

DP Guide 2024-2026





We welcome and connect.

We challenge and prepare.

We nurture and inspire.

International School of Berne • Educating for life in the heart of Switzerland since 1961.

ISBerne Mission

We welcome and connect

Our community values respectful and collaborative relationships.

We nurture and inspire.

Our community cares for its members and encourages them to reach their potential.

We challenge and prepare.

Our community offers rigorous programmes that prepare global citizens for tomorrow.

ISBerne Definition of Intercultural Understanding

ISBerne believes that International Mindedness is a profound appreciation of our diversity and recognition of our global responsibility as embodied in the IB Learner Profile.

ISBerne Definition of High-Quality Learning

Life-long learning starts with curiosity and leads to inquiry and personal growth through the development of knowledge, skills and understanding.

We challenge and prepare.

ISBerne Learning Principles

- **Engagement:** Learners are actively engaged and develop an understanding of themselves as learners.
- **Risk Taking:** Learners explore the unfamiliar, consider a range of perspectives and take informed risks. Mistakes are seen as opportunities for learning.
- **Collaboration:** Learners learn with one another in safe environments when they are connected through positive, caring relationships.
- **Inclusion:** Each learner engages in learning opportunities that are significant, relevant and challenging.



Diploma Pathways at ISBerne



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The IB Learner Profile

‘The IB Learner Profile is the IB mission statement translated into a set of attributes. The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world’ (IB, 2006).

Through the International Baccalaureate Programme, the International School of Berne aims to develop the attributes as described in the IB learner Profile.

IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

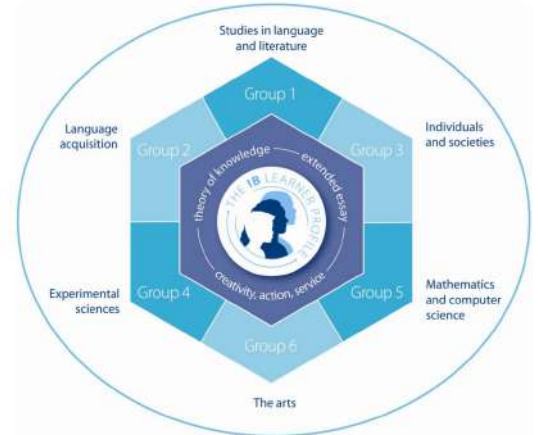
Choosing a Programme:

Course Requirements

Route 1: The IB Diploma

All full IB Diploma Programme students must:

- ⇒ Complete 6 IB courses.
- ⇒ 3 courses at Higher Level.
- ⇒ 3 courses at Standard Level.
- ⇒ Complete the Theory of Knowledge course (externally assessed).
- ⇒ Complete the CAS Programme, (internally assessed, externally moderated).
- ⇒ Complete the Extended Essay (externally assessed)
- ⇒ Complete external examinations in all 6 courses.
- ⇒ Submit coursework for external moderation in all 6 courses.
- ⇒ Earn at least 24 points, with at least 12 in HL courses and 9 in SL courses.
- ⇒ Achieve at least 24 points in the Grade 11 Semester 2 report to guarantee continued IBDP study in Grade 12.
- ⇒ All IB Diploma students who have completed all IB requirements will also receive an ISBerne Honours Diploma.
- ⇒ The IB Diploma is issued by IB in Geneva.



Route 2: IB Diploma Courses Pathway

Students must:

- Complete 6 courses, with at least one IBDP course.
- IBDP courses may be taken at Higher Level or Standard Level.
- Participate in one activity (Creativity, Activity, Service) each week (internally assessed).
- Complete the external examinations in IBDP courses selected by the student and internal exams in any ISBerne courses.
- Achieve a Level 4 in the Grade 11 Semester 2 report in all IBDP courses to guarantee continued IBDP study in Grade 12.
- Submit coursework for all 6 courses. Coursework will be moderated for those courses students choose to sit for the IB Diploma examinations.
- IB Diploma Course certificates (for individual courses) are issued by IB in Geneva, pending completion of necessary examinations and coursework.
- The ISBerne Diploma is issued by ISBerne.

Route 3: ISBerne Diploma Option

Students must:

- Complete the equivalent of 6 ISBerne Diploma courses.
- Participate in one activity (Creativity, Activity, Service) each week (internally assessed).
- Complete internal exams.
- Submit coursework as set by teachers.
- Maintain an average of 4 among all courses over two years.
- Achieve a points total of 24 in the final report for Grade 12.
- The ISBerne Diploma is issued by ISBerne.



An Introduction to the International Baccalaureate Diploma Programme

The International Baccalaureate's Diploma Programme (DP), created in 1968, is a demanding pre-university course of study that leads to examinations; it is designed for highly motivated students aged 16 to 19. The programme has earned a reputation for rigorous assessment, giving IB Diploma holders access to the world's leading universities. The IB has shown, over the course of 50 years, that IB Diploma Programme students are well prepared for university education.

The Diploma Programme's grading system is criterion based: each student's performance is measured against well defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools. Upper grades are not, for example, awarded to a certain percentage of students.

The programme is a comprehensive two-year international curriculum that generally allows students to fulfil the requirements of their national or state education systems. The Diploma Programme incorporates the best elements of national systems, without being based on any one. Internationally mobile students are able to transfer from one IB school to another, while students who remain closer to home benefit from a highly respected international curriculum. The programme was born of efforts to establish a common curriculum and valid university entry credentials for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasise critical thinking, intercultural understanding and an appreciation of different points of view.

Today, well over half the students opting for the Diploma Programme come from state or national systems rather than from international schools. The idealism has remained unchanged, however. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgement, make wise choices and respect others in the global community. The programme equips students with the skills and attitudes necessary for success in higher education and employment. The programme has the strengths of a US liberal arts curriculum, but with three important additional features, shown at the centre of the curriculum model. (ibo.org)

Accreditation

The International School of Berne is an authorised member of the Geneva-based International Baccalaureate, founded in 1968. Currently over 3,000 schools, in 156 countries, offer the International Baccalaureate Diploma Programme. The IB is head- quartered in Geneva, but also has global centres in The Hague, Bethesda (Maryland) and Singapore.

University Entrance

International Baccalaureate examinations are accepted around the world as a qualification for university entrance. Since 1969, IB DP students have entered over 3,300 universities in Europe, the Americas, Asia, Africa, and Australia, and the list of institutions accepting IBDP students, which includes the most prestigious institutions in 90 countries throughout the world, is growing every year.

A Comprehensive Programme

The IB Diploma Programme at ISBerne offers a varied curriculum. One advantage of the IB Diploma Programme is that it is broad and balanced. The range of classes available, and the opportunity students have to build their own courses of study, make the IB Diploma Programme particularly attractive.

Unique Programme Elements

The unique elements of the IB Diploma Programme, the Creativity, Activity and Service programme, the Extended Essay and the Theory of Knowledge course, offer IB DP students experiences and skills not offered in other programmes. These are the core of the programme.

Preparation for University and Beyond

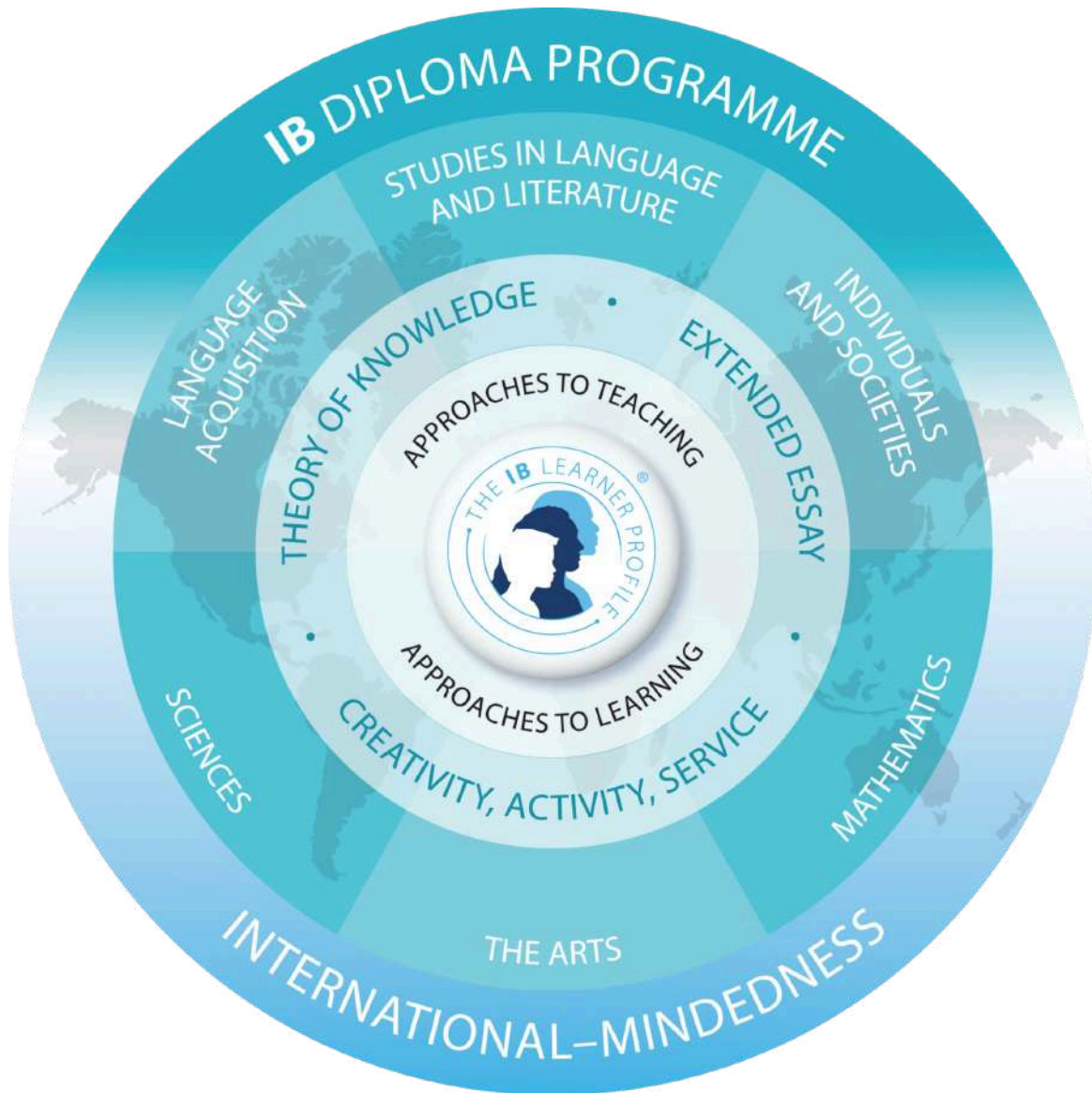
Many university admissions personnel have stated that they prefer IBDP students because the IBDP course develops a variety of skills needed for university study, and successful IBDP graduates have already demonstrated the ability to work at this level. In addition, IBDP students, having studied a range of subjects, can make a more informed choice of undergraduate programmes. Many employers, too, recognise the value of analytical skills, flexibility and adaptability, all of which are stressed in the IB Diploma programme.

The IB Diploma Programme is a pre-university course which requires that each student design a course suited to his or her needs and interests. All students preparing to join the IB Diploma programme therefore must discuss their possible IB DP options with the IB DP Coordinator, as well as with their parents.



The IBDP Curriculum Model for Grades 11 – 12

The diagram below represents the IB Diploma Programme curriculum model. At ISBerne, all Diploma Programme students must take six subjects; additionally, all Diploma candidates complete the Theory of Knowledge class, complete the Creativity, Activity and Service (CAS) requirement and submit an Extended Essay.





International Baccalaureate and International School of Berne Diplomas

- The IB Diploma is widely accepted as a university entrance qualification equivalent to European and other national secondary qualifications and it will allow entrance to the most competitive universities around the world. It should be noted that many universities have specific requirements in terms of courses taken and grades achieved, and some may require entrance examinations.
- Higher Level courses are considered equivalent to British 'A' Level courses, and to American Advanced Placement(AP).
- IB Higher Level (and sometimes Standard Level) courses are considered for Advanced Standing or credit at many Canadian and U.S. universities. IB Diploma students with excellent HL subject scores may be offered a year's credit or advanced placement in Canadian or U.S. universities or U.S.-type universities overseas.
- Certain countries, such as Switzerland and Germany, have specific requirements for selection of Diploma subjects, which students should consider when making their choices.
- The International School of Berne Diploma is equivalent to a U.S. high school diploma and, together with other institutional requirements, will allow entry to U.S. and some Canadian universities.
- IB Diploma Course certificates in individual subjects are recognised by universities around the world.
- IB Diploma Course certificates without the full IB Diploma will allow entry to U.S. and some Canadian universities.
- IB Diploma Course certificates without the full IB Diploma may be accepted for entry by UK foundation programmes and some less competitive UK universities.

Grades and Equivalentents

All courses are graded on the IB 7-point scale:

7 Excellent

6 Very Good

5 Good

4 Satisfactory

3 Mediocre

2 Poor

1 Very Poor



Diploma Pathway Course Selections @ISBerne

All students must choose six subjects, one from each of the following subject groups (except Group 6, which is optional). If students opt out of Group 6, then an additional subject from groups 1-4 must be selected, pending availability.

Group 1: Studies in Language and Literature

English A: Literature

English A: Language & Literature (SL only)

German A: Language & Literature

French A: Language & Literature

*It is also possible to study an alternative Language A: Literature with a tutor or as a School Supported Self-Taught Language (SL only).

Group 2: Language Acquisition (B or ab initio)

English B, French B, German B

French Ab Initio (SL only)

*Students who wish to study two Language A subjects are **not required** to take a Group 2 language. Please note that Language B is a foreign language course and is not appropriate for first language or highly proficient speakers, even those with little formal study of their language.

Group 3: Individuals and Societies

History

Geography

Economics

Environmental Systems & Societies

Group 4: Sciences

Physics

Chemistry

Biology

Environmental Systems & Societies

Group 5: Mathematics

Analysis and Approaches

Applications & Interpretations (SL only)

Group 6: The Arts & Electives

Visual Arts

Music (SL only)

...or another subject from Groups 1-4

Unless indicated, each course is offered at both Higher Level (HL) and Standard Level (SL).

Note: No student may choose the same subject twice at different levels, or two language courses in the same language.



Changes in Programme

Requests for changes in Diploma Pathway course selections, accompanied by an explanation, can be directed to the Upper School Principal before the start of classes in August 2024. These will normally be accepted, timetable and class numbers permitting. From the start of the programme itself, course change requests must be made by submission to the Upper School Principal of a signed Course Change form, and must have the agreement of all teachers involved, as well as the USP and parents. It is to the benefit of the student to make any course changes as early in the programme as possible, as courses proceed rapidly, and late changes make compensating for missed work quite difficult. Course changes will not be permitted after the October mid-term break.

Guidelines for Making Subject Selections

All students must meet with the Upper School Principal to make their final course selections. Students should ask for advice if they are uncertain about any aspect of the programme, or about requirements for university entrance.

The first decision to be made is whether to undertake the full IB Diploma, to choose to study individual IB Diploma courses, or to enrol in ISBerne Diploma courses only.

- **IB Diploma students must choose six subjects; three must be at Higher Level.**
- **IB Diploma course students must choose six subjects, at least one being an IBDP course (HL or SL).**
- **ISBerne Diploma students must choose six ISBerne subjects.**
 - i. two years of a first language (Language A: Literature or Language A: Language & Literature)
 - ii. two years of a second language (Language A: Language & Literature, B or ab initio as appropriate)
 - iii. two years of Economics, Geography, History or ESS.
 - iv. two of the following courses must be taken for at least one year; one must be taken for two years:
 - Biology, Chemistry, ESS or Physics
 - Math Analysis & Approaches or Applications & Interpretations
 - Visual Arts or Music (or a second subject from Group 3 or 4)

Students should:

1. Read the IB course descriptions before making any choices.
2. Choose one subject from each group (a second Group 1 course may be chosen instead of a Group 2 course)
3. Consider whether a subject will be studied at Higher Level (HL) or Standard Level (SL)
4. Remember that the same subject may not be chosen twice at different levels.
5. See the Upper School Principal for further advice if they wish to study a language not currently offered by the school.



Subject Selection Form - Diploma Pathways

To apply for entry to the Diploma pathways, students must complete the form below in collaboration with the Upper School Principal.

IBDP		IB Courses		ISBerne Dipl.	
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Name: _____

		Subject Choice	HL / SL
Group 1	→ English A: Literature		
	Language A Language and Literature: → English - SL → German → French		
Group 2	An Additional Language: → English B → German B → French B → French ab initio <i>Language A: Language & Literature or self-taught Language A: Literature also fulfils this Group 2 requirement.</i>	Language: _____ Level: B <input type="checkbox"/> ab initio <input type="checkbox"/> <i>(please check one)</i>	
Group 3	Individuals and Societies: → Economics → Geography → History → ESS		
Group 4	Laboratory Sciences: → Biology → Chemistry → Physics → ESS		
Group 5	Mathematics: → Analysis and Approaches → Applications and Interpretations - SL		
Group 6	Arts and Electives: → Visual Art → Music SL → Another subject from Groups 1-4		

Student Signature _____ Parent Signature _____

Upper School Principal Signature _____



The Diploma Pathways Admissions Process

1. The Upper School Principal will gather course recommendations from all Grade 10 teachers to ensure students are prepared for the rigour of the specific course pathways.
2. Subject teachers will be scheduled in Grade 10 Advisory to answer any questions specific to each course.
3. Current students will share information with Grade 10 students about their experiences in Grade 11.
4. Finally, students and parents should sign up for a virtual appointment with the Upper School Principal between 26th February and 14th March, 2024. During this meeting, the USP will review the Diploma pathway options and help guide the student in his or her selections. N.B. Late students may find that a course of their choice is no longer available.
5.
 - a. These meetings are mandatory for all students and parents wishing to join Grade 11 at ISBerne.
 - b. Meetings will be up to 30 minutes and are Monday through Friday, between 8:00-16:00, upon availability.
6. Diploma courses are agreed by a consultative process amongst the Grade 10 and Diploma pathways teachers; and as such, each case is treated individually. All decisions are subject to the final approval of the Director.
7. Parents who require course placements that are not recommended by the teachers and USP will be asked to sign a statement acknowledging that they understand the placement is not in accordance with the school's recommendations.
8. All students must successfully complete Grade 10 to have the option to undertake any Diploma pathway in Grade 11.
 - a. It is *recommended* to enrol in an HL course, students should earn a 5 or higher in the MYP course, or with teacher discretion. Students **must** earn a 5 in Grade 10 science to take the DP course at Higher Level.
 - b. It is *recommended* to enrol in an SL course, students should earn a 4 in the MYP course, or with teacher discretion. Any student with a 4 or below in Grade 10 science will only be permitted to enrol in SL science at the DP level.
 - c. In order to enrol in two DP science courses, the student **must** earn a 6 in both sciences in Grade 10 on the semester report. This will be reviewed again to ensure this attainment is maintained on the end of year report for Grade 10.
9. Full Diploma status is contingent on successful completion of Grade 11 (at least 24 points in the six subjects, satisfactory completion of CAS for the year), as assessed by the Semester 2 reports.
10. Students satisfactorily completing the IB Diploma Programme also automatically qualify for the ISBerne Honours Diploma.
11. Students who begin Grade 11 as IB Diploma candidates but who do not have satisfactory results by the Semester 2 Interim Reports (total of less than 24 points in their six subjects or receive a 2 in a HL course or an unsatisfactory CAS report) have emails sent home indicating that they are in danger of not satisfactorily completing their first Diploma year.
12. Students who have not succeeded in rectifying a failing condition by the time of the Semester 2 Reports (i.e., total grades of at least 24 points in the six subjects, no HL grade less than 3, satisfactory completion of CAS requirements) have the option of either
 - a) taking a 13th year (i.e., repeating all courses of their first year of Diploma studies), or
 - b) moving to the IB Courses or ISBerne Diploma pathways and graduating at the end of Grade 12.



Course Descriptions

Subject Requirements

Group 1: Studies in Language & Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Sciences

Group 5: Mathematics

Group 6: The Arts

Core Requirements

Theory of Knowledge

Extended Essay

Creativity, Activity, and Service



Group 1: Studies in Language & Literature

English A: Literature

Language A: Literature self-taught (SL only)

Course Description

The Literature programme is a pre-university course in literature. It is aimed both at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level.

The Language A: Literature programme focuses exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. The course encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analysed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasised for the study of these works in all parts of the programme. The flexibility of the programme allows teachers to choose challenging works from a variety of sources to suit the particular needs and interests of their students. It also allows teachers to participate significantly, through the internally assessed oral component, in the overall assessment of their students.

The Language A Literature syllabus consists of:

Readers, writers and texts: Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.

Time and space: Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: Connecting texts: Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.

In addition to the written and oral work prescribed by IB, there will be regular internally assessed written and oral assignments.

Students enrolled in school-supported Self-Taught Language A Literature (in a mother tongue other than English, French or German) are advised by the USP to ensure that they meet all course requirements.

Course Requirements

Completion of written assignment in Higher Level only

Completion of an oral assessment

Completion of two external examination papers



Group 1: Studies in Language & Literature

FRENCH A: Language & Literature (HL/SL)

GERMAN A: Language & Literature (HL/SL)

ENGLISH A: Language & Literature (SL only)

Course Description

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the Language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others.

Readers, writers and texts: Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of non-literary texts and literary works focuses on the nature of language and communication, and the nature of literature and its study. This study includes the investigation of how texts themselves operate, as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time and space: Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways non-literary texts and literary works might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: connecting texts: Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

In addition to the written and oral work prescribed by IB, there will be regular internally assessed written and oral assignments.

Course Requirements

- Completion of written assignment in Higher Level only
- Completion of an oral assessment
- Completion of two external examination papers



Group 2: Language Acquisition

Language B (HL/SL)

ENGLISH (HL only), FRENCH, or GERMAN

Course Description

The aims of the Language B programme are to:

- develop the ability to communicate accurately and effectively in speech and in writing within a range of contexts;
- develop the ability to understand and respond to the language demands of transactional and social contacts;
- provide students with a sound linguistic base for further study, work and leisure;
- offer insights into the culture of the countries where the language is spoken, with a particular emphasis on Switzerland for French and German;
- provide the opportunity for enjoyment, creativity and intellectual stimulation.

The course is offered to students with a minimum of two years of successful study of the language, at the discretion of the USP and Language Coordinator. Standard and Higher levels options are offered, but in both, the student will progress from an elementary or intermediate standard to a more advanced level in all four skills: reading comprehension, written and oral communication, and listening. Because this is a foreign language course, it is not appropriate for native speakers, including those with relatively little background in writing their own language. Students who have previously followed a Language & literature course cannot study a Language 'B' course.

A wide variety of texts (written, spoken, literary and non-literary) are studied and explored to develop the four skills. Examples of topics students might study in their Language B course include environmental issues, prejudice, relationships, advertising, the media, current affairs, career choices and health issues. Students study news bulletins, novels, plays, poems, newspaper reports, statistics, recorded interviews, magazines, cartoons, songs, videos and the internet.

Students are expected to be able to reflect on and discuss world issues, and are required to express and justify their opinions both orally and in writing. Grammar is reviewed and developed continually, and students are encouraged to record and review vocabulary methodically, topic by topic.

Assessment

Assessment is by reading, writing, oral, and listening examinations.

Course Requirements

Completion of an oral examination (internally assessed, externally moderated).

Completion of two external examination papers (writing; reading and listening).

Group 2: Language Acquisition

Ab Initio (SL)

FRENCH

Course Description

The ab initio programme is designed to be studied over two years at Standard Level by students who have little or no previous experience of the target language. It should be noted that language ab initio is offered at SL only.

At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in French in familiar and unfamiliar contexts.

Receptive: Students understand, both orally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in French language spoken in different countries.

Productive: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive: Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

Assessment

Assessment is by reading, writing, oral, and listening examinations.

Course Requirements

Completion of an oral examination (internally assessed, externally moderated).

Completion of two external examination papers (writing; reading and listening).



Group 3: Individuals & Societies

History (HL/SL)

Course Description

The aims of the History programme at Higher Level and Standard Level include:

- developing an understanding of, and continuing interest in, the past;
- engaging with multiple perspectives and developing an appreciation of the complex nature of historical concepts, issues, events and developments;
- developing international-mindedness through the study of history from more than one region of the world;
- developing an understanding of history as a discipline and developing historical consciousness, including a sense of chronology and context, and an understanding of different historical perspectives;
- developing key historical skills, including engaging effectively with sources;
- increasing students' understanding of themselves and of contemporary society by encouraging reflection on the past

At both higher level (HL) and standard level (SL), the course focuses mainly on the major themes of the 20th century. However, initially, the important theme of the development and impact of industrialization during the nineteenth and twentieth centuries is studied and the accompanying economic, social and political benefits and disadvantages are identified.

Following this, the causes and effects of the 20th century wars are investigated, which includes a focus on the First World War and the Second World War. Research is undertaken into how diplomacy and collective security were developed but ultimately failed in the inter-war years due in part to both domestic and external issues, such as the Great Depression. In order to investigate this topic further, Japanese expansionism from 1931 to 1941 in places such as Manchuria is studied, as well as Italian expansionism from 1933 to 1940 in places such as Abyssinia. Lastly, German expansionism, which ultimately led to the outbreak of World War Two, is investigated. An in-depth study of international affairs, based on analysis of historical documents, is an important part of the course. Higher Level students undertake detailed study of the following topics: Aspects of Europe and the First World War (1871- 1918), Diplomacy and European states in the inter-war years (1918- 1945).

Finally, all students prepare an independent research paper on a topic of their choice. Recent examples include studies of the role of women in the 1919 Egyptian revolution; the Paris Peace Conference and resulting treaties; the struggle for Indian independence; the Chinese Cultural Revolution. The course develops a variety of skills – including those needed for research, analysis and synthesis – and teaches students how to present clear, logical arguments. The study of history is an excellent preparation for, among other disciplines, studies in international relations, political science, law or journalism.

Assessment

Assessment is by coursework and written examination. Semester grades are based upon these results, as well as results from tests, written assignments and class work. Students are required to submit a research paper in the form of a historical investigation. Written examinations are taken at the end of the course.

Course Requirements

Completion of coursework

Completion of two (SL) or three (HL) external examination papers



Group 3: Individuals & Societies

Economics (HL/SL)

Aims

This course aims to enable students to develop a knowledge and understanding of economic principles as well as a coherent view of the global economy.

Objectives

- Demonstrate knowledge and understanding of economic theories and concepts
- To present economic arguments in a clear and logical manner using correctly labelled diagrams
- To select, analyse and interpret economic data and information
- To apply economic theories and concepts to real world situations
- To analyse short-run and long-run impacts of economic policy on relevant stakeholders

Central themes

- the extent to which governments should intervene in the allocation of resources
- the threat to sustainability as a result of our current patterns of resource allocation
- the extent to which the goal of economic efficiency may conflict with the goal of equity

Requirements for entry to the course

A reasonable proficiency in mathematics is a prerequisite, particularly for HL students. Frequent use is made of graphs and diagrams to illustrate key concepts. Students are not expected to have studied economics previously. An interest in current affairs is important.

Curriculum content

The syllabus is divided into four sections: introduction to economics, microeconomics, macroeconomics and the global economy. Thus topics include supply and demand, inflation, unemployment, balance of payments, international economics and economic development or trade patterns.

Higher Level students address extension topics. For example, in microeconomics they examine behavioural economics, nudge theory, and market structures.

Throughout the course there is an emphasis on nine key concepts.

Assessment

Written exams (2 papers at SL and 3 at HL) are taken at the end of the course. Students are required to submit a portfolio of three commentaries. Semester grades are based upon the above as well as tests, written assignments and class work.

Course Requirements

Completion of coursework (a portfolio of three commentaries)

Completion of two (SL) or three (HL) external examination papers



Group 3: Individuals & Societies

Geography (HL/SL)

Course Description

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Curriculum Content

As part of Paper 1, HL students are required to study three of the Geographic themes, while SL students study two. The themes will include: “Freshwater Environments”, “Extreme environments”, and “Urban Environments”. The SL/HL Core, examined in Paper 2 is titled Geographic perspectives – global change, and includes the study of population distributions and change; global climate change; and global changes in resource consumption, security and stewardship. Finally, HL students complete the HL Core Extension, which is titled Geographic perspectives – global interactions. This involves an examination of the interrelationships between places, power and networks; issues surrounding development and diversity; and contemporary global risks and resilience.

Assessment

Assessment is by coursework based on fieldwork undertaken by the students and by written examination. Semester grades are awarded based on students attainment on research essays and in-class tests.

Course Requirements

Completion of an internally-assessed fieldwork report.

Completion of two (SL) or three (HL) external examination papers.

Group 4: Sciences

Biology (HL/SL)

Course Description

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Through the overarching theme of the nature of science, the course aims to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

The DP biology course promotes concept-based teaching and learning to foster critical thinking.

The DP biology course is built on:

- approaches to learning
- nature of science
- skills in the study of biology.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology.

The biology syllabus, and associated content, has been framed around the following concepts:

Unity and diversity; Form and function; Interaction and interdependence; continuity and change.

Assessment & Course Requirements

Students are assessed in two externally examined papers. These include multiple choice and data-based questions, as well as short and extended response tasks.

Practical laboratory work is an integral part of all the Group 4 science courses, and the final Internal Assessment contributes to the final IB DP grade. The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report.



Group 4: Sciences

Chemistry (HL/SL)

Course Description

Chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the course aims to enable students to:

1. Develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects.
2. Acquire and apply a body of knowledge, methods, tools and techniques that characterize science.
3. Develop the ability to analyse, evaluate and synthesize scientific information and claims.
4. Develop the ability to approach unfamiliar situations with creativity and resilience.
5. Design and model solutions to local and global problems in a scientific context.
6. Develop an appreciation of the possibilities and limitations of science.
7. Develop technology skills in a scientific context.
8. Develop the ability to communicate and collaborate effectively.
9. Develop awareness of the ethical, environmental, economic, cultural and social impact of science.

The DP chemistry course promotes concept-based learning to foster critical thinking. The DP chemistry course is built on a) approaches to learning b) nature of science and c) skills in the study of chemistry. These three pillars support a broad and balanced experimental programme.

As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology.

The chemistry syllabus, and associated content, has been framed around the following areas of study: The particulate nature of matter; bonding and structure; the classification of matter; and reactivity.

Assessment & Course Requirements

Students are assessed in two externally examined papers. These include multiple choice and data-based questions, as well as short and extended response tasks.

Practical laboratory work is an integral part of all the Group 4 science courses, and the final Internal Assessment contributes to the final IB DP grade. The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report.



Group 4: Sciences

Physics (HL/SL)

Course Description

Physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments. DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the course aims to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

The DP physics course promotes concept-based teaching and learning to foster critical thinking.

The DP physics course is built on: approaches to learning; nature of science; skills in the study of physics. These three pillars support a broad and balanced experimental programme.

As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology.

The physics syllabus, and associated content, has been framed around the following areas of study: Space, time and motion; The particulate nature of matter; Wave Behaviour; Fields; and Nuclear and quantum physics.

Assessment & Course Requirements

Students are assessed in two externally examined papers. These include multiple choice and data-based questions, as well as short and extended response tasks.

Practical laboratory work is an integral part of all the Group 4 science courses, and the final Internal Assessment contributes to the final IB DP grade. The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report.



Group 3 or 4: Interdisciplinary Subject

Environmental Systems & Societies (HL/SL)

Course Description

Environmental Systems and Societies (ESS) is an interdisciplinary group 3 and 4 course, which is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS as either a group 3 or a group 4 course.

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem-solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students will be encouraged to develop solutions from a personal to a community and to a global scale.

Course Content

Foundations of environmental systems and societies
Ecosystems & Ecology
Biodiversity and conservation
Water & aquatic food production systems & societies
Soil systems and terrestrial food production systems and societies
Atmospheric systems and societies
Climate change and energy production
Human systems and resource use

Assessment & Course Requirements

Practical work is an integral part of all the Group 4 science courses and the final Internal Assessment contributes to the final IBDP grade.

Students must also complete two external examination papers.



Group 5: Mathematics

Mathematics Applications and Interpretations (SL only)

Students who choose Mathematics: Applications and Interpretation at SL should enjoy using mathematics in real-world contexts and solving real-world problems. They should be students who get pleasure and satisfaction when exploring challenging problems especially when supported by technology. Students embarking on this course need to be equipped with the fundamental skills and knowledge of mathematical processes developed over the years prior to the IB Diploma.

Mathematics: Applications and Interpretation recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, the course makes extensive use of technology to allow students to study topics that are often used as applications or in mathematical modelling. Graphical calculators are required throughout and needed in both examination papers and the internal assessment.

The course consists of units of study in numeric and algebraic applications, the use of functions in real life, applied geometry and trigonometry, and an introduction to the application of calculus. Whilst working on these units, students will develop mathematical thinking, investigative, problem solving and modelling skills which can then be applied to the internal assessment, a mathematical exploration into a topic of interest to the student.

This course is recommended for students who do not intend to study a mathematical field at university. It is aimed at students who are interested in the humanities/social sciences. With that said, it is advised to review specific university admissions' requirements on the university's website.

Assessment

Assessment is by coursework and written examination.

Course Requirements

Completion of internal coursework (20% of the course)

Completion of two external examination papers (Each 40% of the course)



Group 5: Mathematics

Mathematics: Analysis and Approaches (HL/SL)

Mathematics: analysis and approaches recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course as well as topics that are amenable to investigation, conjecture and proof. Students embarking on this course need to be equipped with the fundamental skills and knowledge of mathematical processes developed over the years prior to DP.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students who choose Mathematics: analysis and approaches should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns.

Mathematics: Analysis and Approaches—Distinction between SL and HL

Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Course Content

The course consists of units of study in number and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. While working on these units, students will develop mathematical thinking, investigative, problem solving and modelling skills which can then be applied to the internal assessment, a mathematical exploration into a topic of interest to the student.

This course is recommended for students who intend to study mathematics or a related field at university. Some engineering programmes will require this course at the Higher Level, while others will accept Standard Level. In addition, students interested in Business or Finance should take this course. With that said, it is advised to review specific university admissions' requirements on the university's website.

Assessment

Assessment is by coursework and written examination.

Course Requirements

Completion of internal coursework

Completion of two external examination papers (three for HL)

Group 6: Arts

Visual Arts (HL/SL)

Course Description

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Students are expected to finish three components: the comparative study, the process portfolio and the exhibition.

Part 1: Comparative study (20% weighting)

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

Students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).

HL students submit 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.

Part 2: Process portfolio (40% weighting)

Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

Students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least **two** art-making forms, each from separate columns of the art-making forms table.

HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.

Part 3: Exhibition (40% weighting)

Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Included is a curatorial rationale.

Students also submit exhibition text (stating the title, medium, size and intention) for each selected artwork, and two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.



Group 6: Arts

Music (SL)

The Diploma Programme Music SL course is designed to equip the contemporary music student with the skills and knowledge required to navigate the rapidly evolving landscape of global musical cultures and industries in the 21st century.

This program is anchored in the fundamental elements associated with music study, providing a robust framework for fostering creativity through various explorations of diverse musical forms, practices, and contexts. This course adopts a holistic approach to learning, assigning equal significance to the roles of performer, creator, and researcher across all components. Its objectives are to enable students to explore various musical contexts, establish connections between different musical practices, conventions, and forms of expression, and to acquire, develop, and experiment with musical competencies individually and collaboratively. Furthermore, students are encouraged to critically evaluate their own musical compositions as well as the works of others.

The course aims to embrace students with diverse personal and cultural musical backgrounds. Unlike traditional courses with predetermined musical content, both students and educators in this new program are empowered to tailor their approaches to musical forms, genres, and pieces.

The examination of a broad spectrum of musical material is structured through the perspectives of four designated areas of inquiry;

- *Music for sociocultural and political expression*
- *Music for listening and performance*
- *Music for dramatic impact, movement and entertainment*
- *Music technology in the electronic and digital age.*

The course is ideal for students who;

- *are interested in both the practical and theoretical aspects of music-making*
- *are excited by creative approaches to composition and performance*
- *wish to expand their knowledge of diverse music styles and practices*
- *would consider studying music in higher education*

Assessment

Exploring music in context - externally assessed (30%).

Experimenting with music - internally assessed (30%).

Presenting music - externally assessed (40%).



Core Requirements

Grading of Theory of Knowledge and the Extended Essay for the IB Diploma

Bonus points awarded for TOK are linked to the marks awarded for the Extended Essay. These points are added to the points total in the subject areas. IB Diploma candidates should remember that any candidate receiving an E (Elementary) for either TOK or Extended Essay, or no grade for either of these, will not be awarded an IB Diploma.

Theory of Knowledge

Course Description

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. While TOK is taught as a separate course, elements of the course are taught through the subject areas as well. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/We know X” or “I/We know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made to help students explore the nature of knowledge.

The Course

The overall aim of TOK is to encourage students to formulate answers to the question “How do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Specifically, the aims of the TOK course are for students to:

1. make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
2. develop an awareness of how individuals and communities construct knowledge and how this is critically examined
3. develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
4. critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
5. understand that knowledge brings responsibility which leads to commitment and action.

The programme challenges students to reflect critically on their learning experiences in different subject areas. During the lessons, students are expected to be actively involved in discussion, as well as in a variety of group exercises which help them to examine basic assumptions and beliefs. School assessment is based on essays produced throughout the course, class participation and oral presentations.

Course Requirements

All IB Diploma candidates must attend the TOK classes and submit the required work. IB Diploma course candidates may request permission to enrol. School assessment is based on essays produced throughout the course, the process journal, class participation and oral presentations. Final assessment is based upon two assignments: an essay based upon a prescribed title, and an exhibition.

Core Requirements

The Extended Essay

The Extended Essay

The Extended Essay is a vital part of every student's IB Diploma programme. The aim of the Extended Essay is to teach students the research, organisation and academic writing skills that they will need at university and in professional life. In many respects, it is similar to an undergraduate thesis in that it allows the student to pursue a course of research in an area of interest to him or her. This course of research is decided upon by the student, in consultation with the supervisor.

Other points to note:

- The Extended Essay must be no more than 4000 words in length. The essay must include proper citation of sources and a comprehensive bibliography. It is to be accompanied by a series of reflections on the composition process.
- Students may choose to work in any IB Diploma subject area that they are studying, or select World Studies and one of the relevant six global themes. Students may choose a subject simply because it is of interest to them, or because it might be of benefit to them in anticipation of a particular university programme or career.
- Work on the essay will begin in Term 2 of Grade 11.
- Students will be expected to carry out independent research in their chosen topic. A large part of the work will be done during the summer holiday between grades 11 and 12 of IB Diploma studies. Students must take this into consideration when making their summer plans.
- Each student will have an Extended Essay Supervisor to provide individual support, guidance and subject specific information.
- Parents can support their children by providing them with the means – books, periodicals, internet access, etc. – to help them complete their essays successfully. Students should become familiar with, and make use of, the resources of the Universitätsbibliothek Bern and/or a university library in the area where they will be during the summer before their final year of IB study.

The Extended Essay is closely supervised to ensure that students manage their time effectively and do not miss deadlines. Students must return on the second day of Grade 12 having uploaded a completed first draft of the essay. Any student without a completed first draft will be asked to return home to complete this work.

Course Requirements

IB Diploma students must pass this element of the programme in order to be eligible for the award of the IB Diploma. The Extended Essay is assessed externally.

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				



Core Requirements

The CAS Programme

The CAS Programme

Creativity, Activity and Service – or CAS – is a central component of the IB Diploma Programme. The aim of the IB Diploma Programme is to seek to develop all areas of a student's potential, to educate the whole person and to encourage each individual student to foster his or her various abilities.

Time spent on CAS is integral to the programme, and as valuable as time spent on any other aspect of the programme. The CAS programme is partly scheduled during the school week and requires as much effort from the students as they give to each academic course. It is expected that students work on CAS outside of class and school.

Students must divide their CAS participation equally among the three elements of the programme: **Creativity, Activity and Service.**

Creative experiences may include, for example, work in music, art or drama. Students whose academic timetable does not allow them to follow music or art courses may nevertheless find opportunities to develop their creative skills through the CAS programme. These creative pursuits must have a purpose – such as a performance at the end of the programme, or the completion of a collection of poems – to qualify as CAS time. IB DP Visual Arts cannot be counted towards CAS.

Activity experiences are intended to keep students fit and physically healthy. While this does include all sports, it also includes activities such as hiking or yoga. The activities must be purposeful. In other words, participation in a sports team such as football would be a purposeful CAS experience, as would an organised programme of gymnastics; throwing a ball around with some friends would not count as CAS. The experience must involve a regular commitment to one's physical health and well-being.

Service, as the name suggests, is learning how to and helping the school and wider community. Service can take many forms, such as helping younger students to read, participating in environmental clean-up campaigns, supporting disadvantaged members of the community such as the disabled or very old. As long as a student is helping in a purposeful way, this can be a valid CAS experience.

It is important that students themselves develop the experiences they want to do rather than depending on the school to find CAS experiences for them. The school will endeavour to be as flexible as possible and will try to accommodate any valuable proposal. The CAS Coordinator will ensure students understand the requirements of CAS, approve suitable suggestions for CAS experiences, help students to find suitable CAS experiences and monitor students to ensure that they are working on their CAS programmes satisfactorily. Each student is also appointed a CAS Advisor with whom they meet approximately once a month to discuss his or her progress as well as providing regular written feedback on their participation in CAS.

Course Requirements

IB Diploma students must participate and pass this core element of the programme in order to be eligible for the award of the IB Diploma. CAS is assessed internally and can be externally moderated.



Coursework

Across both years of the Diploma pathway courses, students will submit coursework assignments (internal assessment work) for their chosen subjects. The need to organise this coursework is crucial, and it is important that students do the following:

- 1) manage their time effectively;
- 2) keep up to date with all assignments;
- 3) always respect coursework deadlines; and
- 4) ask the Upper School Principal or their subject teachers for help or guidance should they find that they are unable to manage the workload.

Parents have an important role in helping their children to manage their coursework. Students whose parents are supportive and sympathetic will find the programme easier to manage. Parents should also avoid extending school holidays; even one or two days missed from classes can create additional difficulties for Diploma and Diploma Course students.

IB Internal Coursework Deadlines

All coursework must be submitted by the deadlines published by the Upper School Principal. These deadlines are set during the first semester of Grade 11 and are shared with parents and students on ManageBac.

To help students manage their time, coursework deadlines have been staggered to include part of Grade 11 and much of Grade 12. If a deadline is missed, then a student will not have time to catch up because another assignment will be due. It is, therefore, crucial that the coursework schedule be closely followed.

Malpractice

All coursework – i.e., work which is submitted to IB as a part of a student’s final assessment – must be the student’s own, unaided work. If a student allows a tutor, friend, sibling, or other family member to help with coursework, then this student’s work will not be submitted to the IB for assessment. The IB is very clear that coursework must be the unaided efforts of the student.

Similarly, students who copy the work of others, and then try to submit it as their own, are being dishonest and their work will not be submitted to the IB. This is also the case for students who use uncited assistance from artificial intelligence. Students who allow their own work to be copied are equally guilty of malpractice.

If, in the opinion of the school, a student has sought to gain an unfair advantage by plagiarising another’s work or by receiving substantial material assistance in the writing of coursework, that student will not be allowed to graduate with an International School of Berne Diploma.

Students entered for IB DP examinations found guilty of malpractice will be reported to the IB and their coursework will be disqualified. Further, students excluded from IBDP examinations for reasons of malpractice may, in severe cases, be excluded from all future IBDP examinations.

Parents who wish to help their children can do so by providing them with the research materials that they need and with the time and space to complete their work undisturbed. The temptation to become involved and to offer advice is understandable, but it is best to allow the teachers to provide the guidance that the students need, and that can be legitimately offered.



Ski Fridays

Ski days are all-school events. The fresh air, exercise and training they provide are beneficial. We therefore require students to attend ski days, as far as possible. Without written permission from parents or guardians, ski day absences are recorded as unauthorised.

As an inclusive school, we understand that there may be circumstances whereby a student is unable to ski. Here, students will be encouraged to attend Skate Fridays with younger students. Their role will be to assist teachers in transporting students to the rink and managing students before and after skating. Participation in ice skating, pending the wearing of a helmet, is optional. Skate hire will be provided.

Occasionally, ski days may coincide with other Grade 12 activities, such as Trial Exams. The impacted students will be notified ahead of time.

New Grade 11 students will be advised that they must attend the first ski day if they are beginners at skiing or snowboarding. This is to ensure that they are placed in the most appropriate group, so as to maximise their enjoyment of lessons during the ski season.

Internal (School) Examinations and Reports

There are internal (school) examinations for Diploma pathway students at the end of Grade 11, and at the end of the Semester 1 in Grade 12. Reports are issued in the middle and at the end of each semester (once only in the shortened second semester of Grade 12).

External Examinations and Grades

All IB programmes are graded on a 7-point scale. The maximum points score for each subject, Higher Level or Standard Level, is 7 points. There are an additional maximum 3 bonus points available for Theory of Knowledge and the Extended Essay in combination. To be awarded the IB Diploma, a student must score 24 points overall and have no failing conditions. (Please refer to 'IB Diploma Requirements' below). The maximum possible score is 45 points.

All IB Diploma and Diploma Course candidates take external examinations in Grade 12. Students must take examinations in all six subjects in order to be eligible for the IB Diploma.

IBDP subjects are externally assessed in all subjects, except the Arts, through examinations. These examinations take place in May of Grade 12. Typically, the IBDP examinations account for 50% - 75% of a student's final grade; the remaining marks are taken from the student's prescribed coursework assignments and (in some courses) other externally marked work. All examinations in Group 1 (Studies in Language and Literature) and Group 2 (Language Acquisition) include an oral component.

All successful IB Diploma students who meet the ISBerne graduation requirements will also receive the International School of Berne Honours Diploma.

International Baccalaureate Diploma Courses

As noted above, all IB DP courses are graded on the 7-point scale. The maximum grade for each HL or SL subject is 7.

To be awarded the International School of Berne Diploma, a student taking IB Diploma courses must also meet the International School of Berne graduation requirements.



IB Course External Examinations

All IB Diploma course students may opt to take IB DP examinations in Grade 12. Students must decide in October of Grade 12 how many examinations they wish to sit. They should discuss these choices with the Upper School Principal and, to learn the implications for university admissions, the University Counsellor.

North America: Students will require an ISBerne Diploma to be considered for U.S. universities. Most, but not all, Canadian universities require the IB Diploma. Higher Level IB Diploma course results may offer advanced placement and/or credit at U.S. universities and at U.S.-style colleges overseas.

UK and Europe: Most U.K. and other European universities require the full IB Diploma. Individual IB Diploma course results at Higher or Standard Level, in conjunction with the ISBerne Diploma, will be accepted for entry into a **limited number** of UK and European universities and most foundation programmes.

IB Diploma Requirements:

Conditions for the award of the IB Diploma

All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order for a candidate to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- (a) CAS requirements have been met.
- (b) The candidate's total points are 24 or more.
- (c) There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- (d) There is no grade E awarded for theory of knowledge and/or the extended essay.
- (e) There is no grade 1 in any subject.
- (f) There are no more than two grade 2s awarded (HL or SL).
- (g) There are no more than three grades 3 or below awarded (HL or SL).
- (h) The candidate has gained 12 points or more on HL subjects.
- (i) The candidate has gained 9 points or more on SL subjects.
(Candidates who register for two SL subjects must gain at least 5 points at Standard Level.)

Retaking the IB Diploma Examinations

A student who is unsuccessful in gaining the IB Diploma will be issued with separate certificates in each subject passed. Should the student wish to pursue the full IB Diploma, retake examinations are available, either in November (if requested immediately) or in the following May. Students may choose which subjects to retake; they do not have to retake every subject.

Students may retake examinations at another IB school upon the approval of the other school; retakes need not be at ISBerne.

Students who have been awarded the Diploma may retake individual subjects to improve grades in these. In practice, however, retakes generally do not lead to improved grades.



The International School of Berne (ISBerne) High School Diploma

In addition to the IB Diploma, the International School of Berne offers two High School diplomas for graduating students: the ISBerne Regular and Honours Diplomas.

Conditions for the Award of the ISBerne Diploma

- Six courses during Grades 11 and 12
- An overall average of 4 (passing) in courses each year
- Satisfactory participation in a reduced programme of CAS.

Students absent for a prolonged period of time because of serious illness may still be eligible for the award if, upon their return, they provide medical evidence of their condition and pass subject tests set by their teachers.

Conditions for the award of the ISBerne Honours High School Diploma

Notes

1. The award of the ISBerne Diploma is not subject to external examinations.
2. All ISBerne Diplomas are awarded by the ISBerne Graduation Committee. Details of the work of this committee are available from the Upper School Principal.
3. Each IB course is graded 7 (maximum) to 1 (minimum). The grade criteria for each IB subject are published in IB subject guides. These criteria are distributed to students and available on request from the Upper School Principal.
4. Students who are awarded the IB Diploma have achieved standards above those required by the ISBerne Honours Diploma.

Academic Integrity

The academically honest student:

DOES

- document source material in a formal and appropriate manner
- use direct quotation appropriately
- understand the concept of plagiarism
- understand the consequences of cheating in school-based work and external examinations
- acknowledge explicitly and appropriately help provided by another person

DOES NOT

- copy the internal assessment work of other students
- give another student his/her own work to copy
- use notes during a test unless allowed by the teacher and permitted by the examination rules
- do homework for another student
- present material written by another, including artificial intelligence, as his/her own
- purchase and submit pieces of writing written by someone else
- write essays for other students
- present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules
- misrepresent results (as in practical scientific work)

Instruction is provided regarding:

1. MLA Style guidelines (and other rules for acknowledging source material)
2. research writing techniques
3. data gathering techniques
4. the planning, preparation, and execution of research writing assignments

Definition of malpractice

The IB defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following:

- (a) Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.
- (b) Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- (c) Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- (d) Misrepresentation: false reporting of results (as in scientific experimentation, surveys, etc.)
- (e) Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorised material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).



The Upper School Principal must inform the IB if he/she suspects any malpractice in relation to a candidate's work after the work or an internal assessment mark has been submitted to the IB. In such cases, or when an examiner suspects malpractice, the school will be required to conduct an investigation and provide the IB with relevant documentation concerning the case.

Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation.

Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.

If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations after the session in which malpractice was established.

If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future session.

An IB Diploma, or a diploma course certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

Students should be aware that

- a) Examination boards regularly check the internet for academic material. The IB has taken legal action against those who use or distribute this material.
- b) ISBerne maintains an account with turnitin.com, a service recommended by the IB, which permits a rapid and thorough check on the sources of all written work submitted by students.
- c) It is within the power of the school's Director to disqualify/withdraw students who have been academically dishonest. This power will be exercised if there is good reason.
- d) The school's university counsellor will verify the authenticity of all college/university essays and other college/university application documents. The university counsellor may withdraw the school's support for any college/university applicant who has been academically dishonest.
- e) The school will allow any student accused of malpractice the opportunity to explain, to the examining board, his/her actions.
- f) At the start of the programme, students and their parents are required to sign a statement indicating that they have read and understood the ISBerne Academic Integrity Policy.

Avoiding Plagiarism

Some students plagiarise accidentally. A student may have meant to acknowledge sources, and honestly collected references for all sources, but may fail to compile an accurate bibliography, and forget to include all the necessary references. This is still plagiarism, even though the student did not mean to do it.

Three simple steps to avoid plagiarism:

1. All sources consulted should be noted. This includes books, articles, magazines, photographs, CD-ROMs, internet sites, e-mails, social media, graphs, any audio-visual material, and interviews. The author, title, date of publication, and publisher should be noted. In-text citations and footnotes require page numbers where these exist in the original source.
2. Sources should be acknowledged as they are being used. Referencing should not be left until the conclusion of writing because items are then easily overlooked.
3. Teachers' advice should be sought in any doubtful cases.



Student Conduct

The IBDP is a very demanding programme and students who are unable to behave appropriately may disrupt the work of others. Students who disturb classes or work spaces, and therefore fail to respect the right of others to learn, are unable to follow the programme. Students should remember that the IB regulations state that only students in 'good standing' with the school are allowed to sit for IB examinations.

Attendance

The IBDP is a rigorous programme that requires commitment and dedication. Regular attendance in all classes is necessary for maximum student achievement. In order to maximise learning and develop self-management skills, ISBerne requires that **all Diploma pathway students maintain 90% attendance**. ISBerne reserves the right to revoke a student's placement in the IBDP if attendance falls below this benchmark and level of attendance will be considered if other issues arise concerning the continuation of the student in the Diploma Programme. Individual cases will be reviewed by the Upper School Principal and Director.

Academic Discipline

The academic progress of all students is closely monitored. Most often, students who are unsuccessful in the programme are those who do not manage themselves as learners; these students fail to turn in assignments, fall behind with their coursework and soon find that they are so far behind that there is no time to make up for missed work.

The Upper School Principal has overall responsibility for the academic progress of all IB students. Should a student fall behind or perform particularly poorly in examinations, the USP may place him/her on probation. This means that the student's teachers will monitor progress on a regular basis until the student has proved that he or she is able to do the required work. If a student still fails to do the necessary work, the USP may recommend to the Director that the student be asked to discontinue the programme.

Should parents have any concerns about the academic progress of their children, they should contact the USP without delay. Questions or concerns about IB regulations should also be directed to the USP.

Parents and students are reminded that only the USP is authorised to contact the IB. The IB will not respond directly to parent or student enquiries, except on general questions. When parents or students require any information from the IB, the USP should be requested to contact the IB on their behalf.



IB Results and University Placement

ISBerne operates an open admissions policy, i.e., the school is non-selective, and the school does not select students for examination.

University Placement

Each year there is a graduating class of approximately 20 students and of these students 90% will go on to a college or university somewhere in the world. Below is a list of the institutions (in alphabetical order) to which ISBerne students have been offered admission in the last three years.

Europe:

Aberystwyth University, Académie de Meuron, Bath Spa University, Bern University, Birmingham City University, Boku University, Bournemouth University, Breda University of Applied Sciences, Brighton University, Cardiff University, City University, Coventry University, Derby University, Durham University, East Anglia University, Ecole Hôtelière Lausanne, Epitech Montpellier, Edinburgh Napier University, Erasmus University, ESSEC Business School, Essex University, Exeter University, Falmouth University, Franklin University, Fribourg University, Glasgow University, Greenwich University, Groningen University, Hochschule Bern, HTMi Hotel and Tourism Management Institute Switzerland, Hull University, Hult Business School, IE University, Kent University, King's College, Lancaster University, Leeds Beckett University, London Metropolitan University, Manchester University, Manchester Metropolitan University, Middlesex University, Nottingham Trent University, Oxford Brookes University, Pisa University, Queen Mary University, Queen's University Belfast, Regents University, Royal Holloway University, St. Andrew's University, St. Gallen University, Sheffield Hallam University, SOAS, Staffordshire University, Szeged University, Tilburg University, Vienna University, Webster University, West London University, Westminster University, Williem de Kooning Academy, York University, Zurich University

North America:

Alberta University, Austin College, Bishops University, Ball State University, Bryn Mawr College, Columbia College, Chicago Emory University, Drexel University, Fordham University, Gordon College, Guelph University, Houghton College, Loyola Marymount University, Michigan State University, Northwestern University, Old Dominion University, Ottawa University, PRATT MWP Institute, Purdue University, Ringling College of Art and Design, Rochester Institute of Technology, Rochester University, Savannah College of Art and Design, School of Art Institute of Chicago, SUNY Buffalo University, Stern Business School (NYU), Syracuse University, Texas A&M University, Toronto University, University of Alabama at Tuscaloosa, University of Arizona, University of British Columbia, University of California San Diego, University of Chicago, University of Georgia, University of Massachusetts, University of Michigan, University of Nebraska Lincoln, University of Texas, University of Western Ontario, Virginia Commonwealth University, Wagner College, Washington & Jefferson College, Waterloo University

Rest of the world:

National University of Singapore, Delhi University, India; RV College of Engineering, India; Engg Institute, India; National Institute of Technology Jalandhar, India; Assumption College, Philippines, Universidad de Monterrey, Mexico



ISBerne Diploma Pathways Languages and Subject Options: Parent (or Guardian) and Student Complaint Procedure

The International School of Berne is an IB World School offering the Primary Years Programme, the Middle Years Programme and the Diploma Programme, as well as the ISBerne Diploma.

The IB offers a curriculum framework for their programmes. These programmes are implemented by each IB World School according to the context of the school. This means that while the objectives and the assessment criteria for the subjects within the programmes remain the same across all IB World Schools, the subjects offered and the content within will vary. In addition, languages across all three programmes, subject choices at MYP Grades 9 and 10 as well as for Grades 11 and 12 are selected and offered by the school.

At ISBerne we endeavour to offer a range of options and languages levels groups to cater to the needs and interests of our students. We offer a wide range of options, however, as a small school we are not able to offer all subject options, nor all language levels. We work closely with our students to match their option choices to their areas of strength, their interests and their future plans.

Once we have collected option selection information from our students, we plan and timetable the option subjects and languages groups for the coming year. This means that the subjects and languages groups we offer may vary from year to year according to the students' selections. We do, of course, adhere to the IB Rules and Regulations for course offerings.

In order to offer a subject or a language group we require a minimum of 3 students. This means that not all subjects nor all levels of languages will run in a given cycle. If a student has selected a subject(s) which will not be running, they will attend a meeting with the Upper School Principal to discuss alternative subjects. Often a different subject(s) can be selected to the student's satisfaction during the meeting with the USP. If the student is not satisfied with the alternatives, the USP will contact the parents or guardians.

The USP will arrange a (virtual) meeting with the student and the parents to explore possibilities. Often a solution can be found at this point and an alternative subject(s) selected.

In the majority of cases, students are able to follow their first choice of subject options and language groups at ISBerne. A minority of students may be required to follow their second-choice of subject(s). We are pleased to be able to cater for our students and offer them the subjects which prepare them for their future studies and/or future plans.



For Further Information

Please contact the following individuals for more information:

IB Diploma Programme in Grades 11 & 12:

Tom Phillips, Upper School Principal

Email: tom.phillips@isberne.ch

University Guidance

Kevin Boyd, University Counsellor

Email: kevin.boyd@isberne.ch

For ISBerne Publications & General Inquiries

Email: office@isberne.ch

ISBerne public website: www.isberne.ch

IB public website: www.ibo.org

Glossary

CAS Creativity, Activity & Service

USP Upper School Principal

EE Extended Essay

HL Higher Level

IA Internal Assessment

IBDP International Baccalaureate Diploma Programme

IB International Baccalaureate

SL Standard Level

TOK Theory of Knowledge