



INTERNATIONAL BACCALAUREATE

DIPLOMA PROGRAMME HANDBOOK 2020 | 2021

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IBDP COORDINATOR

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OUR MISSION

Berlin International School is an IB World School and an officially recognized private school in the State of Berlin. We are a private, non-profit, non-denominational day school offering student-centered learning to international and local students from Grade 1 through university entrance preparation. We are a part of Stiftung Private-Kant Schulen gGmbH and play an active role in the life of this educational institution. We are committed to promoting the values and attributes of the **IB Learner Profile** and the **Bildungs- und Erziehungsziele** in the State of Berlin, while facilitating an appreciation and respect of our shared humanity and diverse community.

We are student and learning focused.

GUIDING OBJECTIVES

1. Provide challenging programs that support students in realizing their academic and individual potential.
2. Offer a curriculum that is local and global, develops conceptual understanding, has a particularly strong emphasis on inquiry and encourages academic excellence.
3. Encourage the development of thinking, communication, social, self-management and research skills.
4. Cultivate multilingualism with an emphasis on English and German language acquisition.
5. Ensure that students are able to work independently and as part of a team, in addition to having the opportunity to gain leadership experiences.
6. Innovate with technology to further enhance teaching and learning.
7. Support learning and program development through effective, deliberate assessment practices.
8. Facilitate opportunities that enhance social, intellectual, physical and creative competencies inside and outside the classroom.
9. Create a safe, supportive environment where the physical and emotional integrity of each member of our community is respected.
10. Develop awareness of our individual and collective responsibility to live sustainably.
11. Foster a shared partnership between students, families and the school.

INTRODUCTION TO THE IBDP

The IBDP, founded fifty years ago in Geneva, Switzerland, has come to stand as a symbol for academic integrity and promise. The student who satisfies its demands demonstrates a strong commitment to learning. This commitment is evidenced not only in terms of the mastery of subject content but also in terms of the development of the skills and discipline necessary for success in our world.

IB MISSION STATEMENT

The International Baccalaureate (IB) 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 IB works with schools and governments and international organizations to develop international education and rigorous assessment. These programs encourage students across the world to become compassionate and lifelong learners who understand that other people, with their differences, can also be right. © International Baccalaureate Organization.

The IBDP grew out of international school efforts to establish a common curriculum and university entry credential for geographically mobile students. It is a recognized leader in the field of international education. While the IB programme cultivates internationalism and respect for other cultures, it is also adaptable to the local environment and allows students to maintain a strong sense of their own cultural identity. Students are thought to be active learners, well-rounded individuals and engaged citizens, who gain practical experience of being part of an international community. The IBDP is based on two straightforward, but important ideas. The first is that students need to have a broad general education which will equip them for further education or immediate pursuit of a career, and secondly individual students should have the opportunity to follow a programme which conforms to their interests and capabilities whilst giving them a properly balanced education. The IB Diploma Programme (IBDP) is a rigorous pre-university course of studies, leading to external examinations that

meet the needs of highly motivated secondary students between the ages of 16 and 19 years old. Designed as a comprehensive two-year curriculum, the diploma model is based on the pattern of no single country but incorporates the best elements of many. The curriculum is displayed in the shape of a circle with six academic groups surrounding the core, with subjects being studied concurrently. The IBDP is taught in English, Spanish and French. At B.I.S. the programme is offered in English. There are currently more than 4260 schools teaching IB programmes worldwide.

ATTITUDES & SKILLS OF A SUCCESSFUL IBDP CANDIDATE

To be successful, IB Diploma programme students should strive to display the following attributes:

An eagerness to learn • Competent and efficient time management and study skills (i.e. use of agenda or homework diary, prompt/timely submission of work, good use of non-scheduled periods, avoid procrastination) • Excellent note-taking skills and organization • Good preparation for lessons • The ability to work well with others • A balance between academic and social activities • A willingness to take the initiative to seek help • A consistent commitment to two years of study.

BENEFITS OF THE IB DIPLOMA PROGRAMME

Universities recognise the outstanding qualities of IB Diploma students. Typically, diploma holders are ready to debate real-world issues from an international perspective and to provide leadership and support in the local and global. They demonstrate a capacity for in-depth study while maintaining a broad perspective of the different subject areas. They are able to ask challenging questions but also know how to research a topic and express their opinion. They have a strong sense of their own culture and identity, as well as the ability to communicate in two or more languages with people who have a different perspective of the world.

UNIVERSITY RECOGNITION

The IB Diploma is a passport to higher education. Most universities and colleges recommend that students in high school enrol in a rigorous academic programme, such as the IBDP. Some colleges and universities may offer advanced credit to students with strong examination results. IBDP students routinely gain admission to some of the best universities in the world. Most of these institutions have established recognition policies for the IB Diploma. Some universities even award advanced standing to students who have scored well in their IBDP examinations.

IBDP RECOGNITION FOR APPLICATION TO UNIVERSITIES IN GERMANY

All IB Diploma candidates must have completed 12 successive years of full-time education and all subjects must have been studied continuously throughout the two-year IB Diploma course. The IB Diploma must include six subjects with minimum grades of 4. When a candidate has only 3 points in one subject, compensation is possible with 5 points in another subject taken at the same level, with a minimum overall score of 24 points. All academic subjects must be examined in the same examination session. Students must take the following subjects at the appropriate levels:

Two languages at A or B level (one of which must be a foreign language studied uninterruptedly as »Language A« or »Language B« Higher Level). Mathematics: Analysis and Approaches HL or Mathematics: Applications and Interpretation HL. Mathematics: Analysis and Approaches SL or Mathematics: Applications and Interpretation SL obtained in examination year 2021 shall be regarded as subject-specific university entrance qualifications for technical universities and universities providing access only to courses of study not falling within the mathematical/scientific/technical field.



THE IBDP AT B.I.S.

The Berlin International School has been offering the IBDP since 2000.

GROUP 1

English A Literature (SL & HL)
English A Language/Literature (SL & HL)
German A Literature (SL & HL)
German A Language/Literature (SL & HL)
Self-taught Languages A (SL)

STUDIES IN LANGUAGE & LITERATURE

GROUP 2

English B (HL)
German B • French B (SL & HL)
Spanish B (SL & HL)
German abinitio (SL)

LANGUAGE ACQUISITION

GROUP 4

Biology (SL & HL)
Chemistry (SL & HL)
Physics (SL & HL)
ESS (SL)

SCIENCE



GROUP 3

History (SL & HL)
Geography (SL & HL)
Economics (SL & HL)
Psychology (SL & HL)
Business & Management (SL & HL)

INDIVIDUALS & SOCIETIES

GROUP 5

Mathematics (Analysis & Approaches) HL
Mathematics (Analysis & Approaches) SL
Mathematics (Applications & Interpretation) HL
Mathematics (Applications & Interpretation) SL

MATHEMATICS

GROUP 6

THE ARTS

Visual Arts (SL & HL) • Music (SL & HL) • Film (SL & HL)
Additional Choice Groups 1 to 4 (SL & HL)

Diploma candidates are required to select one subject from each of the six groups. IBDP subjects can be studied at two levels, Higher Level and Standard Level. Three of the six subjects are taken at Higher Level and three at Standard Level. It is possible for students to take four Higher Level subjects but this requires a high level of competency in those respective subjects. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The total number of points required for an IB Diploma pass is 24, assuming certain conditions are met. The maximum number of points available is 45. A maximum of 7 points is available for each subject taken, with an additional 3 points available for the Extended Essay and Theory of Knowledge. The subjects we offer at B.I.S. in each of the groups are as follows.

GROUP 1: LANGUAGE A (STUDIES IN LANGUAGE & LITERATURE)

English A language & literature (Standard Level & Higher Level) • English A Literature (Standard Level & Higher Level)
German A literature (Standard Level & Higher Level) • German A language & literature (Standard Level & Higher Level)
Students may opt to take their best language as a Language A self-taught language that they study externally with a teacher paid for by the parents. A self-taught language is offered at Standard Level only.

GROUP 2: LANGUAGE ACQUISITION

English B (Higher Level)
German B (Standard Level & Higher Level)
French B (Higher Level & Standard Level)
Spanish B (Higher Level & Standard Level)
German ab initio (Standard Level only)¹

GROUP 3: INDIVIDUALS & SOCIETIES

History (Standard Level & Higher Level)
Geography (Standard Level & Higher Level)
Business Management (Standard Level & Higher Level)
Economics (Standard Level & Higher Level)
Psychology on-line (Standard Level & Higher Level)

GROUP 4: SCIENCES

Biology (Standard Level & Higher Level)
Chemistry (Standard Level & Higher Level)
Environmental systems & societies (Standard Level only)
Physics (Standard Level & Higher Level)

GROUP 5: MATHEMATICS

Mathematics (Analysis and Approaches) HL
Mathematics (Analysis and Approaches) SL
Mathematics (Applications and Interpretation) HL
Mathematics (Applications and Interpretation) SL

GROUP 6: THE ARTS

Visual Arts (Standard Level & Higher Level).
Music (Standard Level & Higher Level)
Film (Standard Level & Higher Level)

As an alternative to Visual Arts or Music a candidate can take another subject from Groups 1-5. (For the availability of subject combinations please get in touch with the IB Diploma Coordinator).

The IB Diploma is awarded to students who have successfully taken examinations in the six subjects they have chosen and in addition to these academic commitments; candidates must also satisfy three additional requirements:

- completion of an Extended Essay (EE);
- satisfactory completion of a course entitled Theory of Knowledge (TOK);
- compulsory participation in the extra-curricular CAS programme (Creativity, Activity, & Service).
- ab initio – from the start, no prior knowledge of the language.

Note: *Higher Level and Standard Level courses are sometimes combined (taught simultaneously); courses may not run if there is not enough uptake.*

THE EXTENDED ESSAY & THEORY OF KNOWLEDGE

The Extended Essay (EE) is a substantial piece of independent research work (4000 words) written in one of the subjects of the IBDP curriculum under the direct supervision of a teacher at the school. The EE is externally assessed.

The Theory of Knowledge (ToK) course explores the relationships amongst the various disciplines and encourages critical reflection and analysis of the knowledge acquired within and beyond the classroom.

The ToK programme is central to the educational philosophy of the IB. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognise the need to act responsibly in an increasingly interconnected world. Engaging with students in a critical examination of knowledge, teachers will foster an appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications.

Based on a programme outlined by the IB, the course is designed and implemented by the school. The students are required to write an essay (1600 words) and make an oral presentation.

IBDP ASSESSMENT

A variety of assessments are used to evaluate both content and skills/process of achievement, taking into account differences in learning style. IBDP assessment is criterion-referenced to ensure worldwide reliability and validity.

Throughout the two year period prior to the external examinations, students are assessed internally by their subject teachers, using both formative and summative assessments.

Some of these assessments are sent to IBDP for moderation and are used towards the student's final subject grade. External examinations represent the majority of the assessment and take place in May of the second year of study. The examinations are set and graded by IBDP examiners worldwide.

Results are published online in early July. Each candidate receives a PIN number to access his/her results. Diplomas are mailed to the IB Diploma Coordinator by the end of August and are then collected by the students. IBDP offers a service that allows candidates to elect to have transcripts sent to the university/college of their choice.

The service is free up to six universities. However, this information must be given to the IB Diploma Coordinator by March preceding the May examinations.

THE GRADING SCHEME IN USE FOR THE IB EXAMINATIONS IS AS FOLLOWS:

1 – very poor ▪ 2 – poor ▪ 3 – mediocre ▪ 4 – satisfactory ▪ 5 – good ▪ 6 – very good ▪ 7 – excellent

CONDITIONS FOR THE AWARD OF THE DIPLOMA FROM MAY 2015

From the May 2015 session the following failing conditions and associated codes will replace those in current use.

SL = Standard Level

HL = Higher Level

FAILING CONDITIONS FOR THE IB DIPLOMA ARE AS FOLLOWS:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N – no grade – has been given for TOK, EE or for a contributing subject.
4. An grade E – or failing condition – has been awarded for one or both of TOK and the EE.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
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).

THE DIPLOMA POINTS MATRIX

The following matrix has been adopted from May 2015.

		THEORY OF KNOWLEDGE					No grade N
		Grade A	Grade B	Grade C	Grade D	Grade E	
EXTENDED ESSAY	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	1	1	Failing condition	Failing condition
	Grade C	2	1	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

So, for example, a candidate who achieves **grade B** for Theory of Knowledge and **grade C** for the Extended Essay will be awarded **one bonus point**. Candidates who achieve a **grade E** for both TOK and the EE will not be awarded the Diploma. Examinations are taken in May and results are available in July; exact times are announced by the school in advance. Students and their parents are liable for examination fees.

CAS WITHIN THE IB DIPLOMA

CAS stands for Creativity, Activity, and Service (CAS). It is a programme, within the IB Diploma, that provides a focus for students outside the demanding school curriculum. The creative, physical and social development of an individual can be shaped by his or her own experiences.

Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others.

CAS is about the education of the whole person, enabling a student to recognise that there are many opportunities in life, away from formal academic study, to grow in knowledge of life, self and others.

The emphasis in CAS is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served.

CAS should reward and enrich all involved, building self-esteem, self-confidence, independence and self-reliance. CAS is important in developing skills of participation and reflection. It is recognized worldwide by university systems as a valuable programme. To coordinate and monitor the CAS programme, the school appoints a CAS Coordinator, who supports students and organizes activities.



CAS COORDINATOR

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CREATIVITY is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum that include creative thinking in the design and carrying out of service projects. This could involve dance, theatre, music and art, in groups, and especially in new roles, wherever possible.

ACTIVITY can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Students are encouraged towards group and team activities, where they undertake new roles.

SERVICE projects and activities have the potential to nurture and mould the global citizen. Service involves interaction, such as the building of links with individuals or groups within the community. The community may be the school, the city or district, or it may exist on national and international levels. Service activities should involve doing things for others with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.





BERLIN INTERNATIONAL SCHOOL IBDP

COURSES OUTLINES

GROUP 1: LANGUAGE & LITERATURE A

GERMAN A LITERATURE SL & HL

Students will focus on literary texts, adopting a variety of approaches to textual criticism. They will explore classical and modern literary works of different genres and origin discussing the contemporary relevance of the classics, as well as the universality of topics. A primary focus of this course is to develop students' personal approach to literature, to understand different techniques involved in literary study and criticism and to relate literature to their lives. They are encouraged to develop their individual register and style. Supporting resources are taken from various sources (secondary literature, newspapers, encyclopedia, graphic novels, movies, songs, etc.). The cultural life of Berlin and Germany is integrated e.g. by visits to the theatre, lectures, readings or poetry slams.

Literary works studied in total: SL 9 and HL 13

ASSESSMENT

Course work of students will be assessed by:

Oral participation (50%): individual & group presentations, discussions, role plays

Written participation (50%): written assignments (analytical, argumentative and creative texts), quizzes, tests, IBDP mock exam papers

THE FINAL IBDP GRADE IS BASED ON:

SL

INTERNAL ASSESSMENT

Individual Oral (15 min.): 30%

EXTERNAL ASSESSMENT

Paper 1 (75 min.): guided textual analysis of a passage of a literary text 35%

Paper 2 (105 min.): comparative essay with a given focus on two works studied in the course 35%

HL

INTERNAL ASSESSMENT

Individual Oral (15 min.): 20%

EXTERNAL ASSESSMENT

Paper 1: (135 min.): guided textual analysis of two passages of a literary texts 35%

Paper 2: (105 min.): comparative essay with a given focus on two works studied in the course 25%

Essay: 1200-1500 words 20%

ENGLISH A LANGUAGE & LITERATURE SL & HL

The Language A Language and Literature course comprises four parts-two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the Language A: Language and Literature course is to encourage students to question the meaning generated by language and texts. The course is not limited to the study of texts as products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

GERMAN A LANGUAGE & LITERATURE SL & HL

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

Literary works studied in total: SL 4 and HL 6

Plus: A large variety of non-literary texts

ASSESSMENT

Course work of students will be assessed by:

Oral participation (50%): Individual & group presentations, discussions, role plays

Written participation (50%): Written assignments (analytical, argumentative and creative texts), quizzes, tests, IBDP mock exam papers

THE FINAL IBDP GRADE IS BASED ON:

SL

INTERNAL ASSESSMENT

Individual Oral: 30%

EXTERNAL ASSESSMENT

Paper 1: (75 minutes): Guided textual analysis of a non-literary text 35%

Paper 2: (105 minutes): Comparative essay with a given focus on two literary works studied in the course 35%

HL

INTERNAL ASSESSMENT

Individual Oral: 20%

EXTERNAL ASSESSMENT

Paper 1: (135 minutes): A guided analysis of two non-literary texts 35%

Paper 2: (105 minutes): Comparative essay with a given focus on two literary works studied in the course 25%

HL Essay: 1200-1500 words 20%

GROUP 2: LANGUAGE B & AB INITIO

If you do not take two languages at A level, you must select one subject from this group appropriate to your current language abilities:

AB INITIO SL: Is for a beginner who has little or no previous knowledge of this language. LANGUAGE B SL: Is for the student who has 2 to 5 years experience of this language. LANGUAGE B HL: Is for the student who has between 5 and 7 years experience of this language and may intend to study the language for a future career.

GERMAN AB INITIO SL

NATURE OF THE SUBJECT:

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

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

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

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

The five prescribed themes are:

identities – experiences – human ingenuity – social organization – sharing the planet

ASSESSMENT OUTLINE STANDARD LEVEL

EXTERNAL ASSESSMENT (2 hours 45 minutes) (75%)

Paper 1: (1 hour) 25%: Productive skills – writing (30 marks): Two written tasks of 70-150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

Paper 2: (1 hour 45 minutes) 50%: Receptive skills – separate sections for listening and reading (65 marks): a) Listening comprehension (45 minutes) (25 marks); b) Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

INTERNAL ASSESSMENT (25%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

ENGLISH B HL, FRENCH B, GERMAN B & SPANISH B SL & HL

NATURE OF THE SUBJECT

Language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material.

DISTINCTION BETWEEN SL & HL

Most language B subjects are available at SL and HL. The courses give students the possibility of reaching a high degree of competence in an additional language while exploring the culture(s) where that language is spoken. The courses aim to develop the students' linguistic competence and intercultural understanding. There is a common syllabus at SL and HL (with literature as an additional component of the HL course). Students describe situations, narrate events, make comparisons, explain problems and state and support opinions on a variety of topics relating to course content. The study of two literature works originally written in the target language is required only at language B HL.

The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours (240 for HL and 150 for SL).

SYLLABUS OUTLINE

Five prescribed themes are common to the syllabus of language B; the themes provide relevant content for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national and global interest.

These themes are: Identities - experiences - human ingenuity - social organization - sharing the planet

ASSESSMENT STANDARD LEVEL

EXTERNAL ASSESSMENT (3 hours) (75%)

Paper 1 (1 hour 15 minutes)

Productive skills: writing (30 marks): One writing task of 250-400 words from a choice of three, each from a different theme, choosing a type of text from among those listed in the examination. 25%

Paper 2 (1 hour 45 minutes)

Respective skills: separate sections for listening and reading (65 marks)

a) Listening comprehension (45 minutes) (25 marks)

b) Reading comprehension (1 hour) (40 marks) 50%

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

INTERNAL ASSESSMENT

Internally assessed by the teacher and externally moderated by the IB at the end of the course. 25%

Individual oral based on the themes: Students choose one of two visual stimuli, 15 minutes supervised preparation time and a 12-15 minutes in total (maximum) presentation (3-4 minutes) of the stimulus and a follow-up discussion about it with the teacher (4-5 minutes) and finally a general discussion about at least one themes studied in the course (5-6 minutes). (30 marks)

ASSESSMENT HIGHER LEVEL

ASSESSMENT COMPONENT EXTERNAL ASSESSMENT (75%) (3 hours 30 minutes):

Paper 1 (1 hour 30 minutes)

Productive skills: writing (30 marks).

One writing task of 450-600 words from a choice of three, each from a different theme, choosing a text type form among those listed in the examination instructions. 25%

Paper 2 (2 hours)

Receptive skills: separate sections for listening and reading (65 marks): a) listening comprehension (1 hour) (25 marks); b) reading comprehension (1 hour) (40 marks) 50%

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

INTERNAL ASSESSMENT

Internally assessed by the teacher and externally moderated by the IB at the end of the course. 25%

Individual oral: the assessment is divided into three parts, preceded by a timed period of supervised preparation.

The individual oral is based on an extract of up to approximately 300 words taken from one of the literary works studied in class: a) preparation (20 minutes), b) presentation of the extract (3-4 minutes) and follow-up discussion (3-4 minutes), c) general discussion using one or more of the five themes of the syllabus (5-6 minutes) (30 marks)

Course work of students will be assessed by:

ORAL PARTICIPATION (50%): individual & group presentations, discussions, interviews, role plays.

WRITTEN PARTICIPATION (50%): written assignments, quizzes, tests, IBDP mock exam papers.

GROUP 3: INDIVIDUALS & SOCIETIES

Students select one or two out of History, Business and Management, Economics, Geography at HL or SL.

We also offer Psychology as an on-line course via Pamoja (at an additional cost).

HISTORY HL & SL

»Historians are dangerous people, they are capable of upsetting everything« Nikita Khrushchev

History is important in the modern world. People from different cultures and traditions need to understand each other. Historical knowledge helps develop our understanding not only of who we are, but also of how we are similar to and different from others. There are many different accounts of the past and different historical interpretations.

Studying History should enable students not only to appreciate these varied accounts, but also to draw their own conclusions.

The aim of history in the Diploma programme is to explain trends and developments, continuity and change. The course is concerned with individuals and societies in the widest context: political, social, economic, religious and cultural. Students should become aware that each generation writes its own history in the light of new evidence and of subsequent events and processes, and under the influence of its particular attitudes and prejudices. Students should become aware that historical accounts involve judgements based on both quantitative and qualitative evidence and that these judgements might be revised.

Both HL and SL courses focus on the 20th Century and include thematic studies of the move to global war, decolonisation and independence in Asia and Africa, the rise and rule of single party states and the start of the Cold War. In addition at HL there is a regional paper covering the history of Russia in the late nineteenth and twentieth century.

There is also an Individual Assignment of 2200 words, which enables students to research any area of history that particularly interests them. It is internally assessed through a research paper or essay.

ASSESSMENT - STANDARD LEVEL

EXTERNAL ASSESSMENT 75%

Paper 1 (1 hour): Prescribed subject -document paper. 30%

Paper 2 (1 hour 30 minutes): Five topics, two extended responses. 45%

INTERNAL ASSESSMENT 25%

2200 word Historical Investigation on any area of the syllabus. Approximately 20 hours. 25%

ASSESSMENT - HIGHER LEVEL

EXTERNAL ASSESSMENT 80%

Paper 1 (1 hour): Prescribed subject -document paper. 20%

Paper 2 (1 hour 30 minutes): Five topics, two extended responses. 25%

Paper 3: (2 hours 30 minutes): Three extended-response questions. 35%

INTERNAL ASSESSMENT 20%

2200 word Historical Investigation on any area of the syllabus. Approximately 20 hours. 20%

GEOGRAPHY HL & SL

The Geography IBDP course is a two year programme, which considers a wide variety of themes, allowing candidates to develop a sense of place and perspective and to gain an insight to the workings of the world at a variety of physical and human scales from global to local.

The aims of the geography syllabus at SL and HL are to enable students to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment.
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management.
- Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

The skills needed for the geography course are developed within the context of the course itself. Students will be continually encouraged to become responsible for their own learning and to organise their studies effectively.

PART 1: Optional themes (SL (2) & HL (3))

There are seven optional themes. Two optional themes are required at SL.

Three optional themes are required at HL:

- Hazards and disasters – risk assessment and response
- The geography of food and health
- Urban environments

PART 2: Core theme – patterns and changes (SL & HL)

There are three compulsory topics in this core theme:

Geographic perspectives – global change

- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security

HL only

Geographic perspectives – global interactions

- Power, places and networks
- Human development and diversity
- Global risks and resilience

ASSESSMENT - STANDARD LEVEL

EXTERNAL ASSESSMENT (2 hours 45 minutes) 75%

Paper 1 (1 hour 30 minutes): (2 optional themes). SL weight 35%

Paper 2 (1 hour 15 minutes): (3 core themes). SL weight 40%

INTERNAL ASSESSMENT 25%

ASSESSMENT - HIGHER LEVEL

EXTERNAL ASSESSMENT (4 hours 30 minutes) 80%

Paper 1 (2 hour 15 minutes): (3 optional themes). HL weight 35%

Paper 2 (1 hour 15 minutes): (3 core themes). HL weight 25%

Paper 3 (1 hour): (3 extended themes). HL weight 20%

INTERNAL ASSESSMENT 20%

ECONOMICS HL & SL

Economics is a dynamic social science, forming part of Group 3 – Individuals and Societies. This discipline is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, Economics uses scientific methodologies that include quantitative and qualitative elements. The IB Diploma Programme course has undergone significant changes starting from the 2020/2021 academic year.

The main features of the new Economics course are as follows:

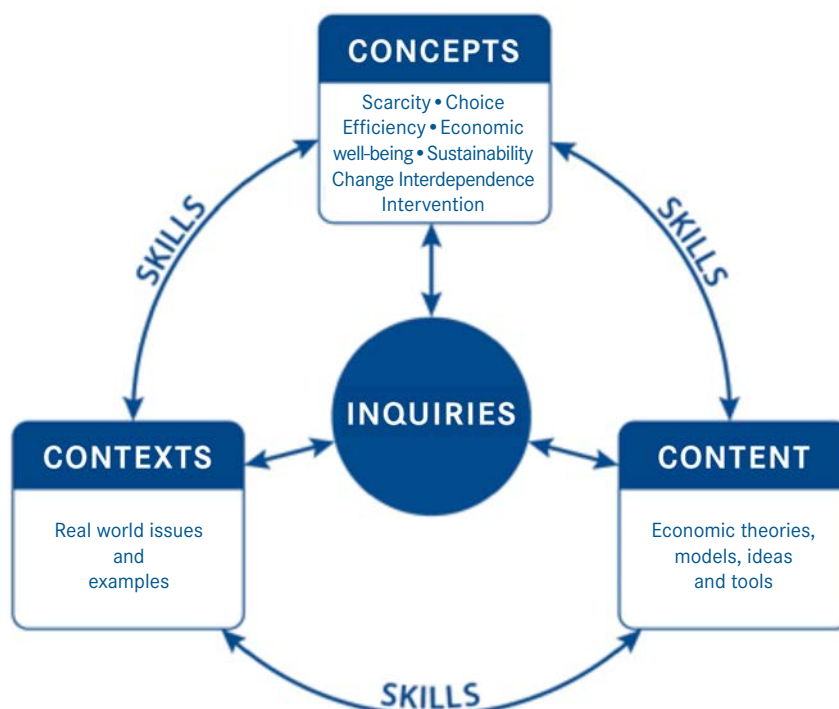
- It is holistic in nature and reflects more fully the broader principles of an IB education including its links to the IB learner profile and the Career-related Programme than the previous course.
- A new section in the subject guide has been added which includes sections on teaching through; inquiry, concepts, content and contexts and their interrelationships with each other to allow for a deeper and more integrated understanding of economics as a discipline.
- There are **nine key concepts** in the new course (**scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention**).
- The new integrated subtopics of Economics of the environment, Economics of inequality and poverty help to bring to light the main global challenges facing the planet today and how these can be addressed using an Economics lens.
- The new assessment model reflects a broader approach to the course by integrating the different aspects of the course rather than segmenting them. It allows students to make connections between the different areas of the syllabus using concepts, case studies or real-world issues.
- The revised **Paper 1** now assesses the whole course and consists of an extended response paper where students are expected to demonstrate a holistic and critical understanding of how economics helps us understand real world issues with the help of theories, models, examples and inquiries from the course of study.

The revised **Paper 2** offers students the opportunity to work with new qualitative and quantitative data, by presenting students with real-world scenarios or case studies, where they are able to apply understanding from across all the syllabus areas in a more integrated way using the theories, models, ideas and tools of economics.

▪ To aid them in thinking like economists, in the revised **Paper 3**, students will work with new quantitative and qualitative data, demonstrating a deeper understanding of a real-world issue scenario, using the theories, models, ideas and tools of economics and culminating in policy advice. This paper is only for higher level students.

▪ The new **internal assessment** portfolio offers students the opportunity to demonstrate their understanding and application of three different key concepts by using them as a lens through which to analyse their commentaries thereby emphasizing a demonstration of conceptual understanding

The relationship between inquiry, concepts, content and contexts in the new Economics Syllabus:



ASSESSMENT - HIGHER LEVEL

EXTERNAL ASSESSMENT 80%

Paper 1 (1 hour and 15 minutes): Extended response. 20%

Paper 2 (1 hour and 45 minutes): A data response and extended response paper 30%

Paper 3 (1 hour and 45 minutes): A policy paper 30%

INTERNAL ASSESSMENT

Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse their commentaries. This component is internally assessed by the teacher and externally moderated by the IBDP at the end of the course. 20%.

ASSESSMENT - STANDARD LEVEL 70%

Paper 1 (1 hour and 15 minutes): Extended response. 30%

Paper 2 (1 hour and 45 minutes): Data response 40%

INTERNAL ASSESSMENT

Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse their commentaries. This component is internally assessed by the teacher and externally moderated by the IBDP at the end of the course. 30%.

BUSINESS MANAGEMENT HL & SL

Business and Management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources. The Diploma Programme course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. The ideals of international cooperation and responsible citizenship are at the heart of the course. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world.

The aims of this course include:

- Enabling the students to develop the capacity to think critically about individual and organizational behaviour.
- Enhancing the students' ability to make informed business decisions.
- Promote awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations.
- Appreciate the social and ethical responsibilities associated with businesses operating in international markets.

Business and management assessment is through a combination of externally assessed written examinations and internal assessment.

ASSESSMENT - STANDARD LEVEL

EXTERNAL ASSESSMENT 75%

Paper 1 (1 hours 15 mins): Case study 35%

Paper 2 (1hours 45 mins): Structured questions 40%

INTERNAL ASSESSMENT 25%

Written commentary based on supporting documents 25%

ASSESSMENT - HIGHER LEVEL

EXTERNAL ASSESSMENT 75%

Paper 1 (2 hours 15 mins): Case study 35%

Paper 2 (2 hours 15 mins): Structured questions 40%

INTERNAL ASSESSMENT 25%

Individualised research project 25%

PSYCHOLOGY (ON-LINE) HL & SL

Psychology is offered (at an additional cost) as an on-line course and is delivered through Pamoja Education, which works closely with the IBDP to develop on-line courses and works within the parameters of the IB's mission statement, philosophy and curriculums. There is a site based coordinator in school who monitors the progress of students and meets with them to discuss this and any other matters arising. Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. Please see the IBDP Coordinator for additional costs associated with this programme. IBDP Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IBDP Psychology. IBDP Psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IBDP Psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

SL students are assessed on the syllabus core (levels of analysis) in paper 1. In addition:

- SL students are assessed on their knowledge and comprehension of one option in paper 2.
- In the internal assessment, the report of a simple experimental study requires some statistical analysis.

No prior study of Psychology is expected. No particular background in terms of specific subjects studied for national or international qualifications is expected or required of students. The skills needed for the Psychology course are developed during the course itself.

SYLLABUS COMPONENT

Part 1: Core

The biological level of analysis • The cognitive level of analysis • The sociocultural level of analysis.

Part 2: Options

Abnormal psychology • Developmental psychology • Health psychology • Psychology of human relationships • Sport psychology.

Part 4: Simple experimental study

Introduction to experimental research methodology.

ASSESSMENT ONLINE - STANDARD LEVEL

EXTERNAL ASSESSMENT (3 hours) 75%

Paper 1 (2 hours) 50%:

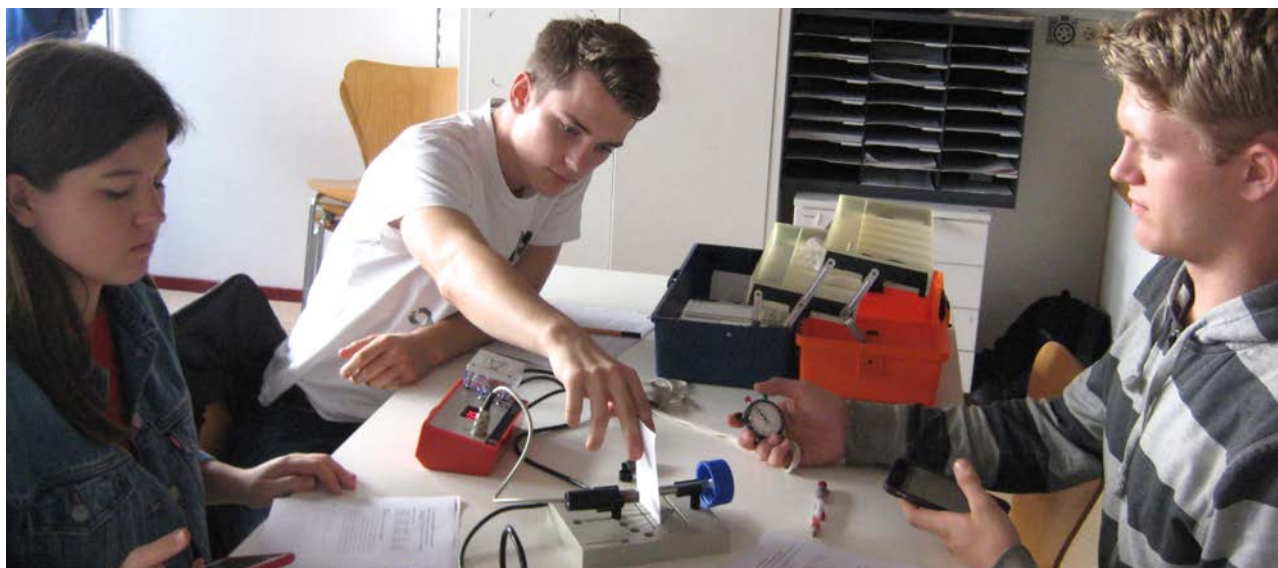
Section A - Three compulsory questions on part 1 of the syllabus.

Section B - Three questions on part 1 of the syllabus. Students choose ONE question to answer in essay form.

Paper 2 (1 hour) 25%: Fifteen questions on part 2 of the syllabus. Students choose ONE question to answer in essay form.

INTERNAL ASSESSMENT 25%

A report of a simple experimental study conducted by the student 25%



GROUP 4: SCIENCE

BIOLOGY | CHEMISTRY | ENVIRONMENTAL SYSTEMS & SOCIETIES (ESS) | PHYSICS

Students at B.I.S. can choose between Biology, Chemistry, Physics and Environmental Systems and Societies (ESS) as their Experimental Science. If a student is particularly strong in the Sciences, it is possible to take two: one in Group 4 and one in Group 6 (Chemistry).

Students at both standard level (SL) and higher level (HL) undertake a common core syllabus, common internal assessment requirements and have some overlapping elements in the options studied. Both SL and HL students are presented with content that places emphasis on the nature of science, international mindedness and links to Theory of Knowledge.

HL students are required to study many topics in greater depth, as well as extension material of a more demanding nature. All Diploma Science students must take part in the annual Group 4 Project. This is an exciting, collaborative project that takes place at the end of June in the DP1 year.

Assessment in Biology, Chemistry and Physics follows a common framework that differs slightly from ESS. All Science students are responsible for designing, carrying out and producing a detailed piece of experimental work as part of their individual investigation.

SL students require a minimum of 40 hours laboratory work, HL requires 60 hours. This portfolio will include compulsory experiments and one 10 hour piece of independent experimental work (internally assessed, IA). The remaining assessment is in the form of 3 external examination papers.

The table that follows shows the course contents for the various Group 4 subjects:

BIOLOGY SL: CORE ONLY CORE

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution & biodiversity
6. Human physiology

CHEMISTRY SL: CORE ONLY CORE

1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding & structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium

HL: CORE & AHL ADDITIONAL HIGHER LEVEL (AHL)

7. Nucleic acids
8. Metabolism, cell respiration & photosynthesis
9. Plant biology
10. Genetics & evolution
11. Animal physiology

HL: CORE & AHL ADDITIONAL HIGHER LEVEL (AHL)

12. Atomic structure
13. The periodic table – the transition metals
14. Chemical bonding & structure
15. Energetics/thermochemistry
16. Chemical kinetics
17. Equilibrium
18. Acids & bases

8. Acids & bases
9. Redox processes
10. Organic chemistry
11. Measurement & data processing

19. Redox processes
20. Organic chemistry
21. Measurement & analysis

PHYSICS SL: CORE ONLY

CORE

1. Measurements & uncertainties
2. Mechanics
3. Thermal physics
4. Waves
5. Electricity & magnetism
6. Circular motion & gravitation
7. Atomic, nuclear & particle physics
8. Energy production

HL: CORE & AHL

ADDITIONAL HIGHER LEVEL (AHL)

9. Wave phenomena
10. Fields
11. Electromagnetic induction
12. Quantum & nuclear physics

There is also one option topic to be studied for each of the above experimental sciences. They have been omitted here for simplicity and as they can vary depending on teacher and student preferences.

If students elect to study HL Physics, they are strongly encouraged to also include SL or HL Maths in their IBDP profile. Maths Studies is not advisable.

ASSESSMENT FOR ALL GROUP 4 SCIENCES

INTERNAL ASSESSMENT 20%

EXTERNAL ASSESSMENT 80%

ENVIRONMENTAL SYSTEMS & SOCIETIES SL

As an inter-disciplinary 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 an inter-disciplinary course such as this as part of their diploma, students are able to satisfy the requirements for both Groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another group 3 or 4 subject). Inter-disciplinary subjects therefore introduce more flexibility into the IB Diploma Programme. The Environmental Systems and Societies course is offered at SL only. 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.

Topic/Heading

Foundations of environmental systems and societies 2. Ecosystems and ecology 3. Biodiversity and conservation 4. Water and aquatic food production systems and societies 5. Soil systems and terrestrial food production systems and societies 6. Atmospheric systems and societies 7. Climate change and energy production 8. Human systems and resource use.

ASSESSMENT

EXTERNAL ASSESSMENT (3 hours - 2 written papers) 75%

Paper 1 (1 hour): Case study 25%

Paper 2 (2 hours) 50%:

Section A – Short answer questions

Section B – 2 structured essay questions

INTERNAL ASSESSMENT 25%

Portfolio of laboratory work, minimum of 30 hours

GROUP 5: MATHEMATICS (FROM 2019 ONWARDS)

Analysis and Approaches Higher Level (AA HL)

Applications and Interpretation Higher Level (AI HL)

Analysis and Approaches Standard Level (AA SL)

Applications and Interpretation Standard Level (AI SL)

MATHEMATICS YEARS 1 & 2

IBDP Mathematics is a 2 year programme following the syllabus set by the International Baccalaureate. Students sit the IBDP examinations in May of the second year. From the beginning of the first year, students are placed in separate courses. There are four available: Analysis and Approaches Higher Level, Applications and Interpretation Higher Level, Analysis and Approaches Standard Level, Applications and Interpretation Standard Level. Placement is based on the recommendation of the 10th Grade Mathematics teacher, IGCSE results, and the recommendation of the IBDP Coordinator, taking into consideration the student's plans for university studies.

Standard Level courses are subsets of their relevant Higher Level courses. All the courses require investigational skills which will be consolidated throughout the two years of the programme. All four courses have the same common core topics including Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus. Nevertheless, the approach in teaching Analysis and Approaches courses and Applications and Interpretations courses will be different.

ANALYSIS & APPROACHES (AA)	APPLICATIONS & INTERPRETATION (AI)
<ul style="list-style-type: none"> • Offered at both SL and HL • Emphasis on algebraic methods • Develop strong skills in mathematical thinking • Real and abstract mathematical problem solving • Involves proofs and generalizations • Emphasis on calculus • Appropriate for pure mathematicians, engineers, scientists, economists and those with an interest in analytical methods. 	<ul style="list-style-type: none"> • Offered at both SL and HL • Emphasis on modelling and statistics • Develop strong skills in applying mathematics to the real world • Real mathematical problem solving using technology to justify conjectures, develops mathematical thinking in the context of a practical problem • Appropriate for those with an interest in the applications of mathematics and how technology can support this. • This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics courses, psychology, and design.

Assessment Standard Level

	ANALYSIS & APPROACHES (AA)	APPLICATIONS & INTERPRETATION (AI)
Paper 1 90 Minutes 40 %	Section A- Short Response Questions Section B Long Response Questions Calculator is not allowed	Short response questions A graphing display calculator is necessary
Paper 2 90 Minutes 40%	Section A- Short Response Questions Section B Long Response Questions A graphing display calculator is necessary	Long response questions A graphing display calculator is necessary
Internal Assessment: Exploration 20%	This is a piece of written work that involves investigating an area of Mathematics	This is a piece of written work that involves investigating an area of Mathematics

Assessment Standard Level

	ANALYSIS & APPROACHES (AA)	APPLICATIONS & INTERPRETATION (AI)
Paper 1 120 Minutes 30 %	Section A- Short Response Questions Section B Long Response Questions Calculator is not allowed	Short response questions A graphing display calculator is necessary
Paper 2 120 Minutes 30 %	Section A- Short Response Questions Section B Long Response Questions A graphing display calculator is necessary	Long response questions A graphing display calculator is necessary
Paper 3 60 Minutes 20%	Two compulsory extended response problem-solving questions A graphing display calculator is necessary	Two compulsory extended response problem-solving questions A graphing display calculator is necessary
Internal Assessment: Exploration 20%	This is a piece of written work that involves investigating an area of Mathematics	This is a piece of written work that involves investigating an area of Mathematics

The internal assessment Project is called the exploration. The exploration is intended to provide students with opportunities to increase their understanding of mathematical concepts and processes, and to develop a wider appreciation of Mathematics. This exploration is on a topic of the student's own choosing and it is designed to assess the students' thoughtful writing of mathematics, logical reasoning, and ability to use the mathematics they have learned.

Each course uses a textbook designed for that particular course. Additional materials are used to supplement the texts in each of the courses.

Assessment for a B.I.S. grade is based on classwork, homework, quizzes, tests, an end of year test (year 1), exploration (year 2) and the mock exam (year 2). All students are required to have a graphic display calculator (preferably a TI-84 Plus CE-T).

GROUP 6: THE ARTS

VISUAL ARTS

»El arte es una mentira que nos acerca a la verdad.« (Art is a lie that brings us closer to the truth.) Pablo Picasso

The visual arts encourage inquiry through experimentation and expression, as well as an appreciation of the student's own culture, through an understanding of its place in the world of Art. There is considerable freedom to pursue personal directions. Ideas can be developed through exploring material processes such as painting, printmaking, sculpture, textiles or mixed media and many more. Students' creation of artworks culminates in an exhibition with the writing of a curatorial rationale.

Teachers assist and lead students to develop as practicing visual artists and art historians. Apart from studio artwork, there is also an emphasis on developing research skills, exploring the historical and socio-political context of artwork made. For this course a higher level of critical analysis is aimed at.

Students will be required to work academically, practically and visit art exhibitions independently, as well as on excursions with the class. Students are encouraged towards adopting an independent approach towards learning and producing artworks, which in turn fosters individual creativity. Students will be expected to maintain an Investigation Journal to gather material for their Process Portfolio and research for their Comparative Studies assessment component.

Special focus will be given to viewing exhibitions in galleries to acquaint students with »the white cube« and its practices. Students' experiences viewing artwork first hand will also be documented in their Investigation Journals. In completing practical work as a coherent body of artworks in an exhibition, students will be expected to be effective planners of their work and be able to show evidence of expertise in practical skills and encouraged to also take risks in decision making, based on what they have learned. Students are also expected to give at least one seminar presentation about a modern art movement in the second semester. As part of the course art trips outside of Berlin are offered to visit important exhibitions. Higher Level A and Standard Level A courses are taught together during five periods (of 45 minutes) weekly. The course is over two academic years (four semesters).

GOALS & OBJECTIVES

The DP Visual Art Visual Arts Course is designed to equip students with the necessary skills to complete assessment successfully and to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Explore and value the diversity of the arts across time, place and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills
- Become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate

ASSESSMENT

The DP Visual Arts now has three Assessment components. They are titled ; Exhibition, Process Portfolio, and Comparative Studies.

Exhibition is internally assessed and is worth 40% of overall marks. Process Portfolio is 20% of total marks, with Comparative Studies also worth 20%. The last two components are externally assessed. All components are submitted in digital form.

MUSIC

The aims of the IBDP Music programme are to give students the opportunity to explore and enjoy the diversity of music throughout the world. The course encourages students to develop perceptual skills via a breadth of musical experiences; develop their knowledge, creativity, abilities, and understanding through performance and composition as well as develop personal and group potential as musicians. The only compulsory part of the syllabus, common to Higher Level and all Standard Level options is Musical Perception and Analysis.

This element comprises:

1. Study of two set works
2. Study of Musical Genres and Styles
3. Musical Investigation (2000 words)

Parts 1 and 2 are assessed in a formal written examination in the final term.

HIGHER LEVEL

In addition to the Musical Perception and Analysis paper HL candidates study:

1. Solo Performance: voice or instrument, one or more recitals of 20 minutes.
2. Composition: three contrasting compositions.

STANDARD LEVEL

In addition to the Musical Perception and Analysis paper SL candidates study ONE of three options:

1. Solo Performance: voice or instrument one or more recitals of 15 minutes
2. Group Performance: group performance of two or more public performances
3. Composition: two contrasting compositions

At SL the course is extremely flexible catering, as it does, for practising and non-practising musicians so that instrumental ability is not required. In addition, composition can include computer-generated sounds, digital sound sources or modifiers, electric instruments, voices or any combination of these. Total performance time for compositions is between 5 and 15 minutes.

ASSESSMENT - HIGHER LEVEL

Listening Paper 30%

Musical Investigation 20%

Solo Performance 25%

Composition 25%

ASSESSMENT - STANDARD LEVEL

Listening Paper 30%

Musical Investigation 20%

Solo or Group Performance or Composition 50%

FILM

»I think cinema, movies, and magic have always been closely associated. The very earliest people who made film were magicians.« Francis Ford Coppola

Film is not just a complex art form, but a powerful communication medium. Through the study and analysis of film texts and exercises in film making students understand the variety of ways in which film creates meaning, the impact of historical and sociocultural contexts and develop their critical thinking as well as their technical and imaginative skills. This requires awareness of students own perspectives as well as understanding of alternative views of different individuals and cultures. Therefore the IBDP Film course requires »courage, passion and curiosity«.

The course consists of three core areas (SL)/four core areas (HL) focusing on various aspects of film theory and film production:

In part one »Reading Film« students will engage in the textual analysis of movies. How do films create meaning and in which way do key concepts of film language, genre, audience and narrative prove necessary to our understanding and creation of films? Students will encounter these fundamental questions while analyzing excerpts from a broad range of movies from a variety of cultural contexts such as Nosferatu, Blade Runner, Pulp Fiction, Saving Private Ryan, The Matrix, Memento, Sin Nombre, Slow West, Turtles Can Fly, The Separation, House of Flying Daggers, A Touch of Sin and others.

A deeper understanding of film theory and film history is the focus of part two »Contextualizing Film«. A small selection of movies will be discussed in their entirety, thereby exploring the diversity of the arts across time, place and cultures. A central question for students to explore will be to which degree the study of film can teach us about ourselves, our place in society and our relationship with other cultures. Students will also discuss various film movements, styles, genres and the traditions and conventions within those. Possible themes and genres to be featured: episode movies, masters of international cinema, Wuxia movies, western, science fiction, silent movies, music videos.

Part three of the course »Exploring Film Production Roles« deals with the creative processes involved in film production. Students will be introduced to practical and technical skills, including the use of software for sound and movie editing as well as handling camera and sound recording gear. Of course behaviour on set and correct shooting techniques will also be discussed. Students will explore various film production roles and need to demonstrate originality and creativity in developing ideas through the various stages of film-making, from conception and pre-production to the finished end product ready for screening.

Part four »Collaboratively Producing Film« is required for HL students only. Students will build on skills and experiences encountered in the other core syllabus areas in order to produce their own short film. This tasks requires creative cooperation, teamwork, open-mindedness and problem solving to successfully take original films from inception to completion.

Overall the IBDP Film course offers students a stimulating and engaging environment with the opportunity to deepen their interest not only in film, but the arts, cultures and history. The unique blend of theoretical analysis and practical work presents students with a holistic learning experience that is open for self expression and the development of the students creativity as well as technical skills.

ASSESSMENT - STANDARD LEVEL & HIGHER LEVEL

The students will be assessed in three components - SL | four components - HL:

- 1. Textual Analysis:** Students have to produce a detailed critical written analysis of a prescribed film text based on a chosen extract (max. of 5 minutes) focusing on the cultural context and a variety of film elements (1750 words max.)
- 2. Comparative Study:** Students research into a chosen area of film focus, identifying and comparing two films and presenting their discoveries as a recorded multimedia comparative study (10 minutes maximum).
- 3. Film Portfolio:** Students undertake a variety of film-making exercises in three film production roles, lead by clearly defined filmmaker intentions. They have to submit a portfolio (9 pages max.: 3 pages max. per film production role and a film reel with at least one completed short film (9 min. max.: 3 min. per film production role, including one completed film).
- 4. Collaborative Film Project (HL only):** Students work collaboratively in a core production team to plan and create an original completed film (7 minutes maximum). In addition they submit a project report (2000 words maximum).

EXTERNAL ASSESSMENT 60% SL | 40 % HL

Textual Analysis 30 % SL | 20% HL

Comparative Study 30 % SL | 20 % HL

INTERNAL ASSESSMENT 40% SL | 60% HL

Film Portfolio 40% SL | 25% HL

Collaborative Film Project (HL only) 35%

CODE OF CONDUCT FOR IBDP STUDENTS

Participation in the IBDP programme demands intellectual rigour and high academic standards, but there is also a strong emphasis on responsibility. With these aims in mind, this code of conduct presents the expectations of the IBDP and the school of its students in all aspects of their work and conduct.

As an IBDP student I will:

- Participate in the IBDP curriculum as required by the school.
- Comply with all subject-specific regulations and internal school deadlines.
- As an IBDP student I will act as a role model for younger pupils and I understand that my behaviour will affect the behaviour of younger pupils.
- I therefore will obey all the school rules and regulations which are set out in the Student-Parent Handbook.

SCHOOL PROCEDURES

The IBDP lays down minimum numbers of contact hours between teachers and students for each subject.

IBDP deadlines apply to all students worldwide and cannot be changed.

As an IBDP student I will:

- Comply with all subject-specific IBDP external deadlines.
- Ensure that I attend school every day unless I am ill or unable to attend for some other important reason (obtaining a visa, renewing a passport etc.).
- Not arrange appointments or meetings during school time unless absolutely essential.
- Arrive at school in time for my first class and remain at school until my last class of the day. If I know that I am going to be late, I will notify the school as early as possible. I understand that this is important information which the school needs for security reasons.
- Notify the school before 8.30h if I cannot come to school and e-mail my teachers to find out what work I am missing. I will bring a written excuse note giving a reason for my absence and signed by my parent or guardian immediately on my return to school. If I am absent for more than three days, I will support my absence with a doctor's certificate.
- Make up all work which I miss during any period of absence from school within a timeframe decided by my teacher. I understand that absence is not an acceptable excuse for not doing work.
- Follow the correct procedures if I need to leave school early for any reason (e.g. illness).
- Leave the school premises only with permission (off campus privileges) and at those times laid down in the Handbook.

ACADEMIC HONESTY

The IBDP and the school expect all candidates to show academic honesty in the completion and submission of all work. To achieve this, you need to know what is acceptable practice and how to avoid collusion and plagiarism when paraphrasing another person's work. **Plagiarism** is the presentation of someone else's work as one's own in whole or part, without acknowledgement. It is perfectly acceptable to use someone else's words or ideas and put them into your own words, **providing the source of the information is acknowledged**. However, changing the order of words or phrases, or the order of the original sentence and failing to cite the source is unacceptable and regarded as plagiarism.

The IBDP therefore expects students to attribute ideas, information or quotations derived from a known source. Information that is common or public knowledge does not require an attribution. If you have any doubt as to whether the information is common knowledge, you should attribute the source.

As an IBDP student I recognise that:

- The work or ideas of another person, if incorporated into my work, must be acknowledged using a recognized convention of citation.
- The acknowledgment of sources is a standard academic practice that must be observed.
- The same piece of work cannot be submitted for different aspects of assessment.
- I must not give my own work to another student knowing that it will be submitted for assessment as the work of that student.
- That apart from collaborative work specified by the IBDP or a teacher, producing an assignment with another person is collusion and therefore a form of malpractice.
- I must not attempt to gain or offer to another candidate an unfair advantage in any aspect of assessment.
- All work for assessment must be authentic and failing to sign a declaration to this effect may result in my work not being assessed.

Failure to comply with regulations and internal deadlines may result in a student being withdrawn from the IBDP programme.

I have read and understood the information above.

Signed: _____ Name: _____

Student: _____ Date: _____

I have read and understood the information above and will support my child in meeting these important objectives.

Signed: _____ Name: _____

Parent/Guardian: _____ Date: _____

(IBDP students and their parents should also read the Student Parent Handbook and the General regulations regarding the IBDP.)

INTERNAL ASSESSMENT DEADLINES 2020 | 2021

Students are expected to complete these Internal Assessments in the months indicated and by the date determined by the subject teacher in addition to the normal homework, tests and regular work given by the subject teachers. Students are not permitted to take time off regular school to prepare for or to complete these Internal Assessments.

INTERNAL ASSESSMENT DEADLINES	DP 1	SEPTEMBER	OCTOBER
		CAS	CAS planning meeting Extended Essay introduction
NOVEMBER	DECEMBER	JANUARY	FEBRUARY
CAS	CAS Extended Essay - Research question proposal Economics commentary 1 (draft)	CAS evaluation 1	CAS Extended Essay - Essay plan and list of sources
MARCH	APRIL	MAY	JUNE
CAS Economics commentary 1 (final)	CAS Historical Investigation proposal Biology IA lab work (Mik)	CAS Historical Investigation section B • Economics commentary 2 draft • Visual Art – Process portfolio draft • Geography SL/HL Fieldwork • Film – Textual Analysis I • German A Lal HL essay draft • ESS IA lab work • Chem IA lab work • English A Lit essay assignment (topic and outline)	CAS portfolio evaluation 2 • Extended Essay – First draft • Tok presentations • Physics IA lab work • Biology 1 st Draft (Mik) 31 st August • Biology 1 st Draft 28 st August • Chemistry IA draft 25 st June IA draft Group 4 project • B&M HL/SL essay/commentary proposals • German A L&L individual oral • English A Lit individual oral • Historical investigation (draft) • Visual Art – CS first draft & Studio exhibition • Geography IA draft

<p style="text-align: center;">INTERNAL ASSESSMENT DEADLINES</p>	<h1>DP2</h1>	<p>SEPTEMBER</p> <p>CAS Extended Essay draft 7th September • Economics commentary 2 final • Economics commentary 3 draft • Historical investigation (final) • Biology IA Final (MiK) & Biology IA draft (2nd Group) 2nd Sept • Physics IA draft 2nd Sept • ESS IA final 30th Sept • Geography IA final draft • German A L&L HL essay final 27th September • English A Lit essay (draft)</p>	<p>OCTOBER</p> <p>CAS B&M SL commentary draft Biology IA final (2nd Group) 28th Oct Physics IA final 30th Oct Film – Textual Analysis II Geography Final 20th Oktober</p>
<p>NOVEMBER</p> <p>CAS Extended Essay Final 9th November • Visual Art – CS final draft submission • Economics commentary 3 final • Film – Textual Analysis final • English A Lit essay (final) • Chemistry IA final 14th November • Math SL&HL IA (draft) 15th November</p>	<p>DECEMBER</p> <p>CAS Tok essay draft B&M SL commentary final B&M HL essay draft Film portfolio final Film – Comparative study I English A L&L written task 2 (HL only) French B oral</p>	<p>JANUARY</p> <p>CAS English A L&L individual oral Film – Comparative Study II German B SL individual oral German B HL individual oral Math HL&SL IA (Final) 18th January</p>	<p>FEBRUARY</p> <p>CAS • Tok essay final and upload • B&M HL essay final • Spanish B, English B individual oral examinations • German Abinitio individual oral • Visual Art – Process portfolio submission MOCK EXAMINATIONS February 22th – March 3th</p>
<p>MARCH</p> <p>CAS evaluation 3 Visual Art final exhibition photographs and curatorial rationale Film – Comparative Study final Film – Collaborative film project (HL only)</p>	<p>APRIL</p>	<p>MAY</p> <p>FINAL EXAMINATIONS 30th April - 21st May</p>	<p>JUNE</p> <p>Graduation</p>

This schedule has been carefully planned by the IB diploma team so that these tasks are staggered throughout the IB Diploma course. It is designed to help the students successfully manage and balance their time. It is therefore essential that this plan is followed.

	Group 1
	Group 2
	Group 3
	Group 4
	Group 5
	Group 6 and inter-disciplinary
	Core



RECOGNITION OF IB DIPLOMA

AGREEMENT ON THE RECOGNITION OF THE 'INTERNATIONAL BACCALAUREATE DIPLOMA/DIPLÔME DU BACCALAURÉAT INTERNATIONAL'

(Resolution of the Conference of the Ministers of Education and Cultural Affairs of 10/03/1986, as amended on 07/03/2019)

1. An 'International Baccalaureate Diploma/Diplôme du Baccalauréat International' issued in accordance with the regulations of the 'International Baccalaureate Organization/Office du Baccalauréat International' shall be recognized as a university entrance qualification if it has been obtained after attending at least twelve years of full-time education in ascending year groups, and if the following requirements are met:

a) The six examination subjects taken for the 'International Baccalaureate Diploma/Diplôme du Baccalauréat International' (IB) must include the following subjects, referred to here by their official IB title:

- two languages at level A or B (of which at least one advanced foreign language as 'Language A'¹ or 'Language B HL'²);
- one natural science (Biology, Chemistry, Physics);
- mathematics (Mathematical Methods³ or Mathematics HL⁴ or Further Mathematics in conjunction with Mathematics HL⁴);
- one social science (History, Geography, Economics, Psychology, Philosophy, Social Anthropology, Business and Management, Global Politics).

The sixth compulsory subject may be one of the above or one of the following subjects, referred to here by their official IB title:

- Art/Design⁵, Music, Theatre Arts⁶, Film, Literature and Performance, an additional modern foreign language, Latin, Classical Greek, General Chemistry, Applied Chemistry, Environmental Systems⁷, Computer Science, Design Technology, World Religions, Sports Exercise and Health Science.

b) Of the three 'International Baccalaureate Diploma/Diplôme du Baccalauréat International' subjects taken at 'Higher Level', at least one must be either Mathematics or a natural science, i.e. Biology, Chemistry or Physics.

c) All subjects must have been studied continuously as part of the 'IB Diploma Programme', i.e. in two ascending year groups.

d) Pupils must have obtained at least IB grade 4 in the six compulsory subjects 8.

If an IB grade of 3 has been obtained in only one subject, this can be compensated for if a minimum IB grade of 5 and a minimum total of 24 points have been obtained in another subject of at least the same level of difficulty.

e) German qualification holders attending an IB school abroad that does not offer German as a subject must provide proof of competence in German before starting higher education in Germany; the further details are governed by federal state provisions.

2. If the conditions under paragraph 1 have not been met, in order for recognition as a university entrance qualification to be granted, the pupil must successfully pass an additional examination in accordance with the 'Framework Decree on the Recognition of Foreign University Entrance Qualifications, Preparatory Courses and the Assessment Test' (Resolution of the Conference of the Ministers of Education and Cultural Affairs of 15/04/1994, as amended). Recognition as a subject-specific university entrance qualification is also possible on the basis of successful completion of a one-year higher education course in a country whose school leaving certificates qualify graduates for entrance to university in Germany directly or after successful completion of a one-year course of study.

3. The average grade for an 'International Baccalaureate Diploma/Diplôme du Baccalauréat International' is calculated in the country in which the qualification is issued. This shall be subject to the procedure set out in the 'Agreement on Determining the Overall Grade for Foreign University Entrance Qualifications' (Resolution of the Conference of the Ministers of Education and Cultural Affairs of 15/03/1991, as amended) together with the following IB-specific rules.

The average grade (N) is calculated based on the total number of points (P) obtained in the 'International Baccalaureate Diploma/Diplôme du Baccalauréat International', and on a maximum score (Pmax) of 42 and a minimum score (Pmin) of 24. Any bonus points obtained are included in the calculation. Total scores between 42 (Pmax) and 45 (highest possible IB score when including the maximum available 3 bonus points) are deemed equivalent to the German grade 1.0.

The conversion is performed using the following formula:

$$N = 1 + 3 \frac{P_{\max} - P}{P_{\max} - P_{\min}}$$

where

N = average grade to be calculated

P = total score received for IB diploma

Pmax = 42 points (IB total score without bonus points)

Pmin = 24 points (lower benchmark)

N = 1,0 (where $42 \leq P \leq 45$)

4. The IBO shall regularly update the Conference of the Ministers of Education and Cultural Affairs about any changes to the final examination (requirements, content, organization), and shall give the German Schools Inspectorate the opportunity to inspect the work being done by the schools. If there is a need for consultation, or at the request of one of the federal states, the Advisory Committee of the Central Office for Foreign Education (ZAB) shall assess whether the criteria for recognition of the IB are still met.

5. This resolution shall enter into force on the date of its adoption by the Conference of the Ministers of Education and Cultural Affairs.

1. As of examination year 2013, Language A: Language and Literature or Language A: Literature. For pupils who are unable to receive instruction in their mother tongue at their school, a corresponding school-supported self-taught course may be recognized as Language A: Literature SL. 2. Applies as of examination year 2013. 3. From examination year 2006 up to and including examination year 2020 for Mathematics SL. Qualifications in Mathematics: Analysis and Approaches SL or Mathematics: Applications and Interpretation SL obtained in examination year 2021 shall be regarded as subject-specific university entrance qualifications for technical universities and universities providing access only to courses of study not falling within the mathematical/scientific/technical field. 4. From examination year 2021, Mathematics: Analysis and Approaches HL or Mathematics: Applications and Interpretation HL. 5. Referred to as Visual Arts since May 2000. 6. Referred to as Theatre as of examination year 2009. 7. Referred to as Environmental Systems and Societies as of examination year 2010. 8. **IB failure grades:** 1 = very poor/très faible; 2 = poor/faible; 3 = mediocre/médiocre. **IB passing grades:** 4 = satisfactory/satisfaisant; 5 = good/bon; 6 = very good/très bon; 7 = excellent/excellent. Secretariat of the Conference of the Ministers of Education and Cultural Affairs of the Federal Republic.

RECOGNITION OF IB DIPLOMA

VEREINBARUNG ÜBER DIE ANERKENNUNG DES 'INTERNATIONAL BACCALAUREATE DIPLOMA/DIPLÔME DU BACCALAURÉAT INTERNATIONAL'

(Beschluss der Kultusministerkonferenz vom 10.03.1986 i. d. F. vom 07.03.2019)

1. Ein nach den Bestimmungen der/des 'International Baccalaureate Organisation/Office du Baccalauréat International' erworbenes 'International Baccalaureate Diploma/Diplôme du Baccalauréat International' wird als Hochschulzugangsklassifikation anerkannt, wenn es nach einem Besuch von mindestens zwölf aufsteigenden Jahrgangsstufen an Schulen mit Vollzeitunterricht erworben worden ist und die nachstehenden Bedingungen erfüllt sind:

a) Unter den sechs Prüfungsfächern des 'International Baccalaureate Diploma/Diplôme du Baccalauréat International' (IB) müssen folgende nach der Terminologie des IB bezeichnete Fächer sein:

- zwei Sprachen auf dem Niveau A oder B (davon mindestens eine fort-gesetzte Fremdsprache als 'Language A'¹ oder 'Language B HL'²),
- ein naturwissenschaftliches Fach (Biology, Chemistry, Physics),
- Mathematik (Mathematical Methods³ oder Mathematics HL⁴ oder Further Mathematics in Verbindung mit Mathematics HL⁴),
- ein gesellschaftswissenschaftliches Fach (History, Geography, Economics, Psychology, Philosophy, Social Anthropology, Business and Management, Global Politics).

Das sechste verbindliche Fach kann außer den genannten Fächern eines der nachfolgenden nach der Terminologie des IB bezeichneten Fächer sein:

- Art/Design⁵, Music, Theatre Arts⁶; Film, Literature and Performance, eine weitere moderne Fremdsprache, Latin, Classical Greek, General Chemistry, Applied Chemistry, Environmental Systems⁷, Computer Science, Design Technology, World Religions, Sports exercise and health science.

b) Unter den drei im Rahmen des ‘International Baccalaureate Diploma/Dip-lôme du Baccalauréat International’ auf dem ‘Higher Level’ nachzuweisen-den Fächern muss entweder Mathematik oder ein naturwissenschaftliches Fach, d. h. Biology, Chemistry oder Physics, sein.

c) Alle Fächer müssen im ‘IB-Diploma Programme’ durchgängig, d.h. zweijährig aufsteigend, belegt worden sein.

d) Die geforderten sechs Fächer müssen mindestens mit der IB-Note 4 benotet sein⁸.

Sofern in nur einem Fach die IB-Note 3 vorliegt, kann diese ausgeglichen werden, wenn in einem weiteren Fach auf mindestens demselben Anspruchsniveau mindestens die IB-Note 5 und insgesamt mindestens 24 Punkte erzielt worden sind.

e) Deutsche Zeugnisinhaber, die an einer Schule im Ausland mit IB-Programm Deutsch nicht betreiben, müssen vor Aufnahme eines Studiums in Deutschland hinreichende Deutschkenntnisse nachweisen; das Nähere wird durch landesrechtliche Bestimmungen geregelt.

2. Sofern die Bedingungen gemäß Ziffer 1 nicht erfüllt sind, ist zur Anerkennung als Hochschulzugangsqualifikation das erfolgreiche Ablegen einer zusätzlichen Prüfung gemäß der ‘Rahmenordnung für den Hochschulzugang mit ausländischen Bildungsnachweisen, für die Ausbildung an den Studienkollegs und für die Feststellungsprüfung’ (Beschluss der Kultusministerkonferenz vom 15.04.1994 in der jeweils geltenden Fassung) erforderlich. Die Anerkennung als fachgebundene Hochschulzugangsqualifikation wird auch möglich durch ein erfolgreiches Hochschulstudium von einem Jahr in einem Land, dessen Reifezeugnisse in Deutschland den Hochschulzugang direkt oder nach einem einjährigen erfolgreichen Studium eröffnen.

3. Die Durchschnittsnote für ein ‘International Baccalaureate Diploma/Diplome du Baccalauréat International’ wird in dem Land berechnet, in dem das Zeugnis bewertet wird. Dabei wird das Verfahren gemäß der ‘Vereinbarung über die Festsetzung der Gesamtnote bei ausländischen Hochschulzugangsberechtigungen’ (Beschluss der Kultusministerkonferenz vom 15.03.1991 in der jeweils geltenden Fassung) mit der nachstehenden, auf das IB bezogenen spezifischen Regelung zugrundegelegt.

Bei der Berechnung der Durchschnittsnote (N) wird von der im ‘International Baccalaureate Diploma/Diplome du Baccalauréat International’ ausgewiesenen Gesamtpunktzahl (P) sowie von 42 Punkten als maximaler Punktzahl (P_{max}) und von 24 Punkten als minimaler Punktzahl (P_{min}) ausgegangen; dabei werden die ggf. erreichten Zusatzpunkte mitberücksichtigt, Gesamtpunktzahlen zwischen 42 (P_{max}) und 45 Punkten (höchstmögliche Punktzahl des IB zuzüglich der maximal erreichbaren 3 Zusatzpunkte) werden der deutschen Durchschnittsnote 1,0 gleichgesetzt.

Die Umrechnung erfolgt nach folgender Formel:

$$N = 1 + 3 \frac{P_{\max} - P}{P_{\max} - P_{\min}}$$

mit

N = gesuchte Note (Durchschnittsnote)

P = im Zeugnis ausgewiesene Gesamtpunktzahl

P_{max} = 42 Punkte (IB-Gesamtpunktzahl ohne Zusatzpunkte)

P_{min} = 24 Punkte (unterer Eckwert)

N = 1,0 (für 42 ≤ P ≤ 45)

4. Die IBO unterrichtet die Kultusministerkonferenz kontinuierlich über eventuelle Änderungen der Abschlussprüfung (Anforderungen, Inhalte, Organisation) und gibt der deutschen Schulaufsicht Gelegenheit, Einblick in die Arbeit der Schulen zu nehmen. Bei Beratungsbedarf oder auf Wunsch eines Landes prüft der Beirat für die Zentralstelle für ausländisches Bildungswesen (ZAB), ob die Voraussetzungen für die Anerkennung des IB noch gegeben sind.

5. Dieser Beschluss tritt am Tage der Verabschiedung durch die Kultusministerkonferenz in Kraft.

1. Ab Prüfung 2013 Language A: Language and Literature oder Language A: Literature. Für Schülerinnen und Schüler, die an ihrer Schule keinen Unterricht in ihrer Muttersprache erhalten können, kann ein entsprechender School supported self-taught-Kurs als Language A: Literature SL anerkannt werden.

2. Gilt ab Prüfung 2013. **3.** Von Prüfung 2006 bis einschl. Prüfung 2020 Mathematics SL. Absolventinnen und Absolventen, die mit dem Prüfungstermin 2021 Mathematics: Analysis and Approaches SL oder Mathematics: Applications and Interpretation SL nachweisen, kann nur ein fachgebundener Hochschulzugang für Fachhochschulen und Universitäten für Studienfächer, die nicht dem mathematisch-naturwissenschaftlich-technischen Bereich zuzuordnen sind, eröffnet werden. **4.** Ab Prüfung 2021 Mathematics: Analysis and Approaches HL oder Mathematics: Applications and Interpretation HL. **5.** Heißt seit Mai 2000 Visual Arts. **6.** Heißt ab Prüfung 2009 Theatre. **7.** Heißt ab Prüfung 2010 Environmental Systems and Societies. **8. IB-Nichtbestehensnoten:** 1 = very poor/très faible ; 2 = poor/faible; 3 = mediocre/médiocre. **IB-Bestehensnoten:** 4 = satisfactory/satisfaisant; 5 = good/bon; 6 = very good/très bon; 7 = excellent/excellent. Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland.

B.I.S. AMERICAN HIGH SCHOOL DIPLOMA

Next to the IB Diploma programme students at the Berlin International School are in the position to be awarded an accredited American High School Diploma.

In order to receive this diploma students have to fulfil the requirements as described below. Should you have any questions regarding this topic you are kindly invited to contact the University Guidance Counsellor, Ms Rita Miller.

GRADE EXPLANATIONS

IGCSE INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION GRADES 9 & 10

In order to meet the need for a wider curriculum specifically tailored to international needs, with an assessment system appropriate for students of all abilities, the IGCSE was developed by the University of Cambridge Local Examinations Syndicate (Cambridge International Examinations). IGCSE provides a curriculum and methods of assessment appropriate for a wide ability range. It is designed as a two-year curriculum programme leading to a certificate which is internationally recognised as equivalent in standard to the British GCSE and the International GCE O-level examinations.

Grades: **A* • A • B • C • D • E • F • G • U** = unclassified (fail)

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

GRADE DP1 & DP2 (Grades 11 & 12 US and German system)

All IBDP courses are honours courses. The full IB Diploma consists of three Higher Level (HL) and three Standard Level (SL) subjects, as well as the Theory of Knowledge course, an Extended Essay and Creative, Activity and Social Service requirement (CAS).

GRADES

Berlin International School is a state recognised private school and therefore uses the official German grading system using numbers from 1 to 6. Definitions of the number grades are as follows:

1/Excellent (Sehr Gut) Performance well above expectations.

2/Very Good (Gut) Performance fully meets expectations.

3/Good (Befriedigend) Performance generally meets expectations.

4/Satisfactory (Ausreichend) Performance has shortcomings yet partially meets expectations.

5/Unsatisfactory (Mangelhaft) Performance does not meet the expectations; however, basic knowledge exists and performance can be improved in a foreseeable period of time.

6/Insufficient (Ungenügend) Performance does not meet the expectations; basic knowledge too weak for performance to be improved in a foreseeable period of time.

GRADE POINT AVERAGE

In Grade 9 and 10 the number of lessons per week differs from subject to subject. Five lessons per week are given to Mathematics and English; four to German; six to the three science subjects (Biology, Chemistry and Physics); five to History and Geography; three to foreign languages (French and Spanish); three to Business Studies; two each to Computing Studies, Art, Music and Physical Education. The GPA is calculated by multiplying the grade given for a subject each semester by the number of lessons per week the subject is taught. As Berlin International School uses the German grading system, the best GPA is 1.00 and the worst 6.00.

HONOR ROLL

The aim of the B.I.S. Honour Roll is to formally recognise a student's high level of academic achievement. A student whose Grade Point Average (GPA) is between 1.80 and 2.19 is entered on the Honour Roll. A student whose GPA is lower than 1.79 is entered on the High Honour Roll.

REQUIREMENTS AMERICAN HIGH SCHOOL DIPLOMA

The American High School Diploma at Berlin International School, accredited by the Middle States Association (MSA), will be awarded after

1. Receiving the International Baccalaureate Diploma

OR

2. Completing at least five academic subjects at IB level (no restrictions on Higher or Standard Level classes), of which

one needs to be English and obtaining 20 points. In addition, the student needs to complete the Creativity/Activity/Service requirements (CAS), the Theory of Knowledge course and the Extended Essay.

TRANSCRIPTS

Transcripts are issued for applications to universities or high schools outside of Germany. They are a record of grades (including the IGCSE exam grades) received in grades 9-12. Due to the universally recognized American grading system, grades are reported using the A, B, C, D, F, American scale. The transcripts include a German and IGCSE grade conversion chart. The IBDP predicted and/or exam grades are reported using the IBDP grading scale 1-7, with 7 being the highest grade. Please contact Ms Miller, our University Guidance Counselor, to request transcripts, and/or for support in the college and university application process.

For more detailed information about the university counseling services offered at B.I.S. please see the University Counseling Handbook.



University Guidance Counsellor

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Berlin International School

Private Kant-Schulen Berlin

FULLY ACCREDITED BY THE COUNCIL OF INTERNATIONAL SCHOOLS (CIS) • THE MIDDLE STATES ASSOCIATION (MSA)

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