quality, accredited online courses. IB Diploma courses commonly taken include Psychology and Film and AP® courses commonly taken include Statistics.

These courses provide an intense online learning experience. Some students enjoy taking charge of their own learning, pacing themselves through a week, and the slightly anonymised voice. Other students can find the distance from a direct student-teacher relationship challenging, and can feel there is a lack of clarity in the instructions and assessments. All students find that due to the shorter terms and the nature of an online course, workloads are higher than in many ISZL taught courses.

In order to be successful, students need to be motivated, independent, organised and technologically literate. Students are monitored by an ISZL teacher on a regular basis to check in on their progress.

In order to support this subject flexibility, the registration costs for the online courses are paid by the families. Pamoja courses cost Pamoja courses cost from 1000 CHF per year for two years. Virtual High School (VHS) courses are one year in length and cost around 1000 CHF.

Anyone interested in taking an online course will need to meet with IBDP Coordinator (Pamoja) or the Assistant Principal (VHS) for Grades 11 and 12 before the end of the school year in order to discuss the details involved and their suitability for the course.

Self-Study Courses: AP® Languages

Students at ISZL are able to take the AP® Language & Culture exam in German, French or Spanish at the end of Grades 10, 11 or 12. During Grade 10 students can take the examination as a self-study option. However, we do not recommend students take an AP® in these subjects unless they are enrolled in a high phase Grade 10 MYP class.

Given the technical aspects of completing the speaking section of the examination, we run one introduction session to the Digital Audio Capture (DAC) App to support all students choosing to take the AP® Language & Culture exam in German, French or Spanish as a self-study option.

Before deciding to self-study for an AP® students must consult with both their class teacher and their university advisor. There are some circumstances where taking a language AP® in Grade 10 may be disadvantageous for some university pathways.

FREQUENTLY ASKED QUESTIONS

Self-Study Courses: Other AP® Courses

Students who wish to take an AP® examination in a course not offered at ISZL may, in limited circumstances, be able to do so. Students should contact the High School Programme Coordinator to discuss their options. Any costs for administering additional examinations not offered at ISZL including, but not limited to, the costs of invigilation and technical support, would need to be covered by the candidate.

Q: How many online courses can I take each year?

A: One.

Q: Who is best suited to take online courses?

A: Highly motivated and independent learners.

Q: What online courses do students at ISZL commonly choose?

A: Small numbers of students choose IB Psychology, IB Film, and AP® Statistics.

Q: How long can I expect to spend on my course?

A: AP® VHS courses require a significant amount of independent study time. Students often report committing over 15 hours of independent work a week on this course alone. The IB Pamoja courses also require many additional hours per week.

Q: How many students self-study an AP® course each year?

A: Only a very small number of students self-study for an AP® each year.

Q: Is it necessary to take an AP® in Grade 10?

A: All students at ISZL have every opportunity to graduate with exceptional academic qualifications without the need to take any AP® examinations in Grade 10. Taking an AP® in Grade 10 may provide insight into a student's suitability for the programme options in Grades 11 and 12. In all circumstances, we recommend that a student consult with their University Advisor before finalising registration for any Grade 10 or self-studied AP® examination.



Graduation Requirements

In order to graduate from ISZL, students must satisfactorily complete the IB Middle Years Programme and, subsequently, the IB Diploma Programme or ISZL High School Programme, including a minimum:

- **Ten** courses **over** Grades 11 and 12
- **Six** courses in **both** Grades 9 and 10
- **Four** years: Service project(s)
- **Three** years: English **and** humanities **and** science **and** mathematics (at least one year in Grade 11 or 12).
- **Two** years: Language acquisition
- **Two** years: Arts **or** design **or** physical education

Students may not take more than one online course in a year.

In order to take account of possible programme differences for each student, the High School Principal may make minor concessions, for example, for students transferring from another school in their final two years and students in the learning support programme.

Grades 9 and 10	Grades 11 and 12
<p>Satisfactorily complete a minimum of six courses per year for two years:</p> <p>Mathematics two years English two years Science two years Humanities two years Language Acquisition two years Arts or Design or Physical Education two years</p> <p>Service Projects two years</p> <p>MYP Personal Project complete</p>	<p>Satisfactorily complete a minimum of five courses per year for two years:</p> <p>Mathematics one year English one year Science one year Humanities one year</p> <p>Service Projects two years</p>

Course Selection and Scheduling Process

The following answers to frequently asked questions are intended to provide an overview of the course selection and scheduling process. It is not designed to answer particular questions about what your teenager should or should not take in a school year. Decisions about course selection are a personal process involving the student, university advisor and parents and depend on the interests, strengths and future plans of the individual.

FREQUENTLY ASKED QUESTIONS

Q: When do Middle School students choose their courses for Grade 9?

A: Grade 9 is a continuation of the MYP curriculum offered at the Middle School. The only choices that students need to make are their arts subject (MYP Visual Art, Drama or Music) and, in the case of students exiting the English as an Additional Language (EAL) programme, their second language choice (French or Spanish or First Language option). This process typically happens in February and March of Grade 8.

Q: When do High School students choose their courses for the following year?

A: The course selection process starts with a series of presentations to both students and parents in November and early December. After the Winter Break, the course selection process continues with personalised meetings between the university advisors and each family in Grade 10 and Grade 11 (non-IB students only). This process ends before the Spring Break (March/April).

Q: How do students new to the school select their courses?

A: The Admissions Office supports new families with the process of accessing and completing various placement tests in the school's New Family Portal on the ISZL website (www.iszl.ch). For students entering Grades 11 or 12, once placement tests have been completed, university advisors contact families to offer personalised guidance. This process typically occurs in June or early August.

Q: How can students learn more about course requirements, course descriptions, curriculum philosophies and university recognition?

A: Information is shared via presentations to parents and students starting in November and continuing into March of the following year. In addition, departments provide an overview of the available courses to their students during Grade 10 class time. The programme coordinators and university advisors are also available to discuss these matters upon request.

Q: How is the schedule constructed?

We collect the course choices from the students in March and begin to run these choices through our schedule builder to produce the timetable. This requires hundreds of different adjustments, juggling over a thousand individual moving pieces. After more than 90% effectiveness, measured by the number of course requests successfully fulfilled, we look carefully at all the requests that could not be honoured, considering whether viable alternatives exist or whether we are able to make further changes to the timetable. The guiding principle throughout this process is to maximise the greatest good for the greatest number, though priority is given to certain non-negotiable factors. For example, Grade 12 students must have access to the second year of IB courses. Over time, school leadership, in consultation with the counselling team, decides which courses will be offered. Decisions such as these are not made lightly and some compromises are unavoidable. Eventually, we produce a timetable which meets the needs and desires of an overwhelming majority of students.

Q: Is it possible for a student to make a change to their schedule once it is completed?

A: Students are able to request a quick change to their course up until the end of the second week of the school year with approval from their university advisor, assuming the new course does not conflict with existing course selections. Further changes are still possible, until the end of the final week in September, but only if the Assistant Principal, University Advisor, Programme Coordinator and teacher approve it. After this point, the add/drop period closes and students are no longer able to make changes other than in exceptional circumstances or at the school's request. Changes between standard and higher level IB courses is one exception and can, in most cases, be accommodated later in the year, assuming the teacher, student and Programme Coordinator are in agreement.

Q: What if the student is unsure if they will return to ISZL the following year?

A: It is recommended that students go through the course selection process even if there is a good chance they will not return. It is easier to remove student selections later, rather than not being included in the original schedule. It can also be useful for students that end up leaving to have already considered their courses at their new school.

Course Descriptions



The Core

All learning pathways offered at ISZL contain core components.

MIDDLE YEARS PROGRAMME

In Grades 9 and 10, Core students develop their personal understanding of who they are and how they interact with the world around them. They further develop and reflect on approaches to learning skills and IB learning profile attributes with Service as Action and the Grade 10 Personal Project. To support students’ Service as Action work and Personal Projects, students participate in a Core: Principled Innovation Programme class in Grades 9 and 10.

IB DIPLOMA PROGRAMME

The IB Diploma Programme (IBDP) contains a core of Theory of Knowledge (TOK), Creativity, Activity and Service (CAS), and an Extended Essay (EE). In TOK, students think about the nature of knowledge and reflect on the process of learning in all their subjects, looking for and understanding the connections between them. CAS allows them to find and follow their passions, helping them to maintain balance in their life, help others, develop their character and pursue challenging projects. During the Extended Essay they undertake a piece of academic writing of up to 4000 words. The Extended Essay also helps them through a process called metacognition, understanding how and why they make decisions during an academic piece of research. The IBDP core helps students develop as a whole person, exemplifying the IB learner profile. It helps them become self-aware, develop a sense of identity and encourages international-mindedness. Together with the six subjects studied in the IB Diploma, the core aims to develop students’ Approaches to Learning skills in many different ways, helping them be ready to move on in the world beyond school.

ISZL HIGH SCHOOL PROGRAMME

Due to the tailored, flexible set up of the ISZL High School Programme, there is only one non-negotiable component of the core - the requirement to complete at least one service project each year. ATL skills are taught explicitly in any IBDP subjects chosen, and practised informally in all others. There is no compulsory project or extended research writing in the ISZL High School Programme, though students can make a special request to the IBDP Coordinator to complete an extended essay. Some of the ISZL courses are focused on experiential, project-based learning opportunities, so they will complete a class project in which they take action on an issue of relevance to their local or global community. Projects range from the creation of a business plan that students might seek to take to market to the design of a prototype product.

FREQUENTLY ASKED QUESTIONS

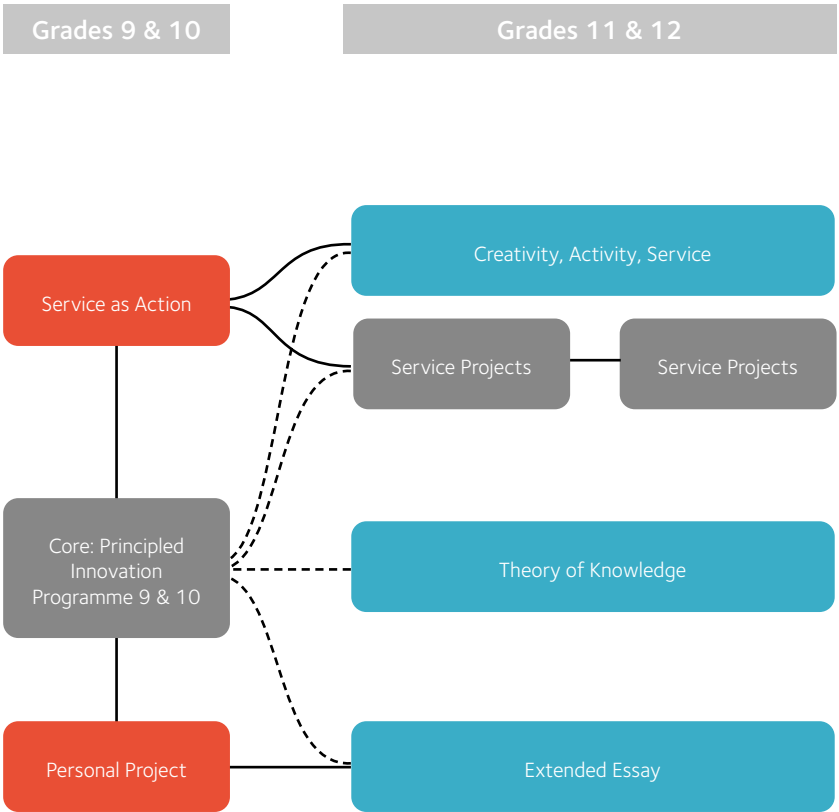
Q: Can I take TOK if I am not doing the full IB Diploma Programme?

A: If there are exceptional reasons that would mean that the course was of particular importance to you, and there were no complex scheduling implications, then a request might be considered. Any request would need the approval of your University Advisor, IBDP Coordinator and the Assistant Principal.

Q: Can I complete an extended essay if I am not doing the full IB Diploma Programme?

A: If you are interested in doing extended research, please connect with your University Advisor to explore this option.

The Core Progression



Theory of Knowledge

Grades 11 and 12 • 2 years • IBDP Requirement

Theory of Knowledge (TOK) allows you to explore how you gain knowledge so that you can take an active role in your own learning. You will develop your ability to create and judge arguments whilst learning the value of considering different points of view. You will examine the ways in which we find out about the world such as language, emotion and reason which underlie the methodology of your IBDP subjects and provide a basis for personal knowledge. You will also analyse knowledge claims and make connections between different subject areas such as history, mathematics, the natural sciences, the human sciences, and the arts. You will enjoy challenging your assumptions by studying real-life situations from magazines, journals and newspapers, and reflecting on these through group activities. You are externally assessed by the IB through coursework (100%) consisting of an exhibition (33%) and an essay (67%).

Core: Principled Innovation Programme 9

Grade 9 • 1 year

See course listing on page 33.

Core: Principled Innovation Programme 10

Grade 9 • 1 year

See course listing on page 33.



Personal Development Programme

The Personal Development Programme (PDP) is a major component of the ISZL Pastoral Curriculum, supporting students in their growth as well-rounded individuals. While this is central to all our practice, in the High School we provide intentional structures and space for this through the Homeroom sessions, MYP Core: Principled Innovations Programme and University Seminars. As with all elements of our programme, each year we undergo a review of what is working and what might be improved. The content and structure of our approach vary depending on student needs and interests, and we are guided by our pillars of wellbeing framework in the design of all our pastoral programmes (figure on left).

The 4 Dimensions of Well-being



MYP Core: Principled Innovation Programme

The MYP Core: Principled Innovation Programme (Core) is designed to provide learning experiences that will help students to live ISZL's mission, vision and values. The programme will focus on teaching students to deepen a personal understanding of their identities, core values and motivations, consider how they as individuals interact with and contribute to community and develop an orientation towards principled and sustainable action. In addition, the programme will support students to develop and activate the skills required to complete the following key elements of the MYP experience at ISZL: the Personal Project, Service as Action, work experience and Personal Development Weeks.

Students in Grades 9 and 10 are provided with two lessons of the Core programme each week. In Grades 9 they participate in a teacher facilitated taught programme, and in Grade 10 they build upon the skills they have developed through participation in a collaborative creative, action-based or service project of their choice.

There are community and service programmes for Grade 11 and 12 students that are student-led and guided by the school. Students are expected to work independently on their chosen initiatives with support and guidance from their homeroom teachers.

Personal Development Week (PDW)

PDWs are designed to develop students' social consciousness, perseverance, and non-academic skills through initiative and action. We encourage students to reflect upon and understand issues of global importance and their own ethical conduct, seeking to ensure that the new experiences challenge them. Students work together to solve problems, make decisions and collaborate with new people to learn and grow together.

FREQUENTLY ASKED QUESTIONS

Q: Can I choose my homeroom?

A: Students will have continuity in their homeroom group through all four years of the High School. Students moving up from Middle School will be placed into their homeroom after careful consultation with the Grade 8 team. For students joining the school in the High School, placements will be made based on where there might be a good contextual fit for a student.

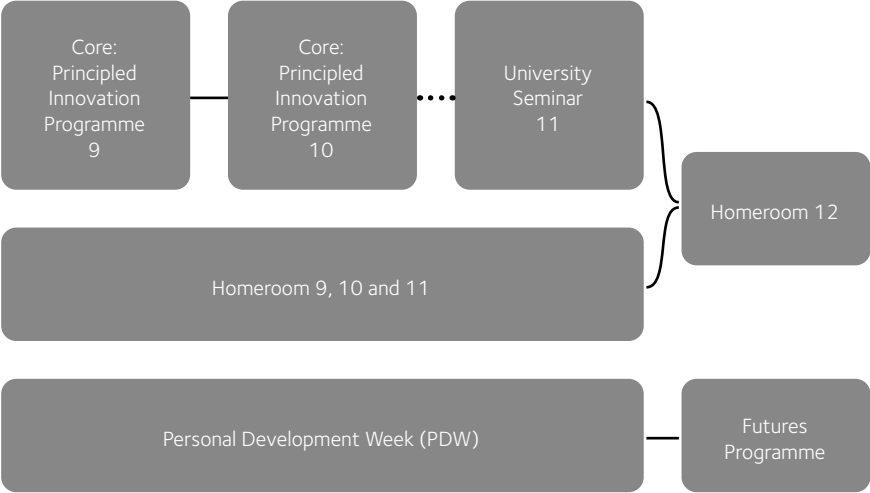
Q: Will I also stay with the same Core group?

A: The Core 9 and 10 groups change over time as you identify service-related passions and interests that you wish to explore and engage with. In Grade 9 you will remain within your class group for the majority of the year, whereas in Grade 10 you may have an opportunity to change groups at the end of Semester 1.

Q: Can I attend a PDW in Grade 12?

A: The majority of our Grade 12 students will take part in our campus-based Futures Programme in September, designed to support their future success and wellbeing. Seniors who have shown consistent dedication, leadership and passion in service learning may volunteer to take a leadership role on relevant Grade 10 or 11 PDWs.

Personal Development Programme Course Progression



Core: Principled Innovation Programme 9

Grade 9 • 1 year

ISZL

This is a taught course designed to support you to better understand and enact ISZL’s mission, vision and values statements. You will have the opportunity to learn about how to be better listeners by seeking to hear with compassion and kindness; to debate and discuss ideas that may be different to your own; to demonstrate personal and intercultural understanding by using storytelling to tell both your own stories and those belonging to others.

Some of the questions you will explore range from, “What does it mean to be principled?” and, “What impact do the actions of an individual have on a community?” to, “What does it mean to innovate and what are the skills required?” and, “What might principled innovation look like at a school, local or global level?”

Ultimately, this course will provide you with the opportunity to demonstrate your understanding through independent and group focused design challenges, allowing you to prepare skills that will support the Grade 10 Personal Project process and give you the opportunity to apply innovative solutions to a service context.

Core: Principled Innovation Programme 10

Grade 10 • 1 year

ISZL

This experience builds on the course in Grade 9 by offering opportunities for you to deepen a personal understanding of your identities, core values and motivations; to consider how you can initiate positive change on a personal and community level; demonstrate the values of the IB learner profile, and to engage in opportunities to develop and sharpen key Approaches to Learning skills needed to lead and manage change.

In this course you will identify, lead and/or participate in a variety of student driven school and community projects. You will also engage in enrichment activities themed around the IBDP CAS (creativity, activity, service) strands, while completing key stages of the MYP Personal Project and manage workloads through skills associated with independent study.

University Seminar 11

Grade 11 • 1 year

ISZL

In Grade 11, you will continue to develop an awareness of yourselves and others to make choices that have positive impacts. Every two weeks, you will meet with your university advisor in a small group setting to explore and discuss relevant life topics and begin to prepare for your transition into your senior year and beyond.

Homeroom 9, 10, 11 and 12

Grades 9, 10, 11 and 12 • 4 years

ISZL

Homeroom is a place where we want you to feel understood, connected, and cared for, with space to pause, reflect and engage with your community. You will meet in your homeroom for thirty minutes at least four days a week so that you can connect with your homeroom teacher and a small group of classmates. In this time, you might be involved in homeroom games, time spent in 1:1 mentoring conversations, in grade level assemblies or in circles discussing relevant social, personal and health related topics. You will remain with the same group of students and, as far as possible, the same homeroom teacher for all four years.

Collaborative Service Projects

Grades 9, 10, 11, 12 • Optional • Weekly

ISZL

What needs are there within our school, local or global communities, and how can we contribute towards addressing them? How can we apply our own talents, interests and passions to a project focused on responding to an authentic need? These are the questions that you will ask yourself when planning a collaborative service project. The aim of these projects is to provide a space to come together in order to research, plan and carry out meaningful action both within and beyond the school walls. As well as pre-existing projects, such as getting involved in the Youth Forum Switzerland, you are encouraged to propose and to lead a group, and to take ownership of your learning.

Personal Development Week 9

Grade 9 • 1 week • Compulsory

ISZL

In Grade 9, your week will provide you with an experiential opportunity within Switzerland designed to provide an appropriate level of challenge for you. You will engage in a variety of activities from areas of interest in outdoor pursuits, sports, the arts or service learning, organised around the concepts of ‘creativity’, ‘activity’ and ‘service’. After collaborative activities in the day, you will design and participate in whole grade team building events to build relationships with staff and other students.

Personal Development Week 10, 11

Grades 10 and 11 • 1 week • Compulsory

ISZL

In Grades 10 and 11, you will have the opportunity to become immersed in a different culture and take part in service projects and experiences that provide you with appropriate challenge. Prior to the trip, you will collaborate with other students and local people at the destination in order to identify needs, devise plans, strategise how to meet these needs and execute plans on the ground. After the PDW, you will reflect on what you have learned and how you can help to ensure your work is sustainable with locals and within our school. Depending on your choices, your PDW may take you to England or Spain, or as far as Ghana or Nepal.

Futures Programme

Grade 12 • Compulsory

ISZL

The Futures Programme will provide you with a time to connect with each other and form lasting memories at the same time as preparing you for life after ISZL. We know how difficult it is for you to balance all of your academic and personal commitments along with the unavoidable work associated with university admissions and the preparation for future goals. The Futures Programme is designed to give you a little breathing space to take part in tailored workshops on a variety of topics from university applications to study and life skills, from how to build resilience to fine-tuning executive functioning strategies. Ultimately, the experiences are designed to help you better prepare for your post-secondary transitions, all the while having some fun with the rest of your graduating class.

Arts

The study of the arts at ISZL is a rigorous, intellectual pursuit that requires persistence, commitment and deep personal engagement. Throughout the visual and performing arts courses, you develop a range of skills including evaluation, critical thinking, problem solving and reflection while developing and acquiring technical, aesthetic and creative skills both individually and through collaboration.

The arts provide the opportunity for exploration of the self and the interconnectedness of peoples and cultures. You explore and enjoy the diversity of the arts to gain multiple perspectives of cultural, social and historical contexts. This enables you to relate to the world – and your place in it – as well as to construct meaning in a variety of forms.

FREQUENTLY ASKED QUESTIONS

Q: Will I build a portfolio throughout the IB or AP® Visual Art course?

A: Yes. The material created throughout both courses can contribute towards a portfolio for university applications.

Q: Is there an examination in the arts?

A: There is no written, visual or practical examination for IB Visual Art, AP® Art & Design or IB Music.

Q: What is the difference between IB Visual Art and AP® Art & Design?

A: IB Visual Art is a two year course in which students explore a wide range of media and techniques, produce and curate a body of resolved artworks and learn to write about their own and other artists’ work academically. AP® Art & Design is a one year course that is focused on developing practical skills in either 2D media, 3D media or Drawing and in which students produce a selection of resolved artworks.

Q: Do I need instrumental or vocal lessons for IB Music?

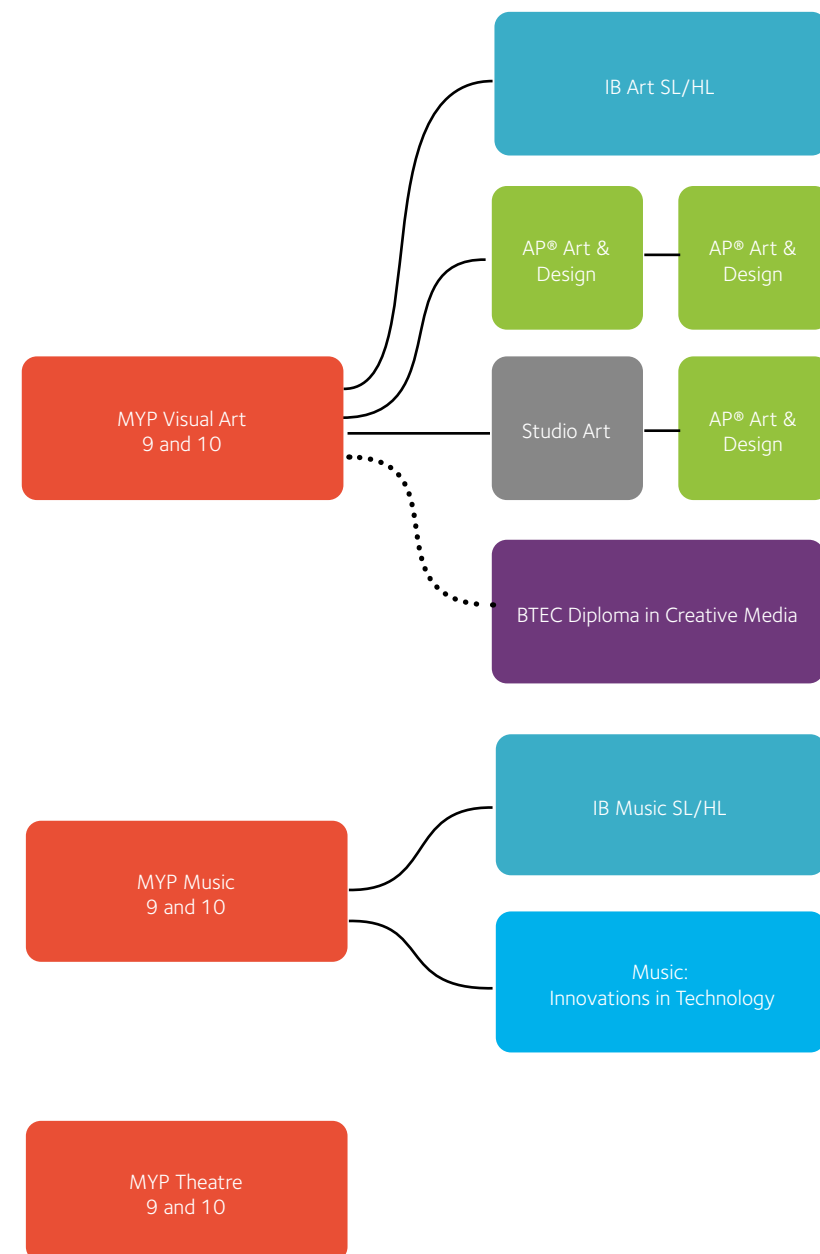
A: No, but each component of the course does have a performance element, so having some instrument/vocal skills is recommended, and taking lessons will help you develop your performance skills. There is also an option for musical technology performance.

Q: Is it possible to take an AP® or IB arts course if I didn’t follow that subject in the MYP?

A: Ideally you would follow your arts choices from MYP into IB or AP® Art & Design, but it may be possible to start a new subject. You must consult with the relevant arts teacher to check if this is possible for you. Teachers would expect to see existing evidence of ability as well as commitment for, and interest in, the subject. For example, some students complete an appropriate summer course in order to support their transition and sharpen their skills.

Arts Course Progression

Movement between the different arts after MYP may be possible. Consult your arts teacher.
BTEC Diploma in Creative Media counts towards English and humanities graduation requirements.



MYP Theatre 9

Grade 9 • 1 year

MYP

During Grade 9, you will embark on a year-long journey exploring diverse theatrical traditions and performance techniques. The year begins with the class collaboratively creating their own adaptation of 'Brainstorm' before delving into Stanislavski's methodologies through practical duologue work. You then broaden your theatrical horizons by studying Asian performance traditions including Noh, Kathakali, and Wayang Kulit, before concluding the year with a creative unit on voice acting for animation.

MYP Music 9

Grade 9 • 1 year

MYP

You will develop your knowledge and skills through engagement in various composing, listening and performance-based activities. You will learn how to change and manipulate musical elements when arranging an existing song of your choice. The song-writing unit allows you to acquire skills in melody writing, word-setting and using musical layers, textures and structures. You will explore how traditional music is composed and performed in India and you will utilise software packages such as GarageBand and Sibelius to create your own music. You will enjoy the opportunity to develop your creativity, imagination and expressive skills whilst at the same time acquiring knowledge and understanding of music literacy, genres and cultures.

MYP Visual Art 9

Grade 9 • 1 year

MYP

This course focuses on developing you into individual artists by exploring a range of genres, media and concepts. You will embrace more conceptual and contextual approaches to creating artwork, through the exploration of art practices from a variety of cultural, historical and contemporary art traditions. You will be guided through units on experimental drawing, clay construction, digital drawing, portrait painting, photography and printmaking. Your learning will culminate in an end of year exhibition. The inquiry-based curriculum will allow you to explore your strengths as a creative, develop resilience, and start to develop meaningful and technically proficient artworks.

MYP Theatre 10

Grade 10 • 1 year

MYP

This course focuses on developing a range of vocal and physical skills through different styles of theatre. You will undertake a number of group projects which lead you through the techniques of devising and collaboration. You will have the opportunity to work with scripts, as well as creating your own scenes as you explore physical theatre, acting for film, and stage combat. Experimentation and exploration will be instrumental in helping you to produce exciting and original performances. You must be open to new ideas, excited about taking risks, and eager to push the boundaries of conventional theatre.

MYP Music 10

Grade 10 • 1 year

MYP

You will continue to acquire knowledge and skills through engagement in various composing, listening and performance-based activities. During the year you will explore how musical ideas and motifs can be developed, learn about impressionism and acquire a larger range of techniques to use in creating your own music. The final unit explores the world of composing for film and you will learn how to compose your own movie soundtrack. As in Grade 9, you will enjoy the opportunity to develop your creativity, imagination and expressive skills whilst at the same time acquiring knowledge and understanding of music theory, styles and cultures.

MYP Visual Art 10

Grade 10 • 1 year

MYP

This course builds on the skills and creative expression you explored in Grade 9. The inquiry-led curriculum allows for more personal choice when producing artworks, in choosing artists for inspiration and research, and choice of materials to explore. The course is still underpinned by a conceptual and contextual approach, enabling you to develop innovative and risk-taking outcomes. Through an exploration of Artist Appropriation, the Human Figure and Brut Art, you will continue to develop your own voice as an artist. The course will culminate in a theme-driven exhibition, where you will produce a piece of artwork that will demonstrate what you have learnt throughout your MYP Visual Art journey.

Arts		Arts	
IB Music SL/HL Grades 11 and 12 • 2 years	<div>IB</div>	AP® Art & Design (Drawing or 2-D Design or 3-D Design) Grades 11 or 12 • 1 year <div>AP®</div>	
		You will continue to explore the elements and principles of design through their direct application in your own creations The AP® Art & Design programme includes three different courses and portfolio exams. Your goal is to create a portfolio of college-level work and submit it for evaluation. All three AP® Art & Design Portfolio Exams contain two sections. The Sustained Investigation section requires you to conduct an inquiry-guided investigation through practice, experimentation and revision. For the Selected Works section, work is expected to demonstrate skillful synthesis of materials, processes and ideas. For both sections of the portfolio, you are expected to share information in writing about your work. You will enjoy creative freedom in a supportive and innovative environment. You are externally assessed by the College Board through the production of the aforementioned coursework (100%).	
		<hr/>	
IB Visual Arts SL/HL Grades 11 and 12 • 2 years	<div>IB</div>	BTEC Diploma in Creative Media Grade 11 and 12 • 2 years <div>BTEC</div>	
		See course listing on page 44.	
		<hr/>	
Music: Innovations in Technology Grades 11 and/or 12 • 1 and/or 2 years	<div>INNO</div>		
		You will have the opportunity to practise as a performing artist and composer, working with industry-standard recording technology. Completing two term-based projects as part of a career-ready portfolio, you will consider artistic and technical aspects of music, as well as the effect of music and sound on an audience. The course follows the real-life process of modern music composition, production, performance, advertising and distribution, which allows students to not only put together original tracks, but to create a brand of themselves and others, and brings in aspects of the ever-changing world of contemporary online music marketing. This is not the normal school course that happens between 08:45 and 16:00. In one moment, you might be learning about music composition theory, in another, arranging an after-school recording session before conducting a musical performance in front of a live audience. This practical music programme provides you with a taste for some of the authentic experiences of the world of music.	
		<hr/>	
Studio Art Grade 11 or 12 • AP Prep • 1 year	<div>ISZL</div>		
		You will learn to explore the elements and principles of art and design through their direct application in your own two- or three-dimensional creations. You will examine both why and how artists and designers use visual devices for a wide range of fine art, graphic design, illustrative or sculptural functions. Through structured projects, you will be guided to develop your Sustained Investigation portfolios for potential submission for examination in the following year or portfolios for later university applications. The Art Factory will be a place for you to enjoy creative freedom in an inspiring and friendly environment.	
		<hr/>	



Design and Computer Science

Regardless of the career path chosen by our graduates, the ability to systematically solve problems is critical. MYP Design is a rare course in global education in that it has its focus explicitly on the fostering of problem-solving skills. During Grades 9 and 10, we expose students to a wide range of open-ended problems before supporting learners to develop creative, original solutions. Areas explored include: filmmaking, sound engineering, still image manipulation, coding, product design and packaging. We employ custom-made assessment tools and support materials to ensure that the most able students are challenged and extended while others are supported effectively.

The ability to write, read and comprehend code is an essential 21st century skill. Therefore, we are proud to offer Computer Science courses for students taking either AP® or IB Diploma courses in Grades 11 and 12. AP® Computer Science is a college level course on object oriented coding in Java. The IB Computer Science course offers a broad grounding in computational thinking, coding, hardware, software, systems and networks.

FREQUENTLY ASKED QUESTIONS

Q: Is IB or AP® Computer Science a continuation of MYP Design 10?

A: No. Computer Science is a different discipline. That said, there is some transfer of skills such as creative problem solving and breaking complex tasks down into smaller steps.

Q: Do I have to be a confident programmer to study IB or AP® Computer Science?

A: Certainly not! Each course begins coding from the beginning, though the ability to think logically and creatively when approaching problems is an advantage.

Q: Do I have to take IB Mathematics: Analysis & Approaches HL to understand computer science?

A: No you don't – but for students planning to study computer science at university, most institutions ask for good mathematics grades.

Q: What is the BTEC Diploma in Creative Media equivalent to?

A: The BTEC Diploma in Creative Media is equivalent to two IB HL subjects according to UCAS tariff points.

Q: Do universities accept BTECs?

A: 95% of UK universities accept BTECs – in fact 1 in 4 students applying to UK universities do so with a BTEC combined with other subjects. As part of the ISZL High School Diploma, BTEC is widely accepted in North America.

Q: Is a BTEC Diploma in Creative Media qualification easier than IB subjects?

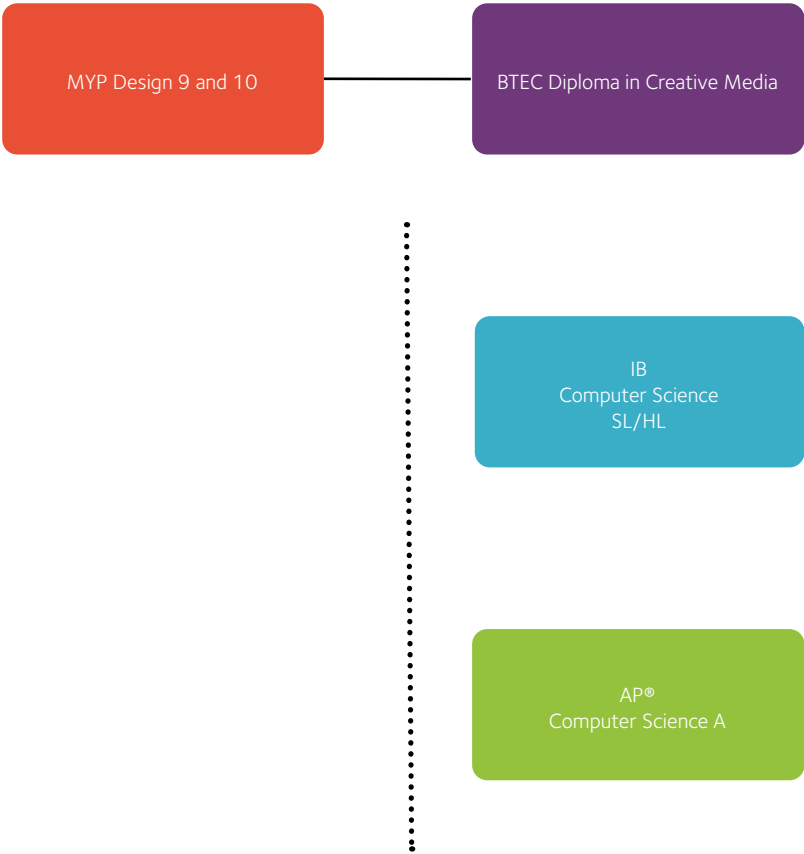
A: It has the same qualification level as an IB Diploma subject, but is different. You will be challenged to produce work consistently over the two years, completing a unit every four-to-five weeks that requires explanation, analysis and evaluation.

Q: How much work experience is there in the BTEC Diploma in Creative Media?

A: There is a work experience element to each unit. Some activities will be day visits to our business partners, but you will also have longer blocks of time in the workplace over the two years and you will be encouraged to find your own internships in the school breaks.

Design and Computer Science Course Progression

IB and AP® Computer Science count towards your science graduation requirements.
BTEC Diploma in Creative Media counts towards your English and humanities graduation requirements.



MYP Design 9

Grade 9 • 1 year

MYP

You will learn to explore and develop a range of design thinking and practical skills, whilst using a variety of software packages specifically for 3D modelling, image manipulation and programming. You will research solutions, ideate, prepare and create high quality outcomes to real world challenges. You will investigate the use of visual language when designing products for a chosen audience. Using the design cycle, you will design and create educational games exploring a variety of programmes to create your final product. You will experiment with the Python programming language to develop logical thinking skills. You will use the testing and developing cycle to create working code. You will work in a group to develop your own business product, and work in Photoshop to create a propaganda poster.

MYP Design 10

Grade 10 • 1 year

MYP

Building on MYP Design 10, you will explore more challenging and open ended projects. First, you will undertake the Everyday Redesign Challenge creating a product that could use the 3D printer, laser cutter, sewing machine and hand tools. Next, you'll hone your computational thinking skills by devising and completing programming projects using Python. In the final major project, you will develop a short film. You will form groups to move through the design cycle from storyboards to a final short film. To finish your year in Design 10, you will learn all about sound recording and editing by creating an audio piece for an intended audience.

IB Computer Science SL/HL

Grades 11 and 12 • 2 years

IB

The IBDP Computer Science course is focused on computational thinking and problem solving. You will develop your skills in these areas through the following units: machine learning (AI and how it functions), Networking (how your data is sent around the world), Computer Fundamentals (how the inside of the computer works), Databases (how companies make use of big data) and Programming (how to develop your own programs). Your problem solving, critical thinking and creativity skills will be fostered through practical tasks (learning by doing) and theoretical understanding. All students study all units with HL students studying additional material in each. There is an internal assessment in which you develop a solution to a problem worth 20% at HL and 30 % at SL. The remainder of the course is assessed in external examinations.

AP® Computer Science A

Grade 11 or 12 • 1 year

AP®

You will learn to solve an awesome array of problems with breathtaking efficiency. If you like puzzles, logic and games; if you take pleasure in doing things the right way; if you are a creative soul with the mind of a scientist, then you will love this course. APCS delivers programming skills useful in any and all undergraduate scientific studies. In the first few lessons you will learn the basics of Java syntax and how to construct classes, methods and objects. As soon as humanly possible, you will begin to solve basic problems and programming challenges. You will move rapidly on to working on some much more exciting, in-depth themed labs. Because the course is completely practical in nature, there are numerous aspects to enjoy. If you have some prior experience of coding, you might have an idea of how much fun it can be. You are externally assessed by the College Board through one final examination (100%).

BTEC Diploma in Creative Media

Grades 11 and 12 • 2 years • meets Humanities & English graduation requirements

BTEC

This is a highly specialised, career-related qualification in Creative Media, blending academic knowledge and understanding of the media sector with the technical expertise needed to produce industry standard media and the broader skills to thrive in the workplace. You will complete a range of authentic projects working to a brief from real clients and producing a broad variety of media such as film, audio, web-based and graphic design.

You will explore ways of researching ideas, understand and develop solutions to creative challenges, acquire technical skills and develop professional practice and communication skills, preparing you for jobs in the media industries and for university courses in media, communication and the creative arts.

There are three versions of this course.

BTEC Diploma in Creative Media

8 lessons per week

You will complete four modules: *Creative Media Skill Development*, *Responding to a Brief*, *Personal Progression and Creative Industry Response*. You will complete media projects in each unit whilst developing a portfolio to showcase your work and qualify with the BTEC Diploma in Creative Media.

BTEC Subsidiary Diploma in Creative Media

4 lessons per week

You will complete two modules: *Creative Media Skill Development and Responding to a Brief*. You will complete media projects in each unit whilst developing a portfolio to showcase your work and qualify with the BTEC Subsidiary Diploma in Creative Media.

Creative Media

4 lessons per week

You will complete media projects alongside and in collaboration with the BTEC Diploma students, developing skills and a portfolio of productions but you will not be issued with a BTEC Diploma certificate.

Language and Literature

The ability to communicate is at the heart of our humanity. It is an entitlement, a privilege and a process in which all 21st century learners should be actively engaged. We seek to prepare students to be literate and culturally informed international citizens. We aim to equip them with the skills and knowledge needed to communicate effectively in a digitally-driven and information-rich world, whilst also recognising the inherent importance of the storytelling process and the power of the written word. Whether through oral presentations, blogging or filmmaking, creative or analytical writing, we teach the skills and content needed to be balanced, inquiry-driven learners.

In Grades 9 and 10, our courses expose students to a broad range of fantastic content and are designed to prepare them for more specific course choices in Grades 11 and 12. Yes, our subjects are about skills, but they are also about using those skills to communicate detailed knowledge of important cultural and unit-specific content in the most effective ways. Our AP® and IB courses then provide students with the opportunity to focus their areas of study in preparation for university level courses and life after ISZL. All courses offer students the chance to investigate a range of genres and texts and to critically investigate how we use and generate our language, literature and media.

FREQUENTLY ASKED QUESTIONS

Q: What’s the difference between IB English A: Language & Literature and IB English A: Literature?

A: There are two key differences. Firstly, the IB English A: Language & Literature course covers a wider range of different text types, whereas the IB English A: Literature course looks at fewer text types in more detail. Secondly, while language and literature students will read between four and six literary texts, literature students will read between ten and thirteen. Both courses have the same weighting between coursework (HL = 40%, SL = 30%) and examinations (HL = 60%, SL = 70%).

Q: Do I have to take an English course in both Grade 11 and 12?

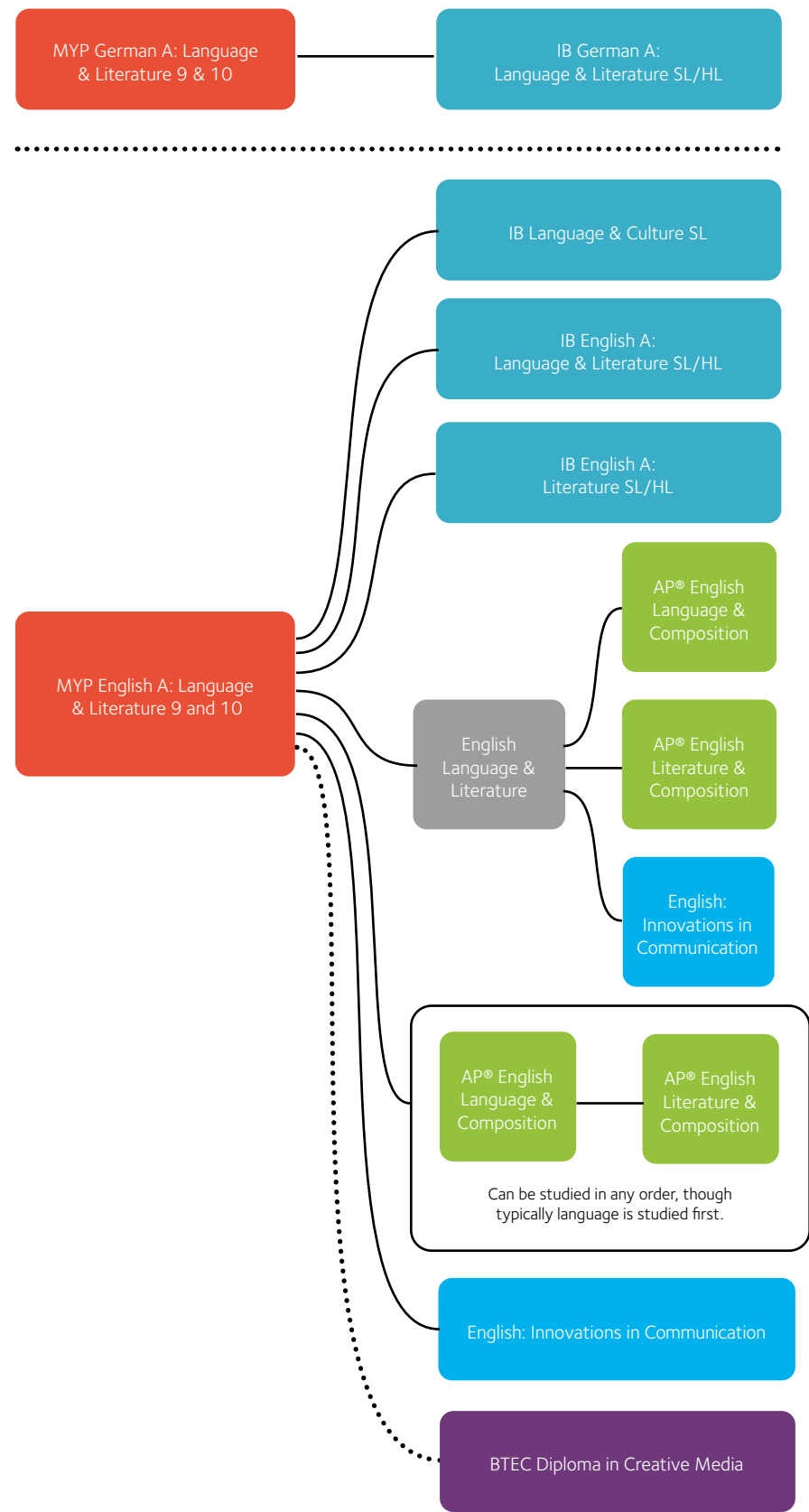
A: No, however, we strongly recommend that students take four years of English. Only three years is required for ISZL graduation requirements, though four years of English is required for some university applications. Speak to your University Advisor if you have questions about this. You are able to take the English: Innovations in Communication course for two years for a creative, production focused approach to the subject, without any final external examinations.

Q: Can I take AP® English Literature & Composition in Grade 11?

A: Yes. However, as a student’s maturity and breadth of knowledge tends to improve their enjoyment and achievements in this class, in most cases, we suggest that you take this course in Grade 12.

Language and Literature Course Progression

At least three years of English is required for graduation. We recommend you complete four years of English. BTEC Diploma in Creative Media and IB Language & Culture SL count towards English and Humanities graduation requirements.



MYP English A: Language & Literature 9
Grade 9 • 1 year

MYP

You will develop an appreciation for a variety of literary and non-literary texts, including poetry, prose, short stories, speeches, opinion editorials and more. There will be regular opportunities to engage in your own reading selections and to immerse yourself into creative writing tasks. In one unit you may be delivering a persuasive speech advocating for a cause you are passionate about and in another, producing a personal memoir that explores your identity. Our exploration of poetry will offer you the opportunity to understand how literature provides a lens through which we see and interpret the world in which we live.

MYP German A: Language & Literature 9
Grade 9 • 1 year

MYP

You will learn about how language and images are used in various contexts. In one part of the course, you will engage with authentic real-world issues and their representation in media, learning about various text types and analysing how language is used to convey meaning. In the other part, you will engage with literature, analyse the impact of the author's choices and of when and where it was written. You will be a creator of various texts from newspaper articles to poetry. You will analyse the television news and create your own, debate about important issues and slam poetry in our annual German poetry slam.

MYP English A: Language & Literature 10
Grade 10 • 1 year

MYP

You will have the opportunity to explore life through the lens of literature and investigate the power of language. This course challenges you to question the impact that context can have on the production and reception of both fiction and non-fiction texts. It will ask you to evaluate the key elements of persuasive writing as we work on becoming stronger debaters through our study of rhetoric and logical fallacies. Our studies of plays by Shakespeare and exploration of global issues in literature circles will offer you the chance to analyse the complexity behind some of literature's most powerful characters and enduring themes.

MYP German A: Language & Literature 10
Grade 10 • 1 year

MYP

You will build on the skills and concepts learned in the MYP German A: Language & Literature 9 course. You will deepen your knowledge about how language and images are used in various contexts. In two parts of the course, you will engage with literature in its context and explore its relevance for today. To demonstrate your understanding you will also put a play on stage. In another part you will look at the role that literature can play in raising awareness on contemporary issues. You will be a creator of various texts from journalistic texts to essays. You will further develop your speaking skills through a variety of formal and informal oral activities.

IB English A: Language & Literature SL/HL
Grades 11 and 12 • 2 years

IB

You will learn to explore the language and images found in the world around you. You will examine both why and how authors and creators produce, for example, novels, editorials, advertisements or poetry, and consider questions about why one person might read something differently to another. You will also be a creator, producing thoughtful analytical commentaries, comparative essays, imaginative texts, academic presentations and more. In one moment, you might be analysing the nature of taboo and exploring manipulative advertising techniques, in another, discussing Margaret Atwood's *The Handmaid's Tale* and its warnings to guard against complacency. You are externally assessed by the IB through coursework (HL = 40%, SL = 30%) and final examinations (HL = 60%, SL = 70%). For HL students, the 40% coursework is comprised of a 1200-1500 word essay (20%) and an Individual Oral (20%). SL coursework is an Individual Oral only (30%).

IB English A: Literature SL/HL
Grades 11 and 12 • 2 years

IB

This course offers you the chance to walk in the footsteps of some of literature's greatest characters; to inhabit their worlds, live their lives and learn from their mistakes. Through the books that we read, you will encounter characters and situations that will challenge you to assess who you are and what you believe. You will engage with a provocative range of timeless themes and face a challenging range of enduring questions. Your classes will feature rich discussions, dynamic presentations and frequent opportunities to develop the written, verbal and analytical thinking skills necessary for life beyond ISZL. You are externally assessed by the IB through coursework (HL = 40%, SL = 30%) and final examinations (HL = 60%, SL = 70%). For HL students, the 40% coursework is comprised of a 1200-1500 word essay (20%) and an Individual Oral (20%). SL coursework is an Individual Oral only (30%).

IB Language & Culture SL

Grades 11 and 12 • 2 years

IB

Have you ever wondered how language and experiences have shaped your identity? Have you considered the relationships between the languages we learn, the cultures we experience, and how we understand and interact with the world? Are you interested in the scientific study of languages (Linguistics) or the study of communities (Anthropology), but not particularly keen on learning a foreign language? The Language & Culture course could be an excellent fit for you! Language & Culture is open to anyone—you do not have to be brilliant at languages; you don't even have to know a foreign language well or be multilingual. What you do need is an interest in comparing languages and cultures, and exploring issues such as race, ethnicity, class, power, politics, belonging, communities, gender, and endangerment. Your classes will involve discussion, exploration, projects, and research. You are externally assessed by the IB through coursework (auto-ethnography: a story of the self in culture = 30%) and final examinations (Paper 1 = 35%, and Paper 2 = 35%).

IB German A: Language & Literature SL/HL

Grades 11 and 12 • 2 years

IB

You will learn to explore the language and images found in the world around you. You will engage in real-world issues examining the influence of various contexts on language as well as the influence of language on different recipients. You will also engage with German literature and literature in translation to analyse how language is used to convey meaning. You will be a creator, producing thoughtful analytical commentaries, essays, imaginative texts, academic presentations, creative pitches and more. In one moment, you might be analysing the language of Swiss referendum posters, in another, discussing the relevance of Kleist's *The Broke Jar* in the context of the fake news movement of German populist parties. You are externally assessed by the IB through coursework (HL = 40%, SL = 30%) and final examinations (HL = 60%, SL = 70%). For HL students, the 40% coursework is comprised of a 1200-1500 word essay (20%) and an Individual Oral (20%). SL coursework is an Individual Oral only (30%).

English Language & Literature

Grade 11 or 12 • AP Prep • 1 year

ISZL

You will explore both fiction and non-fiction texts from various cultures, times and places to facilitate your understanding that both rhetoric and literature carry implicit and explicit assumptions and beliefs about ways of knowing the world and ourselves. You will learn a great deal about the perspectives and attitudes of different authors, cultures and time periods. The course offers a variety of assessment types including traditional analytical and expository essays and multiple choice comprehension questions, while the oral components are in the form of debate and class presentations. The course is primarily designed as preparation to help you prepare for either of the two AP® English courses – AP® English Language & Composition or AP® English Literature & Composition.

English: Innovations in Communication

Grades 11 and/or 12 • 1 or 2 years

INNO

After exploring essential writing, reading or media production skills, you will work on individual or group projects to innovate in a range of media. You might shoot a documentary, serialise a book in a blog, write for Medium, send articles to newspapers, enter a literary competition, put together an awareness campaign, organise and judge a school-wide writing competition or prepare and deliver an inspiring business pitch. Anything that brings voice to an idea, project or vision of your choosing that makes the world just that little bit better. You will leave the course with a portfolio of innovative work to showcase your talents as a communicator and a more profound appreciation of the power of written, visual and spoken language.

AP® English Language & Composition

Grade 11 or 12 • 1 year

AP®

Have you ever thought about words as tools? Would you like to learn how to hammer a point home with some forceful rhetoric? In this class you will write non-fiction prose and engage with ideas to develop and support your own arguments. You will strengthen the effectiveness of your writing through close reading and frequent practice at applying rhetorical skills, analysing information from source texts and writing arguments. You will read literary memoirs, literary non-fiction, satirical essays and current events. You will sit practice exams, blog about global issues and debate. You will think. You will write. You will hone your style, develop your voice and wield a word for every occasion. You are externally assessed by the College Board through one final examination (100%).

AP® English Literature & Composition

Grade 11 or 12 • 1 year

AP®

AP® English Literature & Composition will engage you in the careful reading and critical analysis of a wide range of imaginative and stimulating literature. An intensive study of classic texts, world-renowned authors and poetry aims to engage you with the author's explicit and implicit teaching about life. Written composition is also an integral part of the course and you will focus on the transferable skills of written analysis in the form of expository, analytical and argumentative essays. The challenging course assessments are based on both practice sections of the College Board exams, including timed essays and multiple choice comprehension questions, and production of your understanding in creative mediums such as journal writing. You are externally assessed by the College Board through one final examination (100%).

BTEC Diploma in Creative Media

Grade 11 and 12 • 2 years

BTEC

See course listing on page 44.



First Language Programme

ISZL is committed to helping students connect with the cultures that shape their identity. One of the ways in which we do this is through our First Language Programme. The First Language Programme offers students the ability to develop their language skills by following courses within their daily schedule. The programme is designed for students who want to develop their linguistic competency in their home, personal or best language, with the explicit goal of working towards academic proficiency in this language. ISZL believes that the active promotion of language develops intercultural understanding, provides cognitive and social advantages and enables students to have academic recognition that they can use for further education and employment.

FREQUENTLY ASKED QUESTIONS

Q: How is a “First Language” defined?

A: Within the scope of our programme at ISZL, we consider a first language to be any home, best or personal language that you are committed to developing with the explicit goal of working towards academic proficiency in this language. This will be a language that is either spoken at home by one or more parents, or is (or was recently) spoken by a student in contexts outside of the ISZL classroom on a routine basis (e.g. recent schooling in a language other than English or German). It should be noted that our First Language Programme supports language development best when it is in conjunction with a holistic approach to thoughtful and intentional language use in contexts beyond school.

Q: Can I study my first language in Grades 9, 10, 11 and 12?

A: In Grades 9 and 10, we have tutors and external programmes for many of the languages spoken in the ISZL community. In Grades 11 and 12, students at a level to take IB First Language A: Literature School Supported Self-Taught (SL) can choose from a range of languages as long as we can find a suitable language tutor. Unless there are exceptional circumstances, the study of an IB Language B is not possible beyond the taught courses offered at ISZL.

Q: How is my learning structured?

A: In Grades 9 and 10, the First Language Programme in the High School is specifically designed to transition to a First Language School Supported Self Taught (SSST) or to an external language certification. There are three options available: Language Acquisition, Language & Literature, or External Online Provider courses. Some courses are taught in person and some online, and all are monitored by a First Language supervisor. The courses support language-specific development and the supervisor monitors and supports alignment of instruction to meet the requirements of the ISZL framework. The structures for learning within external provider models vary, but are typically online and are best explored further with the First Language Programme Coordinator. Assessment and grades for courses vary by course type and are recorded on the school transcripts.

In the IB First Language A: Literature School Supported Self-Taught (SL) course in Grades 11 and 12, you will be supported by a language tutor and a weekly session with a First Language Programme supervisor in a self-taught model. We have a network of local and online tutors available to work with you. Students often have the same tutor throughout their First Language Programme experience.

CONTINUED ON NEXT PAGE ...

Q: Is there an extra cost for this course?

A: In Grades 9 and 10, all first language tutor tuition is charged to fee payers. In Grades 11 and 12, for students studying IB First Language A: Literature School Supported Self-Taught SL, ISZL provides a subsidy towards the costs of the course. For more information about costs, please contact the First Language Programme Coordinator.

Q: Can I take two Language A courses for MYP and IBDP?

A: Yes! If you choose to study two Language A subjects as part of the IB Diploma, you are awarded with the IB Bilingual Diploma upon satisfactory completion of both courses with a grade of 3 or higher. The Language and Culture course does not count towards a bilingual diploma.

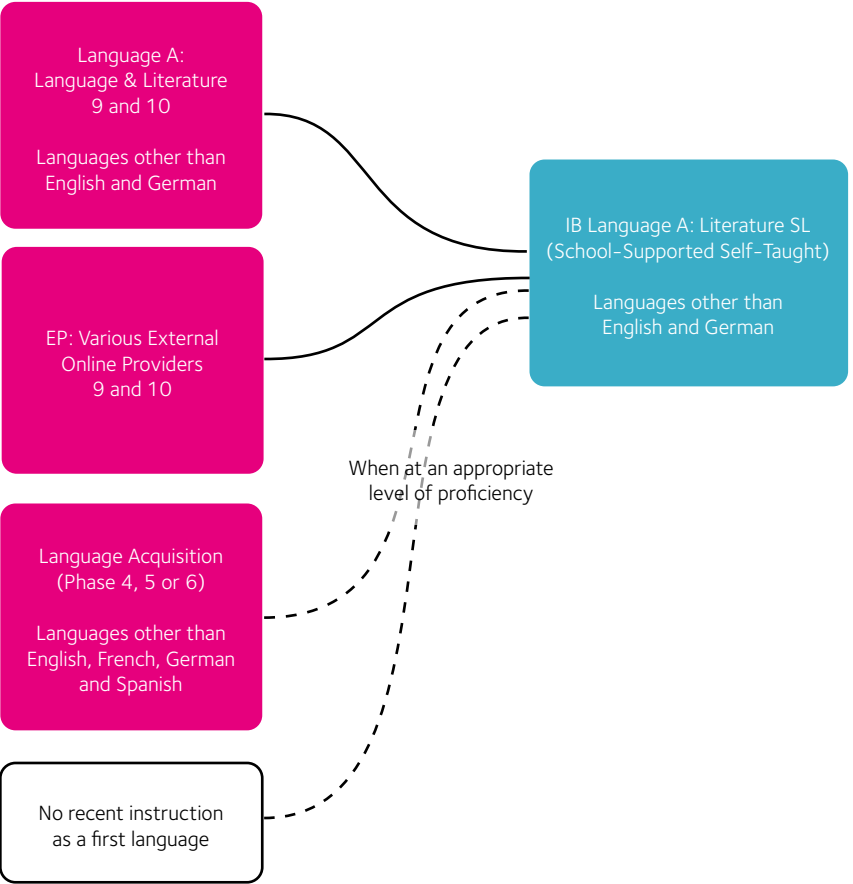
Q: I have not studied my first language for a long time. Can I still take a course during the MYP years and / or IB Diploma language course to study this?

A: The IB recommends that you study it during the MYP so you can develop it to the high level that is needed for an IB Diploma subject. If you are not sure about your level or if you will be able to successfully navigate the course, please see the First Language Programme Coordinator.

Q: If I take a first language course in Grades 9 or 10, can I also study Language Acquisition French or Language Acquisition Spanish or English as an Additional Language?

A: First Language Programme courses are scheduled at the same time as the French, Spanish and EAL courses. If you are concerned about losing your first language because you need to take the EAL course, please contact the First Language Programme Coordinator and Assistant Principal for Grades 9 and 10.

First Language Course Progression



EP: Various External Online Providers 9 and 10

Grades 9 and/or 10 • 1 or 2 years • Additional costs apply

External Provider

ISZL supports a range of external online national curriculum providers. These online courses offer a range of learning experiences, dependent on the course, though all blend independent and guided learning. You will be monitored by a First Language Programme supervisor throughout. Grades will be reported on the scales of these external organisations. We do not translate or convert grades to MYP or ISZL grade scales, but instead use 'complete or incomplete'.

Language Acquisition CEFR

Grades 9 and/or 10 • 1 or 2 years • Additional costs apply

External Provider

This course is designed to help you to maintain and develop your home, personal or best language skills, and to enhance students' capacities to communicate effectively. You will participate in a range of meaningful learning engagements, and review and expand your application of grammatical structures and vocabulary to increase your proficiency in all four areas: reading, writing, listening and speaking. Tuition is either in-person, online or uses a blended approach. Lessons focus on individual progress and are often 1:1, therefore, there are many opportunities for you to reflect and personalise your own learning. By the end of this course, if you wish to continue to study this language into Grade 11, you will need to have reached a suitably proficient level to study IB Language A: Literature SL School Supported Self-Taught.

Language & Literature 9 and 10

Grades 9 and/or 10 • 1 or 2 years • Additional costs apply

External Provider

This course is designed to help you to maintain and develop your home, personal or best language skills, and to enhance students' capacities to communicate effectively. You will participate in a range of meaningful learning engagements, and review and expand your application of grammatical structures and vocabulary to increase your proficiency in all four areas: reading, writing, listening and speaking. Tuition is either in-person, online or uses a blended approach. Lessons focus on individual progress and are often 1:1, therefore, there are many opportunities for you to reflect and personalise your own learning. By the end of this course, if you wish to continue to study this language into Grade 11, you will need to have reached a suitably proficient level to study IB Language A: Literature SL School Supported Self-Taught.

IB Language A: Literature SL School-Supported Self-Taught (Languages Other Than German and English*)

Grades 11 and 12 • 2 years • Additional costs apply

IB

The IB Language A Literature (School-Supported Self-Taught) course is only suitable if you are fluent in speaking, reading and writing in the chosen language. This is a Language A: Literature course offered by the IB in many different languages. You will study and analyse literature in your first languages (personal, best or home language), and critically reflect on a variety of texts by learning about the literary and cultural contexts in which the chosen texts were written. Literary texts are usually chosen in collaboration with the language tutor so the course can be tailored to your needs and interests. You will work with a language tutor and be supervised by a First Language Programme supervisor. Weekly advisory meetings with your supervisor are a course requirement. You must also self-regulate additional independent learning time to fulfil the required minimum number of hours of study. Students who opt for two Language A courses will be awarded the IB Bilingual Diploma. You are externally assessed by the IB through three exams: an oral, an unseen literary text analysis exam, and a comparative essay exam.

**IB Languages Available:: Afrikaans, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Bengali, Bosnian, Bulgarian, Catalan, Chinese, Croatian, Czech, Danish, Dutch, English, Estonian, Filipino, Finnish, French, Georgian, German, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Italian, Japanese, Khmer, Kiswahili, Korean, Latvian, Lithuanian, Macedonian, Malay, Modern Greek, Mongolian, Nepali, Norwegian, Persian, Polish, Portuguese, Romanian, Russian, Serbian, Sesotho, Siswati, Slovak, Slovene, Spanish, Swedish, Thai, Turkish, Ukrainian, Urdu, Vietnamese.*



Language Acquisition

We believe that everyone is a language learner and the world is a better place with greater and more thorough understanding of the different cultures of the world. By offering authentic learning experiences at the highest levels of language study, students and teachers discuss engaging and stimulating topics and learn about the world around them. In the early stages of language learning, the topics focus more on the skills of learning and the intricacies of grammar. The language students study at school is not the end of the road, but a path to greater global understanding through lifelong learning.

Being competent in a language opens doors and allows students to increase their potential career mobility, as well as the chance to collaborate and integrate more closely with others around the world. Intercultural awareness and understanding are at the heart of everything students learn while learning a language; it is the key to greater self-awareness.

FREQUENTLY ASKED QUESTIONS

Q: What languages can I study if I don't speak anything other than English?

A: We currently offer German at a beginners' level as both MYP and IBDP courses. We also offer Spanish at beginners' level in the MYP. This gives everyone the chance to learn a new language from scratch, in particular German, the language of this region of our host country.

Q: I am an EAL student and I would like to continue to study French and Spanish. Is that possible?

A: As the language of this part of Switzerland is German, we encourage all students at ISZL to take German. This means that, in most circumstances, an EAL student is not able to take French or Spanish alongside EAL in Grades 9 and 10. When students reach Grade 11, they are free to change their language options, and they can, therefore, take French and Spanish then.

Q: Can I take a Language B HL, if this is my home language?

A: In most cases, this will not be possible. When deciding on your language level, you should be guided by taking the course at the appropriate level of challenge based on the evidence of your proficiency in that language. While this is not an exact science, the course progression outline provides an overview of the expected progressions. As such, a student with a high Phase 5 or Phase 6 level proficiency, who also uses this language at home, would be expected by the IB to take this language as a Language & Literature or Literature School Supported Self-Taught course in Grade 11. For borderline cases, the Language Acquisition Subject Lead and IBDP Coordinator will meet to review your language history in order to reach an appropriate decision.

Language Acquisition Course Progression

Movement between phases may not follow a yearly pattern.



Language Acquisition: German • French • Spanish

Language Acquisition: German • Spanish Phase 1
Grade 9 and 10 • 1 or 2 years

MYP

This course is designed for those of you in Grades 9 and 10 with little or no prior knowledge of Spanish or German. It will help you to develop your linguistic competence and your cultural knowledge of your chosen language. You will study topics such as: how to talk about yourself and your family, the home, food and gastronomy and customs and traditions. You will also learn basic grammatical structures so that you are able to create your own language and express your ideas and opinions on the topics covered. These topics will be presented and practised through a variety of engaging activities like: role plays, presentations, text analysis and creative written and spoken pieces. Often taught in smaller groups, the lessons are focused on individual progress and, therefore, there are many opportunities for reflection and personalised learning, including using technology to help enhance your learning.

Language Acquisition: German • French • Spanish Phase 2
Grade 9 and/or Grade 10 • 1 or 2 years

MYP

You will increase your proficiency in four skills: reading, writing, listening and speaking. You will also review and expand your awareness of grammatical structures using a wide variety of topics. These topics will be presented and practised through a variety of activities which include role plays and presentations. The lessons are focused on individual progress and there are many opportunities for you to reflect and personalise your own learning.

In Grade 9, in **French**, you will revisit the use of articles and noun-adjectival agreements and you will be introduced to irregular verbs in the present tense. You will study these structures through topic-based units including home and family life and Francophone gastronomy. In Grade 10 In French, topics include the arts, media and image and the Francophone world. Grammar is reviewed and taught in context.

In Grade 9, in **Spanish**, you will revisit the use of articles and noun-adjectival agreements and be introduced to the present tense irregular verbs. You will study these structures through the medium of topic-based units including home, travel and school systems. In Grade 10, you will, for example, revisit the present tense and be introduced to the preterite tense. You will study these structures through the medium of topic-based units such as family life, health or customs and traditions.

In **German**, Grades 9 and 10 are taught together. Phases 2 – 4 are taught the same topics at different levels, and these include: ‘Heimat’, the environment and a unit on reading. The present, future and past tenses will be visited, as well as modal verbs.

Language Acquisition: German • French • Spanish Phase 3
Grade 9 and/or Grade 10 • 1 or 2 years

MYP

This is a course designed to help you to continue developing your language skills and to deepen and enhance your capacity to communicate effectively. During this course you will increase your proficiency in four skills: reading, writing, listening and speaking. You will also review and expand your awareness of the grammatical structures. Topics will be presented and practised through a variety of activities which include: presentations, discussions, group activities and reading assignments. The lessons are focused on individual progress and, therefore, there are many opportunities for you to reflect and personalise your own learning. Authentic materials, including film, podcasts and print media, are used to enhance your learning and make your linguistic experience more meaningful.

In Grade 9, in **French**, topics include the environment, gastronomy, careers and future plans, and grammar is reviewed and taught in context. In Grade 10, topics include the arts, media and image and the Francophone world.

In Grade 9, in **Spanish**, you will revisit the present tense and be introduced to the preterite tense. You will study these structures through the medium of topic-based units including customs and traditions, and technology. In Grade 10, you will revisit the preterite tense and be introduced to the imperfect tense. You will study these structures through the medium of topic-based units, including social relations and young people and wellbeing.

In **German**, Grades 9 and 10 are taught together. Phases 2 – 4 are taught the same topics at different levels, and these include: ‘Heimat’, the environment and a unit on reading. Tenses as well as sentence structure will be re-visited through these topics.

Language Acquisition: German • French • Spanish Phase 4

Grade 9 and/or Grade 10 • 1 or 2 years

MYP

This is a course designed to help you to continue to develop your language skills and to deepen and enhance your capacity to communicate effectively. You will increase your proficiency in four skills: reading, writing, listening and speaking. You will also review and expand your awareness of the grammatical structures. This is done through the study of various unit topics in which grammar themes are seamlessly integrated to maximise your engagement. Topics will be presented and practised through a variety of activities which include role plays, group discussions and debates. The lessons are focused on individual progress and, therefore, there are many opportunities for you to reflect and personalise your own learning. Authentic materials, including film, podcasts and print media, are used to enhance your learning and make your linguistic experience more meaningful.

In Grade 9, in **French**, topics include the environment, gastronomy, careers and future plans and grammar is reviewed and taught in context. In Grade 10, topics include the arts, media and image and the Francophone world.

In Grade 9, in **Spanish**, you will revisit the preterite tense and be introduced to the present perfect tense. You will study these structures through the medium of topic-based units including stereotypes and career choices. In Grade 10, you will revisit the imperfect tense and be introduced to the conditional tense. The units you study these topics through, will be the Spanish civil war and the arts.

In **German**, Grades 9 and 10 are taught together. Phases 2–4 are taught the same topics at different levels, and these include ‘Heimat’, the environment and a unit on reading. Tenses will be re-visited, and the use of conjunctions will be expanded.

Language Acquisition: German • French • Spanish Phase 5

Grade 9 and/or Grade 10 • 1 or 2 years

MYP

You will increase your proficiency in four skills: reading, writing, listening and speaking. You will also review and expand your understanding of grammatical structures and your awareness of stylistic choices, voice and audience. Topics will be presented and practised through a variety of activities which include presentations, group discussions and debates. As this is a high level, you are required to have a good command of the language. This is with a view to preparing students for the Language B Higher Level course.

In Grade 9, in **French**, you will be introduced to the subjunctive and the passé simple. You will study these structures through the medium of topic-based units, such as art history and the evolution of French as a language. In Grade 10, you will revisit the subjunctive and be introduced to the passive voice. You will look at issues such as the death penalty and Vichy France.

In Grade 9, in **Spanish**, you will revisit the indicative mode and be introduced to the subjunctive and the passive voice. You will study these structures through the medium of topic-based units, such as types of discrimination in society and technological development. In Spanish in Grade 10, you will revisit the indicative mode and be introduced to the subjunctive and the passive voice. You will look at issues such as the history of Spain through art, and social customs through literary works.

In **German**, Grades 9 and 10 are taught together. You will revisit a range of grammatical ideas, including more complex ones, such as the imperfect tense. You will study these structures through the medium of topic-based units such as human rights and the refugee crisis.

Grades 11 and 12 Language Acquisition:
German • French • Spanish

Grade 11 and 12 courses allow you to further build on your prior knowledge of the language and to deepen your understanding of different cultures. ISZL, IBDP and AP® courses are available to meet the needs of all language learners.

IB Language B German Ab Initio (SL only)

Grades 11 and 12 • 2 years

IB

This is a fast-paced and fun language learning experience for students with little or no previous German language experience. Starting at the basics of introducing yourself and moving through to discussing issues such as nuclear energy or drugs, the idea is to move from a beginner or near beginner to an intermediate communicator. The groups are usually small and, therefore, the learning is personalised and targets your interests and competencies. A wide variety of different experiences and assessment tasks allow you to follow your progress easily and signpost the next steps in learning. Games, songs, a variety of texts, videos and other technologies are used to enhance learning in the classroom. You are externally assessed by the IB through the final oral examination (25%) and the two final written examinations: Paper 1 (writing – 25%) and Paper 2 (reading and listening – 50%).

IB Language B SL/HL: German • French • Spanish

Grades 11 and 12 • 2 years

IB

During this course you will increase your linguistic competence and deepen your intercultural understanding through the exploration of five compulsory themes: identities, experiences, human ingenuity, social organisation and sharing the planet. You will strengthen your command of key language skills, undertaking a range of engaging and inspiring activities which will allow you to develop both your passive and active language acquisition capabilities and become more spontaneous in your language production. You will also deepen your understanding of the various cultures and societies where the language is spoken. Taking an active role in many types of activities such as discussions, debates, role plays and text analysis, you will be given the opportunity to demonstrate your creativity through a range of written and spoken pieces whilst using technology as a learning tool. If you decide to follow the HL course, there is an additional literary component to further enhance your wider understanding of the language and culture.

You are externally assessed by the IB through the final oral examination (25%) and the two final written examinations: Paper 1 (writing – 25%) and Paper 2 (reading and listening – 50%).

French • Spanish • German High Intermediate

Grade 11 • AP® Prep • 1 year

ISZL

This is a course to deepen your understanding of the language through immersing yourself in engaging topics in an informal discussion-based setting. The aim is for you to consolidate and extend your linguistic capabilities and grammatical knowledge. This will be done by using a wide variety of learning experiences such as podcasts, group assignments and reading contemporary and historical texts on stimulating topics. Through this flexible course, which is not based on any external examinations, you will begin to prepare for the AP® examination at the end of Grade 12. This course provides a unique opportunity to communicate authentically and progress as a linguist in a safe and fun setting with a small group of like-minded peers.

AP® German • AP® French • AP® Spanish Language & Culture

Grade 11 or 12 • 1 year

AP®

You will strengthen your understanding of the language and culture of the target country through reading and listening to a wide variety of texts and discussing the cultural norms and thought processes regarding different topics. The course will help you to gain better knowledge of the language through grammar and vocabulary and text work, as well as improve your intercultural understanding. For this rigorous, fast-paced course, we would expect that you should already have a reasonable level of the language, but this is a course designed for non-native speakers of the language. Students are required to use the four skills during the examination, including writing an essay, presenting a cultural comparison and answering multiple choice questions on a series of texts.

The lessons are focused on the understanding of a wide variety of authentic texts on different topics like poverty, affecting change, the status of women and changes in language. Students are encouraged to deepen their understanding and strengthen their ability to communicate in the language through varied and stimulating learning experiences, developing the skills of argument and persuasion. You are externally assessed by the College Board through one final examination (100%).



English as an Additional Language

English as an Additional Language (EAL) is extra English language support for students in Grade 9 and Grade 10 who come from non-English speaking backgrounds or have been educated in a language other than English. EAL students thrive in our supportive environment where learning is meaningful, relevant, and responsive to their needs.

EAL students who need extra English support to meet the academic demands of the MYP curriculum take an EAL course as one of their Language Acquisition options and may receive in-class support. EAL is an English language skills-based and academically-rich course that utilises data and student-informed goals to guide and support learning that is focused on developing the four language domains (Listening, Reading, Speaking, and Writing). In collaboration with select content teachers, the EAL teacher provides a variety of support, which may include co-planning, reinforcing subject-specific vocabulary, and supporting assignments and in-class instruction.

FREQUENTLY ASKED QUESTIONS

Q: Is EAL support an MYP course?

A: No. The EAL course for Grade 9 and 10 students is a support class that provides skills-based English language instruction, while also providing specific support for English-based content areas, such as in MYP English A: Language & Literature 9 and 10 and MYP Individuals & Societies 9 and 10.

Q: What is the balance between English academic support and English language instruction?

A: Over the two week schedule, students receive both English academic support (e.g. help with ongoing assignments in other subjects) and English language instruction (e.g. grammar, reading and writing skills, and vocabulary development). The amount of class-time allocated toward each area varies week-to-week. This is based on student need and timing of content area projects and assessments.

Q: How do I know if I need to take the EAL course?

A: All new students joining Grades 9 and 10 who come from non-English speaking backgrounds or have been educated in a language other than English are assessed during the admissions process. Students will be informed if they need to take this course before starting at ISZL. Students currently in ISZL's EAL programme will be informed in May or June of their continuation with this course for the following year.

Q: For how long will I receive support in EAL?

A: EAL is offered for a maximum of two years. To determine whether or not students should remain or transition out of EAL, numerous factors are considered, including student academic performance, teacher observation, and WIDA Model Online scores.

CONTINUED ON NEXT PAGE ...

FAQs (continued)

Q: Can I also study French or Spanish or my first language if I take the EAL course?

A: The EAL course is scheduled at the same time as the French, Spanish and First Language courses. If you are concerned about losing your first language or losing skills in French and Spanish because you have studied these languages before, please speak with the Assistant Principal.

Q: When I exit EAL can I still receive support?

A: Yes, the Student Support Services offers students support via the home learning club. The support offered varies as it is designed to meet the needs of participating students.

English as an Additional Language 9 and 10

Grades 9 and/or 10 • 1 or 2 year(s)

You will focus on using English language flexibly and effectively in an academic context. You will have opportunities to develop your English speaking, listening, reading and writing skills by exploring real-life topics through literature and non-fiction texts. You will have opportunities to develop an advanced academic vocabulary and use a more complex range of grammatical structures. In addition, the EAL teacher will provide you with general academic support so you can access the literacy **requirements of the various curriculum subjects**. This course is only available to students who meet our EAL requirements.



Humanities

The study of Humanities subjects challenges students to understand their responsibilities in a changing world and provides opportunities for developing the habits of mind, the character, the values and the commitment needed to make the world a better place. Humanities subjects include, but are not limited to, the study of: history, geography, economics, philosophy, politics, comparative religion, environmental systems, psychology, culture and ethics. The study and application of these subjects gives particular attention to respecting our diverse heritage, traditions and history and an understanding of how human and environmental systems shape each other, past, present and future.

The curriculum promotes the development of inquiry, critical thinking, problem-solving, empathy and taking action within a personal, local, national and international context. Furthermore, it encourages students to reflect on the multiple dimensions of human identity and experience, and aims to engender a lifelong interest in the humanities.

FREQUENTLY ASKED QUESTIONS

Q: How many Individuals & Societies subjects can I take in the IB?

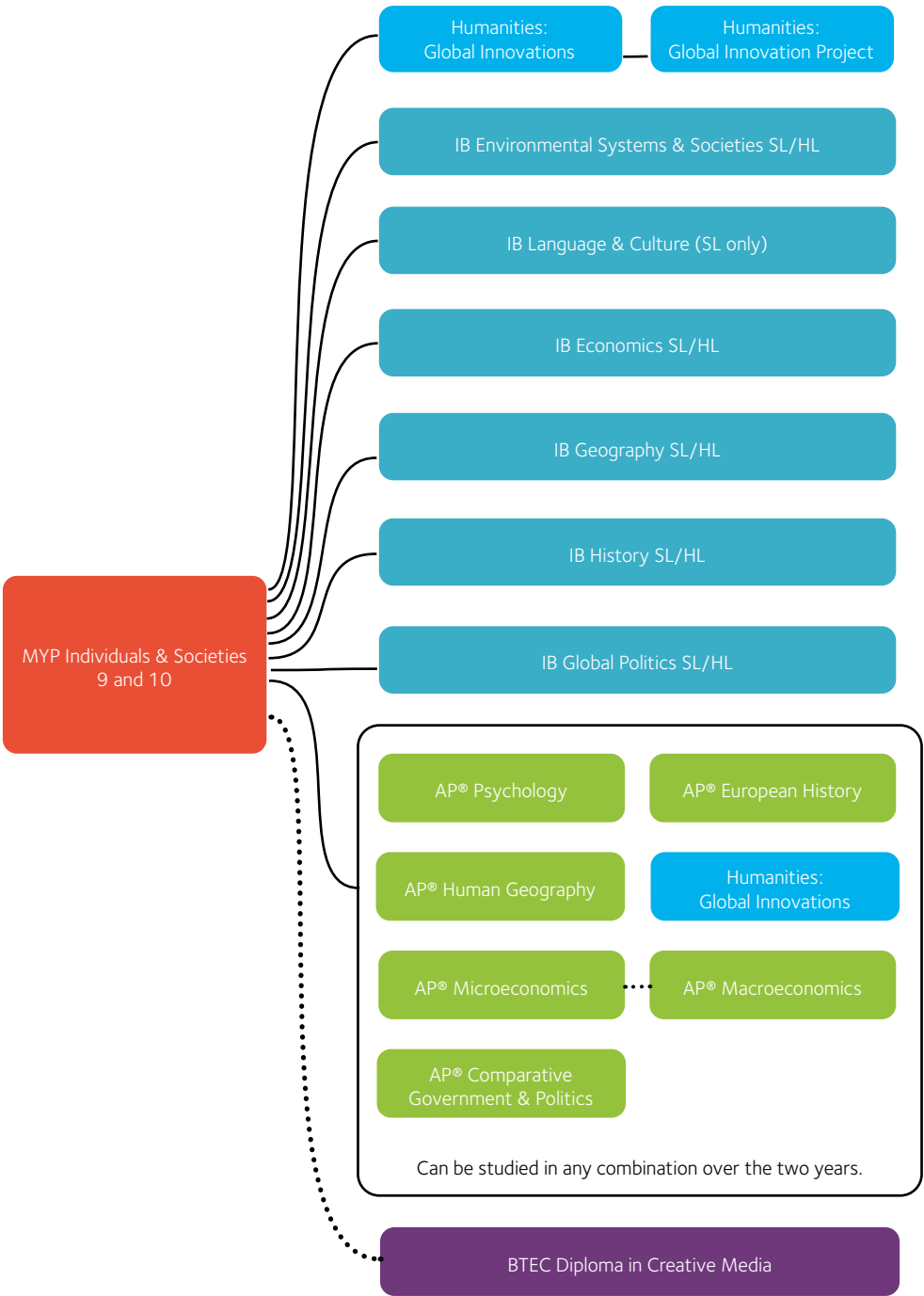
A: You make take two if you do not select an arts subject in group 6.

Q: To take Economics, do I need to take HL Mathematics?

A: No, but you will be challenged to apply a mathematics course at the higher level.

Humanities Course Progression

At least three years of humanities is required for graduation.
BTEC Diploma in Creative Media counts towards humanities graduation requirements.
IB Environmental Systems & Societies SL/HL counts towards Humanities and Science graduation requirements.
IB Language & Culture SL counts towards English and Humanities graduation requirements.



MYP Individuals & Societies 9

Grade 9 • 1 year

MYP

You will be introduced to a relatively new approach to studying the humanities called “Big History.” Using this approach, you will follow the development of four very different models for human society that still coexist in some form in the world today: tribalism, feudalism, market-based democracies and modern communism. You will be asked to form and defend your opinion on a range of historical and current topics from the fate of modern tribal societies in the Amazon to the threats to the global environment and modern democracy. Along the way, the course borrows ideas and skills from a number of humanities subjects, including geography, history, political science, sociology and economics.

MYP Individuals & Societies 10

Grade 10 • 1 year

MYP

This course is intended to increase your engagement with the world in which you live. Your understanding of present societies will improve by studying the past. You will have the opportunity to learn about political systems, including dictatorship and democracy. When studying developing nations, you will analyse and suggest solutions to the problems that they currently face. You will consider the importance of different perspectives on issues such as climate change, identity and inequality. Your thinking will be informed by historical documents, climate and economic data, as well as newspaper articles. Over the course of the year your skills as a presenter, writer and critical thinker will improve.

IB Economics SL/HL

Grades 11 and 12 • 2 years

IB

Economics is a dynamic social science in which you will study the concept of scarcity and the problem of resource allocation. You will look at choices and decisions made by individuals, firms and governments which influence not only their own well being but that of society as a whole. Economics is a discipline that incorporates elements of history, geography, psychology, sociology and political sciences. At the root of economics you will search for a better understanding of the working of human society seeking a global perspective, particularly in the investigation of the vast gulf that separates the poorest nations from the richest. You are externally assessed by the IB through course coursework (20% HL or 30% SL) and final examination (80% HL or 70% SL).

IB Geography SL/HL

Grades 11 and 12 • 2 years

IB

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the awesome wonder of the Earth, the human societies that inhabit it and the big issues facing both in the 21st century. You will be challenged to examine the solutions to these issues. Geography has at its core a study of global change. You will investigate population growth and migration, the planet’s vulnerability and resilience to climate change and the implications of global consumption on the environment and our security. You will wonder at extreme environments and the possibilities for global food and health. You will enjoy hands-on fieldwork measuring the power of glaciers in Switzerland. At HL you will also discuss global power structures, development challenges and risks to the economy and environment. You are externally assessed by the IB through coursework (20% HL or 25% SL) and final examinations (80% HL or 75% SL).

IB Global Politics SL/HL

Grades 11 and 12 • 2 years

IB

Global Politics is a course for those who want to understand more about how the world they live in works, what makes it change, and what prevents it from changing. The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. You will build your knowledge and understanding by critically engaging with contemporary political issues and challenges that interest you. The scope of Global Politics extends over a wide range of topics and areas of study, including human rights, peace and development studies. You will develop your understanding of political concepts and your knowledge of specific content by exploring and researching real-world case studies and examples. Developing an understanding of power is critical for analysing how political systems work and how they change, and Global Politics students encounter the complexity and nuances of this concept throughout this course. You are externally assessed by the IB through coursework (SL 30% or HL 20%) and final examinations (SL 70% or HL 80%).

IB History SL/HL

Grades 11 and 12 • 2 years

IB

This is a world history course based on a comparative, multi-perspective approach to history of the 20th century and focused around key historical concepts such as change, causation and significance. In this contested, evidence-based subject, you will study authoritarian states in different regions of the world and engage in historical debates on the nature, causes and consequences of the Cold War. Within the prescribed subject of rights and protests, you will investigate apartheid South Africa and civil rights in the United States through the critical evaluation of historical sources. If you choose history at higher level, your depth-study on the history of the Americas during the post-war era will use political, economic, social and cultural approaches to various countries in the region. You are externally assessed by the IB through coursework (20% HL or 25% SL) and final examinations (80% HL or 75% SL).

IB Language & Culture SL

Grades 11 and 12 • 2 years

IB

See course listing on page 48.

Humanities: Global Innovations

Grades 11 and/or 12 • 1 or 2 years

INNO

Where many courses are focused on understanding the world as it is, Global Innovations is focused on imagining the world as it could be. You will study thought leaders in a variety of fields from economics and psychology to artificial intelligence and ecology. Your core beliefs about the world will be challenged, debated and discussed as we work together to envision a viable and sustainable future for your generation. Developing entrepreneurial skills, you will work alone or in a small team to develop (and potentially launch) a business or non-profit, design a building or a video game or develop any other project that you think will make a positive impact on the world and advance your university and/or career interests. Assessment is based on real-world activities, including oral presentations and sales pitches, formal debates, group discussions and independent projects. With support from teachers and outside consultants, you will learn to develop and defend your own product and process assessment standards.

Humanities: Independent Innovation Project

Grade 12 • 1 year

INNO

This is your opportunity to focus on a specific innovation challenge. You will develop a project from the year one course, or take on a new challenge, and bring an innovative product or solution to a client or audience. Coached by your teacher, you will produce a prototype and/or write a business plan for your creative solution. Your innovation will be pitched to a panel of experts in a final presentation.

AP® Comparative Government & Politics

Grade 11 or 12 • 1 year

AP®

Whether exploring the rich diversity of political life around the world or making explicit comparisons between the political, economic or social systems in our six prescribed countries of study (Great Britain, Mexico, Russia, Iran, China and Nigeria), your knowledge and understanding of our political world will grow tremendously in this course. One key feature is the identification and synthesis of how different governments solve similar domestic and global problems. You will learn to evaluate the effectiveness of various political systems, policies and approaches to global issues. You are externally assessed by the College Board through one final examination (100%).

AP® Microeconomics

Grade 11 or 12 • 1 year

AP®

Microeconomics focuses on producers and consumers, including topics such as scarcity and how firms make decisions regarding price and output. When you finish this course, you will understand the language of economics and you will be able to: integrate economic concepts into your everyday experiences, generate, interpret, label, and analyse graphs, charts and data to describe and explain economic concepts. You will see the world with a fresh perspective and in a new light. Economics is a core competency for the responsible citizen and is a foundation for many different careers. You are externally assessed by the College Board through one final examination in microeconomics (100%).

AP® Macroeconomics

Grade 11 or 12 • 1 year

AP®

Macroeconomics covers national-level topics like inflation, unemployment and GDP. When you finish this course, you will understand the language of economics and you will be able to: integrate economic concepts into your everyday experiences, generate, interpret, label, and analyse graphs, charts and data to describe and explain economic concepts. You will see the world with a fresh perspective and in a new light. Economics is a core competency for the responsible citizen and is a foundation for many different careers. You are externally assessed by the College Board through one final examination in macroeconomics (100%).

AP® European History

Grade 11 or 12 • 1 year

AP®

The study of European History since 1450 introduces you to cultural, economic, political and social developments that have played a fundamental role in shaping the world in which you live. Without this knowledge, we lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, you will develop an understanding of some of the principal themes in modern European history; an ability to analyse historical evidence and historical interpretation; and an ability to express historical understanding in writing by developing theses, synthesising information and drawing conclusions. You are externally assessed by the College Board through one final examination (100%).

AP® Psychology

Grade 11 or 12 • 1 year

AP®

In AP® Psychology you get the chance to explore the ideas, theories, and methods of the scientific study of behaviour and mental processes. You'll examine the concepts of psychology through reading and discussion and you will analyse data from psychological research studies. You get to better understand and interpret data and learn to analyse research studies in psychology. You are externally assessed by the College Board through one final examination (100%).

AP® Human Geography

Grade 11 or 12 • 1 year

AP®

This course introduces you to the systematic study of patterns and processes that have shaped humanity's understanding, use and alteration of the Earth's surface. As a geographer, you learn to employ spatial concepts and landscape analysis to examine human socioeconomic organisation and its environmental consequences. Additionally, you will learn about the methods and tools geographers use in their research and applications.

You will study the following core concepts and topics: geography: nature and perspectives; population and migration; cultural patterns and processes; political organisation of space; agriculture, food production and rural land use; industrialisation and economic development and cities and urban land use. You are externally assessed by the College Board through one final examination (100%).

BTEC Diploma in Creative Media

Grade 11 and 12 • 2 years

BTEC

See course listing on page 44.



Mathematics

Our goal is to empower students with the skills, conceptual understanding, and confidence to use mathematics as a powerful tool for problem-solving, critical thinking, and exploring the world around them. Rooted in the belief that mathematics is not just about numbers but about making sense of patterns, relationships, and structures, our subject area emphasises conceptual understanding and real-world application. By fostering these skills, students are prepared to thrive in their future studies, careers, and as thoughtful, adaptable contributors to a rapidly evolving global society, to ultimately make their corner of the world a better, and kinder place.

Our approaches to Inquiry and concept-based learning shape an engaging and transformative approach to mathematics, encouraging students to think beyond formulas and processes. By focusing on exploration, students develop the ability to identify connections between mathematical concepts and their applications in broader contexts across their learning at ISZL.

FREQUENTLY ASKED QUESTIONS

Q: What is the difference between MYP Mathematics and MYP Mathematics Extended?

A: For the most part the two courses are aligned in content breadth, however the extended course seeks to add more depth to the aligned units. The philosophy, assessment and student outcomes are identical, and it is possible at key moments of the year (e.g. transition from grade 9 to 10) to move between them in consultation with their university advisor and Mathematics teacher, and provided certain criteria are met.

Q: What is the main difference between the new AP Statistics course and the ISZL Statistics course?

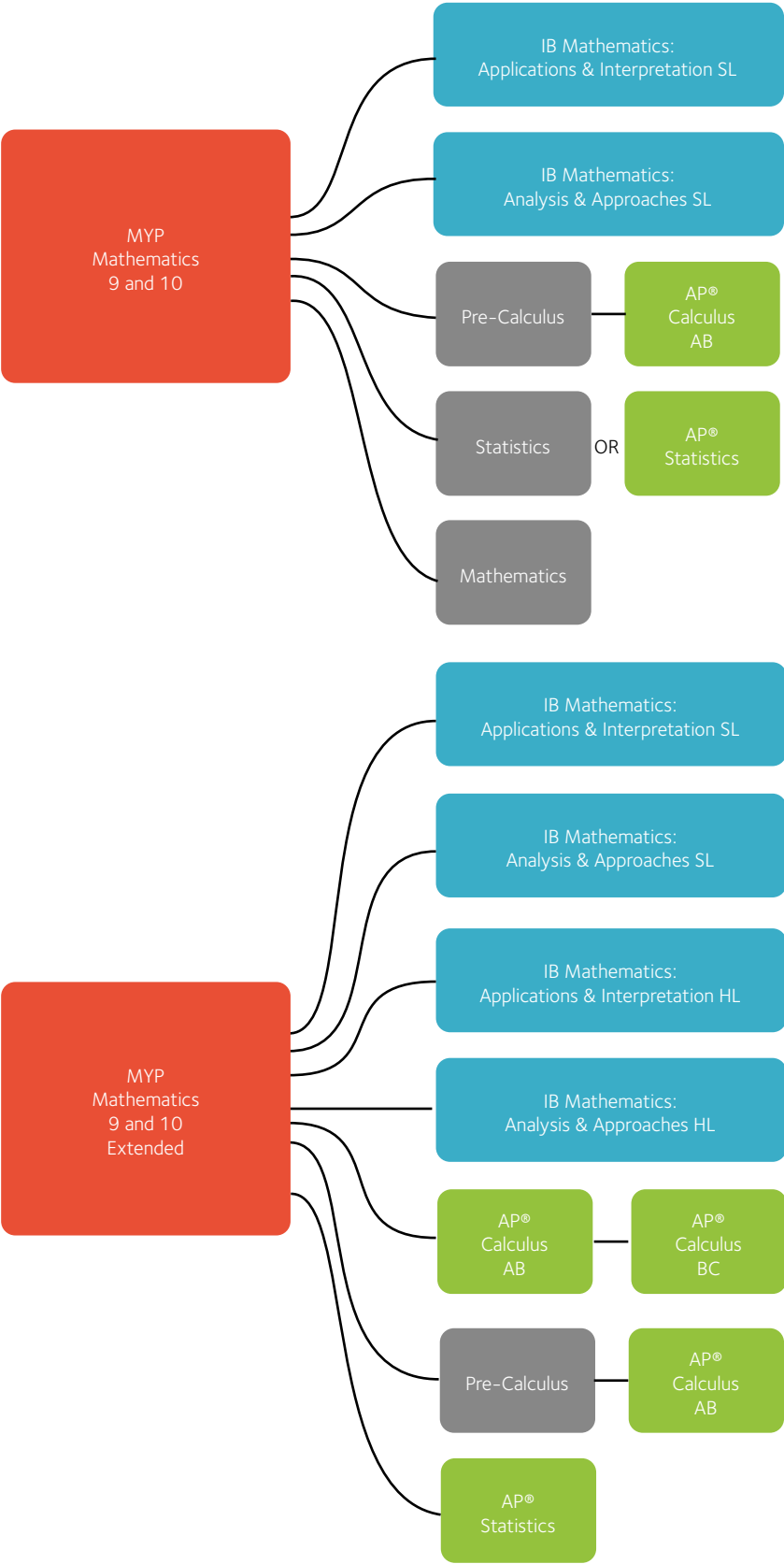
The main difference lies in the assessment structure. The AP® Statistics course is externally assessed through a final College Board examination, which accounts for 100% of the grade. In contrast, the Statistics course incorporates the statistical portfolio as a significant part of the grade across both semesters. Both satisfy the ISZL graduation requirement for mathematics.

Q: Why should I take the AP® Statistics?

A: In today's data-driven world, statistics plays a vital role within it. If you are exploring career options or academic interests which involve data, considering a course in statistics could be right for you. This course choice would help you develop the tools and critical thinking to thrive in a data-rich world. The statistics courses provide an alternative to the analytical calculus courses and deliver a lot of transferable skills which can complement Innovations, ISZL and other AP® courses, including many of the humanities courses (e.g. human geography and psychology) and some science courses (e.g. biology and environmental sciences).

Mathematics Course Progression

At least three years of mathematics is required for graduation.



MYP Mathematics 9 and MYP Mathematics 9 Extended

Grade 9 • 1 year

MYP

The MYP Mathematics 9 and Mathematics Extended 9 courses are designed to develop students’ mathematical understanding, critical thinking, and problem-solving skills. It provides a foundation for exploring mathematical concepts and applying them to real-world situations, fostering both analytical and practical skills. Students engage with key topics such as algebra, geometry, and probability, with an emphasis on making connections between these areas and their applications in diverse contexts.

MYP Mathematics 10 and MYP Mathematics 10 Extended

Grade 10 • 1 year

MYP

The MYP Mathematics 10 and Mathematics Extended 10 build on the foundational skills developed in earlier years, preparing students for the challenges of mathematics in Grades 11 and 12. The courses are designed to continue to develop students’ mathematical understanding, critical thinking, and problem-solving skills from Grade 9. Core topics include advanced algebra, trigonometry and volume, statistics, and functions, encouraging students to explore both analytical and applied areas of mathematics.

IB Mathematics: Applications & Interpretation SL / HL

Grades 11 and 12 • 2 years

IB

These courses recognise the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling such as functions, geometry, statistical methods and calculus. These skills are important in many areas of learning including the social sciences such as psychology or economics, business, design, and of course the natural sciences. The higher level (HL) course in Applications and Interpretation will be suitable for those who are considering university courses in architecture, computing, or the sciences. Extra HL topics include matrices, graph theory and algorithms, vectors and kinematics, and advanced analytical methods in calculus. You are externally assessed by the IB through coursework (20%) and final examinations (80%).

IB Mathematics: Analysis & Approaches SL / HL

Grades 11 and 12 • 2 years

IB

These courses recognise the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts and mathematical knowledge to solve abstract problems. The course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments, and looking at the underlying principles of mathematics in topics such as functions, geometry, statistics and probability, and calculus. The standard level course is intended for students who plan to study social sciences such as psychology or economics, business, design, and of course the natural sciences. The higher level course is intended for students that will go on to study mathematics, and/or degrees that require a strong understanding of advanced mathematical principles such as aerospace and electrical engineering and physics. Extra HL topics include proof, advanced methods in calculus, and vectors and planes. You are externally assessed by the IB through coursework (20%) and final examinations (80%).

Mathematics

Grade 11 or 12 • 1 year • New for 2025–26

ISZL

This course is designed to empower you to confidently engage with mathematics. It follows the content of the first year of the IB Mathematics Applications & Interpretation SL course. The course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. These skills are important in many areas of learning including the social sciences such as psychology or economics, business, design, and of course the natural sciences.

Statistics
Grade 11 or Grade 12 • 1 year • [New for 2025–26](#)

ISZL

This course is designed to help you build your confidence in data and statistics. It follows the content of the AP® Statistics course which builds upon the conceptual understanding of Statistics from the MYP. It focuses on major concepts and tools for collecting, analysing, and interpreting data, equipping you with the skills to make informed decisions based on statistical reasoning. As part of the course, you will develop a Statistical Portfolio, which forms a significant part of your grade across both semesters. This portfolio showcases your work throughout the year and will include exploratory data analysis, results from hands-on experiments, probability simulations, and inference-based conclusions. By building this portfolio, you will have a tangible record of your growth and understanding, highlighting your ability to communicate statistical findings that build your confidence with data.

AP® Statistics
Grade 11 or Grade 12 • 1 year • [New for 2025–26](#)

AP®

AP® Statistics is a challenging and engaging course that builds upon the conceptual understanding of statistics from the MYP. It focuses on major concepts and tools for collecting, analysing, and interpreting data, equipping you with the skills to make informed decisions based on statistical reasoning. The course covers four key themes: exploring data, sampling and experimentation, probability and simulation, and statistical inference. You will investigate real-world problems, design and conduct studies, and apply statistical methods to draw meaningful conclusions. As part of the course, you will develop a Statistical Portfolio that showcases your work throughout the year. This portfolio will include exploratory data analysis, results from hands-on experiments, probability simulations, and inference-based conclusions. By building this portfolio, you will have a tangible record of your growth and understanding, highlighting your ability to communicate statistical findings effectively. You will gain confidence in your ability to think critically and approach the world through the lens of statistics. In this course you are externally assessed by the College Board through one final examination (100%).

Pre-Calculus
Grade 11 • AP Prep • 1 year

ISZL

The Pre-Calculus course is a one-year course which covers all traditional aspects of Grade 11 or Grade 12 mathematics, but does not include calculus. You then have the option to move on to the more advanced AP® Calculus AB course in your final year at ISZL or, if appropriate, to complete your studies in mathematics at this stage. In this course you will study a wide range of mathematical functions (quadratic, exponential, logarithmic and trigonometric) as well as the unit circle and ratios in non-right angled triangles. You will learn to use your graphing calculator effectively when exploring unfamiliar problems, interpreting results and supporting your conclusions.

AP® Calculus AB
Grade 11 or 12 • 1 year

AP®

You will be introduced to the fundamental ideas and applications of differential and integral calculus modeled after the first semester of US university-level calculus. You will be provided with the opportunity to work with functions represented in a variety of ways – graphically, numerically, analytically and verbally – with an emphasis on the connections amongst these representations. You will use a graphing calculator to solve problems, interpret results and support conclusions. In the first semester, you will study continuity and limits, derivatives of polynomial, trigonometric, exponential and logarithmic functions, including applications of derivatives to optimisation and related rates. During the second semester, you will focus on integral calculus including applications to area, volume and differential equations. Typically, an indicator of suitability for this course is to have attained at least a 7 out of 8 in criterion A in MYP Mathematics Extended class or have satisfactorily completed Pre-Calculus, attaining at least a 4 out of 7. You are externally assessed by the College Board through one final examination (100%).

AP® Calculus BC
Grade 12 • 1 year

AP®

You are required to have completed Calculus AB before studying Calculus BC. In this course you will study the second semester of US university-level calculus which includes areas bounded by polar coordinates, vector functions, tangents to parametric curves, integration by parts, the logistic differential equation and models for population growth, improper integrals, arc length and sequences and series (convergence, Power and Taylor series). You will be provided with the opportunity to work with functions represented in a variety of ways – graphically, numerically, analytically and verbally – with an emphasis on the connections amongst these representations. You will use a graphing calculator to solve problems, interpret results and support conclusions. You are externally assessed by the College Board through one final examination (100%).

Physical Education

Throughout Grades 9 and 10 students will experience sport and physical activity for all as part of the departmental focus to promote physical activity for life. All classes are co-educational, with the emphasis placed upon sportsmanship, cooperation and maximum participation in a safe and enjoyable environment. We strive to bring ‘Meaning in Movement’ to each student aiding the development of confidence necessary to participate in either recreational activities or competitive sports. The curriculum is balanced to include individual and team sports incorporating a vocabulary of transferable movement, techniques and conceptual understanding. The use of extended lever sports, net games, invasion games, ball sports, body management, aesthetic movement and health-related exercise are all part of our curriculum. The aim is that the concept of education in the physical domain will lead each student to experience the satisfaction of performing an activity well, expressing oneself physically through movement, discovering hidden talent and enjoying participation.

FREQUENTLY ASKED QUESTIONS

Q: Are Grade 10, 11 and 12 students able to use the fitness suite during lunch times and after school?
A: Yes, Grades 10, 11 and 12 students are allowed to use the fitness suite as they will have been engaged in units of work through Grade 9 enabling them the understanding of the safe practice.

Physical Education 9

Grade 9 • 1 year

ISZL

You will experience sport, fitness and movement activities as the medium through which you will explore cooperation, collaboration, teamwork, and social and self-responsibility. You will improve many of your movement skills through activities such as parkour, fitness, games with implements and group movement activities put to music. In our Healthy Lifestyles unit, you will gain an understanding of effective fitness and wellness aimed to encourage and guide you to a lifelong interest in health, fitness and leisure sports activities that promote your longevity. By the end of this course, you will better understand the value of enhancing personal and social skills, embracing differences and how effective communication contributes to the aim of a mutual goal. All classes are co-educational, with the emphasis placed upon sportsmanship, cooperation and maximum participation in a safe and enjoyable environment. We strive to bring ‘Meaning in Movement’ to each student aiding the development of confidence necessary to participate in either recreational activities or competitive sports for life.

Physical Education 10

Grade 10 • 1 year

ISZL

Through active participation, you will build a foundation for a lifelong healthy active living while learning what makes the activity enjoyable and meaningful for you. You will combine and refine skills for moving in a variety of activities to understand the characteristics of different games and sports and use skills and strategies that improve your success, build your confidence and enjoyment. The concept of challenge by choice enables appropriate learning at a level that builds confidence and enhances the search for your ‘Meaning in Movement’. Prior to, and during, playing situations you will be more fully developed as a performer as we investigate what makes an effective player. You will take on more responsibility for your learning by assessing and evaluating your own skill acquisition, developing an exercise programme and taking on team roles within the sports education unit. This will allow the opportunity to reflect critically on your own fitness level and set goals to enhance your understanding of health and physical activity. You will be engaged in collaboration through teamwork, guiding you toward a positive lifelong interest in health, fitness and physical activities.

FREQUENTLY ASKED QUESTIONS

Science

Science is a cooperative venture between individuals and the international community; it is constantly evolving and is influenced by social, economic, technological, political, ethical and cultural factors. It comprises the traditional disciplines: biology, chemistry and physics as well as other, more contextual branches such as IB Environmental Systems & Societies.

Learning about science is based upon a process of inquiry – the many ways in which scientists study the natural and physical world and propose explanations based on the evidence derived from their work. It provides a means to developing conceptual understanding at a personal level.

The development of scientific skills and attitudes is inextricably linked to the development of ideas in science. Learning should be an active process, integrating both hands-on and minds-on experiences. Students will actively participate in scientific investigations and develop the skills associated with the formation of scientific explanations.

The overall aim of the study of science at ISZL is to provide students with a foundation that will give them scientific literacy, along with a sound knowledge and understanding of scientific concepts, theories and processes. Students will also gain insights into the cultural, societal and historical influences on the development of science while appreciating its international nature and its links with world issues and developments. With these tools, our students will be able to comment sensibly on local and global events and be better prepared in the future to make informed decisions and to solve problems relating to science.

Q: Is there a limit to the number of science courses I can take at ISZL?

A: Yes. In the IB Diploma you can take two courses, but in exceptional cases you can apply for a Non-Regular Diploma and take three sciences if your intended university destination requires this. You will need to provide evidence of this and discuss with the IB Diploma Coordinator and University Advisor before you sign up. The ISZL High School Programme is more flexible in this regard. You can also take ESS in addition to the two sciences in the IB Diploma as this is an interdisciplinary course that covers the requirements of both group 3 (individuals and societies) and group 4 (science).

Q: Do I have to take a Biology, Chemistry or Physics AP Prep course in Grade 11 in order to take the AP® course?

A: Yes, with occasional exceptions, this is true for Biology and Chemistry. In Physics, because there are multiple AP® examinations available, it may be possible for you to take the AP® Physics 1 course in Grade 11.

Q: Is there a mathematics requirement for any of the science courses in Grade 11 or Grade 12?

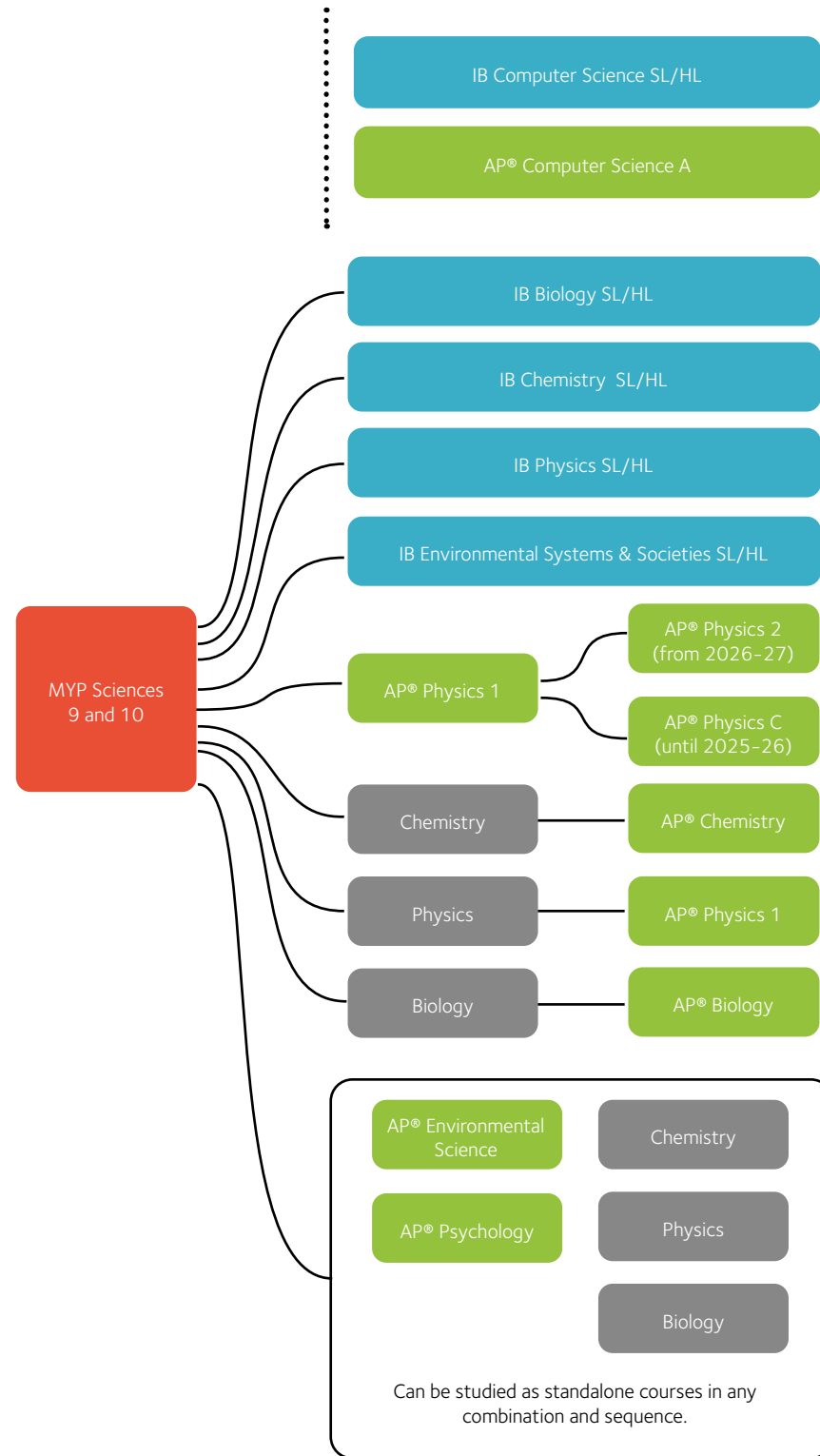
A: The AP® Physics C course does require you to have taken, or be taking, the AP® Calculus AB course. Of course, all science courses require you to engage with mathematical concepts.

Q: What is the Collaborative Sciences Project?

A: All IB Diploma students participate in the Collaborative Science Project. This requires them to work collaboratively on a Science challenge, demonstrating the interdisciplinary and collaborative nature of Science.

Science Course Progression

At least three years of science is required for graduation.
All of IB Computer Science SL/HL, AP® Psychology and AP® Computer Science count towards science graduation requirements.



MYP Sciences 9

Grade 9 • 1 year

MYP

In this course, you will build your scientific knowledge and learn how to apply it to solve problems and make evidence-based decisions. You will explore both familiar and unfamiliar scenarios, using your understanding of science to develop creative and practical solutions. The course connects key areas of science—physics, biology, chemistry, and environmental systems—highlighting how scientists collaborate to address real-world challenges. We will address topics from evolution to energy, as well as developing practical scientific skills. There will also be opportunities to examine the global implications of scientific advancements and their applications to specific issues, gaining insight into the role of science in shaping our world.

MYP Sciences 10

Grade 10 • 1 year

MYP

In this course, you will deepen your scientific knowledge by exploring the connections between facts, concepts, laws, and theories. You will learn to apply this knowledge to solve problems, make evidence-based decisions, and address challenges in both familiar and unfamiliar contexts. The course will develop your critical and scientific thinking across key areas of science, including physics, biology, chemistry, and environmental systems. You will study engaging topics such as genetics, particulate chemistry, and the principles of motion, while also examining the global impact of scientific advancements and their real-world applications. Throughout the year, we will be developing skills that support you completing an individual investigation in a topic that inspires and interests you.

IB Biology SL/HL

Grades 11 and 12 • 2 years

IB

You will learn about the core scientific principles, theories and processes governing living organisms, biological systems and natural phenomena. 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 curriculum emphasises conceptual understanding of biological concepts and application of science practices to novel situations. This is accomplished through case studies, inquiry based laboratory experiences and modeling. You will also have the chance to conduct an individual investigation into an area of biology you find of particular interest. You are externally assessed by the IB through coursework (20%) and final examinations (80%).

IB Chemistry SL/HL

Grades 11 and 12 • 2 years

IB

You will acquire a body of knowledge, methods and techniques that characterise chemistry as a scientific discipline. You will develop an ability to analyse, evaluate and synthesise chemical information and will develop a critical awareness of the need for, and the value of, effective collaboration and communication during chemical activities. Through experimental practice and investigative chemistry, including the use of current technologies, you will enjoy studying areas including stoichiometric relationships, atomic structure, bonding, energetics, kinetics and organic chemistry. You will also have the chance to conduct an individual investigation into an area of chemistry that inspires you. You are externally assessed by the IB through coursework (20%) and final examinations (80%).

IB Computer Science SL/HL

Grade 12 • 1 year

IB

See course listing on page 43.

IB Environmental Systems & Societies SL/HL

Grades 11 and 12 • 2 years

IB

As an interdisciplinary course, you will understand the interrelationships between environmental systems and societies, developing an ability to explore a systems approach, the perspectives, values and attitudes of people and how sustainability can be applied to develop solutions and make decisions about the challenges our environment faces. These concepts are explored through ecology, biodiversity and conservation, water, land, atmosphere and climate change, natural resources and human populations and urban systems. At HL the topics are explored through the additional lenses of Environmental Law, Environmental Economics and Environmental Ethics. Students enjoy the student-centred approach to the course with several field trips and the opportunity to explore controversial topics systematically but with personal perspectives. You are externally assessed by the IB through coursework (20% at HL and 25% at SL) and final examinations (80% at HL and 75% at SL).

Science	Science
<p>IB Physics SL/HL Grades 11 and 12 • 2 years</p> <p>This course has both depth and breadth. Topics covered include space, time, motion, the particulate nature of matter, waves, field theory, and quantum and nuclear physics. The HL course covers each of these topics in increased detail. You will develop your ability to reason about physical phenomena using important science process skills such as explaining causal relationships, designing experiments, analysing data and making connections across multiple topics within the course. You will enjoy exploring concepts and relationships via practical activities involving small teams, learning how to use a variety of lab equipment throughout the course. These learning experiences will help you to understand and articulate the laws of the physical world as well as solve complex problems. You are externally assessed by the IB through coursework (20%) and final examinations (80%).</p>	<p>AP® Biology Grade 12 • 1 year</p> <p>AP® Biology is the equivalent to a first year university level “General Biology” course in the United States and prepares you to take the AP® exam in May. The curriculum emphasises conceptual understanding of biological concepts and application of science practices to novel situations through case studies, inquiry based laboratory experiences and modelling. You will learn about the core scientific principles, theories and processes governing living organisms, biological systems and natural phenomena. Chemistry of Life, Cell Structure and Transport, Cellular Energetics, Cell Communication and the Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection and Ecology. You are externally assessed by the College Board through one final examination (100%).</p>
<p>Science: Independent Innovation Project Grade 12 • 1 year</p> <p>This is your opportunity to focus on a specific innovation challenge. You will develop a project from the year one course, or take on a new challenge, and bring an innovative product or solution to a client or audience. Coached by your teacher, you will produce a prototype for your creative solution. Your innovation will be pitched to a panel of experts in a final presentation.</p>	<p>AP® Chemistry Grade 12 • 1 year</p> <p>In the AP® Chemistry course you will be challenged by a rigorous college level curriculum culminating with one external examination in May. Each chemical concept is delivered through a wide variety of learning experiences and inquiry based laboratory investigations. You will be introduced to more advanced laboratory techniques including titrations, colorimetry and gravimetric analysis. Due to the high academic challenge you will be required to complete an increased amount of home learning. The course focuses on four big ideas in chemistry: Scale, Proportion and Quantity, Transformations, Structure and Properties, and Energy. Overall, you will find the course to be great preparation for further studies in all sciences. You are externally assessed by the College Board through one final examination (100%).</p>
<p>Biology Grade 11 or 12 • AP Prep • 1 year</p> <p>This is a rigorous course designed for science students who want to pursue natural related science studies (for example: biology, marine biology, medicine, nursing and veterinary science). It is also designed for students who want to broaden their biological understanding of current issues and develop skills to deal critically with present day scenarios. Topics of study are broad and go from the microscopic details of biochemistry and molecular biology, cell biology, photosynthesis and respiration, and genetics to the more macro world and interactions in ecology. Biology uses a wide range of engaging laboratory experiences and data based questions to introduce and reinforce the classroom learning experiences.</p>	<p>AP® Computer Science A Grade 11 or 12 • 1 year</p> <p>See course listing on page 43.</p>
<p>Chemistry Grade 11 or 12 • AP Prep • 1 year</p> <p>While studying chemistry, you will learn to use a wide variety of different equipment and techniques to build experiments investigating phenomena in the world around you. Through these experiments you will be expected to critically analyse the data collected and build models, both mathematical and molecular, which you will present to the class. You will be challenged to defend your ideas and in return challenge your fellow classmates to encourage a deeper understanding of the particular nature of matter and energy. The class is a great introduction to the fundamental principles of physical sciences with an emphasis on chemistry. You will enjoy the practical nature of each new concept and the ensuing discussions.</p>	<p>AP® Environmental Science Grade 11 or 12 • 1 year</p> <p>You will explore and investigate the interrelationships of the natural world, identify and analyse environmental problems, both natural and human-made, evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them. You will look at environmental issues and solutions not only through a purely scientific lens but also through political, economic, cultural and sociological perspectives. You will enjoy hands-on, laboratory and field investigations to apply scientific principles, concepts and methodologies in order to better understand our natural systems and to critically think about environmental issues and potential solutions. You will be part of the solution facing our increasingly fragile planet. You are externally assessed by the College Board through one final examination (100%).</p>
<p>Physics Grade 11 or 12 • AP Prep • 1 year</p> <p>This course provides a thorough conceptual foundation in aspects of kinematics, mechanics and electricity and offers a self-taught option from the following: thermodynamics, electric fields, optics or atomic physics. You will partake in a variety of activities, including class and team discussions, and will enjoy exploring concepts and relationships using practical relationships where you will work in small teams and become familiar with using a variety of equipment, including sensors and data-logging. The combination of data-analysis and theoretical study will result in a deep understanding of the concepts covered. You will have the opportunity to develop and design your own learning objectives, practical activities and assessments in the final option.</p>	<p>AP® Psychology Grade 11 or 12 • 1 year</p> <p>See course listing on page 69.</p>

AP® Physics 1

Grade 11 or 12 • 1 year

AP®

This highly conceptual course takes you through a detailed study of mechanics, including rotational motion, oscillations and waves, and current electricity. You will develop your ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analysing data and making connections across multiple topics within the course. You will enjoy exploring concepts and relationships via practical activities involving small teams, getting your hands on a variety of equipment. These learning experiences will help you to understand and articulate the laws of the physical world and to problem solve. You are externally assessed by the College Board through one final examination (100%).

AP® Physics 2

Grade 12 • 1 year • [First offering 2026-27](#)

AP®

AP® Physics 2 is an algebra-based, introductory college-level physics course. You will cultivate your understanding of physics through inquiry-based investigations as you explore these topics: thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. You are externally assessed by the College Board through one final examination (100%).

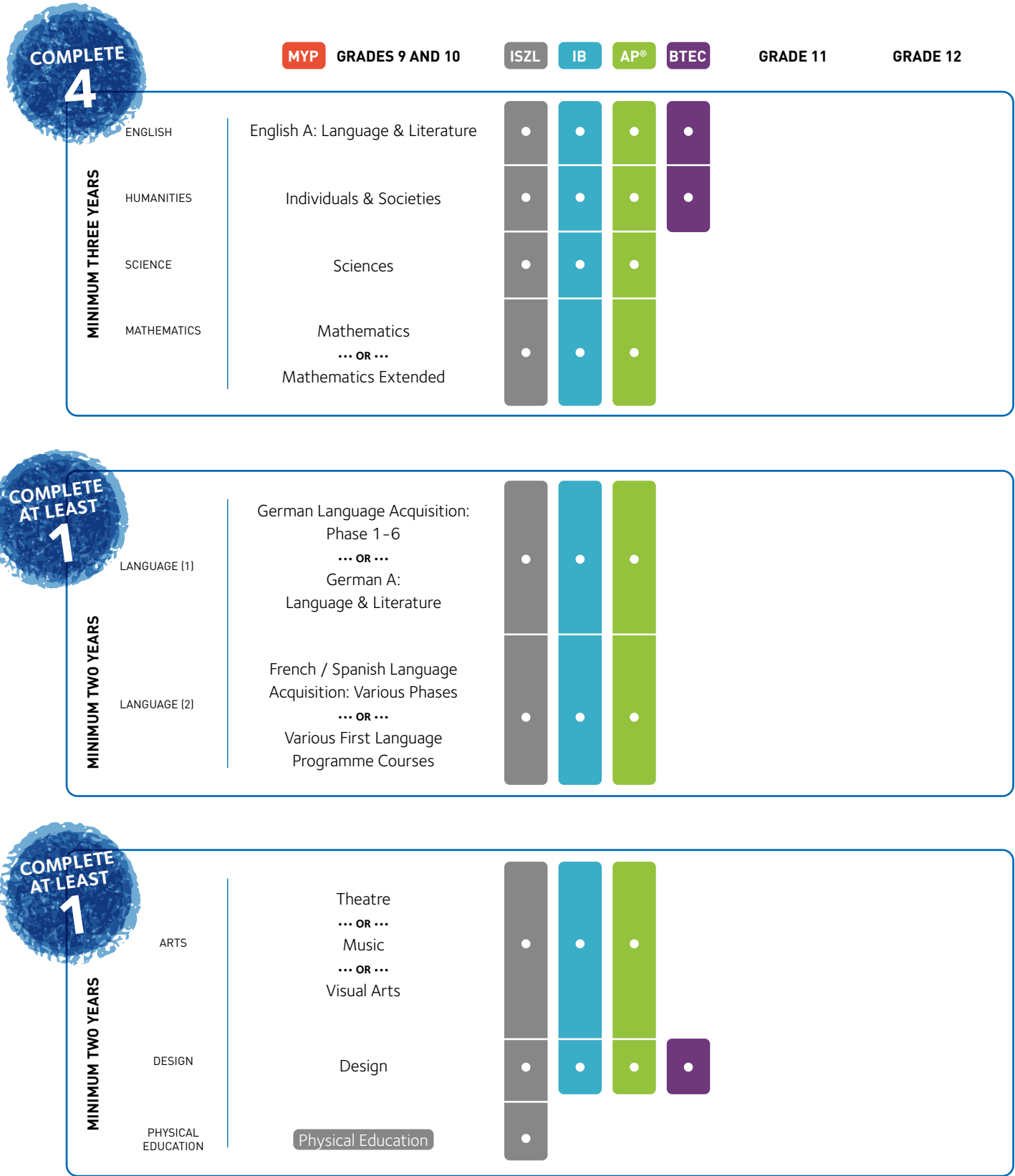
AP® Physics C

Grade 12 • 1 year • Prerequisite: taking or passed AP® Calculus AB • [Final year 2025-26](#)

AP®

AP® Physics C is a calculus-based college physics course and emphasises problem solving and critical thinking skills. You will cover both the mechanics and the electricity and magnetism portion of the AP® Physics C curriculum. As a result, this course will prepare you for two AP® Examinations: AP® Physics C Mechanics and Physics C Electricity and Magnetism. In AP® Physics C Mechanics, you will study Kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. In AP® Physics Electricity and Magnetism, you will study Electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. You will be externally assessed by the College Board through one final examination (100%) in Mechanics and through another examination (100%) in either Electricity or Magnetism, but those examinations are independent.

Four Year Planner



A WORLD CLASS LEARNING COMMUNITY

The International School of Zug and Luzern (ISZL) is an independent co-educational, non-profit day school serving the international community of Central Switzerland by providing a comprehensive education from Early Years to university preparation, from ages 3 to 18.

As an International Baccalaureate® (IB) World School, ISZL is authorised by the IB Organisation to offer the Primary Years, Middle Years and Diploma Programmes. In addition, students in Grades 11 and 12 have the option of taking Advanced Placement (AP) courses and exams, which are audited by the College Board.

ISZL has been accredited by the prestigious and highly respected Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISZL is a member of the Swiss Group of International Schools (SGIS) and the Educational Consortium of International Schools (ECIS).

ISZL is supervised by the Educational Authorities of the Canton of Zug and operates with their approval.

A NON-PROFIT FOUNDATION

ISZL is registered as a non-profit foundation (Stiftung) in Switzerland.

EINE LERNGEMEINSCHAFT DER WELTKLASSE

Die International School of Zug und Luzern (ISZL) ist eine unabhängige, gemeinnützige Tagesschule die der internationalen Gemeinschaft der Zentralschweiz eine umfassende Ausbildung vom Vorschulalter bis hin zur Universitätsvorbereitung für 3 – 18 Jährige anbietet.

ISZL ist als International Baccalaureate® (IB) World School durch die IB Organisation autorisiert die Primary Years, Middle Years und Diploma Programme anzubieten. Ausserdem haben Schüler der 11. und 12. Klasse die Möglichkeit, Advanced Placement (AP) Kurse zu belegen und Examen abzulegen. Alle AP Kurse werden vom College Board überprüft.

ISZL ist akkreditiert vom renommierten und hochangesehenen Council of International Schools (CIS) und der New England Association of Schools and Colleges (NEASC). Die Schule zeigt damit, dass ihre akademischen Programme von höchster Qualität sind.

ISZL wird von der Bildungsbehörde des Kantons Zug beaufsichtigt, und wird mit deren Genehmigung geführt.

EINE GEMEINNÜTZIGE STIFTUNG

ISZL ist nach schweizerischem Recht als gemeinnützige Stiftung organisiert.



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