



OSLO INTERNATIONAL SCHOOL

IB DIPLOMA PROGRAMME GUIDE



Prepare yourself for an international future

The Upper Secondary Programme at Oslo International School is a cohesive, balanced and demanding 3 year course of study, with final examinations that prepare students for success at university and beyond. The educational philosophy of the IB is the governing aim of our Upper Secondary, as the successful completion of the IB is the goal of the OIS programme. Known for its intellectual rigour and high academic standards, the Upper Secondary course of study also places strong emphasis on the ideals of international understanding and responsible citizenship.

The Pre-IB and IB Diploma programmes at OIS typically have 120-150 students enrolled. Applications are considered on the basis of the student's previous academic records, letters of recommendation, and an interview with the Upper Secondary Principal. Apart from a strong academic programme, students have the possibility of participating in a range of activities including Model United Nations conferences, Amnesty International, yearbook committee, student council, as well as sports clubs and a drama production.

A preparatory year

OIS offers a preparatory year for students intending to follow the IB programme. The purpose of the Pre-IB curriculum is to make the transition from Lower to Upper Secondary smoother for students, and to prepare them fully for the rigorous demands of the IB Diploma Programme. Students study 6-7 academic subjects concurrently; they are required to study English, Mathematics, a Humanities subject, a Science and a second Language. In addition, they continue to study Physical Education.

To prepare them further for the IB Diploma Programme, students also take two preparatory courses, each comprising three separate components. IB Skills focuses on research, service learning and creativity. IB Intro introduces students to computer science, economics and communication & media through tailored trimester courses, designed to give them an insight into the nature of a subject not previously studied.

The International Baccalaureate Programme



The International Baccalaureate Diploma Programme, created in 1968, is a comprehensive two-year pre-university course of study designed for highly motivated secondary school students aged 16 to 19. The Programme has earned a reputation for rigorous assessment, giving IB Diploma holders access to leading universities around the globe. The IB Diploma equips students with the skills and attitudes necessary for success in higher education and employment. The IBO's research has consistently shown that IB students are often better prepared for university than their peers.

Course structure

Six academic subjects are studied continuously over two years (Years 12 and 13), one to be selected from each of Groups 1 to 5, with the sixth subject selected from Groups 1 to 4. In addition, students follow the following components:

- Theory of Knowledge (TOK)
- Extended Essay (EE)
- Creativity, Activity, Service (CAS)

Methods of Assessment

Students are graded (on a scale of 1 to 7) per subject over the two years. A range of internal and externally assessed components across all academic subjects make up the final grades. These include Internal Assessments (IAs) such as language orals, a Maths exploration project, Economics commentaries, Science labs, field work in Geography, etc. These wide-ranging internal assessments are marked internally by OIS teachers and samples are then externally moderated by IB examiners.

At the end of two years, in May, students sit their externally marked diploma exams. The IBO awards final grades in July. The six academic subjects are graded on a scale from 1 (minimum) to 7 (maximum). The EE and TOK are graded on a scale from A (Excellent) to E (Unsatisfactory) and contribute between 0 and 3 additional points. The maximum IB Diploma score is 45 points $(6 \times 7) + 3 = 45$ points. A minimum of 24 points is required to obtain the Diploma, and TOK, EE and CAS must be satisfactorily completed.

Core elements of the IB Programme



Theory of Knowledge

The Theory of Knowledge (TOK) course is central to the educational philosophy of the IB Diploma. Emphasis is placed on the role of language and thought and on the development of the student's critical thinking skills. TOK is intended to stimulate critical reflection on knowledge, experience gained inside and outside the classroom, and to encourage clarity of thought and good judgement. Each student is required to submit one essay between 1200 and 1600 words, from a list of 6 titles prescribed by the IBO for each examination session. In addition, the student makes a 10-minute presentation to the class and writes a self-evaluation report that includes a concise description of the presentation and answers to questions provided by the IBO.

Extended Essay

The Extended Essay (EE) offers students the opportunity to investigate a topic of special interest and acquaints them with the independent research and writing skills expected at university. Every student must submit an Extended Essay to obtain the Diploma. Advised and guided by a faculty

member, this essay is expected to take approximately 40 hours of work and should be around 4,000 words in length (maximum).

Creativity, Activity & Service

Creativity, Activity and Service (CAS) participation is a requirement of the IB Diploma. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. It encourages students to share their energy and special talents with others; students may, for example, participate in theatre or musical productions, and sports and community service. Through these activities, and a minimum of one project, students should develop greater awareness of themselves and concern for others, as well as the ability to work collaboratively with others.

The CAS Coordinator is responsible for guiding and advising students, while the programmes are monitored by IBO regional offices. Students are expected to be involved in CAS activities for the 18 month programme. A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate their understanding and acquired insights.

Choosing your IB subjects

Six academic subjects are studied over two years, one to be selected from each of Groups 1 to 5, with the sixth subject from Groups 1-4. Students may opt to study an additional science, individual and societies, or language course, instead of a course in the arts. It is possible to take two languages from Group 1 (and none from Group 2) leading to a bilingual diploma. Students choose three subjects at higher level (HL) and three at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

IB courses offered at OIS

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|--|---|
| Group 1 Language A Studies in Language & Literature | <ul style="list-style-type: none"> English Literature (HL, SL), English Language and Literature (HL, SL), Norwegian Literature (HL, SL), Language A Literature (self-taught in first language) (SL) |
| Group 2 Language B Language Acquisition | <ul style="list-style-type: none"> Norwegian (HL, SL), French (HL, SL), Spanish (HL, SL), Spanish ab initio (SL) |
| Group 3 Individual & Societies | <ul style="list-style-type: none"> History (HL, SL), Economics (HL, SL), Geography (HL, SL) |
| Group 4 Experimental Sciences | <ul style="list-style-type: none"> Biology (HL, SL), Chemistry (HL, SL), Physics (HL, SL), Computer Science (HL, SL) |
| Group 5 Mathematics | <ul style="list-style-type: none"> Mathematics : Analysis and Approaches (HL, SL) Mathematics : Applications and Interpretation (SL) |
| Group 6 The Arts or Electives | <ul style="list-style-type: none"> Visual Arts (HL, SL), or choose another subject from Groups 1, 2, 3 or 4 |

Due to scheduling limitations, some subjects conflict as they are taught at the same time. This is shown in the table below. Note that you may NOT choose subjects from the same column.

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|---------------|-------|--------------|----------------|---------|-----------|---------------|-----------|
| English A L | Nor A | Maths HL A+A | Spanish B | Physics | History | Visual Arts | Economics |
| English A L+L | Nor B | Maths SL A+A | French B | Biology | Geography | Chemistry | |
| | | Maths SL A+I | Lang AB Initio | | | Comp. Science | |



Subject specific pre-requisites

Biology, Chemistry, or Physics require previous study in that science at Year 11 (or Pre-IB).

Mathematics HL courses require a minimum of grade 6, but a 7 is strongly recommended.

Economics HL requires a minimum grade 5 in Mathematics in Year 11 or its equivalent.

Physics SL/HL requires a minimum grade 5 in both Mathematics and Physics in Year 11 or its equivalent.

European Framework for Languages (CEF).

Norwegian A is for students who have studied Norwegian A at school and use Norwegian at home. Students who have studied Norwegian as a foreign language can choose Norwegian B. Teacher evaluation of students for correct language placement will take place within the first month of enrolment.

Language selection

Students who can access both the English A and Norwegian A courses (Group 1) are required to either select these two A courses or select one of them and another Language B (French or Spanish). Students who select their mother tongue as their Language A self-taught course will also be required to select English A. Not all languages are available as self-taught (consult the IB Coordinator). Enrolment in any Language B (apart from the ab initio course) requires previous study in that language and a minimum demonstrated language proficiency of Levels B1/B2 as described in The Common

Note that any student intending to pursue their studies at Norwegian university will require either Norwegian A at Standard Level or Norwegian B at Higher Level (unless their selected course is taught in English). An alternative route to attaining the required level of Norwegian language is to take the *Norskprøven* outside of school. This test is administered and graded externally. Norwegian language competence is not a pre-requisite for *Lånekassen* financial support for post-secondary education. However, parents and students are advised to check their individual circumstances directly with *Lånekassen*.

Education for a better world



The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

-IB mission statement

For further information about the IB diploma programme at Oslo International School, contact:

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For more information about the
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