

**ISL HANDBOOK**

**IB DIPLOMA PROGRAMME**

Effective: 1 August 2021

Owner: Assistant Principal - IB Diploma Programme Coordinator

## Table of content

<b>An introduction to the IB Diploma Programme Handbook</b>	<b>3</b>
<b>An International Baccalaureate Education</b>	<b>3</b>
The IB Continuum	4
What is an IB Education?	5
Multilingualism and intercultural understanding	5
Global engagement	5
Broad and balanced	5
Conceptual	5
Connected	6
The Learner Profile and the IB's mission and aims	6
<b>The IB Diploma Programme</b>	<b>8</b>
The Core of the IB Diploma Programme	9
Extended Essay	9
Theory of Knowledge (TOK)	9
Creativity, Activity, Service (CAS)	9
<b>The ISL High School Diploma</b>	<b>10</b>
<b>Assessment in the IB Diploma Programme</b>	<b>11</b>
Achieving the IB Diploma	11
Types of Assessment	12
External assessment	12
Internal assessment (IA)	12
Calendar of Internal Deadlines for Students	12
Internal Examinations	13
Semester grades	13
Academic Counsellors and Predicted Grades	13
External Examinations and Results	13
Resitting Examinations	13
<b>Academic Integrity</b>	<b>15</b>
Further details about misconduct in internal and external examinations	15
<b>IB Diploma Programme Subjects Offered at ISL</b>	<b>17</b>
<b>Useful information for IB Diploma students</b>	<b>23</b>
What to do when...	23

## An introduction to the IB Diploma Programme Handbook

The International School of Lausanne (ISL) has a significant degree of freedom to deliver the International Baccalaureate (IB) Diploma Programme in order to meet its own mission and aims, develop the attributes of the learner profile and student approaches to learning, and undertake teaching and learning which allows students to achieve results significantly above the world average and gain access to the world's best universities.

This IB Diploma Programme Handbook is written for students, parents and teachers. Its purpose is to outline exactly what the IB Diploma Programme is and how it is organised and implemented here at ISL. It can either be read in its entirety or specific sections can be consulted.

This handbook is available in digital form on the [Diploma Programme section of the ISL website](#), and most of its contents can be found inside the student planners, addressed directly to the students. On the school website, students and parents also have access to detailed subject outlines for each subject. These explain how teachers at ISL interpret the subject guides provided by the IB and the order and length of each topic over the two-year programme. They also include details about assessment, links to the theory of knowledge (TOK) course, how lessons contribute to global understanding and how they develop approaches to learning and the attributes of the IB learner profile in the students.

The subject outlines and handbook may change slightly to reflect teaching and learning over the course of the two years of the IB Diploma Programme; however, these changes are usually slight, and a most up-to-date copy is always available on the school website.

In conjunction with this handbook, it is important that students and parents also read the Parent Handbook (password-protected, only available to current parents and students) for a full description of procedures and the school's expectations.





We hope we have included everything you would like to know about the IB Diploma Programme at ISL. However, if you feel there is something missing, please let us know at [mhumphrey@isl.ch](mailto:mhumphrey@isl.ch) so that we can consider this for inclusion in future years.

Mr Michael Humphrey  
Assistant Principal – IB Diploma Programme Coordinator

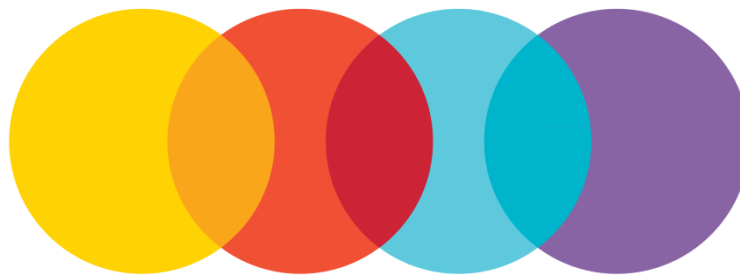
## An International Baccalaureate Education

### The IB Continuum

The IB Diploma Programme is one of four programmes of the IB, three of which – the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme – are offered at ISL.

	The programme followed by students in Years 1 to 6
	The programme followed by students in Years 7 to 11
	Not offered at ISL
	The programme followed by students in Years 12 and 13

Together, the four programmes of the IB form the IB continuum that incorporates the commonality and development of attitudes and skills throughout the programmes.



## IB CONTINUUM CONTINUUM DE L'IB CONTINUO DEL IB

### What is an IB Education?

The unique characteristics of an IB education can be summarised in the following diagram:



*International Baccalaureate Organisation (2013), "What is an IB Education?", Cardiff: IB.*

### Multilingualism and intercultural understanding

All IB programmes require students to learn another language. Intercultural understanding involves recognizing and reflecting on one's own perspective, as well as the perspectives of others. To increase intercultural understanding, all IB programmes foster learning how to appreciate critically many beliefs, values, experiences and ways of knowing. The goal of

understanding the world's rich cultural heritage invites the IB community to explore human commonality, diversity and interconnection.

### **Global engagement**

Global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond. IB students and teachers are encouraged to explore global and local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the earth and its resources in trust for future generations.

### **Broad and balanced**

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. As students develop through the PYP, MYP and Diploma Programme, they engage subject-specific knowledge and skills with increasing sophistication.

### **Conceptual**

Conceptual learning focuses on broad and powerful organizing ideas that have relevance within and across subject areas. They reach beyond national and cultural boundaries. Concepts help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts.

### **Connected**

IB curriculum frameworks value concurrency of learning. Students encounter many subjects simultaneously throughout their programmes of study; they learn to draw connections and pursue rich understandings about the interrelationship of knowledge and experience across many fields.

*International Baccalaureate Organisation (2013), "What is an IB Education?", Cardiff: IB.*

## **The Learner Profile and the IB's mission and aims**

Another common theme across all IB programmes is the learner profile. These are an articulation of the IB's mission and aims and the characteristics of students that have completed an IB education. The IB's mission is:

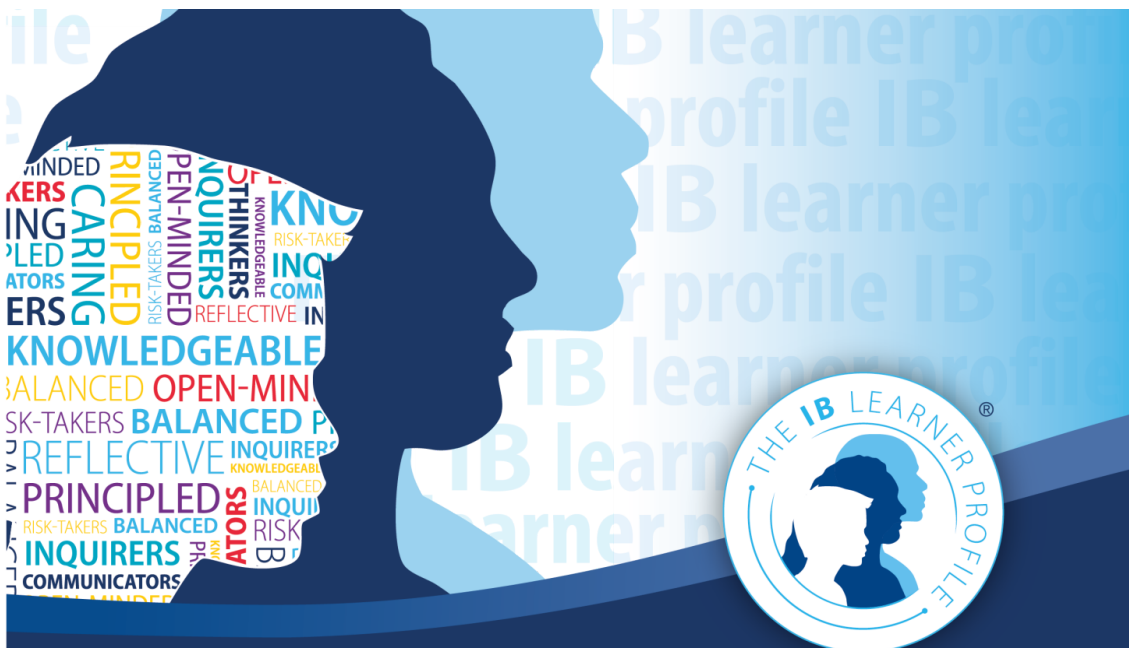
*"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

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

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

*International Baccalaureate Organisation (n.d.), "Mission", available at <https://www.ibo.org/about-the-ib/mission/> [last accessed 15.08.2018]*

A more detailed description of the learner profile, including a description about each one of the attributes is included on the following page.



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

## The IB Diploma Programme

A full description of the programme is available online at [www.ibo.org/programmes/diploma-programme/](http://www.ibo.org/programmes/diploma-programme/), although it can be summarised as 'an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities'.

*International Baccalaureate Organisation (2012), "The IB Diploma Programme", Cardiff: IB.*

The IB Diploma Programme model perhaps best illustrates the nature and requirements of the programme.



*International Baccalaureate Organisation (2018), Cardiff: IB.*

All IB Diploma candidates follow six subjects, one from each of the six subject groups (another subject from Groups 1-4 may be taken in place of an arts subject in Group 6). They must also take at least three subjects at higher level (HL) and three subjects at standard level (SL).

In addition to the study of six subjects, all students must complete the IB Diploma Programme core.

## **The Core of the IB Diploma Programme**

The IB Diploma Programme is not six independent subjects and it is the core of the IB Diploma Programme which makes it a programme. Through these three areas, unique to the IB Diploma Programme, students can make connections and links between subjects and experience a broad based, conceptual and connected education.

### **Extended Essay**

The extended essay asks students to engage in independent research through an in-depth study of a question relating to one of the Diploma Programme subjects they are studying. This 4000-word essay is completed over approximately six months during the two years of the IB Diploma Programme.

### **Theory of Knowledge (TOK)**

TOK develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

### **Creativity, Activity, Service (CAS)**

CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

(More information about each of these three aspects of the Core at ISL can be found in the [Subjects Guide](#).)

*International Baccalaureate Organisation (2012), "The IB Diploma Programme", Cardiff: IB.*

## **The ISL High School Diploma**

In addition to the IB Diploma, ISL offers a fully recognised US High School Diploma, as ISL is accredited by the New England Association of Schools and Colleges (NEASC). All students who take the IB diploma are automatically and simultaneously following the ISL High School Diploma-

The IB Diploma and the ISL High School Diploma are two separate qualifications. The IB Diploma is a more demanding programme, and students who successfully complete it are also awarded the ISL High School Diploma. However, several students each year choose to focus their efforts on achieving the ISL High School Diploma only, rather than both qualifications simultaneously. Achieving greater success with a reduced range of courses that meets the requirements of the ISL High School Diploma is the correct choice for a number of our students. It involves taking individual courses that lead to the same final IB examinations, and results in a portfolio of official IB course results that are recognized by universities in combination with the ISL High School Diploma.

The ISL High School Diploma is sufficient for entry into 4-year universities in both the US and Canada, as well as US-style universities located in different parts of the world. If a student is interested in studying in the UK, then a foundation programme will be necessary after graduating from High School.



The course requirements for graduation with the ISL High School Diploma are as follows:

- 4 years of a first language;
- 4 years of mathematics;
- 4 years of science;
- 4 years of social science;
- 2 years of a second language;
- Completion of the CAS programme.

In order to receive an ISL High School Diploma, students must meet the following grade requirements:

- In Year 10 and Year 11, as the first semester grade is a progress grade, students must achieve a final second semester grade of 3.0 or above in each of the subjects above.
- In Year 12 and Year 13, each year, students must achieve an average grade of 3.0 or above in each individual subject (taken as an average of the two semester reports).

Students who do not meet this requirement in an individual subject, but who are awarded a grade of 3.0 or above by the IB in that subject following the final IB Diploma Programme examinations, will receive an ISL High School Diploma awarded in July of their graduation year.

A High School Certificate is awarded to any students who do not meet the requirements of the ISL High School Diploma.

## Assessment in the IB Diploma Programme

Each of the six subjects is graded on a 7-point scale. The maximum score for students for their subjects is 42 points. There are three additional points available for the results from the extended essay and TOK courses which are graded on a scale of A to E. CAS is not graded, and students either pass or fail based on whether students have achieved specific learning outcomes.

The combination of grades for the extended essay and TOK courses is as follows:

		Theory of knowledge				
		Grade A	Grade B	Grade C	Grade D	Grade E / No grade (N)
Extended essay	Grade A	3	3	2	2	Failing condition
	Grade B	3	2	2	1	Failing condition
	Grade C	2	2	1	0	Failing condition
	Grade D	2	1	0	0	Failing condition
	Grade E / No grade (N)	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

## Achieving the IB Diploma

There are a number of criteria that a student must meet to be awarded the IB Diploma. These are reproduced here in full for reference. The following conditions mean a student will not qualify for the award of the IB Diploma:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An "N" has been given for TOK, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of TOK and the extended essay.
5. There is a grade 1 awarded in a subject/ level.
6. Grade 2 has been awarded three or more times (SL or HL).
7. Grade 3 or below has been awarded four or more times (SL or HL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

*International Baccalaureate Organisation (2018), "Diploma Programme Assessment Procedures", Cardiff: IB.*

## Types of Assessment

A variety of different methods are used to measure student achievement against the objectives for each course.

### External assessment

Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (limited use of these).

There is also a small number of other externally assessed pieces of work, for example, TOK essays, extended essays and language and literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external IB examiners.

### Internal assessment (IA)

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

Internal assessments are checked by external IB examiners and normally contribute between 20% and 30% of the total mark.

Some of the arts courses, for example, music, theatre arts and visual arts, have assessment of a major practical component, which can account for as much as 50% of the total mark.

*International Baccalaureate Organisation (2018), "Diploma Programme Assessment Procedures", Cardiff: IB.*

## **Calendar of Internal Deadlines for Students**

Coursework – the non-examination part of students' performance in the IB Diploma Programme – is a continuous process throughout Years 12 and 13. The deadline calendar (which can be found published in the students' planners and here: [Year 12](#), [Year 13](#)) is designed to help students manage their time effectively and maintain a balanced workload throughout the two years of their IB Diploma Programme course. The deadline calendar contains IA deadlines, examination dates, major university admission dates, and other important events. Subject tests and homework assignments are not included.

All IA deadlines are at 13:30 on the day indicated (or in the lesson on that day). The best piece of advice an IB Diploma Programme student could be given is to do an assignment as soon as possible after it is set, and not wait until it is nearly time to hand it in.

## **Internal Examinations**

There are three periods of internal (school) examinations for IB Diploma Programme students:

1. First semester examinations in January of Year 12;
2. Second semester examinations in May/ June of Year 12;
3. Mock examinations in January of Year 13.

These are intended to foster familiarity with the experience of taking several demanding exams in a short period of time. They support the recognition of strengths and weaknesses by teachers and students and provide invaluable input into student progress and future action.

## **Semester grades**

For many students, the semester grades are decisive for university acceptance. These are issued in January and June, and are based on work completed throughout the semester. In terms of examinations, only the first semester examinations of Year 12 usually count towards the semester grade. However, later internal examinations will also sometimes contribute to the overall semester grade. In this case, students will be informed of this by their subject teacher.

Further details on assessment, including the role that each examination takes in the overall semester grade, are outlined in ISL's [Assessment Policy](#), which can be found in the resources on the Parent Portal (password-protected).

## **Academic Counsellors and Predicted Grades**

Support for university and college applications is provided by the Academic Counsellors. A copy of the university calendar, which includes dates for PSATs, SATs, and ACTs, is available on the [Academic Counselling Handbook](#).

Diploma Programme teachers will make predictions about students' final grades at three different points during the two years of the programme. In June of Year 12, the Academic Counsellors share the first of these predictions with students to help them make informed decisions in the university application process. ISL recognizes that predicting final outcomes is a fine art, and that student performance and motivation can fluctuate during the two years. This information is continuously revised to reflect the most current predictions, with further updates shared in October and November (and therefore before the individual student's applications are sent to universities). In March, prior to the final examinations, a separate set of predicted grades is collected and forwarded to the IB.

## External Examinations and Results

The final Diploma Programme examinations which form part of external assessment take place in May of Year 13. These typically constitute 50 to 80 percent of a student's final grade in each subject and require thorough preparation.

IB Diploma Programme results will be released to the school on 5 July of Year 13. Students can come into school at a specified time in the afternoon to receive their results if they wish, or they can access them online the following day.

A final official IB Diploma Programme certificate will be sent by the IBO in September.

## Resitting Examinations

Occasionally students do not achieve the results they had hoped for. The early registration deadline for retaking examinations in the November session is 1-2 weeks after the release of examination results in July. This means that students must make a decision very quickly after receiving results and then contact the Diploma Coordinator. (Late registrations are available until October at a higher cost.)

## Academic Integrity

Teachers regularly stress the importance of academic integrity. It is important that students are aware of ISL's expectations of academic integrity and take care to avoid plagiarism and other forms of academic misconduct.

The school adopts the IB's definition of academic misconduct, which is any "behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct" (IBO 2014).

When a student properly acknowledges the contributions to knowledge made by other people, they are showing respect for their work, and they are giving credit where credit is due. They are not misleading the reader to believe that others' work is solely their own.

The IB offers the following definitions of types of academic misconduct (IBO 2014):

**plagiarism:** this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

**collusion:** this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another. Group work is sometimes an important part of producing assessments in a subject, for example, collecting shared data in the sciences. However, collusion happens when a candidate goes beyond collaboration: for example, to submit the same lab report as another student.

**duplication of work:** this is defined as the presentation of the same work for different assessment components and/or DP core requirements

**misconduct during an IB examination** (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

**unethical behaviour** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research

any other behaviour that **gains an unfair advantage for a candidate** or that **affects the results of another candidate** (for example, 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 via any form of communication/media).

### **Further details about misconduct in internal and external examinations**

During an examination and at other times specified by the invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the school and/ or the examining board.

All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any copying, collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the school and/ or the examining board.

The impersonation of another candidate will be treated as academic misconduct.

If a candidate finds that he or she has accidentally taken unauthorized material into an examination, this material must be given to the invigilator immediately. Failure to do so may lead to an allegation of academic misconduct against the candidate.

*International Baccalaureate Organisation (2014), "General regulations: Diploma Programme",  
Cardiff: IB.*

One important source of information for students that will enable them to avoid academic misconduct is [ISL's Guide to Referencing and Citations \(password protected\)](#).

## **IB Diploma Programme Subjects Offered at ISL**

### **Group 1 – Studies in language and literature**

#### **English A literature**

This is a literature course for native speakers of English as well as students with advanced proficiency in the language. It is offered at both HL and SL. Thirteen (HL) or nine (SL) works of literature are studied, some of which are world literature in translation. The course covers works of prose, poetry, drama and creative non-fiction from a variety of time periods.

#### **English A language & literature**

This course is for native speakers of English as well as students with advanced proficiency in the language. It is offered at both HL and SL. The course focuses on both literary and non-literary texts. Together, the four parts of the course allow the student to explore English through its cultural development and use, its use in mass communication, and its literature. For further guidance on the differences between the two English A courses, please refer to the separate document "Literature vs language and literature – advice sheet".

#### **French A literature**

This is a literature course for native speakers of French as well as students with advanced proficiency in the language. It is offered at both HL and SL. Thirteen (HL) or nine (SL) works of literature are studied, some of which are world literature in translation. The course covers works of prose, poetry, drama and creative non-fiction from a variety of time periods.

#### **French A language & literature**

This course is for native speakers of French as well as students with advanced proficiency in the language. It is offered at both HL and SL. The course focuses on both literary and non-literary texts. Together, the four parts of the course allow the student to explore French through its cultural development and use, its use in mass communication, and its literature.

## **Language A literature school supported self-taught SL**

The IB offers students the opportunity to study literature in their home language, supported by an external tutor. The SSST literature course is paid for by the family, and it is designed for native or near-native speakers. It is only offered at SL. Ten works of literature are studied, three of which are world literature in translation. More information about this course and the types of student it is appropriate for can be found in the document "Brief introduction to language A literature school-supported self-taught at ISL". Please consult our website or contact [Mr Wallace](#) for more information.

## **Group 2 – Language acquisition**

### **Language B (at ISL, we offer French, English, German and Spanish as B languages)**

Language B is a foreign language course for students with previous experience of learning the language. It is primarily a language acquisition programme, although some literature is studied in the HL course as a means of understanding the diverse use of the language. The emphasis of the language B programme is on communicative skills in speech and writing, and on learning about the culture of the countries where the language is spoken.

Aside from the literature component at HL, the main difference between the HL and the SL courses is that HL students are expected to show a much wider range of vocabulary, a firm command of grammar and an effective use of complex sentence structures. As a rule of thumb, we expect 3-5 years of previous learning for the SL course, and 4+ years of previous learning for the HL course. However, what is appropriate will vary individually and the school is happy to advise students about the choice of level.

### **French ab initio (beginners)**

Offered at SL only, this is a foreign language learning programme for absolute beginners.

## **Group 3 – Individuals and societies**

### **Geography**

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. The core themes include changing populations; global climate change; and resource consumption and security. Accompanying the core is a series of two (SL) or three (HL) options from key geographic themes. These include extreme environments; leisure, sport and tourism; and food and health (HL). In addition, HL students also study an extension which focuses on global interactions. Fieldwork, leading to one written report based on the impacts of tourism in Chamonix, makes up the internal assessment component of the geography course.

### **Economics**

Individuals, firms and governments must constantly make choices which will affect their own economic wellbeing and that of society as a whole. How these choices are made and the analysis of their consequences is central to the field of economics. Both SL and HL students cover the same units, but in the HL course the topics are studied in more depth and with quantitative tools.

### **Environmental Systems and Societies (ESS) - SL only**

ESS is a cross disciplinary subject that can be taken as either a group 3 or a group 4 subject - or even as both. (Taking ESS as both your group 3 and group 4 subject allows students to take an additional subject from groups 1, 2 or 6.)

ESS 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.

## **History**

This is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. Everyone who chooses the course will undergo a source analysis paper. This prescribed subject focuses on struggles for rights and freedoms in the mid-twentieth century, with case studies including the apartheid in South Africa and civil rights struggles in America. All students will also study two separate world history topics, one on authoritarian states in the twentieth century, and the second on the Cold War. HL students also study one regional option in depth, which is the history of the Americas region. All students will also undertake a historical investigation of their choice.

## **Global politics**

Global politics allows students to analyze the significant political issues of our time in an in-depth way. All SL and HL students complete a common core entitled “people, power and politics”. This consists of four core units: power, sovereignty and international relations; human rights; development; and peace and conflict. All students undertake an engagement activity through which they study a political issue of interest experientially. HL students also examine two contemporary global political challenges through a case studies approach.

## **Group 4 – Experimental sciences**

### **Biology**

Biology is the study of the science of living things and how they function. It is an experimental science that combines academic study with practical and investigational skills. The core themes are: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. HL students study some topics in greater depth, alongside some additional topics, such as plant biology and animal physiology.

### **Chemistry**

Chemical principles underpin both the physical environment in which we live and all biological systems, and chemistry is a prerequisite for many science higher education courses. It is an experimental science that combines academic study with practical and investigational skills. The core themes are: stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing. The HL course covers the topics in greater depth.

### **Environmental Systems and Societies (ESS) - SL only**

ESS is a cross disciplinary subject that can be taken as either a group 3 or a group 4 subject - or even as both. (Taking ESS as both your group 3 and group 4 subject allows students to take an additional subject from groups 1, 2 or 6.)

ESS 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.

## **Physics**

Physics is the study of the properties and interactions of matter and energy. It is an experimental science that combines academic study with practical and investigational skills. The core themes are: measurement and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, and energy production. The HL course covers the topics in greater depth. No specific level of achievement in mathematics is required for any IB science course, but HL physics students are advised to combine it with mathematics: analysis and approaches HL, and SL physics students are advised to take mathematics: analysis and approaches SL.

## **Computer science**

Computational thinking lies at the heart of the course and is integrated with other topics. This will be supported by practical activities including programming, a case study and a project to develop a product and associated documentation. Themes covered include computer systems, computer organization and networks. HL students additionally study abstract data structures, resource management and control.

## **Design technology**

Design technology is a way of thinking and a set of processes and practices that aims to use technology to develop improved solutions to human needs. The course consists of six core topics: human factors and ergonomics, resource management and sustainable production, modelling, final production, innovation and design, and classic design. HL students additionally study user-centered design, sustainability, innovation and markets and commercial production. Students develop their understanding of these topics through a balanced series of teacher directed practical tasks and conceptual case studies.

## **Group 5 – Mathematics**

### **Mathematics: Analysis and approaches**

Mathematics: Analysis and approaches, offered at both SL and HL, is appropriate 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 also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take this course will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example. The course has an emphasis on calculus and on algebraic, graphical and numerical approaches.

### **Mathematics: Applications and interpretation SL**

Offered at SL only, Mathematics: Applications and interpretation is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take this course will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example. The course emphasises the applied nature of the subject, and also that interpretation of results in context is an important element of the subject.

## **Group 6 – The arts**

### **Visual arts**

Students of visual arts study three interrelated areas: visual arts in context, visual arts methods and communicating visual arts. Visual arts in context provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual



arts practice. Visual arts methods address ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods. Communicating visual arts involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. The HL students go into greater depth and breadth with their exploration of these three areas.

## Music

The music course offers students the opportunity to explore and enjoy the diversity of musical forms throughout the world. They will develop perceptual and conceptual skills through a breadth of musical experiences, learning to recognise, speculate, analyse, identify, discriminate, create and hypothesise. The course aims to develop musicianship and performance skills both individually and collaboratively and focuses on creation skills through the exploration and investigation of composition and musical elements using appropriate musical language. Underpinning the course is an emphasis on increasing knowledge and understanding and developing critical awareness of music in relation to time and place.

## Theatre

The theatre course offers a broad range of study requiring students to learn about the roles of performers, directors, designers and theatre-makers. Students learn to research, contextualize, explore, analyse and evaluate their own work and that of other theatre-makers. They have the opportunity to work as part of collaborative ensembles as well as individually, distinguishing their own strengths and weaknesses and discovering the benefit of close collaboration with others. In learning about world theatre practices, influential practitioners, creative and original theatre companies and established playwrights, students gain a richer understanding of themselves, their community and the world they live in. A requirement of the course is viewing live theatre and evaluating decisions taken by professional directors: we aim to see a variety of productions during the course. Students are able to design the course to follow their own passions and interests as their knowledge of theatre deepens, allowing independence and creativity of thought and process.

In place of an arts subject, the sixth subject chosen may alternatively be another subject from Groups 1, 2, 3 or 4.

Taking ESS as both a group 3 and group 4 subject allows students to take an additional subject from group 1, 2 or 6.

Students can also study two languages in group 1 (rather than studying a B language in group 2) – doing so will result in a 'bilingual IB Diploma'.

We have had students take courses online in partnership with an official IB provider, Pamoja. Online learning is not suitable for all students, but it provides students with other options for study. Pamoja's website can be found [on this link](#). Please contact [Mr Humphrey](#) for more details.

## Useful information for IB Diploma students

### What to do when...

<i>You want to study at school after 15:40</i>	It is possible to work in the library until 18:00 Monday to Friday (the library closes at 17:00 on Fridays).
<i>You are absent from school</i>	If you are absent, please ask your parents to inform the school reception ( <a href="mailto:info@isl.ch">info@isl.ch</a> ), Year Level Leader and homeroom teachers.

<i>You are late to school</i>	You need to be in homeroom by 08:25 irrespective of your schedule for the day. If you are late, please sign in at North Campus reception.
<i>You want to know when you can eat lunch</i>	Lunch is available in the cafeteria for high school students from 12:50. Any Diploma Programme students who have a study period immediately before lunch may go down to the cafeteria at 12:25.
<i>You wish to sign out for lunch</i>	In the Diploma Programme, you can leave the campus at lunch from 12:30, but you must come back for 13:35. Please ensure you sign out and back in again at North Campus reception or by using the app.
<i>You wish to leave for the day after completing your lessons</i>	Please ensure you sign out at North Campus reception.
<i>You need to leave school early</i>	Please sign out at North Campus reception before you leave.
<i>You lose your student card</i>	Please ask your parents to block your card via your <i>cashless</i> account or ask our Front Desk Administrative Assistants. A new card can be ordered <a href="#">on the Parent Portal</a> . For any questions, please contact <a href="mailto:cafeteria@isl.ch">cafeteria@isl.ch</a> .
<i>You feel unwell during the school day</i>	Please go to see Ms Topp and Ms Coen, our school nurses. It is always the nurse's decision whether you should go home as the result of illness.
<i>Your ex-ISL friends wish to visit the school</i>	Ex-ISL students are welcome to visit during the lunch break from 12:35 to 13:35 and with the approval of the High School Principal. All visitors should register at North Campus reception on arrival and sign out when they leave.
<i>You want IT support</i>	The IT department operates two support desks, one on each campus. Diploma Programme students must bring their own laptop to school and are provided with network access and an internet connection via virtual desktop infrastructure (VDI). A school email is also provided. <i>Managebac</i> is used as a platform for managing students' CAS, extended essay and TOK work, as well as submission of coursework for plagiarism checks.
<i>You want to ensure that your after-school activities and optional trips are balanced with your academic programme</i>	Participation in after-school activities and optional trips is excellent for you personally, and additionally provides an insight into your character and strengths for university applications. It is, however, a careful balancing act. It is vital that you weigh up the effect of this on your academic progress. The Assistant Principal – IB Diploma Programme Coordinator and High School Principal will guide you in line with your progress and might also advise you not to take part.
<i>You want to change Diploma Programme courses</i>	If you wish to change course, or the level of one of your subjects, please speak to the Assistant Principal – IB Diploma Programme Coordinator.
<i>You want advice about university options</i>	Support for your university and college applications is provided by the Academic Counsellors, Ms Edmunds ( <a href="mailto:kedmunds@isl.ch">kedmunds@isl.ch</a> ) and Mr McArthur ( <a href="mailto:smcarthur@isl.ch">smcarthur@isl.ch</a> ).

<i>You want to speak to someone about how you are feeling</i>	You are welcome to speak to Ms Caggiari ( <a href="mailto:vcaggiari@isl.ch">vcaggiari@isl.ch</a> ), our School Counsellor, or your Year Level Leader or homeroom teachers. We are all here to help and support you!
---	---