American School of Barcelona

High School Program of Studies

Course Descriptions for Grades 11 and 12

2026-2027

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Introduction

This program of studies has been prepared to guide students and parents/guardians in their decision-making process as students enter into grade 11 and 12. Many factors are involved when choosing academic programs and individual courses. Students need to begin to evaluate their academic strengths and desires and try to focus their attention on what their future studies, university majors and potential professional careers may be. This is not an easy process for a grade 10 student. They will need to look for information, advice and opinions from many sources: parents/guardians, teachers, counselors, administrators, relatives and professionals. At ASB, students will be supported by their teachers, counselors and administrators in trying to evaluate which program best fits their needs.

One of the first factors is to understand what ASB has to offer. This guide contains an outline of the various programs offered at ASB and illustrates how these programs prepare students to fulfill the different university requirements within international and local communities. Course descriptions are also provided for each subject offered.

Hopefully, students will be able to make some initial decisions about their future academic focus and choose a program that suits their needs and desires. While these decisions guide students in a certain direction, students need to remember that the direction they choose can be changed if extenuating factors support the change and administration approves the change. Students need to understand that if they request and are granted a change of program beyond the September 30th add/drop date, more intensive study will be required in order to recuperate missed curriculum.

At ASB, we are confident that every student will be successful in forming an academic program that will prepare them for their upcoming university studies. We will continue to work together with students and parents to help each student reach their unique potential.

ASB Mission, Vision, and Beliefs

Mission

Our mission is to empower pre-school through 12th grade students to become global citizens with the critical thinking skills and the self-confidence to maximize their potential.

Vision

The American School of Barcelona inspires students to lead with integrity, to be open-minded, and to make the world a better place.

ASB Core Values

Caring, Innovative, Rigorous, Resilient and Joyful

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High School Principal

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IB Learner Profile

Students at ASB will quickly become aware that the IB learner profile is an essential framework for how to succeed in our HS programs. As students embrace and develop the characteristics described in the Learner Profile, they begin to see the power the IB has to transform them as learners.

The IBO Learner Profile defines learners who 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 pose 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
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.
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.
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.

Program and Course Selection

During the middle of grade 10, students will need to make their program and course selection for grades 11 and 12. A student's decisions will need to be based on many factors, such as:

- A student's interests, abilities and career plans.
- Picking the program that leads towards the desired university options.
- Choosing a best fit program in which one will be motivated and successful.
- Meeting the prerequisites for each course.

Students should try to get as much information and various points of view about their education plan prior to making their decisions. Parents/guardians, teachers and adult professionals can all help students to focus their ideas about what to study. The first step is to decide which program best fits the present and future education needs of a student. Within each program there are various options that will lead to selecting the courses that meet the specific requirements of that program. Each student's course choices must be approved by the administration and may be subject to change.

Since it can be very difficult to make educational decisions for students while only in grade 10, ASB recognizes that there may be students who would like to change programs of study after the add/drop date of September 30th of grade 11. Changes after the add/drop date will only be considered based on documented academic concern, college entrance requirements, and student welfare. Final approval will be made by the High School Student Support Team.

Programs Offered at ASB

All students entering into grades 11 and 12 who complete ASB's credit requirement will receive the American High School Diploma. Additionally, students have the option to work toward a full IB Diploma or individual IB course certificates. Each program is designed to attain a specific type of diploma or qualification. If a student is not interested in obtaining a full IB Diploma, but wants to examine in one or more of their IB courses, they may do so for individual certificate credit per course as is considered an IBDP Courses Student.

> The **American High School Diploma Program** is the foundation of the High School. All graduating students complete the American High School Diploma program and receive an American High School Diploma if they satisfy the 22 credit minimum for graduation. In general, ASB does not have specific American High School Diploma courses as all core courses in grades 11 and 12 are IB, but students may opt to not take these courses for IB credit (assessments and requirements will be modified when a student opts to not take a course at the IB level). IB courses are two year courses,

but HS Diploma students have the option to take only one year of a chosen course.

The **International Baccalaureate Diploma Programme (IBDP)** is designed for all students, both local and international, who want to work towards a full IB Diploma or individual IB course certificates. The IB is a rigorous and comprehensive course of study designed to promote international understanding and give students a broad preparation for university studies. Students will pick three higher level and three standard level courses.

The **International Baccalaureate Career-related Programme (IBCP)** is designed for all students, both local and international, who want to work towards a IB Career-related Programme. The IB Career-related Programme (IBCP) is an increasingly popular IB certification that offers students around the globe a unique way to explore their career interests. The program combines academic coursework, career-focused learning, and hands-on experience, providing students with a comprehensive learning experience that prepares them for both college and the workforce. IBCP is ideal for students who have identified their desired career field and are seeking a specialized program to support their goals.

Students and parents/guardians will need to carefully review different factors in order to decide which program best fits a student's needs. These factors include the student's future university plans, academic strengths, outside commitments and personal desires.

Program Overviews

American Diploma Program

All ASB students will receive an American High School Diploma by fulfilling the minimum course credit and community service requirements.

The minimum requirements for receiving this diploma include the accumulation of at least 22 credit hours over the four years of High School (9-12) and successful completion of community service. These credits must include:

English	4 credits
Science	3 credits
Social Studies	3 credits
Mathematics	3 credits
Physical Education	2 credits
Language Acquisition	3 credits
Electives	3 credits
Community Service	1 credit

No credit is given for a failing grade or withdrawal from a class.

International Baccalaureate Diploma Programme (IBDP)

The International Baccalaureate Organization describes the Diploma Programme as:

> a comprehensive and rigorous two year programme that leads to examinations for students aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate compromise between specialization required in some national systems and the breadth preferred in others. The general objectives of the IB are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.

The IB is recognized throughout the world. For more information visit the IB Organization's website at ibo.org. The American School of Barcelona is proud to be the first English speaking school in the Barcelona area to offer the IB Diploma Programme. All IB information contained in ASB's Program of Studies is adapted from IB material on ibo.org.

The IBDP Curriculum

The IBDP curriculum consists of six subject groups. All diploma candidates are required to take one subject from each group (with exceptions - ex. a student does not have to choose a group 6 subject as they may choose another course from groups 1-4). Students with proficient levels in both English and Spanish may take two language courses from Group 1 and not take a Group 2 language, which distinguishes their IB diploma as bilingual. Three subjects are taken at Higher level (HL), and three subjects are taken at Standard level (SL). ASB course offerings and prerequisites are subject to change. A course may not be offered if there is insufficient student interest, or staffing/scheduling considerations.



IBDP Courses Offered at ASB

Group 1 – Language and Literature (SL or HL)
English A: Literature, English A: Language and Literature
Spanish A: Literature, Spanish A: Language and Literature
School Supported Self-taught Language A: Literature (SL only)

Group 2 – Language Acquisition (SL or HL)
French B, French ab initio (SL only)
Spanish B, Spanish ab initio (SL only)

Group 3 – Individuals and Societies (SL or HL)
Business Management, Economics, Environmental Systems and Societies,
Global Politics, History, Psychology

Group 4 – Experimental Sciences (SL or HL)
Biology, Chemistry, Computer Science,
Environmental Systems and Societies, Physics

Group 5 – Mathematics (SL or HL)
Mathematics: Applications and interpretation
Mathematics: Analysis and approaches

Group 6 – The Arts (SL or HL)
Film, Music, Visual Arts, or a course from groups 1-4

IBDP courses are 2 year courses taken in both grades 11 and 12. Some subjects/levels may not be open due to limited enrollment. Additionally, some course combinations may not be possible due to limitations in scheduling. The master schedule is determined by grade 10 cohort preferences.

Students need to have passing marks in grades 9 and 10 and meet course prerequisites to enter into the full IB Diploma Programme. Ultimate placement in IBDP courses is determined by a multitude of data points: teacher recommendation, grades, standardized test scores, benchmark assessments, diagnostics, etc. If a student is not recommended for a particular IB course or for the full IB Diploma Programme, all queries must be directed to the HS administration. Students who enter into the full IB Diploma Programme will also need to maintain passing grades and remain in good standing (strong attendance, academic honesty, etc.) throughout the 2 year program in order to be recommended to take the final IBDP exams in May of the senior year. A student who is not passing all of their classes (including TOK, CAS, and EE), not receiving a minimum of 24 points in their 6 IB subjects, or who is receiving fewer than 12 points in their HL classes, may not be allowed to continue in the full IB Diploma Programme or may be asked to complete their IB experience in the November examination session.

Students who will not be completing the full IB Diploma Programme may choose their classes (normally 4-6 per year) from any of those offered in each grade level. These students will need to consult with their assigned school counselor to ensure that graduation requirements are met.

In addition to the above subjects, full IB Diploma students must successfully complete the following requirements:

An **Extended Essay (EE)** of approximately 4,000 words that provides students with independent research experience. The IBO defines the Extended Essay "as an in-depth study of a limited topic within a subject. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay." Students work with an advisor to develop the essay from initial idea to final paper. In general, a good part of the student's work will need to take place during the summer between grades 11 and 12. The final paper of up to 4000 words, including appropriate referencing, will be due in semester 1 of grade 12.

A **Theory of Knowledge (TOK)** course, which explores the relationship between the types, nature and limitations of different ways of knowing. The course ensures that students engage in critical reflection and analysis of the knowledge acquired within and beyond the classroom. The TOK course at ASB has several purposes, aims and objectives. First, the course offers students a chance to reflect on what they have learned in school. Second, the course asks them to consider the learning that has taken place outside of the strictly academic realm, to validate the knowledge they have gained in different ways and to consider its importance. Third, the course asks students to consider the distinctions and connections among different ways of knowing and of different areas of knowledge. Fourth, the course is intended to support internationalism. Fifth, rigorously evaluating claims may invite students to approach all areas of their lives more critically, perhaps making them more effective learners as well as better citizens. The focus of the class is on problems of knowledge: the difficulties inherent in making and evaluating knowledge claims, judging truth and certainty, and determining what it is that they know and how they know it.

Creativity, Activity and Service (CAS). The IB expects students to engage in activities in each of these areas and students are evaluated on how well they meet the following CAS outcomes:

- Increase awareness of your strengths and areas for growth
- Undertake new challenges/skills
- Plan and initiate activities
- Work collaboratively with others
- Show perseverance and commitment
- Engage with issues of global importance
- Consider ethical implications

The IBO states that "participation in the school's CAS programme encourages students to be involved in artistic pursuits, sports and community service work, thus fostering students' awareness and appreciation of life outside the academic arena." At ASB, the CAS coordinator will help students organize their CAS activities and work with them on personal reflection. Students participating in the CAS program will automatically complete the ASB community service requirements.

Earning the IB Diploma/ Course Certificates
Each subject is marked on a scale of 1 (minimum) to 7 (maximum). Each subject's final grade is determined from internal assessments and external assessments given throughout the 2 year program along with final IB exams taken at ASB in May of grade 12. Up to 3 points can also be earned from the combined scores in Extended Essay and Theory of Knowledge. The awarding of the Diploma requires a minimum of 24 points total (with a 12 point minimum in HLs) with no failing conditions. Some students may choose to study as an IBDP Courses Student, only working towards individual IB subject certificates.

Examination Fees
IBDP courses are assessed by the official IB organization. A subject fee is paid for each course assessed. For example, if a student is to be assessed in all 6 IBDP group subjects, they will be charged 6 times the subject fee. The subject fee is currently 92 euros and is subject to small annual increases. For students who will be studying in specific countries, the final IB Diploma will need to be legalized. The legalization fee is currently 128 euros per document and is subject to small annual increases. For full IB Diploma students, there is a fee of 36 euros for Theory of Knowledge, 70 euros for Extended Essay, and 8 euros for CAS. Fees are paid in the 1st semester of the senior year.

International Baccalaureate Career-related Programme (IBCP)

The IB Career-related Programme (IBCP) combines academic study with career-focused learning. The IBCP is designed to be flexible and to support a wide range of student futures, including university pathways, apprenticeships, and direct entry into the workforce. Successful completion of all components results in the award of the IB Career-related Program Certificate.

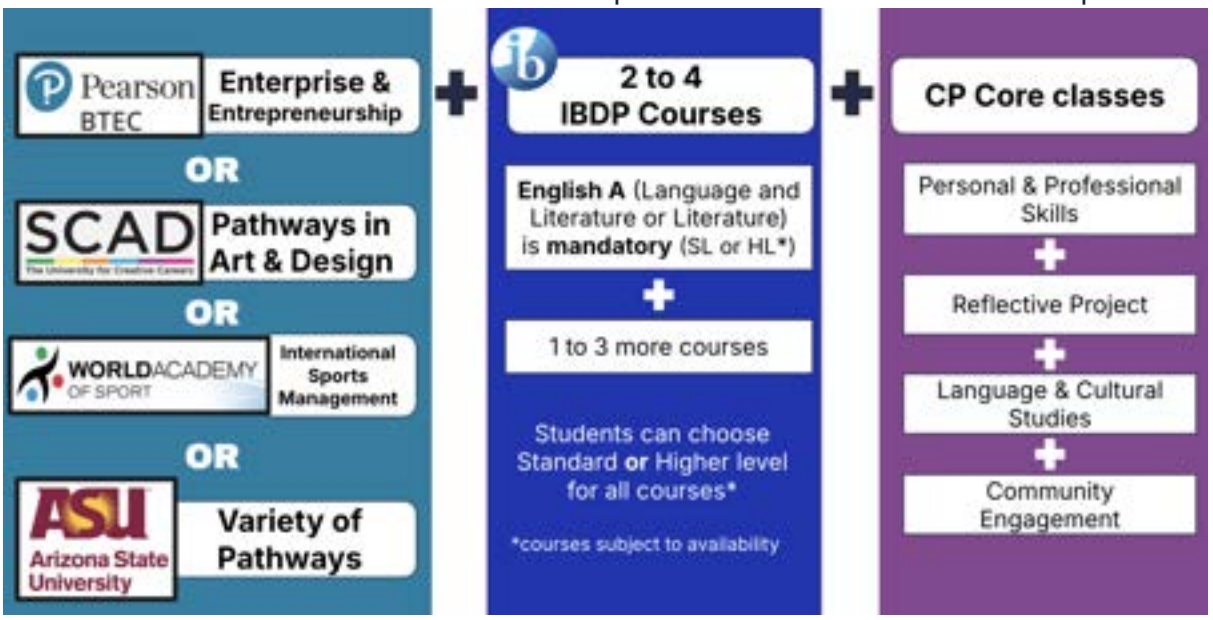


In contrast to the IBDP, the IBCP does not provide a cumulative points score. The IBCP certificate is awarded when the following requirements are met:

- Successful completion of the Career-related study with a minimum of a PASS grade.
- Achievement of grade of 3 or higher in a minimum of two DP courses.
- A minimum grade of D in the Reflective Project.
- Completion of all CP Core component portfolios (Personal and Professional Skills, Community Engagement, and Language and Cultural Studies), meeting all required criteria.
- Students must not have faced any penalties for academic misconduct from Pearson or the IB.

The IBCP Curriculum

The IBCP curriculum consists of three components which all students complete:



The Career-related Study Pathways
There are a multitude of career pathways offered to students. IBCP students must choose one of the pathways listed below. This can be from any of our four partnership organizations.

Pathway: Entrepreneurship

This pathway combines classroom learning with workplace experiences, enabling students to apply the skills they develop in real-world settings. It is **taught in school** by ASB teachers, with **scenario-based assignments** that are designed to be practical and directly relevant to the workplace.

Assessment is unit-based, meaning there is no final exam at the end of the two-year course. Instead, students are assessed through a variety of applied tasks, including creating a business plan, delivering a business pitch, analysing case studies, and more..

BTECs are high-quality, career-focused qualifications grounded in the real world of work. This means BTEC learners develop and apply the knowledge, skills and behaviors that employers and universities are looking for.

Units covered:
- Enterprise & Entrepreneurship
- Launch & Run an Enterprise
- Research & Plan a Marketing Campaign
- Work Experience
- Business Finance
- Business Decision Making

Pathway: International Sports Management

Courses are delivered through a blend of synchronous and asynchronous online learning.

Units covered:
- Introduction to International Sports Management
- Sports Performance Management (high performance pathway)
- Managing Sports Development (participation/growth focus)

Data from WAoS students in the past:
In addition to completing one of the SCAD pathways, the majority of WAoS students complete **two DP courses**. This is often due to students' commitments to external sports programmes outside of school. The most commonly chosen DP courses, in addition to English, are **Business Management** (SL or HL) or **Psychology** (SL or HL).

Savannah College of Art and Design offers multiple pathways in arts and design for IBCP students. Students choose ONE of the following pathways as the focus of their studies over two years:

- **Pathway: Photography**
- **Pathway: Fashion Marketing and Management** - STEM program
- **Pathway: Game Development** - STEM program
- **Pathway: Advertising and Branding** - STEM program
- **Pathway: Graphic Design** - STEM program
- **Pathway: Sequential Art**
- **Pathway: Social Strategy and Management** - STEM program
- **Pathway: Foundation Studies** (STEM eligible)
- **Pathway: Foundation Studies & Liberal Arts**
- **Pathway: Foundation Studies & Liberal Arts** (No drawing class required)

SCAD is a global leader in online education, offering state-of-the-art facilities and instruction from lecturers who are recognized experts in their respective fields. These pathways are delivered online. Students' weekly experience includes **two live online classes each week**, each lasting 2.5 hours and taught by SCAD professors. In addition to these sessions, students engage in ongoing **independent project work** throughout the week.

The benefits of SCAD as a career pathway include **automatic acceptance** upon completion of the program, a **50% scholarship** offer to SCAD university, and the opportunity to build a **strong and professional portfolio**.

DP Courses with SCAD pathways:
IBCP students pursuing a SCAD pathway are strongly encouraged to take **two or three DP courses**, as undertaking four DP courses can be highly demanding and may limit the opportunity for a balanced two-year experience. Additionally, it is recommended that students select Art HL as one of their DP courses, as both the SCAD pathway and the DP Art course emphasize the development of a strong portfolio.

Data from SCAD students in the past:
In addition to completing one of the SCAD pathways,

- ~56% of IBCP students choose **three DP courses**
- ~32% of IBCP students choose **four DP courses**
- ~23% of IBCP students choose **two DP courses**

Historically, the most common DP courses selected by SCAD students (a part from English) are:

- **Art HL** - ~80% of SCAD students choose this course
- **Math** (majority AISL) ~45% of SCAD students choose this course
- **Business Management** (SL or HL) ~20% of SCAD students choose this course

More information about the course program can be found here.

Arizona State University offers a wide variety of career pathways for IBCP students.
Students choose **ONE** of the following pathways as the focus of their studies over two years:

ASU certificates for your dual enrollment program:
Pathway: Health Education
Pathway: STEM Foundations
Pathway: Engineering
Pathway: Behavioral Sciences
Pathway: Sustainability
Pathway: Education
Pathway: Computer Science
Pathway: College Foundations
Industry-recognized certification programs for college and career advancement:
Pathway: Amazon Web Services Cloud Computing Certificate
Pathway: Google Information Technology Support Certificate
Pathway: Applied Business Data Analytics Certificate
Pathway: Project Management Certificate

The program offers online, self-paced (asynchronous) courses with deadlines set by the university. ASU courses are credit-bearing and may be transferable to other higher education institutions in the United States.

More information about the course program can be found here.

The IBCP Core Components in more detail:

The **Personal & Professional Skills** course, which explores transferable skills for the workplace and life by preparing students for ethical decision-making, encourages personal growth and self-awareness. The course aims to enhance students' confidence, independence, and resilience in various personal and professional contexts.
The IBO defines PPS as a course "designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations."

The **Reflective Project** is an extended, independent piece of work that enables students to explore an ethical dilemma in the workplace. It is completed and submitted toward the end of the two-year programme. Students may choose the format in which they present their work, either as a written essay of up to 4,000 words or in an audio or audio-visual format.
The IBO states that " Through a reflective project students identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related

studies. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity."

The **Language and Cultural Studies** course enhances students' linguistic skills, enabling them to communicate effectively in a global context while fostering intercultural understanding through the study of languages. Students explore language through the lens of culture, developing greater awareness of how language and cultural contexts shape communication.
IBO states that "Language and Cultural Studies ensures that all students have access to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language and Cultural Studies encourages students to improve their proficiency in a language other than their best language."

In **Community Engagement**, students identify community needs and take meaningful action in response to them. Students are evaluated on their ability to recognize their own strengths and areas for growth, demonstrate active participation in community engagement experiences, and develop the skills and understanding required for effective collaboration. They are also expected to engage with issues of global significance and to recognize and consider the ethical implications of their choices and actions.
The IBO defined Community Engagement as "the development and application of knowledge and skills towards meeting an identified and authentic community need. In this research-based approach, students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies."

Diploma Program Courses
IBCP students are required to choose one English A DP course, with the option to select one, two, or three additional DP courses. The English course may be either Language and Literature or Literature, and can be taken at Standard Level or Higher Level. The availability of DP courses may vary from year to year depending on the cohort and is subject to change. Course selection should be informed by research into university program requirements and through discussions with the university counselor and the IBCP Coordinator.

Earning the IB Course Certificates
Each IBDP course is marked on a scale of 1 (minimum) to 7 (maximum). Each subject's final grade is determined from internal assessments and external assessments given throughout the 2 year program along with final IB exams taken at ASB in May of grade 12.

Examination Fees
IBDP courses are assessed by the official IB organization. A subject fee is paid for each course assessed. For example, if a student is to be assessed in 2 IBDP group subjects, they will be charged 2 times the subject fee. The subject fee is currently 92 euros and is subject to small annual increases. In addition, there is a fee of 36 euros for the Reflective project. Fees are paid in the 1st semester of the senior year. For students who will be studying in specific countries, the IBCP documents may need to be legalized. The legalization of each CP document and/or of each

consulate country (requests received before 15 June/15 December) fee is currently 124 euros and is subject to small annual increases.

IBCP Transcript
All IBCP student are eligible to receive the following documents when graduating:

- **American High School Diploma** which is awarded by ASB at graduation
- **IBCP Certificate** is awarded by the IB in June of the final year, based on students' results from the May examination session.
- **IBDP Course Certificates** are awarded by the IB in June of the final year, based on students' results from the May examination session.
- Certificate from the partner association based on the pathways chosen:
    - **Pearson BTEC Level 3 Diploma certification**
    - **SCAD**
    - **WAoS**
    - **ASU**

Preparation for University Admissions

One of the objectives of pursuing an education at ASB is for a student to successfully enter into a center of higher education. ASB's programs are designed for entrance into universities worldwide.

International University Entrance

The **American High School Diploma** is an accepted qualification for many North American Universities and various universities around the world. However, universities might have additional requirements for students applying with the American High School Diploma (such as SAT, ACT, English Proficiency Tests).

American High School Diploma students can apply with the following qualifications:

- American High School Diploma
- IBDP individual course certificates

The **IB Diploma Programme** (IBDP) is a recognized qualification for students throughout the world and, for some university programs in the UK and EU, it is required. Universities may also require subject specific courses for entry. Some North American universities may also give first-year credit for subjects successfully completed in an IB program. The IB Diploma is recognized by these universities as a highly challenging program, and thus, students who apply with a full IB Diploma are recognized for their achievement.

IBDP students can apply with the following qualifications:

- American High School Diploma
- IBDP score out of 45

The **IB Career-related Programme** (IBCP) is a recognized qualification for students throughout the world, though each university may require different qualifications for entrance. The IB is continuously updating their university recognition list as universities update their requirements. Check which global universities recognise IBCP here https://recognition.ibo.org/en-US/. If the university you want to attend is not on the list, then it is recommended that you contact them directly and speak to the admissions team.

IBCP students can apply with the following combination of qualifications (the IBCP does not have a cumulative points score out of 45 as does the IBDP):

- American High School Diploma
- IBDP individual course certificates
- IBCP Certificate
- BTEC (equivalent to 1 or 2 A levels) for student who choose Entrepreneurship as their career pathway

Many universities will accept IBCP students with their BTEC qualification alone since it is equivalent to 3 A levels.

For all diploma pathways, parents/guardians and students will need to consult with the individual universities or colleges for their requirements. ASB also provides university counseling.

Spanish University Entrance

Students who successfully complete the full IBDP or IBCP are eligible to enter into the admissions process for the Spanish university system.

- For the IBDP: The final IB course scores (1-7) will be translated into Spanish equivalents and then averaged to attain a value from 5-10. See table in appendix 1.
- For the IBCP: The final BTEC scores (PPP-D*D*D*) will be translated into Spanish equivalents to attain a value from 5-10. See table on page 32.

Students are accepted into public Spanish university programs if the points they earn are at or above the specific university program requirement. The private universities (ie: Esade, IQS, etc) have a lower requirement (5 points) and then often have students take a private entrance exam. Public university programs can have higher requirements and a listing of this year's values can be found in Appendix II (Sistema PAU/PCE). Full IBDP students have the opportunity to be credited for higher points if universities give extra credit for any of the courses a student has completed. There is also an option for IBDP/IBCP students to take Spanish competency exams (PAU) to gain extra credit. As always, ASB provides counseling for choosing and applying to Spanish universities.

Students who do NOT complete the entire IBDP/IBCP will graduate with the American High School Diploma. UNED will review the transcript (credential) of each student who applies to ensure that they meet the minimum requirements. Each student must pass all 11th and 12th grade courses to be considered eligible. If UNED determines that the courses studied at ASB have met the university program requirements, then students must pass the general phase of the PAU (yet to be determined). Once they have passed the exam, they will have to request the homologation of their studies to the Spanish baccalaureate (it is required to also have the ESO previously homologated). With this homologation students will be able to apply to both public and private universities.

IBDP Course and High School Course Descriptions

IBDP subject briefs can be read by clicking on the red highlighted SL (standard level)/HL (higher level) designation in parenthesis below. The IB does not always quickly update their subject briefs to reflect curriculum changes, but former subject briefs are similar and will provide enough information for comparison.

Minimum requirement: All IBDP Courses require a passing grade in the respective grade 10 class and a teacher recommendation. Additional prerequisites are listed below if applicable.

High school courses are integrated with the IBDP subject courses with varying expectations depending on the subject. Expectations for each high school course are detailed in the subject listings below.

Group 1: Language and Literature

(students will be placed according to IB proficiency level requirements)

IBDP English A: Language and Literature (SL/HL) / Spanish A: Language and Literature (SL/HL)
This course comprises four parts—two relate to the study of literature and two relate to the study of language (Language in cultural context and Language and mass communication). The study of texts produced in a language is central to an active engagement with language and culture, and how we see and understand the world in which we live. The key aim is to encourage students to question the meaning generated by language and texts. Students will develop skills in textual analysis of both literary and non-literary texts through understanding the ways in which formal elements are used to create meaning in a text and how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

IBDP English A: Literature (SL/HL) / Spanish A: Literature (SL/HL)
This course comprises four parts, using works of literature (fiction and nonfiction) from a minimum of 3 genres. The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as an exploration of the way it represents the complex pursuits, anxieties, fears and joys to which human beings are exposed in the daily business of living, as well as explore the enduring fields of human creativity, and provides opportunities for independent, original, critical thinking. It promotes respect for the imagination and a perceptive approach to the understanding of a literary work and the choices made by writers. Works are studied in their literary and cultural contexts, and by considering a range of critical approaches.

IBDP School Supported Self-taught Language A: Literature (SL)
Prerequisite: P or E in relevant work habits and responsibility Learning Behaviors due to the nature of independent study.
The IB has a policy of mother-tongue entitlement that promotes respect for the literary heritage of a student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. In the Diploma Programme, it is through Language A: Literature at standard level (SL) that the IB addresses mother-tongue entitlement. Language A: Literature is automatically available for assessment in 55 languages. The program of study for self-taught students is almost identical to that of the language A: literature SL syllabus (see above), but with the requirement that all the works studied must be taken from the prescribed reading list of authors (PRL). There are also differences in procedures for carrying out assessment tasks. ASB will provide the appropriate amount of time for the self-taught class (3 periods every 6 day cycle), and a quarterly check in, but the bulk of the work will be completed independently with the help of an outside tutor who must be procured and paid for by the student for the duration of the course.

High School English or Spanish Language and Literature 11 and 12
The High School English and Spanish courses comprise four parts*—two relate to the study of literature and two relate to the study of language (Language in cultural context and Language and mass communication). The study of texts produced in a language is central to an active engagement with language and culture, and how we see and understand the world in which we live. The key aim is to encourage students to question the meaning generated by language and texts. Students will develop skills in textual analysis of both literary and non-literary texts through understanding the ways in which formal elements are used to create meaning in a text and how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

*If a student chooses the literature only class for their English option, the four parts will all be literature based (fiction and nonfiction) from a minimum of 3 genres.
Expected class requirements for HS courses students:

- If enrolled in the HL, then the HL Essay
- Individual Oral with the option to talk about just 1 work for 5 min
- Paper 1 - the student will write the essay on one text
- Paper 2 - the student will write the essay on 2 works with flexibility with works, the prompts, and/or use of text during assessment
- Mock exams in combination with Paper 1s and Paper 2s throughout the course inform a student's final grade for the ASB transcript.

Group 2: Language Acquisition

(students will be placed according to IB proficiency level requirements)

IBDP French ab initio (SL) / IBDP Spanish ab initio (SL)
The ab initio course is a language acquisition course designed to provide students with the necessary skills and intercultural competence that will enable them to communicate successfully in an environment where the language studied is spoken. The ab initio course is designed for students who have little or no experience with the language. It is organized around three themes: individuals and society, leisure and work, and urban and rural environment. Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations. By the end of the two years, the students should be able to understand simple texts, write short written responses and write a guided essay; they will also be able to give a short oral presentation followed by a short interview.

IBDP French B (SL/HL) / IBDP Spanish B (SL/HL)
The B course is designed for students who have had previous experience with the language. The main focus of the program is to develop the students' power of expression in both written and oral communication, ability to respond to language demands of transactional and social contacts, and to provide students with efficient tools for possible further studies or job opportunities. During the two years, students are expected to master a variety of skills: to understand a wide range of literary texts in a critical manner, to participate in discussions and debates, and to defend opinions. By the end of the course, students are also encouraged to produce well-structured written and oral interactions.

High School Spanish Language Learning 11 and 12
High School SLL students may be placed in either the IB ab initio or Spanish B class depending on proficiency. The main focus of the program is to develop the students' power of expression in both written and oral communication, ability to respond to language demands of transactional and social contacts, and to provide students with efficient tools for possible further studies or job opportunities. Students are expected to master a variety of skills at ability level including: understanding of literary texts, to participate in discussions and debates, and to produce well-structured written and oral interactions.

Requirements for all High School SLL courses:

- Complete the oral project (IA) and take a final exam on reading, writing and listening comprehension
    - Beginners: Oral choice from 5 prompts followed by a conversation with the teacher, write 3 texts with selected text formats, read 3 texts with difficulty of A and B, and listening to 3 audios with difficulty of A and B
    - Intermediate: Oral choice from 5 prompts followed by a conversation with the teacher, write 2 texts with selected text formats, read 3 texts with difficulty of A and B, and listening to 3 audios with difficulty of A and B

Group 3: Individuals and Societies

IBDP Business Management (SL/HL)

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management. Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

IBDP Economics (SL/HL)

The study of economics is essentially about how people deal with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants and needs. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The theories of micro and macroeconomics are the foundation of this course, with particular attention paid to the application of these theories to real world economic issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies are addressed as students are required to consider and reflect on the impact of economic policies on the world and the people in it. The course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level.

The course will study the following four topics over a two year period, in both the Standard (SL) and Higher Level (HL) courses: *Microeconomics, Macroeconomics, International Economics,* and *Development Economics.*

SL and HL students of economics are presented with a common syllabus and take the same two exams in early May. HL students will receive an extension of additional topics in some areas during the course of the two years. The same skills and approach to studying economics are common to both SL and HL students, the only distinction is that the HL student is required to acquire a further body of

knowledge and is asked to further develop the ability to analyze, synthesize and quantify in order to evaluate economic relationships. These quantitative skills are specifically assessed for HL students in a third exam. Additionally, an independent economic research project is an integral part of the course and is compulsory for both SL and HL students, accounting for 20% of the final grade.

High School Economics 11 and 12
The High School Economics courses in grades 11 and 12 will study how people deal with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants and needs. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. Grade 11 economics covers microeconomics and grade 12 economics covers macroeconomics and the global economy. The IA is not required, however a modified research experience is required. Mock exams inform, but are not the sole basis of a student's final S2 grade for the ASB transcript.

IBDP Global Politics (SL/HL)
The Global Politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global Politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

All standard level and higher-level students complete a common core under the central unifying theme of "people, power and politics". This consists of four core units: power, sovereignty and international relations, human rights, development, peace and conflict.

All standard level and higher-level students also undertake an engagement activity through which they study a political issue of interest experientially. Students complement their experiential learning with more theoretical perspectives from research and submit a written report summarizing their investigation.

Higher-level students also examine two contemporary global political challenges through a case studies approach.

High School Global Politics 11 and 12
The Global Politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the

opportunity to explore political issues affecting their own lives. Global Politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. The High School "level" is differentiated primarily by the quantity of material students will master and the length of papers and assessments students will take. All High School Global Politics candidates also undertake a modified engagement activity studying a political issue of interest experientially as part of the course.

IBDP History (SL/HL)
IBDP History seeks to promote an understanding of history as a discipline, including the nature and diversity of sources and interpretations. It also encourages students to reflect on how history creates regional, national and personal identities. Additionally, IB history emphasizes the importance of "doing history." This shifts the focus of the course from simply hearing historical narratives, as told by others, to doing the act of creating history through research, evaluation, analysis, interpretation and communication. Students will practice ways to present their findings in the form of persuasive, creative and narrative writing and in other technological and creative mediums as well.

Standard and Higher levels are differentiated primarily by the additional exam students will take, not by any difference in the level of difficulty in the programs. Standard and Higher Level
students will all take the same two exams, Paper 1 and Paper 2 in early May; Higher Level students will sit for an additional exam, Paper 3, a day later. The topics for both SL and HL levels have been carefully selected to overlap, enabling all HL and SL students to study a rich and interesting curriculum, simultaneously, over the course of two years. All IB History candidates undertake an in-depth historical investigation which will account for 20-25% of the final grade, depending on their SL/HL status.

High School History 11 and 12
High School History seeks to promote an understanding of history as a discipline, including the nature and diversity of sources and interpretations. It also encourages students to reflect on how history creates regional, national and personal identities. The High School level is differentiated primarily by the quantity of material students will master and the length of papers and assessments students will take. All High School History candidates also undertake a modified historical investigation as part of the course.

IBDP Psychology (SL/HL)
The purpose of this course is to give students an overview of psychology that will further their understanding of human emotion, thought, and behavior. The course will focus on studying a wide range of research from each of the three perspectives: biological, cognitive, and sociocultural, and on learning to apply and evaluate the appropriate scientific methodologies for psychological research. Research methodology is also studied to understand how the scientific

method is applied to psychological research and develop a foundation for students to be prepared to complete independent research replication during year two. Topics include:

- The cognitive approach: How thought processes like memory, problem solving, and language impact emotion and behavior.
- The sociocultural approach: How societal norms and thought patterns affect emotion and behavior.
- Developmental Psychology: Topics include cognitive, social, and identity development.
- The Psychology of human relationships: Topics include prosocial behavior, aspects of interpersonal attraction, relationship maintenance and violence.
- The biological approach: Understanding biological and genetic influences on emotion and behavior.

High School Psychology 11 and 12
The purpose of this course is to give students an overview of psychology that will further their understanding of human emotion, thought, and behavior. In grade 11 the focus is on studying a wide range of research from each of the three perspectives: biological, cognitive, and sociocultural, and on learning to apply and evaluate the appropriate scientific methodologies for psychological research. Grade 12 involves an independent research study and the study of developmental psychology and the psychology of human relationships. Students are expected to complete the internal assessment project and report and complete the same content-based assessments. However, high school students are not expected to complete the critical thinking components of the written assessments.

Groups 3 and 4: Interdisciplinary

IBDP Environmental Systems and Societies (SL/HL)
As an interdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). By choosing to study a transdisciplinary course such as part of their diploma, students are able to satisfy the requirements for both groups 3 and 4, thus allowing them to choose another subject from any group (ex. art and music).

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. **Note: this course is not usually designated a lab science by universities.**

High School Environmental Systems and Societies 11 and 12
This course provides students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. **Note: this course is not usually designated a lab science by universities.**

Modifications:

- Assessments will only cover semester material
- Internal Assessment (IA) is approximately half the length (depth/complexity)

Group 4: Experimental Sciences

IBDP Biology (SL/HL)
One of the main goals of IBDP Biology is to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, and application of biological knowledge, analytical skills, and critical thinking to environmental and social concerns will be stressed. IBDP Biology is a comprehensive survey of general biology that includes biochemistry, cellular biology, molecular genetics and heredity, biotechnology, diversity, structure and function of organisms, and ecology and evolution. Descriptive and experimental lab exercises are a vital part of this experience.

High School Biology 11 and 12
High School biology enables students to develop a conceptual framework for modern biology and gain an appreciation of science as a process. Personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, and application of biological knowledge, analytical skills, and critical thinking to environmental and social concerns will be stressed. Grade 11 covers concepts in: Cellular Biology (Unit 1), Molecular Biology (Unit 2), Genetics (Unit 3) and Evolution & Biodiversity (Unit 5). Grade 12 covers concepts in: Ecology (Unit 4), Human Physiology (Unit 6) and an in depth exploration of Ecology & Conservation (Option C).

Modifications:

- Assessments will only cover semester material
- Internal Assessment (IA) is approximately half the length (depth/complexity)

IBDP Chemistry (SL/HL)
Prerequisite: Requires a 5 or higher in Chemistry 10 and recommended concurrent enrolment in IB Math HL or IB Math Analysis SL.

The IBDP Chemistry curriculum is designed to reflect that chemistry is both a body of knowledge and a process of inquiry. The course has been designed, not just to be bound to the understanding of abstract laws and principles of nature, but to delve into the realms of technology and the application and importance of chemistry throughout the world. Diverse themes will be studied, such as the protection of the environment, manipulation of genetic material and the relationship between industry and the increasing need for energy and the future of our planet. The course objectives are therefore based on understanding the process of chemistry, developing the manipulative skills required and forming a genuine interest and attitude towards the values that underlie this subject.

High School Chemistry 11 and 12
This course is designed to reflect that chemistry is both a body of knowledge and a process of inquiry. The course has been designed, not just to be bound to the understanding of abstract laws and principles of nature, but to delve into the realms of technology and the application and importance of chemistry throughout the world.

Modifications:
- Assessments will only cover semester material
- Internal Assessment (IA) is approximately half the length (depth/complexity)

IBDP Computer Science (SL/HL)
Computational thinking lies at the heart of this course and is integrated with other topics. This will be supported by practical activities including programming. Candidates will learn programming skills as a critical element of developing higher-level skills applicable to virtually all fields of study. Four course options are available: databases, modeling and simulation, web science, object oriented programming. These options will allow a particular subject of interest to be studied as defined by the subject teacher. Algorithmic thinking will only be externally assessed at the level of pseudo-code. This means the external assessment will focus on the student's algorithmic thinking, not on their mastery of the syntax of a particular programming language. Practical programming experience will be an essential element of developing higher-level thinking skills; this may be assessed as a part of the internal assessment. There is no designated language. This allows teachers to select the programming language(s) which they feel are most appropriate for teaching the practical elements of the course. A new component has been introduced (HL only) that is linked to the annually issued case study, to expand students' knowledge of a new subject-related topic through investigative study. This will allow students to investigate in greater depth current issues in computer science that are not included in the syllabus.

High School Computer Science 11 and 12

The High School Computer Science course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved.

Modifications:

- Assessments will only cover semester material
- Internal Assessment (IA) is approximately half the length (depth/complexity)

IBDP Physics (SL/HL)
Prerequisite: Requires a 5 or higher in Physics 10 and recommended concurrent enrollment in IBDP Math HL or IB Math Analysis SL.

A primary goal of IBDP Physics is to attain a good understanding of the concepts of basic physics: a knowledge of the laws, models and theories that have been developed in the area of classical physics (Newtonian mechanics, electromagnetism and thermodynamics) together with an appreciation of their limitations and the subsequent need for new ideas and models that have since been encapsulated in the so-called modern physics. Within the framework of the scientific method, emphasis is placed on creative thinking and the acquisition of practical skills that will allow students to carry out scientific investigations. In addition, they must develop advanced mathematical skills to allow a full understanding of the topics studied and to be able to solve problems applying the appropriate physical ideas. They will become familiar with scientific language and develop an awareness of the impact that physics has had on our society.

High School Physics 11 and 12
In High School Physics a student attains a good understanding of the concepts of basic physics: a knowledge of the laws, models and theories that have been developed in the area of classical physics (Newtonian mechanics, electromagnetism and thermodynamics) together with an appreciation of their limitations and the subsequent need for new ideas and models that have since been encapsulated in the so-called modern physics.

Modifications:

- Assessments will only cover semester material
- Internal Assessment (IA) is approximately half the length (depth/complexity)

Group 5: Mathematics

IBDP Mathematics: Analysis and approaches (SL/HL)
Prerequisite: SL requires Integrated Math III or Integrated Math II with diagnostic assessment; HL requires Pre-calculus or Integrated Mathematics III with

diagnostic assessment.

This course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

The mathematics course chosen may or may not be at a high enough level for some university programs; students should research the math requirements in the university programs they may be working towards before selecting their math course.

IBDP Mathematics: Applications and interpretation (SL/HL)
Prerequisite: SL requires Integrated Mathematics II; HL requires Pre-calculus or Integrated Mathematics III with diagnostic assessment.

This course is designed for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

High School Math Analysis or Applications 11 and 12
In this course students will have the choice to either: 1) develop their mathematics for describing our world, modeling and solving practical problems using the power of technology, or 2) develop their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. Calculus is not a major component of the math course.

Modifications:

- Mock exams in combination with unit assessments will inform a student's final S2 grade for the ASB transcript
- Internal Assessment (IA) has an abridged rubric and paper length

Group 6: The Arts

IBDP Film (SL/HL)

The Diploma Programme (DP) film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

High School Film 11 and 12

The number of works/requirements is modified for students in High School Film.

IBDP Music (SL/HL)

Prerequisite: Define principle instrument or voice for performance portfolio.

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. The IB music course builds the foundation of fundamentals of music including harmonic, rhythmic, melodic, and sonic structures. Through instrumental or vocal performance (solo, digital, group performance for SL only) or creation (composition, arranging, improvisation, and stylistic techniques) students will explore and express their own musical cultures. Likewise, all students will sit an exam analyzing and responding to musical selections they have studied in class. All IB music students are required to write an essay analyzing 2 pieces in depth from 2 distinct musical cultures. This Musical Links paper is worth 20% of the grade. They will also be responsible for a portfolio of their performances and/or compositions recorded throughout the 2 year course.

High School Music 11 and 12

Students in High School Music explore and express their own musical cultures through instrumental or vocal performance (solo, digital, group performance for SL only) or creation (composition, arranging, improvisation, and stylistic techniques). Students will sit an exam analyzing and responding to musical selections they have studied in class, and will write a modified essay analyzing pieces from 2 distinct musical cultures. They will also be responsible for a portfolio of their performances and/or compositions recorded throughout the 2 year course.

IBDP Visual Arts (SL/HL)
Prerequisite: Skill evaluation based on submitted portfolio, sketchbook or art pieces.

This course is designed for the visual arts student with creative and imaginative abilities. Through the study of visual arts, the students acquire an understanding of human development. Students reflect and develop a critical response to their personal relationship with the world around them. The investigation, interests and aesthetic preferences serve as impetus for creative activity. Studio projects are designed according to the capabilities, interests and means available. Work journals document individual research and discovery, and support the work created in the studio.

High School Visual Arts 11 and 12
This course is designed for the visual arts student with creative and imaginative abilities. Through the study of visual arts, the students acquire an understanding of human development. Students reflect and develop a critical response to their personal relationship with the world around them. The investigation, interests and aesthetic preferences serve as impetus for creative activity. Studio projects are designed according to the capabilities, interests and means available. Work journals document individual research and discovery, and support the work created in the studio. The number of works is modified for students in High School Visual Arts.

Additional Courses

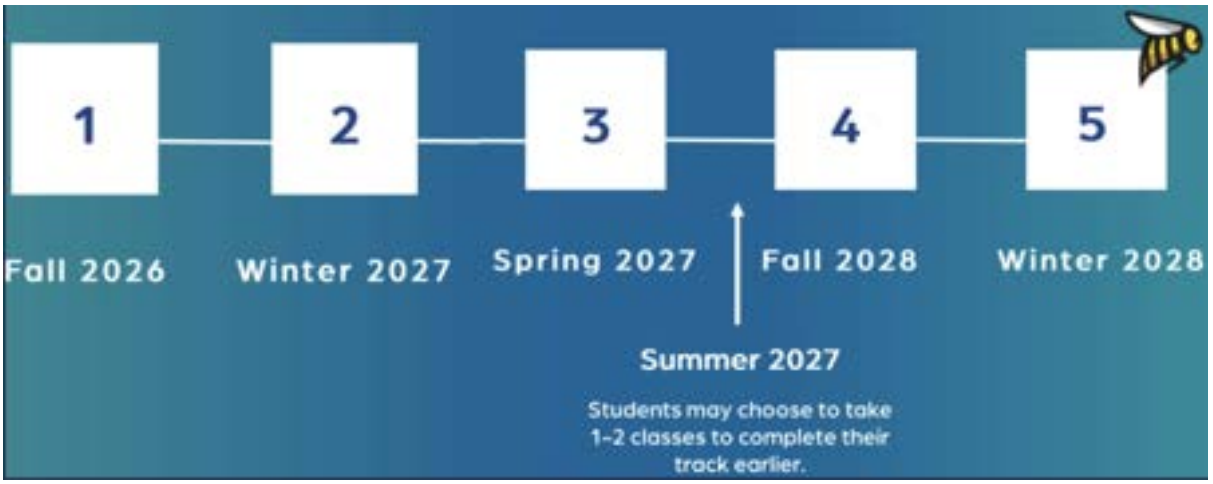
Online options may be found on pamojaeducation.com for an additional fee. Pamoja is a private, online provider of IB courses. The online courses allow students, in most cases, to take a course that is not available at their school. The structure of the course allows for much greater flexibility than a regular school timetable. However, online courses are only recommended to students who can stay independently organized and motivated.

IBCP Career-related Study Course Descriptions

SCAD: Pathways

Regardless of the pathways chosen in SCAD, each student must complete five courses to fulfill the requirement for the pathway.

For the Class of 2028, this is the SCAD Academic calendar:



The summer program is optional for ASB students, though it is highly recommended as a valuable learning opportunity. Travel and lodging costs are not covered by ASB. During the summer program, students live on the SCAD campus in residences and attend classes taught by SCAD professionals, alongside students from around the world who are pursuing the same career pathway.

More information about each courses in the Pathway:

Pathway: Photography



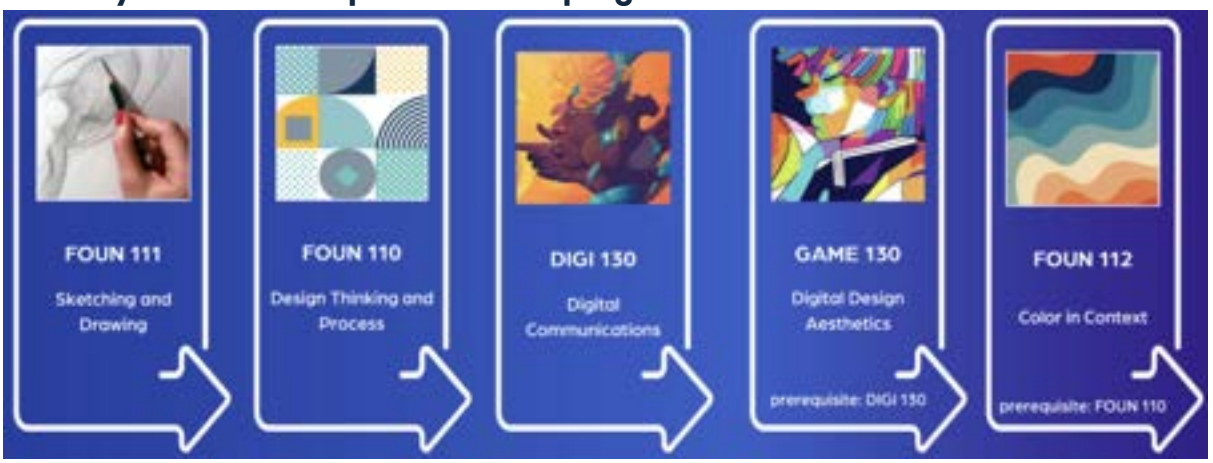
This pathways can lead to degrees in: BFA in Photography; BA in Visual Communication/Concentration in Photography

Pathway: Fashion Marketing and Management - STEM program



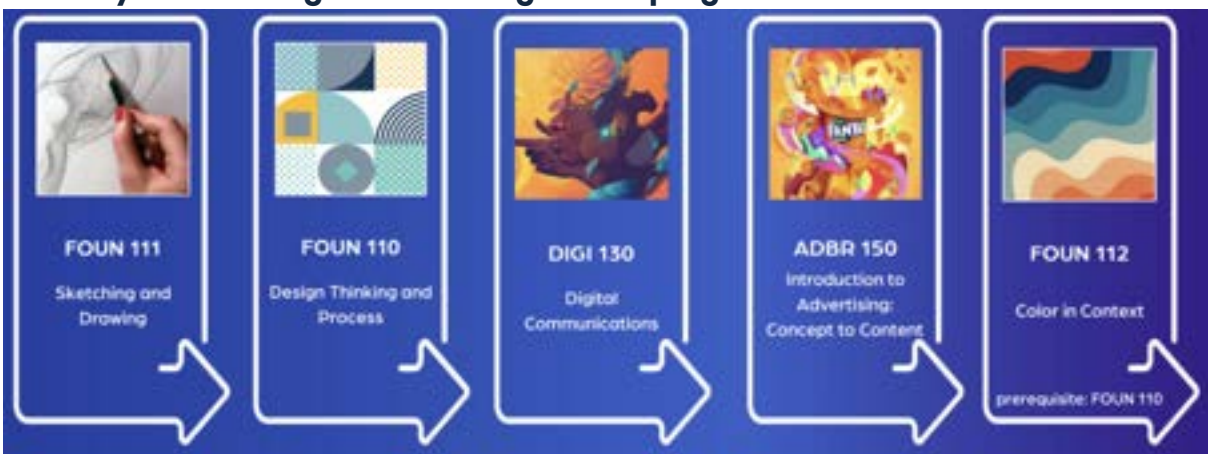
This pathways can lead to degrees in: BFA in Fashion Marketing and Management

Pathway: Game Development - STEM program



This pathways can lead to degrees in: BA or BFA in Interactive Design and Game Development

Pathway: Advertising and Branding - STEM program



This pathways can lead to degrees in: BFA in Advertising and Branding; BA in Visual Communication/Concentration in Advertising and Branding

Pathway: Graphic Design - STEM program



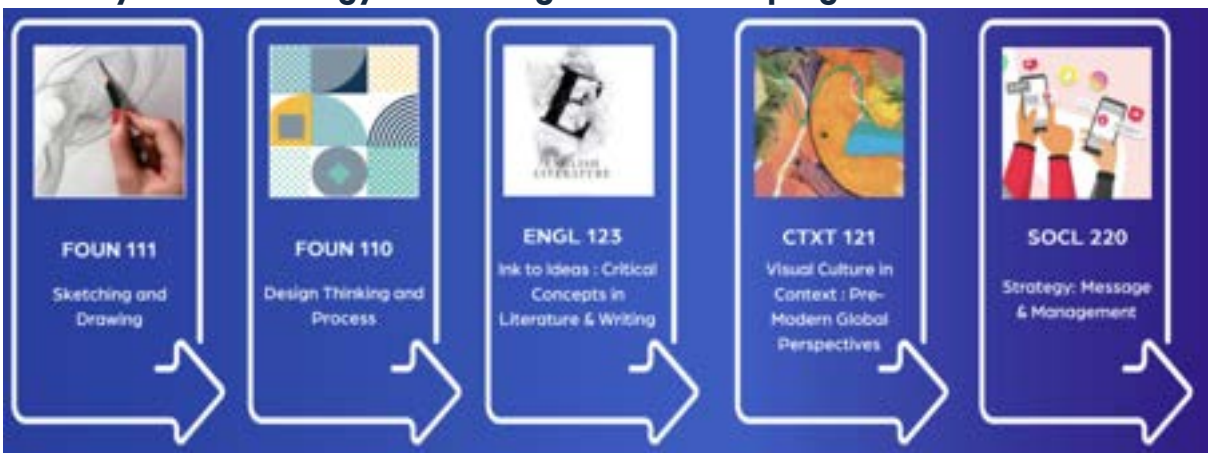
This pathways can lead to degrees in: BFA in Graphic Design; BA in Visual Communication/Concentration in Graphic Design

Pathway: Sequential Art



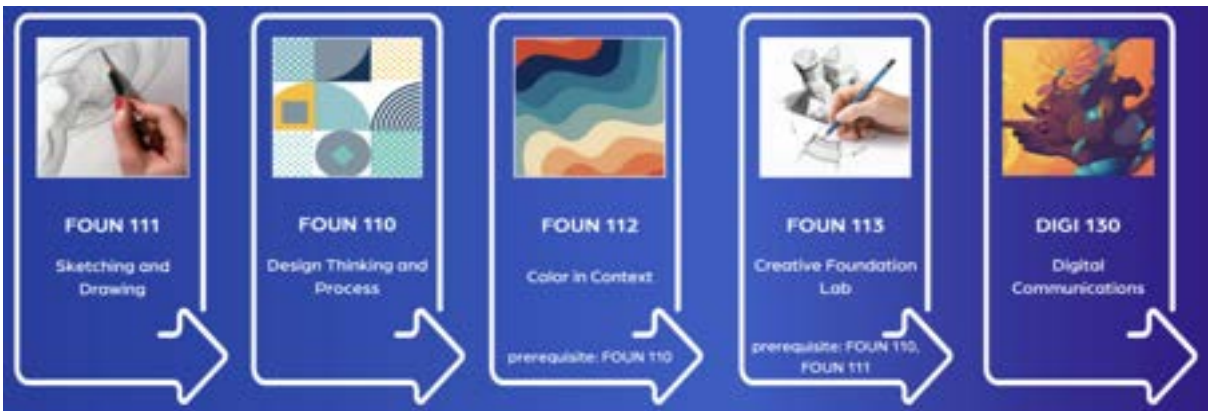
This pathways can lead to degrees in: BFA in Sequential Art; BA is Visual Communication/Concentration in Sequential Art

Pathway: Social Strategy and Management - STEM program



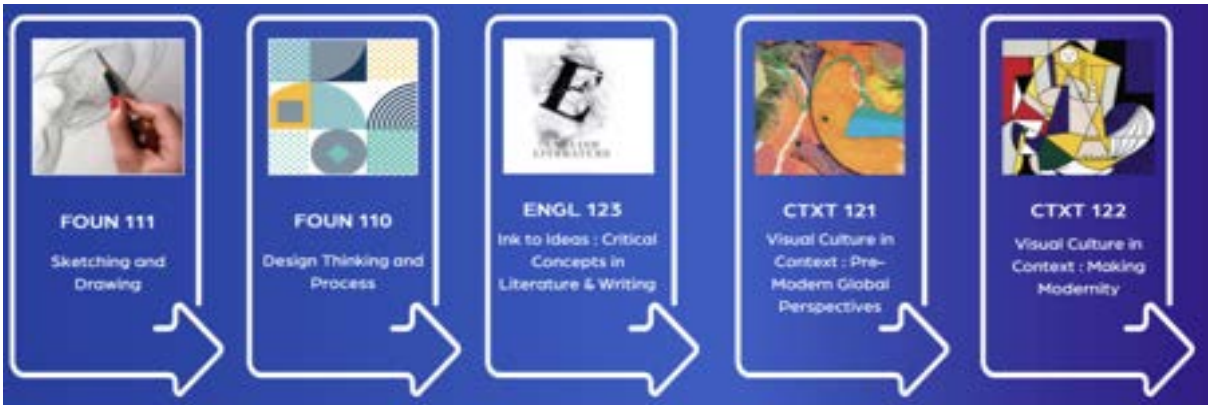
This pathways can lead to degrees in: BFA in Social Strategy and Management

Pathway: Foundation Studies (STEM eligible)



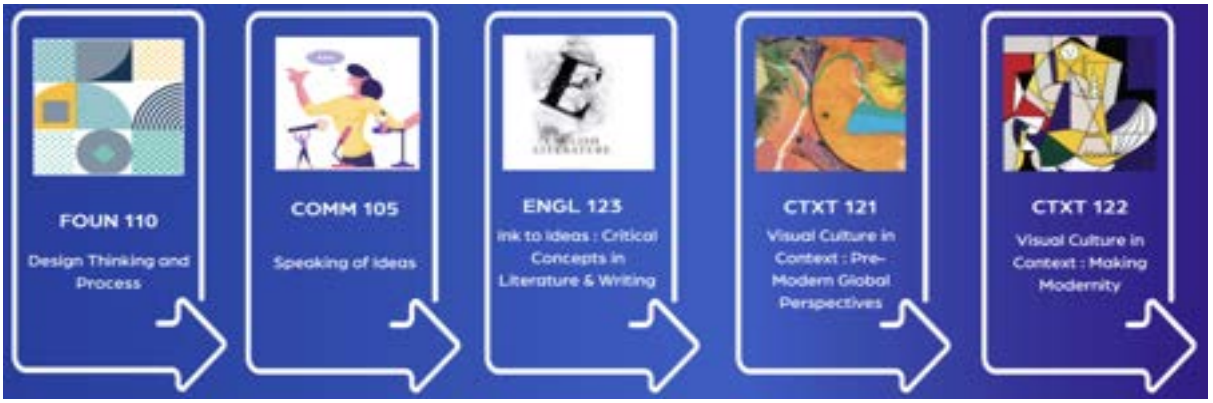
Requirement for majors in: Accessory Design; Advertising and Branching; Animation; Architectural History; Art History; Fashion; Fashion Marketing and Management; Fibers; Furniture Design; Illustration Design; Interactive Design and Game Development; Interior Design; Jewley; Motion Media Design; Painting; Photography; Preservation Design; Production Design; Sequential Art; Service Design; Visual Effects.

Pathway: Foundation Studies & Liberal Arts



Requirement for majors in: Accessory Design; Advertising and Branching; Animation; Architectural History; Art History; Branded Entertrainment; Business of Beauty and Fragrances; Equestrian Studies; Fashion; Fashion Marketing and Management; Fibers; Film and Television; Furniture Design; Graphic Design; Illustration Design; Immersive Reality; Industry Design; Interactive Design and Game Development; Interior Design; Jewley; Motion Media Design; Painting; Photography; Preservation Design; Production Design; Sequential Art; Service Design; Social Strategy and Management; Television Production; User Experience Design; Visual Effects.

Pathway: Foundation Studies & Liberal Arts (No drawing class required)



Requirement for majors in: Dramatic Writing; Performing Arts; Sound Design; Writing

ASU: Pathways

More detailed information about each pathway is provided below. Students are required to complete the listed courses for their chosen pathway; however, if a pathway includes fewer than six courses, students may choose to supplement their program by selecting additional courses from the ASU course catalog to reach a total of six courses. This option is available but not mandatory.

ASU certificates for your dual enrollment program:

Pathway: Health Education

Course 1	Course 2	Course 3	Course 4	Course 5
* HEP 100 Introduction to Health and Wellness (SOBE)	* HCR 220 Introduction to the Health Professions and the US Healthcare System (CIVI)	* HCR210 Ethics for the Healthcare Professional (HUAD)	* HCR230 Culture & Health (GCSI)	BIO160 Introduction to Anatomy & Physiology (SCIT)

Pathway: STEM Foundations

Course 1	Course 2	Course 3	Course 4
* Choose one Mathematics (MATH) course: MAT117 College Algebra MAT 170 Precalculus MAT210 Calculus	* Choose one Scientific Thinking in Natural Sciences (SCIT) course: BIO 100 The Living World BIO 130 Intro to Environmental Science BIO160 Introduction to Anatomy & Physiology CHM 101 Introductory Chemistry	* CIS 105 Computer Applications and Information Technology (QTRS)	CEE 181 Technological, Social, and Sustainable Systems (SUST)

Pathway: Engineering

Course 1	Course 2	Course 3	Course 4	Course 5
* CEE181 Technological, Social, and Sustainable Systems (SUST)	* FSE100 Introduction to Engineering	MAT 170 Precalculus (MATH) OR MAT265 Calculus for Engineers I (MATH)	CHM114 General Chemistry for Engineers (SCIT)	ENG101 First-Year Composition (COMP)

Pathway: Behavioral Sciences

Course 1	Course 2	Course 3	Course 4	Course 5
* PSY101 Introduction to Psychology (SOBE)	* SOC101 Introductory Sociology (SOBE)	ENG101 First-Year Composition (COMP)	BIO100 The Living World (SCIT)	MAT117 College Algebra (MATH) or MAT142 College Mathematics (MATH)

Pathway: Sustainability

Course 1	Course 2	Course 3	Course 4
* SOS 100 Introduction to Sustainability (SUST)	* CEE 181 Technological, Social, and Sustainable Systems (SUST)	* BIO 130 Intro to Environmental Science (SCIT)	* SOC101 Introductory Sociology (SOBE)

Pathway: Education

Course 1	Course 2	Course 3	Course 4	Course 5
* TEL111 Exploration of Education (HUAD)	* EDT 180 Technology Literacy: Problem Solving using Digital Technology Applications (QTRS)	PSY101 Introduction to Psychology (SOBE)	MAT117 College Algebra (MATH) or MAT142 College Mathematics (MATH)	ENG101 First-Year Composition (COMP)

Pathway: Computer Science

Course 1	Course 2	Course 3	Course 4
* CIS 105 Computer Applications and Information Technology (QTRS)	* CSE 110 Principles of Programming (QTRS)	* FSE100 Introduction to Engineering	* CEE 181 Technological, Social, and Sustainable Systems (SUST)

Pathway: College Foundations

Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
* ENG 101 First-Year Composition (COMP)	* Choose one Social and Behavioral Science (SOBE) course: ASM 246 COM 100 ECN 211 ECN 212 HEP 100 OGL 220 PSY 101 SOC 101	ENG 102 First-Year Composition II: Research and Writing (COMP)	Choose one Humanities Arts and Design (HUAD) course: ENG 131a ENG 131b HCR 210 HST 102 TEL 111	Choose one Mathematics (MATH) course: MAT 117 MAT 142 MAT 170 MAT 210 MAT 265	Choose one Scientific Thinking in Natural Sciences (SCIT) course: AST 111 BIO 100 BIO 130 BIO 160 CHM 101 CHM 114

For more information: ASU Career Foundations Certificates.

Industry-recognized certification programs for college and career advancement:
Pathway: Amazon Web Services Cloud Computing Certificate
With this industry-recognized certificate, students will prepare for an introductory-level job in cloud computing. Students gain the essentials of AWS, from understanding cloud architecture to building optimized infrastructures and diving into data analytics.
3 courses:

- CIS 194: Cloud Foundations
- CIS 394: Cloud Architecture
- CIS 394: Cloud Analytics

Pathway: Google Information Technology Support Certificate
In this program, students build the foundations of networking and operating systems, providing end-to-end customer support and solving problems using code. Help students prepare for an introductory-level job in the high-growth field of Information Technology with this industry-recognized certificate.
5 courses:

- CIS 194: Business Technology Fundamentals
- CIS 194: Computer Networking in Organizations
- CIS 194: Operating Systems Management for Business
- CIS 294: System Administration and IT Infrastructure Services
- CIS 394: Introduction to IT Security in an Organization

Pathway: Applied Business Data Analytics Certificate
Students obtain the skills business analysts use when they work with data to help make decisions, streamline business processes, and more. Prepare your students for roles in business analysis, data management or operations.
6 courses:

- CIS 105: Computer Applications and Information Technology
- CIS 308: Advanced Excel in Business
- CIS 309: Business Process Management
- CIS 310: Business Data Visualization
- CIS 313: Location Analytics in Business
- CIS 405: Business Intelligence

Pathway: Project Management Certificate
Earn job-ready skills used by project managers to understand a project life cycle, determine time and sequencing, create a needs assessment and cost estimation and plan project resource management. Students will receive skills for project management roles in industries like construction, IT or marketing.
4 courses:

- PMG 240: Introduction to Project Management
- PMG 322: Project Schedule Management
- PMG 323: Project Cost Management
- PMG 324: Resources in Project Management

World Academy of Sports: International Sports Management Pathway

This programme consists of three courses drawn from and specifically designed to align with the first year of a university degree programme. Successful completion of the CRS therefore provides a direct pathway to the Bachelor of International Sport Management offered by Federation University, including credit toward the first year of the undergraduate degree. This pathway is delivered online, with instruction provided by the World Academy of Sport.

Students take three courses over the course of this program:

Introduction to International Sport Management

This course provides a comprehensive introduction to the principles and practical application of sport management within both international and national sport sectors, including non-profit and professional sport organisations. It explores key issues and concepts in international sport management, such as the structure and governance of global sport, how these vary across countries, regions, and cultures, and the distinctive features of international, national, and local sport systems.

Sport Performance Management

This course introduces students to the disciplines, professions, and support services within sport science, highlighting their role in enhancing sport performance, athlete welfare, and wellbeing. Students will explore the coordination of sports science and performance services to ensure they are deployed effectively at the appropriate time. The course examines the physical and psychological demands on elite athletes and emphasizes the development of holistic approaches to support athletes and coaches in high-performance environments throughout an athlete's career.

Managing Sport Development

This course introduces students to the theory and practical application of sport development and management. It covers effective strategies for implementing sport development initiatives through case studies across different countries and International Sport Federations. Students will explore both aspects of sport development: from mass participation to high-performance pathways, including talent identification, and the role of sport in promoting social outcomes and community wellbeing. The course also examines various models and policies of sport development in international and national contexts, highlighting the contribution of sport to the United Nations Sustainable Development Goals.

BTEC: Entrepreneurship Pathway

Pearson BTEC (Business and Technology Education Council) **Level 3 Business, Enterprise, and Entrepreneurship**. This course is to equip students with essential knowledge and practical skills in various aspects of business, preparing them for further education, employment, or entrepreneurship in a dynamic and competitive environment.

BTECs promote a learner-centered approach to education, featuring a flexible, unit-based framework that emphasizes knowledge applied through project-based assessments. They concentrate on the comprehensive development of practical, interpersonal, and critical thinking skills essential for success in both employment and higher education.

Pearson BTECs are high-quality, practical qualifications that are rooted in real-world work experiences, equipping learners with the essential knowledge and skills necessary for career success both now and in the future.

Units covered at ASB

Unit number	Unit name	Possible types of evidence
2	Research and plan a marketing campaign (90 GLH)	Report & presentation
3	Business finance (90 GLH)	Report
7	Business decision making (120 GLH)	Report & presentation
23	Work experience (60 GLH)	Log book & presentation
33	Enterprise & Entrepreneurship (90 GLH)	Case Study & presentation
34	Launch and run an enterprise (90 GLH)	Business plan
35*	Survival & Growth (90)	Report / article
37*	Intrapreneurship & Innovation in an Enterprise (90 GLH)	Display & presentation

*Only covered in the Diploma (not covered in the Foundation Diploma)

Assessment

“International BTECs are internally assessed allowing for practical assignments that combine knowledge and career related skills. 25% of these assignments will be set by Pearson to provide additional external standardization. Assignments are scenario based and designed to be work relevant, for example by researching and presenting information and demonstrating the skills needed for employment” (Pearson Qualifications).

In order to be awarded a qualification, a learner must complete all units AND achieve a Pass or above in all mandatory units unless otherwise specified.

To achieve any qualification grade, learners must:

- Complete and have an outcome (D, M, P or U) for all units within a valid combination
- Achieve the required units at Pass or above shown in Section 2, abiding by the minimum requirements in the compensation table below
- Achieve the minimum number of points at a grade threshold.

At the start of grade 11, all IBCP students will be completing the Pearson BTEC International Level 3 **Diploma** (720 guided learning hours). This course is equivalent in size to **two International A Levels**. To achieve the Diploma you need to complete all of the units in this handbook. However, there is an opportunity to drop down to the Level 3 **Foundation Diploma** (540 GLH) and still achieve the IBCP certification if the workload becomes overwhelming. Decisions are made on a case by case basis. Before the switch happens, parent conversations will be held about the student's options.

If students choose to complete **four DP courses**, then they will be placed in BTEC **Foundation Diploma** at the start of grade 11 due to the time required for four DP courses.

Calculation of the Final BTEC Grade

The final grade you receive will depend on the number of units you have completed and the total number of accumulated points.

The number of points depends on the number of guided learning hours (GLH) the unit holds, 60, 90 or 120. Guided learning hours are the number of hours it takes to teach and assess a unit. The table below shows the number of points available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size		
	60 GLH	**90 GLH**	**120GLH**
U	0	0	0
Pass	6	9	12
Merit	10	15	20
Distinction	16	24	32

There are two sizes of BTEC Enterprise and Entrepreneurship - Level 3 International available at ASB for the school year 2026-27, these are:

- Diploma
  - Student complete **8 units** over the course of their two-year program (total of 720 guided learning hours)
  - Equivalent to 2 A Levels and therefore carries comparable UCAS points for entry to University. BTEC D*D* is equal to A*A* at A Level.
- Foundation Diploma
  - Student complete **6 units** over the course of their two-year program (total of 540 guided learning hours)
  - Equivalent to 1 A Levels and therefore carries comparable UCAS points for entry to University. BTEC D* is equal to A* at A Level.

The final BTEC grade is calculated by summing the grade for each unit. See example for each size of diploma below:

BTEC **Diploma** (8 units)

Sample Student:

Unit number and name	**GLH**	**Grade Achieved**	**Points Achieved**
Enterprise & Entrepreneurs	90	Pass	9
Research and Plan a Marketing Campaign	90	Merit	15
Launch and Run an Enterprise	90	Distinction	24
Business Decision Making	120	Merit	20
Business Finance	90	Pass	9
Work Experience	60	Distinction	16
Intrapreneurship & Innovation in an Enterprise	90	Distinction	24
Survival and Growth	90	Distinction	24
TOTAL	720	**DM**	141

The final BTEC Diploma grade is based on the total number of points earned in each unit, using the table for calculating qualification grades:

Final BTEC Grade	Points threshold
PP	72-87
MP	88-103
MM	104-123
DM	124-143
DD	144-161
D*D	162-179
D*D*	180+

UK Universities: Total UCAS points

When applying to UK universities, some will look at the total UCAS points. This is calculated by adding the UCAS points from each course component:

- A: BTEC grade (32-112 UCAS points)
- B: 2-4 IBDP courses (12-112 UCAS points)
    - Standard and Higher level courses have different UCAS point equivalence
- C: Reflective Project grade (4-12 UCAS points)

A. BTEC Diploma

Points total threshold on BTEC units	Final BTEC Grade	Equivalent UCAS tariff points
180	D*D*	112
162	D*D	104
144	DD	96
124	DM	80
104	MM	64
88	MP	48
72	PP	32

B. Each DP course

Grade in IBDP STANDARD LEVEL	Equivalent UCAS tariff points	Grade in IBDP HIGHER LEVEL	Equivalent UCAS tariff points
7	28	7	56
6	24	6	48
5	16	5	32
4	12	4	24
3	6	3	12
2	0	2	0
1	0	1	0

C. Reflective Project

Reflective Project Final Grade	UCAS tariff points
A	12
B	10
C	8
D	6
E	4

Example of total UCAS Tariff points calculation:
Total UCAS Tariff points 170 for achieving:

- Pearson BTEC Diploma: Grade DD (96 points)
- Reflective Project: Grade B (10 points)
- Higher Level Course: Grade 6 (48 points)
- Standard Level Course: Grade 5 (16 points)

Appendix I: IB Diploma Programme Score Equivalency to Spanish system

The UNED will create a certificate (*credencial*) that equates a student's IB scores to a Spanish university entrance score. We will update this information as soon as we are aware of any changes.

Only the six IB subject courses are given credit (ToK, EE and CAS are not counted, but the student needs to pass).
Each final IB course score is equated to a Spanish score (Ce)
The final Spanish university entrance score is then calculated as the average: Ce1+Ce2+Ce3+Ce4+Ce5+Ce6/6 (5-10 with decimals to the hundredths)
Some university programs will give extra credit (up to 4 points) for specific course grades or Spanish competency exams that students can take (PAU).

Final IB course score	Spanish Equivalent (Ce)
7	10
6	9
5	8
4	7
3	6
2	5

Appendix II: Spanish University Entrance Cut-off Grades

Spanish University Entrance Cut-off Grades and Grade Multiplier for 2026 can be found in the linked documents.

Sources

International Baccalaureate. International Baccalaureate Organization. 2024, www.ibo.org/. Accessed 17 Dec. 2024.

Pearson Qualifications. BTEC International Level 3 in Business: Marketing. Pearson, https://qualifications.pearson.com/content/dam/pdf/btec-international-level-3/business/Marketing/JS029%20BTEC%20Int%20L3%204pp%20A4%20-%20Business%20-%20web.pdf. Accessed 21 Nov. 2024

*All information in the Program of Studies is subject to change