



DIPLOMA YEARS PROGRAMME
Grade 11 - 12 CURRICULUM GUIDE



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INTERNATIONAL SCHOOL BASEL

MISSION AND MISSION GUIDING STATEMENTS

MISSION

“We all want to learn more;
We all do it in different ways;
We all have fun learning;
We all help.”

- *ISB Student*

MISSION GUIDING STATEMENTS

“We all want to learn more”

- We support all our students to achieve educational excellence by discovering and developing their academic potential
- We foster the curiosity and creativity of each individual
- We empower our students to be future-ready, global citizens
- We encourage learning as a lifelong pursuit

“We all do it in different ways”

- We value inclusion of all learners
- We innovate and adjust our approaches to teaching and learning to address student needs
- We celebrate diversity as a strength and promote equal opportunity for all

“We all have fun learning”

- We offer an all-round education that serves the needs of the whole child
- We provide stimulating, connected, and relevant service learning opportunities within and beyond the classroom
- We inspire a sense of wonder in the world and optimism for the future

“We all help”

- We create safe, caring, and affirming learning spaces for our international community
- We cultivate collaborative, supportive, and positive partnerships
- We nurture the values of care, compassion, and responsible action
- We respect our personal, local, and global environments



INTERNATIONAL BACCALAUREATE ORGANISATION

IB MISSION STATEMENT

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

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

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

GENERAL INFORMATION

The International Baccalaureate Organisation (IB), founded in 1968, is a non-profit making educational foundation based in Geneva, Switzerland. It grew out of an effort by international schools to establish a common curriculum and university entry credential.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes are values that should infuse all elements of the IB programmes and, therefore, the culture and ethos of all IB World Schools. We believe these attributes can help individuals and groups become responsible members of local, national and global communities.

As IB learners we strive to be:

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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



Openminded

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

Caring

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

Risk Takers

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

Balanced

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

Reflective

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

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WHAT IS THE IB DIPLOMA PROGRAMME?

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme, has gained recognition and respect from the world's leading universities.

The DP prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically;
- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups;
- develop the skills and a positive attitude toward learning that will prepare them for higher education;
- study at least two languages and increase understanding of cultures, including their own;
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course;
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the Extended Essay;
- enhance their personal and interpersonal development through creativity, action and service.

www.ibo.org



ISB seeks to promote a three-way partnership in which the school, student and parents work together to ensure the best possible environment for every student to realize potential. We aim to foster an environment in which concern, respect for others, understanding and tolerance, are fundamental to all that is undertaken. We encourage parents to play their part in the 'partnership' by maintaining direct contact with the school. Relevant email addresses may be found on the online faculty directory.

IB DIPLOMA PROGRAMME MODEL



IB Diploma Programme students must choose one subject from each of five groups ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5, making a total of six subjects studied.

Three subjects are taken at Higher Level (240 teaching hours), while the other three subjects are taken at Standard Level (150 teaching hours). (www.ibo.org)

At ISB students are given a broad selection of subjects to facilitate their university placement and meet their career choice. Please refer to the Grade 11 – 12 Subject Guide for more details.

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

IB DIPLOMA PROGRAMME CURRICULUM CORE ELEMENTS

The core of the curriculum model consists of three elements.

EXTENDED ESSAY

The Extended Essay of 4,000 words (maximum) offers the opportunity for IB DP students to investigate a topic of special interest related to one of the student's six DP subjects/disciplines. This is intended to promote the high-level research and writing skills, intellectual discovery and creativity expected at university. The essay provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or issue chosen. During the process of writing the extended essay students will meet regularly with a supervisor and have three Reflection on Planning and Progress interviews. In countries where interviews are required prior to acceptance for employment or for a place at university, the Extended Essay has proved to be a valuable stimulus for discussion. Students start the essay in January of Grade 11 and complete the essay by October in Grade 12.

THEORY OF KNOWLEDGE (TOK)

TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

The fundamental question of TOK is “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between them. TOK therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their experiences in their other DP subjects. Discussion and critical reflection form the backbone of the TOK course, centering around discussions of questions such as:

- what counts as evidence for X?
- what makes a good explanation in subject Y?
- how do we judge which is the best model of Z?
- how can we be sure of W?
- what does theory T mean in the real world?
- how do we know whether it is right to do S?

Through discussions of these types of question students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. The TOK course is assessed through a 950 word exhibition and a 1600 word essay. The TOK exhibition assesses the ability of the student to apply TOK thinking to real-life objects of their choice, linked to a guiding question, while the TOK essay takes a more conceptual starting point; for example asking students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be put.

TOK is a demanding and challenging course, but one which plays a crucial role in effectively preparing students for the complex and rapidly changing world they will encounter both during their DP experience and beyond.

(www.ibo.org).

CREATIVITY, ACTIVITY, SERVICE (CAS)

CAS - Creativity - Activity - Service is at the heart of the Diploma Programme. CAS enables students to live the IB Learner Profile (see page 2) in real and practical ways, to grow as unique individuals and to recognise their role in relation to others. CAS is organised around the three strands of Creativity, Activity and Service defined as:

- **Creativity:** Arts and other experiences that involve creative thinking
- **Activity:** Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme
- **Service:** An unpaid and voluntary exchange that has a learning benefit for the student.

Students develop skills and attitudes through a variety of individual and group activities that provide students with opportunities to express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Students are also required to undertake a CAS Project that challenges them to show initiative, demonstrate perseverance, and develop skills such as those of collaboration, problem-solving, and decision making.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of achieving the seven learning outcomes.

www.ibo.org

At ISB students record their CAS activities and reflections electronically on the information system Managebac. A wide variety of CAS activities are offered in school ranging from Model United Nations (MUN) to fitness and creative cookery. CAS opportunities are advertised on the CAS noticeboard and through the daily school bulletin.

MUN Conference at ISB



DIPLOMA PROGRAMME AND DIPLOMA COURSES ASSESSMENT

METHODS

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

EXTERNAL ASSESSMENT (held in May of the second year of the course)

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

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (Sciences only)

There are also a small number of other externally assessed pieces of work, for example, Theory of Knowledge essays, Extended Essays and essays in A Languages (HL only). These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

INTERNAL ASSESSMENT

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

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

Assessments are checked by external examiners and normally contribute between 20% and 30% of the total mark. Some of the arts courses, for example, Music, Theatre and Visual Arts, have assessment of a major practical component, which can account for as much as 50% of the total mark. (www.ibo.org). ISB also holds end of Grade 11 examinations in May/June of Grade 11 and practice examinations in January/February of Grade 12.

IB DIPLOMA/COURSES EXAM RESULTS

The IB Diploma/Courses results are issued each year on the afternoon of 6 July. Students access the results online using a secure PIN code. Students receive notification of these arrangements prior to the IB exams in May.

GRADING

Diploma Programme students follow six courses, three at Higher Level and three at Standard Level. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results in **Theory of Knowledge (TOK)** and the **Extended Essay (EE)**. Therefore, the highest total that a Diploma Programme student can be awarded is 45 points. Please refer to the General Regulations: IB Diploma on the IB Exams page of the Senior School section of the Communications portal for more information. The Diploma Points Matrix on the next page explains how the three additional points for TOK and EE are calculated.



The IB Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole diploma and to satisfactory participation in **Creativity, Activity and Service (CAS)**. Students who follow two A languages (in groups 1 and 2) obtain a Bilingual Diploma.

GRADE DESCRIPTORS

Grade descriptors consist of the characteristics of performance at each grade. Please see this link for detailed subject group [Grade Descriptors](#).

Additional Points for TOK and EE

The diploma points matrix

May 2015 onwards

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

Career Fair at ISB



DIPLOMA SUBJECT GUIDE

Further curriculum information and option choices can be found in the Grade 11 - 12 Subject Guide. If you have any questions regarding the Diploma Programme, please contact the IB Diploma Coordinator sean.coffey@isbasel.ch.

IB DIPLOMA COURSES

Students who do not require the full IB Diploma Programme for their future career plans can choose to sit IB Diploma Courses in individual subjects. IB Diploma Courses students follow the same two-year programme of study in their chosen subjects as IB Diploma students and sit the same external examinations, however students are not required to write an Extended Essay or to complete a Theory of Knowledge course. IB Diploma Courses students may follow as many as six subjects. They are encouraged to study at least one subject at Higher Level.

APPROACHES TO LEARNING (ATL)

Students encounter different teachers, each with his or her teaching style, and are required to study several subjects involving a variety of tasks. In order to cope with these challenges Approaches to Learning is a thread that provides coherence and consistency across subject groups. It is vital that we ensure students learn how to learn, to evaluate the effectiveness of their learning and to find and to develop the learning style that suits him/her best.

The skills to be developed include:

- Communication – exchanging thoughts, messages and information effectively through interaction and reading, writing and using language to gather and communicate information;
- Social – working effectively with others;
- Self-management – managing time and tasks effectively, managing state of mind, reflecting on the process of learning;
- Research – finding, interpreting, judging and creating information, interacting with media to use and create ideas and information;
- Thinking – analyzing and evaluating issues and ideas, generating novel ideas and considering new perspectives, using skills and knowledge in multiple contexts.

(Approaches to Teaching and Learning in the Diploma Programme January 2015)

ACADEMIC AND PASTORAL SUPPORT

In a weekly Core lesson guidance is provided for students on aspects of the Core of the Diploma Programme as well as key skills such as academic integrity. Personal tutors are assigned groups of students and are responsible for both the pastoral care and the delivery of the Extended Homeroom programme. Students are also assigned to a College Counsellor who guides their university/college applications.





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