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The IB Learner Profile

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

Through the Baccalaureate Programme, the International School of Berne aims to develop the dispositions (learning outcomes) as described in the IB learner Profile.

IB learners strive to be:

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

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

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

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

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

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

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

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

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

- **Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
An Introduction to the International Baccalaureate Programme

The International Baccalaureate’s Diploma Programme (DP), created in 1968, is a demanding pre-university course of study that leads to examinations; it is designed for highly motivated students aged 16 to 19. The programme has earned a reputation for rigorous assessment, giving IB diploma holders access to the world’s leading universities. The IB has shown, over the course of 45 years, that IB Diploma Programme students are well prepared for university work.

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

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

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

Accreditation

The International School of Berne is an accredited member of the Geneva-based International Baccalaureate, founded in 1968. Currently 2,626 schools, in 139 countries, offer the International Baccalaureate Diploma Programme. The IB is headquartered in Geneva, but also has global centres in The Hague, Bethesda (Maryland) and Singapore.

University Entrance

International Baccalaureate examinations are accepted around the world as a qualification for university entrance. Since 1969, IB students have entered over 600 universities in Europe, the Americas, Asia, Africa, and Australia, and the list of institutions accepting IB students, which includes the most prestigious institutions throughout the world, is growing every year.

All Grade 11 and Grade 12 courses at ISBerne are IB courses. The IB Programme offers students:

A Comprehensive Programme

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

Unique Programme Elements

The unique elements of the IB Programme, the Creativity, Action and Service programme, the Extended Essay and the Theory of Knowledge course, offer IB students experiences and skills not offered in other programmes.

Preparation for University and Beyond

Many university admissions personnel have stated that they prefer IB students because the IB course develops a variety of skills needed for university study, and successful IB graduates have already demonstrated the ability to work at this level. In addition, IB students, having studied a range of subjects, can make a more informed choice of undergraduate pro-
grammes. Many employers, too, recognise the value of analytical skills, flexibility and adaptability, all of which are stressed in the IB programme. Thus, the IB programme offers not only preparation for university, but also for life after university.

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

Options at the International School of Berne

ISBeine offers students three different options:

- The International Baccalaureate (IB) Diploma
- International Baccalaureate (IB) Diploma Courses
- The ISBeine High School Diploma

Both the IB Diploma and Diploma course programmes also lead to the award of the International School of Berne High School Diploma.

The IBDP Curriculum Model for Grades 11 – 12

The diagram below represents the IB Diploma Programme curriculum model. At ISBeine, all Diploma and Diploma Course students must take one subject from each group (1 – 6); additionally, all Diploma candidates complete the Theory of Knowledge class, complete the Creativity, Action and Service (CAS) requirement and submit an Extended Essay.

- English A, French A, German A
- Literature
- Language & Literature

- Economics
- Geography
- History

- Mathematics
- Mathematical Studies

- Film, Visual Arts
### ISBerne IB Diploma Programme

**Choosing a Programme:**

#### Course Requirements

<table>
<thead>
<tr>
<th>The IB Diploma</th>
<th>IB Diploma Courses</th>
<th>ISBerne Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>All IB Diploma students must</td>
<td>All IB Diploma Course students must</td>
<td>All ISBerne Diploma students must</td>
</tr>
</tbody>
</table>
| • complete six IB courses  
  - three courses at Higher Level  
  - three courses at Standard Level. | • complete six IB courses. Courses may be taken at either Higher or Standard Level. | • complete the equivalent of five ISBerne Diploma courses. |
| • complete the Theory of Knowledge course (externally assessed). | • complete the service component of the CAS Programme (internally assessed). | • complete the service component of the CAS Programme (internally assessed). |
| • complete the CAS Programme (internally assessed, externally moderated). | • complete an Extended Essay (externally assessed – Honours Diploma only). | |
| • complete an Extended Essay (externally assessed). | • complete external examinations in courses selected by the student. | • complete internal exams |
| • complete external examinations in all six courses. | • submit coursework for external moderation in all six courses. | • submit coursework as set by teachers |
| • submit coursework for external moderation in all six courses. | | |
| • maintain a points total, across all six courses, of not less than 24 points, with no 2 at HL | • maintain an average of 4 among all courses. | • maintain an average of 4 among all courses over two years. |
| • the pass mark, in each IB Diploma subject, is 4. | • the pass mark, in each IB Diploma Course subject, is 4. | • the pass mark, in each ISBerne Diploma subject, is 4. |

All successful IB Diploma students will also receive the International School of Berne Diploma.

The IB Diploma is issued by IB, Geneva.

IB Diploma Course certificates are issued by IB, Geneva.

The ISBerne Diploma is issued by ISBerne.
A Summary of the IB Programmes

**IB Diploma Programme**
- Six Subjects
  - Three at Higher Level
  - Three at Standard Level
- Extended Essay
- Theory of Knowledge
- Creativity, Action & Service (CAS)

**IB Diploma Course Programme**
- Six Subjects at Higher or Standard Level
- Extended Essay (Honours Diploma only)
- Service component of CAS

**Coursework in all subjects**

**External examinations in all six subjects**

**IB Diploma and International School of Berne Diploma**

**External examinations in selected subjects**

**IB Diploma Course certificates and International School of Berne Diploma**
International Baccalaureate and International School of Berne Diplomas

• The IB Diploma is widely accepted as a university entrance qualification equivalent to European and other national secondary qualifications and it will allow entrance to the most competitive universities around the world. It should be noted that many universities have specific requirements in terms of courses taken and grades achieved, and some may require entrance examinations.

• Higher Level courses are considered equivalent to British ‘A’ Level courses, and to American Advanced Placement (AP) or ‘Honours’ courses.

• IB Higher Level (and sometimes Standard Level) courses are considered for Advanced Standing or credit at many Canadian and U.S. universities. IB Diploma students with excellent HL subject scores may be offered a year’s credit or advanced placement in Canadian or U.S. universities or U.S.-type universities overseas.

• The International School of Berne Diploma is equivalent to a U.S. High School Diploma and, together with other institutional requirements, will allow entry to US universities.

• The International School of Berne Diploma will allow entry to U.S. and some Canadian universities.

• IB Diploma Course certificates in individual subjects are recognised by universities around the world.

• IB Diploma Course certificates without the Diploma will allow entry to U.S. and some Canadian universities.

• IB Diploma Course certificates without the Diploma may be accepted for entry by UK foundation programmes and some less competitive UK universities.

Grades and Equivalents

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

<table>
<thead>
<tr>
<th>The IB 7 Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Excellent</td>
</tr>
<tr>
<td>6 Very Good</td>
</tr>
<tr>
<td>5 Good</td>
</tr>
<tr>
<td>4 Satisfactory</td>
</tr>
<tr>
<td>3 Mediocre</td>
</tr>
<tr>
<td>2 Poor</td>
</tr>
<tr>
<td>1 Very Poor</td>
</tr>
</tbody>
</table>

*Note:*

4 = IB Diploma passing grade
Course Selection

All students must choose six subjects, one from each of the following subject groups:

Group 1: Language A

- Literature or Language & Literature in English, German*, or French*
  (All Diploma candidates must take one Language A: Literature course.)

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

Group 2: Language Acquisition (B or ab initio SL)

- English B, French B, German B or ab initio

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

Group 3: Individuals and Societies

- History, Geography or Economics

Group 4: Sciences

- Physics, Chemistry or Biology

Group 5: Mathematics

- Mathematics or Mathematical Studies (SL)

Group 6: Arts & Electives

- Visual Arts, Film (SL), or another subject from Groups 1-4

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

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

* Numbers permitting

Summary of Available Courses

<table>
<thead>
<tr>
<th>Group</th>
<th>Course</th>
<th>HL</th>
<th>SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English/French/German A: Liter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ature</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>English/French/German A: Langu</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>age &amp; Literature</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>German ab initio</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Economics</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Biology</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematical Studies</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Film (online)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Possible Diploma Programme Course Combinations

1. All students must take one course each from Groups 1 - 5. Any combination of these courses may be taken (but see No. 4 below).

2. One Language A: Literature course is required of all Diploma candidates.

3. Certain options are available for the sixth course. These are:
   a. either Group 6 course (Visual Arts or Film SL online)
   b. a third language (any appropriate level)
   c. a second Group 3 subject. Either of the following combinations is possible:
      i. Geography and History
      ii. Economics and History
   d. a second Group 4 subject. Either of the following combinations is possible:
      i. Biology and Chemistry
      ii. Physics and Chemistry

4. Other restrictions:
   a. For timetabling reasons, Chemistry and History may not be taken in combination.
   b. Only German is available at ab initio (beginner) level.

Changes in Programme

Requests for changes in Diploma Programme course selections, accompanied by an explanation, can be directed to the Diploma Coordinator before the start of classes in August 2014. These will normally be accepted, timetable and class numbers permitting. From the start of the programme itself, course change requests must be made by submission to the Coordinator of a signed Course Change form, and must have the agreement of all teachers involved, as well as the Coordinator. It is to the benefit of the student to make any course changes as early in the programme as possible, as courses proceed rapidly, and late changes make compensating for missed work quite difficult. Adjustments between HL and SL will be considered, as necessary, throughout the first year of study. In no case, however, will requests for changes of subject be considered after the publication of the first Interim Report (approximately midway through Semester 1 of the first year of Diploma study.)

Guidelines for Making Subject Selections

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

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

- IB Diploma students must choose six subjects; three must be at Higher Level.
- IB Diploma course students must choose six subjects, each at either level.
- ISBerne Diploma students must choose six subjects. A first and second language, as well as a Group 3 subject, will be studied for two years each; two of the following will also be studied for two years, the third for one year: a science, a math, an arts course.

Students should:

1. read the IB course descriptions before making any choices.
2. choose one subject from each group (a second Group 1 course may be chosen instead of a Group 2 course)
3. (for IB Diploma or Diploma courses) consider whether a subject will be studied at Higher Level (HL) or Standard Level (SL)
4. remember that the same subject may not be chosen twice at different levels.
5. see the DP Coordinator for further advice if they wish to study a language not currently offered by the school.
### Subject Selection Form - IB Diploma or Diploma Courses

To apply for entry to the IB Diploma Programme students must complete the form below in collaboration with the Diploma Programme Coordinator. Please read the guidelines below on pp. 9-10 & 13-14 before attempting to put together a programme.

**Name:** ____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Entry (please check one):</th>
<th>IB Diploma □</th>
<th>IB Diploma Courses □</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong></td>
<td>Language A: Literature (HL/SL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Language A: Language &amp; Literature:</strong></td>
<td>Subject Choice</td>
</tr>
<tr>
<td></td>
<td><em>May be taken only in conjunction with Language A: Literature in another language</em></td>
<td></td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
<td>An Additional Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English, French, or German B (HL/SL)</td>
<td>Language:</td>
</tr>
<tr>
<td></td>
<td>German Ab initio (SL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Language A: Language &amp; Literature or a second Language A: Literature also fulfils the Group 2 Requirement</em></td>
<td></td>
</tr>
<tr>
<td><strong>Group 3</strong></td>
<td>Individuals &amp; Societies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History (HL/SL), Geography (HL/SL), Economics (HL/SL))</td>
<td></td>
</tr>
<tr>
<td><strong>Group 4</strong></td>
<td>Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology (HL/SL), Chemistry (HL/SL), Physics (HL/SL),</td>
<td></td>
</tr>
<tr>
<td><strong>Group 5</strong></td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics (HL/SL), Math Studies (SL)</td>
<td></td>
</tr>
<tr>
<td><strong>Group 6</strong></td>
<td>Arts &amp; Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts (HL/SL), Film (SL), or another subject from Groups 1-4 (HL/SL)</td>
<td></td>
</tr>
</tbody>
</table>
Subject Selection Form - ISBerne Diploma

To apply for entry to the Diploma Programme students must complete the form below in collaboration with the Diploma Programme Coordinator. Please read the guidelines below on pp. 9-10 & 13-14 before attempting to put together a programme.

Name: ___________________________  Class: ___________________________

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Language A, or best language</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group 2</th>
<th>A Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English, French, or German B</td>
</tr>
<tr>
<td></td>
<td>German Ab initio (SL)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3</th>
<th>Individuals &amp; Societies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>History, Geography, Economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4</th>
<th>Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biology, Chemistry, Physics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics, Math Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 6</th>
<th>Arts &amp; Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visual Arts, Film</td>
</tr>
</tbody>
</table>
The IB Diploma Admissions Process & Study Options

1. All students, and their parents, should attend the IBDP Information Evening, on 2 February 2015, at which there is a presentation about the IB Programme. Parents and students then have the opportunity to discuss their possible subject selections with the Coordinator and others familiar with the programme.

2. Following the Information Evening, students select a tentative IB Programme and sign up on 3 Feb. for an appointment with the DP Coordinator. N.B. Late students may find that a course of their choice is no longer available.

3. The Diploma Coordinator schedules individual meetings with each student beginning 4 February. These are mandatory for all students; parents are encouraged to attend.

4. The teaching staff meets with the Coordinator to discuss and make recommendations on final programmes.

5. Diploma programmes are agreed by a consultative process amongst the Grade 10 and Diploma programme teachers; each case is treated individually. All decisions are subject to the final approval of the Director.

6. Parents who require course placements that are not recommended by the teachers and Coordinator will be asked to sign a statement acknowledging that they understand the placement is not in accordance with the school’s recommendations.

7. All students successfully completing Grade 10 have the option to undertake the IB Diploma in Grade 11 (Route 1). The requirements for promotion from Grade 10 to 11 are:
   a. A total points score of not less than 32, this figure being achieved by adding together the second semester grade from each of the 8 MYP domains (Language A, Second Language, Humanities, Science, Mathematics, Arts, Technology, Physical Education). Where a student takes two subjects in one domain (for example, two Arts subjects), the better grade will be counted. If a student is not taking a Language A (e.g. is enrolled in ESL and not English A), satisfactory progress in ESL counts as 4 points.
   b. No more than two subjects at grade 3 (where the Personal Project also counts as a subject); no subject (including the Personal Project) at grade 2 or below.

8. All students who undertake the IB Diploma are on Academic Notice throughout Grade 11.

9. Full Diploma status is contingent on successful completion of Grade 11 (at least 24 points in the six subjects, no 2 at HL, satisfactory completion of CAS for the year), as assessed by the June semester reports.

10. Students completing the IB Diploma programme also automatically qualify for the ISBerne Honours Diploma.

11. Students may opt instead to begin Grade 11 as Diploma course candidates (Route 2). In this case, they may register for any combination of HL and SL courses, but all six groups must be represented in their course selections. These students are eligible for the ISBerne Honours Diploma (if at least one completed course is at Higher Level, and if they undertake an Extended Essay).

12. A third option for students completing Grade 10 is to register for a regular ISBerne High School Diploma (Route 3). At least the following course requirements must be met:
   a. two years of a first language (Language A: Literature or Language A: Language & Literature)
   b. two years of a second language (Language A: Language & Literature, B or ab initio as appropriate)
   c. two years of Economics, Geography, or History
   d. two of the following courses must be taken for at least one year; one must be taken for two years:
      • Biology, Chemistry or Physics
      • Mathematics or Mathematical Studies
      • Visual Arts or Film

13. The course and assessment work of students undertaking a regular HS Diploma are not equivalent to that prescribed by IB (and required of all IB Diploma and Diploma course candidates). Each subject area sets guidelines for appropriate course content and assessment in their subjects, using, when appropriate, the standards set by the New York State Board of Regents. However, assessment grades are assigned according to the same criteria for all students.

14. All students are required to maintain an average of 4 over the two years in order to qualify for Graduation.

15. Both Diploma course and regular HS Diploma candidates must fulfil the CAS Service requirement in both Grades 11 and 12.

16. Students beginning Grade 11 as Diploma course or ISBerne Diploma candidates do not have the option to switch to the IB Diploma except by undertaking a 13th year (see below), with the approval of the Graduation Committee.

17. Students who begin Grade 11 as Diploma candidates but who do not have satisfactory results by the Spring Semester Interim Reports (total of less than 24 points in their six subjects or a 2 in a HL course or an unsatisfactory CAS report) have letters sent home indicating that they are in danger of not satisfactorily completing their first Diploma year.

18. Students who have received warning letters, and who have not succeeded in rectifying their failing condition by the time of the June Reports (i.e., total grades of at least 24 points in the six subjects, no HL grade of less than 3, satisfactory completion of CAS requirements) have the option of either
   • taking a 13th year (i.e., repeating all courses of their first year of Diploma studies), or
   • moving to Route 2 or 3 and graduating at the end of G
Summary of the Three Study Options

To apply for entry to the IB Programme students must complete the form below in collaboration with the Diploma Programme Coordinator. Please read the guidelines below on pp. 9-10 before attempting to put together a programme.

**After Grade 10**

- **Route 1**
  - IB Diploma & ISBerne Honours Diploma
  - All DP requirements
  - By end of Grade 11:
    - 24 points, no 2 in HL
    - Satisfactory CAS
    - Advance to final IBDP year in Year 12
    - Repeat Gr. 11 (IB Diploma exams in Year 13)
    - Complete ISBerne Diploma (and optionally some IB Diploma courses in Year 12)

- **Route 2**
  - IB Diploma Courses & /or ISBerne Honours Diploma
  - 1 course from each of the 6 groups. HL or SL
  - Same requirements within each course as for DP candidates
  - 4 average over 2 years required
  - CAS Service component required

- **Route 3**
  - HS Diploma
  - Course combination as outlined on p. 11
  - Course requirements reduced
  - 4 average over 2 years required
  - CAS Service component required

For Honours Diploma:
- at least on course at HL
- Extended Essay completed
Course Descriptions

Subject Requirements

Group 1: Studies in Language & Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Sciences

Group 5: Mathematics

Group 6: The Arts and Other Sixth Subjects

Core Requirements

Theory of Knowledge

Extended Essay

Creativity, Action and Service
Group 1: Studies in Language & Literature

Literature (HL/SL)
ENGLISH, FRENCH, or GERMAN
TUTORED or SCHOOL-SUPPORTED SELF-TAUGHT LANGUAGE

Course Description

The Literature programme is a pre-university course in literature. It is aimed both at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level. Most often strong literature students with good writing skills and a strong interest in literature follow the Higher Level (HL) programme and other students the Standard Level (SL). All Diploma candidates are required to take the Language A: Literature course in one language.

Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear and organised expression of ideas, both orally and in writing.

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

The Language A Literature syllabus consists of:

Part 1: Works in translation (HL 3 texts; SL 2 texts), assessed by written assignment (coursework)

Part 2: Detailed study (HL 3 texts, SL 2 texts, representing a range of genres), assessed by oral literary commentary (and discussion at HL)

Part 3: Literary genres (HL 4 texts, SL 3 texts), all drawn from one of the following genres: drama, poetry, prose or literary non-fiction, assessed in Paper 2 (Literary essay) of the written examination

Part 4: Options (3 texts), assessed in oral presentation.

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

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

Course Requirements

Completion of Works in translation written assignment
Completion of two oral assessments
Completion of two external examination papers
Group 1: Studies in Language & Literature

Language & Literature (HL/SL)
ENGLISH, FRENCH, or GERMAN

Course Description
The Language & Literature programme is a study of both language and literature, with a particular focus on developing an understanding of the constructed nature of meanings generated by language. It is offered at Standard and Higher levels. The course is divided into:

- **Part 1:** Language in cultural context (texts from a variety of media)
- **Part 2:** Language & mass communication (texts from a variety of media)
- **Part 3:** Literature - texts & contexts (literary texts - 3 at HL, 2 at SL, including one work in translation)
- **Part 4:** Literature - critical study (literary texts from prescribed book list - 3 at HL, 2 at SL)

The course develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined.

Please note: This course is available only to students who are enrolled in Language A: Literature in another language.

Assessment
Assessment is by coursework and written and oral examination.

Course Requirements
Completion of one written creative response
Completion of one written critical response (HL only)
Completion of two oral assessments (one group oral and one literary commentary)
Completion of two external examination papers (analysis of one [SL] or two [HL] unseen texts + literary essay)
Group 2: Language Acquisition

Language B (HL/SL)

ENGLISH, FRENCH, or GERMAN

Course Description

The aims of the Language B programme are to:

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

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

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

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

Assessment

Assessment is by written and oral examination.

Course Requirements

Completion of oral assessment
Completion of two external examination papers
Completion of a written creative response to literature studied (HL) or other written task (SL)
Course Description

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

The programme is communicative in that it focuses principally on interaction between speakers and writers of the language. The main aim of the programme is to prepare students to use the language appropriately in a range of contexts and for a variety of purposes. The skills of listening, speaking, reading and writing are developed through the study of a wide range of oral and written texts, of different styles and registers.

The interests, needs and social contexts of the students are taken into account in the planning and delivery of the course. Topics studied include: the individual, education, transport and communication, shopping, food and drink, leisure and the environment. An appropriate range of grammatical structures is integrated into the teaching.

Teaching materials include course books, brochures, dictionaries, magazines, newspapers and library books. In class, videos, films, visual displays and reference texts are also used. Students practice and develop language skills by means of a variety of activities and exercises. All students are encouraged to evaluate their own progress and take their share of responsibility in the learning process; this includes recording and reviewing grammar and vocabulary continually.

Assessment

Assessment is by written and oral examination.

Course Requirements

Completion of oral assessment
Completion of written task
Completion of two external examination papers
Course Description
The aims of the History programme at Higher Level and Standard Level are to promote:

- the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures;
- a developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations;
- international awareness and understanding by promoting the achievement of empathy with, and understanding of, people living in diverse places and at different times;
- a better understanding of the present through an understanding of the past;
- an appreciation of the historical dimension of the human condition;
- an ability to use and communicate historical knowledge and understanding;
- a lasting interest in history.

At HL and SL, the course covers the major themes of the 20th century with an emphasis on European developments. Major topics covered include Germany 1918 - 1945, Russia under Lenin and Stalin, Italy and Mussolini, both world wars, and the Cold War. International relations is an important part of the course and an in-depth study of the breakdown of international cooperation 1919 - 1936, based on analysis of historical documents, is undertaken in the first year of the programme. Students also undertake a study of aspects of 20th century Middle Eastern history. All students will prepare an independent research paper on a topic of their choice; recent examples would include studies of the Lebanese Civil War, the fall of the Berlin Wall, the struggle for Indian independence, the rise of Hitler, and the Middle East conflict of 1948.

The course develops a variety of skills – including those needed for research, analysis and synthesis – and teaches students how to present clear, logical arguments. The study of history is an excellent preparation for, among other disciplines, studies in international relations, political science, law or journalism.

Assessment
Assessment is by coursework and written examination.

Course Requirements
Completion of coursework
Completion of two (SL) or three (HL) external examination papers
**Group 3: Individuals & Societies**

**Economics (HL/SL)**

**Course Description**

**Aims**

This course aims to enable students to develop a knowledge and understanding of economic principles as well as a coherent view of the world economy with particular regard to problems of development.

**Objectives**

- to understand and use economic terminology
- to present economic arguments in a clear and logical manner using correctly labelled diagrams
- to select, analyse and interpret economic data and information
- to apply economic theories and concepts to diverse phenomena in order to analyse and evaluate possible outcomes, drawing well-justified and balanced conclusions

**Central themes**

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

**Requirements for entry to the course**

A reasonable proficiency in Mathematics is a pre-requisite. Frequent use is made of graphs and diagrams to illustrate key concepts. Students are not expected to have studied Economics previously. An interest in current affairs is important.

**Curriculum content**

The syllabus is divided into four sections: microeconomics, macroeconomics, international economics and development economics. Thus topics include supply and demand, inflation, unemployment, balance of payments, trade and the developing/majority world.

Higher Level students are expected to acquire a greater depth of knowledge and understanding of specific topics from sections 1-4, e.g., Theory of the firm and market structures in section 1. They are also expected to analyse and interpret economic data using tables, diagrams and mathematical formulae.

**Assessment**

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

**Course Requirements**

Completion of coursework (a portfolio of three commentaries)

Completion of two (SL) or three (HL) external examination papers
Group 3: Individuals & Societies

Geography (HL/SL)

Course Description

The aims of the Geography programme 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.

Students will be expected to develop and apply their understanding of the following assessment objectives:

• use and apply geographical terminology, as well as demonstrate knowledge of relevant factual information, examples and case studies
• demonstrate understanding of geographical concepts and theories including knowledge and understanding of spatial processes, patterns and interactions; recognize change at various scales and locations
• understand the social, economic and political interdependence of peoples and appreciate the interaction between people, place and the environment
• understand the use of human and physical resources and evaluate the management strategies involved
• recognize and appreciate the relevance of geography to contemporary world issues
• apply appropriate geographical methodologies and techniques (from both human and physical geography) relevant to geographical inquiry

These objectives will be attained through careful study of the core theme, “Patterns and change”, which involves providing students with an overview of the key global issues of our times, focusing particularly on the UN Millennium Development Goals and climate change.

In addition, HL students are required to study three options, while SL students study two options. The option units will include: “Freshwater – issues and conflicts”, “Extreme environments”, and “Urban Environments”. Furthermore, HL students sit an extension paper on “Global Interactions”, which requires students to synthesise and evaluate various arguments and viewpoints about globalisation.

Assessment

Assessment is by coursework based on fieldwork undertaken by the students and by written examination.

Course Requirements

Completion of coursework

Completion of two (SL) or three (HL) external examination papers
Group 4: Sciences

Biology (HL/SL)

Course Description
It has been said that, ‘Scientifically the first half of the twentieth century was the era of atomic physics and molecular chemistry and the second half of the century was the era of molecular biology.’ The application of biology will have major effects on society and individuals in the next half century. We will all be asked to make judgements on the issues raised by research in areas such as: the human genome project, genetic engineering, cloning, multiple drug resistance, environmental pollution, and the biochemical and neurological basis of consciousness.

Course Content
Core topics – Standard Level
- Cell biology
- Molecular biology
- Genetics

Core topics – Additional Higher Level
- Nucleic acids
- Metabolism, cell respiration
- Animal physiology

Genetics
Evolution and biodiversity
Human physiology

Plant biology and photosynthesis
Plant biology

Options include (students study one of the following):
A – Neurobiology and behavior
B- Biotechnology and bioinformatics
C- Ecology and conservation
D- Human physiology

Experience has shown that students with well-developed academic skills generally will be able to study a Group 4 science subject at Standard Level with no prior study in that subject. Higher Level students follow a broader and deeper curriculum and some previous exposure to the subject is usually necessary.

Assessment & Course Requirements
Practical laboratory work is an integral part of all the Group 4 science courses and the final Internal Assessment contributes 20% of the final IB grade. The practical scheme of work also includes the Group 4 Project, a collaborative activity in which students work together on an interdisciplinary scientific topic, allowing them a more realistic experience of scientific process and a chance to appreciate some of the ethical, social and environmental implications of scientific investigation. Students must also complete three external examination papers.
Chemistry (HL/SL)

Course Description
Chemistry is a central science and chemical principles underpin the physical environment in which we live. As well as being an academic subject in its own right, it is also a pre-requisite for many other courses in higher education, such as medicine, biological and environmental sciences. It is a logical subject much valued by professions outside science, such as law, accountancy, and politics.

The course offers the opportunity to combine academic study with the acquisition of practical and manipulative skills. Considerable emphasis is placed on learning through practical work in the laboratories, and the use of information and communication technology. It is expected that students embarking on the course will read around the subject, be curious, and be prepared to challenge the ideas and facts they encounter.

Course Content

<table>
<thead>
<tr>
<th>Core and topics</th>
<th>Higher Level Topics</th>
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<tbody>
<tr>
<td>Stoichiometric relationships</td>
<td>Atomic Structure</td>
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<td>The Periodic Table-Transition Metals</td>
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<td>Periodicity</td>
<td>Chemical Bonding and Structure</td>
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<td>Energetics/Thermochemistry</td>
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<td>Equilibrium</td>
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<td>Acids and Bases</td>
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<td>Redox Processes</td>
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<td>Organic Chemistry</td>
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<td>Organic Chemistry</td>
<td>Measurement and data processing</td>
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<td>Measurement and data processing</td>
<td>Measurement and Analysis</td>
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</tbody>
</table>

Options
A: Materials
B: Biochemistry
C: Energy
D: Medicinal Chemistry

Experience has shown that students with well-developed academic skills generally will be able to study a Group 4 science subject at Standard Level with no prior study in that subject. Higher Level students follow a broader and deeper curriculum and some previous exposure to the subject is usually necessary.

Assessment & Course Requirements
Practical laboratory work is an integral part of all the Group 4 science courses and the final Internal Assessment contributes 20% of the final IB grade. The practical scheme of work also includes the Group 4 Project, a collaborative activity in which students work together on an interdisciplinary scientific topic, allowing them a more realistic experience of scientific process and a chance to appreciate some of the ethical, social and environmental implications of scientific investigation. Students must also complete three external examination papers.
Group 4: Sciences

Physics (HL/SL)

Course Description
The most fundamental of the sciences, physics seeks to explain the universe itself, from the very smallest particles – quarks, which may be truly fundamental – to the vast distances between galaxies. The IB Physics course combines a thorough grounding in traditional classical physics with an introduction to exciting and relevant modern topics such as quantum physics, astrophysics, and relativity.

While IB Physics can be studied successfully by students taking any level of IB Mathematics, candidates for Higher Level IB Physics will find strong mathematical skills an advantage.

Course Content
Core topics – Standard Level
Measurements and uncertainties
Mechanics
Thermal physics
Waves
Electricity and Magnetism
Circular Motion and Gravitation
Atomic, Nuclear, and Particle Physics
Energy Production

Core topics – Additional Higher Level
Wave phenomena
Fields
Electromagnetic Induction
Quantum and nuclear physics

Options
Astrophysics
Engineering Physics
Imaging
Relativity

Experience has shown that students with well-developed academic skills generally will be able to study a Group 4 science subject at Standard Level with no prior study in that subject. Higher Level students follow a broader and deeper curriculum and some previous exposure to the subject is usually necessary.

Assessment & Course Requirements
Practical laboratory work is an integral part of all the Group 4 science courses and the final Internal Assessment contributes 20% of the final IB grade. The practical scheme of work also includes the Group 4 Project, a collaborative activity in which students work together on an interdisciplinary scientific topic, allowing them a more realistic experience of scientific process and a chance to appreciate some of the ethical, social and environmental implications of scientific investigation. Students must also complete three external examination papers.
Group 5: Mathematics

Mathematics Higher Level

Course Description

Mathematics Higher Level (available as an online course authorised by IB) caters for students with a strong background in mathematics who are very competent in a range of analytical and technical skills. The majority of these students will include mathematics as a major component of their university studies, either as a subject in its own right, or within courses such as physics, engineering and technology. Others may choose this subject because they have a strong interest in mathematics and enjoy meeting its challenges. The subject focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts and are introduced to important concepts of rigor and proof.

Students embarking on this course should expect to develop insight into mathematical form and structure in their studies, and should be intellectually equipped to appreciate the links between parallel structures in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students require commitment, tenacity, a clear understanding of their strengths and weaknesses as well as the ability to communicate their needs clearly. It is unlikely that students will achieve success without these qualities.

The Mathematics Department recommends that this course be considered only by students who have achieved a minimum of level 6 in MYP Extended Mathematics or equivalent. Students should expect a number of assessment tasks in the first couple of months of the course which will determine the appropriateness of their placement in this course. Students for whom another mathematics course is more appropriate will be asked to change to that level. This determination will be completed in November.

The core syllabus consists of: algebra, functions and equations, circular functions and trigonometry, vectors, matrices, statistics and probability and calculus. In addition, students will study one further optional component from: Statistics and Probability; Sets, Relations and Groups; Series and Differential Equations; and Discrete Mathematics.

Assessment

Assessment is by coursework and written examination.

Course Requirements

Completion of internal coursework

Completion of three external examination papers
Group 5: Mathematics

Mathematics Standard Level

Course Description
Mathematics Standard Level caters for students with sound knowledge of mathematical concepts and the ability to apply mathematical techniques correctly. The majority of these students will need a strong mathematical background as they prepare for future studies.

Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed component offers students this opportunity and gives a framework to develop independence in mathematical learning through mathematical investigation and mathematical modelling. Students are encouraged to take a considered approach to activities and to explore different ways of solving a problem. The internal assessment also allows students to work without the time constraints of a written examination and to develop the skills required to communicate mathematical ideas clearly.

The Mathematics Department recommends that this course be considered only by students who have successfully completed MYP Extended Mathematics, have achieved a minimum of level 5 at MYP Standard Mathematics, or equivalent. Students should expect a number of assessment tasks in the first couple of months of the course, which will be used to determine the appropriateness of their placement in this course. Students for whom another mathematics course is more appropriate will be asked to change to that level. This determination will be completed in November.

The syllabus consists of: number, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus.

Assessment
Assessment is by coursework and written examination.

Course Requirements
Completion of internal coursework
Completion of two external examination papers
Group 5: Mathematics

Mathematical Studies (SL)

Course Description

Mathematical Studies, available as a Standard Level (SL) subject, caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics. Students embarking on this course need to be equipped with fundamental skills and knowledge of basic processes. The majority of students taking this course will be able to apply the mathematics learned to a variety of fields such as business administration, humanities and biology.

The topics covered are applied as far as possible to other subjects being studied, to common real-world occurrences and to situations that relate to home, work and leisure. The course includes project work, a feature unique within this group of courses. Students must produce an extended piece of written work based on personal research, guided and supervised by the teacher. This project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice, using skills learned before and during the course. This process allows students to ask their own questions about mathematics and to take responsibility for a significant, independent piece of work.

The syllabus consists of: an introduction to the graphic display calculator, number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, introductory differential calculus and financial mathematics.

Mathematical Studies does not satisfy the Group 5 requirement for students applying to universities in Switzerland or Germany.

Assessment

Assessment is by coursework and written examination.

Course Requirements

Completion of internal coursework (project)
Completion of two external examination papers
**Group 6: Arts & Electives**

**Visual Arts (HL/SL)**

**Course Description**

The process involved in the study and production of visual arts is central to developing capable, inquiring and knowledgeable young people, and encourages students to locate their ideas within international contexts. Supporting the principles of the IB mission statement (that is, to foster students' appreciation of diverse world cultures and traditions), the course encourages an active exploration of visual arts within the students' own and other cultural contexts. The study of visual arts and the journey within it encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving.

Visual arts continually create new possibilities and can challenge traditional boundaries. This is evident both in the way we make art and in the way we understand what artists from around the world do. Theory and practice in visual arts are dynamic, ever changing and connect many areas of study and human experience through individual and collaborative production and interpretation.

New ways of expressing ideas help to make visual arts one of the most interesting and challenging areas of learning and experience. The processes of designing and making art require a high level of cognitive activity that is both intellectual and affective. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

The Diploma Programme visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

**External Assessment**

The Comparative Study
The Process Portfolio

**Internal Assessment**

Exhibition (Artworks and Curatorial rationale)

<table>
<thead>
<tr>
<th>IB Visual Arts</th>
<th>Theoretical Practice</th>
<th>Art Making Practice</th>
<th>Curatorial Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3</td>
<td>Comparing your own work to another artist.</td>
<td>More independent Studio Work and Visual Journal Work.</td>
<td>Curating a group exhibition (could be site specific, installation). Writing the Curatorial Rationale for it (journal). Documentation</td>
</tr>
<tr>
<td>Term 4</td>
<td>Individual Comparative Study (CS)</td>
<td>Independent Studio Work. Continue to build digital Portfolio of completed work and PP pages.</td>
<td>Exhibition Visit. Reflecting on different approaches to curation (journal). Planning Exhibition/ Space</td>
</tr>
<tr>
<td>Term 5: Complete all tasks well</td>
<td>Formatting CS for E submission</td>
<td>Process Portfolio assembling for E submission</td>
<td>Selecting works for and designing final Exhibition. Writing final Curatorial Rationale. Putting together Exhibition Presentation for E submission</td>
</tr>
</tbody>
</table>
Film (SL)

Course Description

Film (available as an online course authorised by IB at SL only) is both a powerful communication medium and an art form. The Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts.

Through the study and analysis of film texts and exercises in film-making, the Diploma Programme film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

The IB film course emphasises the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organisational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. Thus, the IB film course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains a type of contemporary film, while appreciating specifically local origins that have given rise to cinematic production in many parts of the world.

In addition to the general aims of any IB arts course, the aims of Film are to promote:

- an appreciation and understanding of film as a complex art form
- an ability to formulate stories and ideas in film terms
- the practical and technical skills of production
- critical evaluation of film productions by the student and by others
- a knowledge of film-making traditions in more than one country.

Course components

- Textual analysis
- Film theory and history
- Creative process - techniques and organisation of production

Assessment

- Independent study - film history and theory; rationale, script and annotated sources
- Presentation - textual analysis and film theory and/or history
- Production portfolio - creative process: techniques and organization of production; written documentation
Core Requirements

Theory of Knowledge

Course Description

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made to help students explore the nature of knowledge.

The Course

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

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

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

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

Course Requirements

All Diploma candidates must attend the TOK classes and submit the required work. Diploma course candidates may request permission to enrol. Final assessment is based upon two assignments: a 1200 – 1600 word essay, and an oral presentation.
Grading of Theory of Knowledge for the IB Diploma

Bonus points awarded for TOK are linked to the marks awarded for the Extended Essay. The grading chart is below. IB Diploma candidates should remember that any candidate receiving an E (Elementary) for both TOK and Extended Essay, or no grade for either of these, will not be awarded an IB Diploma. Candidates with fewer than 28 points in total will not be awarded a Diploma if they receive an E for either TOK or the Extended Essay.

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Core Requirements

The Extended Essay

The Extended Essay

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

Other points to note:

• The Extended Essay must be no more than 4000 words in length. The essay must include proper citation of sources, a comprehensive bibliography and an abstract (a brief summary of the essay).

• Students may choose to work in any IB subject area, although it is usually recommended that they select a subject in which they already have a firm understanding of the material, and there must be a member of staff who considers him- or herself competent to supervise an Extended Essay in the subject. Students may choose a subject simply because it is of interest to them, or because it might be of benefit to them in anticipation of a particular university programme or career.

• Work on the essay will begin in Term 2 of Grade 11.

• Students will be expected to carry out independent research in their chosen topic. A large part of the work will be done during the summer holiday between Years 1 and 2 of Diploma studies. Students must take this into consideration when making their summer plans.

• Each student will have an Extended Essay Supervisor to provide individual support, guidance and subject-specific information.

• Parents can support their children by providing them with the means – books, periodicals, internet access, etc. – to help them complete their essays successfully. Students should become familiar with, and make use of, the resources of the Universitätsbibliothek Bern and/or a university library in the area where they will be during the summer before their final year of IB study.

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

Requirements

IB Diploma

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

See Diploma Bonus Points Matrix above, p.34

ISBerne Diploma

IB Diploma course students must pass this element of the programme in order to be eligible for the award of the ISBerne Honours Diploma.
Core Requirements

The CAS Programme

Requirements

IB Diploma
All students must participate in the school's CAS Programme. IB Diploma students must satisfactorily complete this element of the programme in order to be eligible for the award of the IB Diploma.

IB Certificates & ISBerne Diploma
All students must participate in the service component of the school's CAS Programme. IB Diploma course students and ISBerne Diploma students must satisfactorily complete this element of the programme in order to meet the school's graduation requirements.

The CAS Programme

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

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

Students must divide their CAS time equally among the three elements of the programme: Creativity, Action and Service.

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

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

Service, as the name suggests, is helping the community and learning how one can help. Service can take many forms, such as participating in environmental clean-up campaigns or helping disadvantaged members of the community such as the disabled or very old. Some students do service projects in the summer between their two Diploma years. As long as a student is giving his or her time to help others in purposeful way, this can be a valid CAS activity. These service activities do not include work done for the school itself or for members of the school community.

It is also important that students themselves become involved in developing the activities they want the school to offer. The school will endeavour to be as flexible as possible and will try to accommodate any valuable proposal. CAS time is the students' time to express themselves. The CAS Coordinator, Dr Noreisch, will monitor all students to ensure that they complete their CAS programmes. The CAS Coordinator oversees the entire CAS programme, helping students to find suitable CAS activities, and will be happy to discuss any aspects of the programme with students and parents.
Coursework

Even in the first year of the IB course, students will begin to hand in coursework assignments (internal assessment work) for all their subjects.

The need to organise this coursework is crucial. Should students fall behind, they will find it almost impossible to meet all the demands made upon their time. It is important that students:

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

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

IB Internal Coursework Deadlines

All coursework must be submitted by the deadlines published by the DP coordinator. The deadlines can be found on pages 38-39 of this guide.

To help students manage their time, coursework deadlines have been staggered to include part of Grade 11 and most of Grade 12. As the coursework schedule makes clear, the deadlines allow students to work through each subject in turn. If a deadline is missed, then a student will not have time to catch up because another assignment will be due. It is, therefore, crucial that the coursework schedule be closely followed.

Coursework deadlines must be respected. Failure to meet deadlines will have serious consequences, which may include students being asked to return home until they have completed assignments, and ultimately, they may be excluded from IB examinations.

Malpractice

All coursework – i.e., work which is submitted to IB as a part of a student’s final assessment – must be the student’s own, unaided work. If a student allows a tutor or friend or sibling or other family member to help with coursework, then this student’s work will be disqualified. The IB is very clear that coursework must be the unaided efforts of the student.

Similarly, students who copy out the work of others, and then try to submit it as their own, are being dishonest and will have their work disqualified. Students who allow their own work to be copied are equally guilty of malpractice.

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

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

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

The school’s guidelines concerning academic honesty can be found on pp. 41-43
Extra Tuition

It is the professional view of members of the ISBerne administration and staff that the time allocated in school is more than adequate for each student to have a fair chance of success at the IB examination; however, extra help for those in genuine difficulty will be provided, as and when it is necessary, by the subject teachers. If parents believe their child needs extra help, they should contact the DP Coordinator to discuss the situation.

Ski Fridays

Ski days are all-school events. The fresh air, exercise and training they provide are beneficial. We therefore urge students to attend all ski days if possible. Grade 11 and Grade 12 students may request permission to opt out of a ski day in order to use it as a study day providing they make the request in writing to the Diploma Coordinator at least two days in advance, i.e., no later than the Wednesday morning preceding the ski day. Normally, students would be expected to work at home, although they may come to school to use campus resources. There will be no access to teachers on these days.

New Grade 11 students should be advised that they must attend the first ski day if they are beginners at skiing or snowboarding. Otherwise, they will not be able to be placed in a group for the remainder of the season.

Coursework and Extended Essay:
Deadlines & Examinations

Information for the Student

The schedule for Coursework Deadlines and Extended Essay Deadlines, below, contains important information for both parents and students. It is intended as an aid for the effective management of students’ time, for planning and preparing work accordingly. Students should make a careful note of the dates given below.

Information for the Teacher

Internal Coursework deadlines detail the final dates by which a student may submit IA and other examined work to a teacher. Should a student miss a deadline, that student’s work can only be submitted with prior approval of the Diploma Programme Coordinator.

The internal deadline schedule is for the students, not the teachers. Once work has been submitted, there must be sufficient time to allow all IB teachers to grade the IA work, to submit these grades to the Diploma Programme Coordinator for transfer to IB, and to prepare moderation samples. Then work can be sent to the moderators.

Extended Essay Deadlines

Extended Essay supervisor chosen. Topics chosen.
March: Research question written.
April: Research materials identified and/or collected. Research plan established. General background reading complete. Research materials compiled. Essay plan written.
May-June: Research in process. Essay draft in progress. Preparation for summer vacation work.

G12 – Start of Term 1:
G12 – First Day of Classes: First draft presented to IB Coordinator (electronic and paper copies).
G12 – August & September: Review, re-draft in consultation with Supervisor. Completion of Abstract & other material
G12 – 25th October 2016: Extended Essay submitted: one paper copy to the DP Coordinator + electronic copy to ManageBac
Coursework Deadlines

Language A Language & Literature ................................................. Monday 9th May 2016 
1st coursework task

Geography ....................................................................................... Friday 3rd June 2016

History ............................................................................................... Monday 26th September 2016

Extended Essay ................................................................................ Tuesday 25th October 2016

Language A Literature ..................................................................... Friday 11th November 2016

Written Assignment

Language A Language & Literature ................................................. Friday 18th November 2016

2nd Written Task

Language B / ab initio ......................................................................... Friday 25th November 2016

Written Tasks

Theory of Knowledge (Orals) .......................................................... Friday 2nd December 2016

Science ................................................................................................. Monday 7th December 2016

Practical Course Work Completed

Trial Examinations .............................................................................. January 2017

Mathematics SL/Math Studies ........................................................ Friday 27th January, 2017

Theory of Knowledge Essay ............................................................ Friday 3rd February 2017

CAS Record Books Submitted ........................................................ Monday 6th February 2017

Economics ............................................................................................. Monday 13th February 2017

Visual Arts ............................................................................................. Monday 6th February 2017

All work, including completion and submission of all files

N.B. Throughout their IB programme, students will be participating in, and organising, science practicals. Once a practical is completed, students will have one week to write-up their practical work, and present it for grading.

Schedule of Formal Orals

English A & B ................. Saturday 11th March 2017

All Languages A, B & ab initio except English ......................... Saturday 18th March 2017

IB External Examinations : May 2017

Internal (School) Examinations and Reports

There are internal (school) examinations for IBDP students at the end of Grade 11 and at the end of the first semester in Grade 12.

Reports are issued in the middle and at the end of each semester (once only in the shortened second semester of Grade 12).

IB external examinations take place in May of Grade 12.

All examinations and reports are graded on the IB 7-point scale as set out at right.

IB Diploma students must achieve a total of 24 points in six courses, with no 2 in a HL subject, to pass internal school requirements.
External Examinations and Grades:

The International Baccalaureate Diploma

All IB programmes are graded on a 7-point scale as set out to the right:

The maximum points score for each subject, Higher Level or Standard Level, is 7 points.

There are an additional maximum 3 bonus points available for Theory of Knowledge and the Extended Essay in combination.

To be awarded the IB Diploma, a student must score 24 points overall and have no failing condition. (Please refer to ‘IB Diploma Requirements’).

The pass mark in each subject is 4 points.

The maximum possible score is 45 points.

IB Diploma External Examinations

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

All IB subjects are externally assessed, in all subjects except the Arts through examinations. These examinations take place in May of Grade 12. Typically, the IB examination accounts for 50% - 75% of a student’s final grade; the remaining marks are taken from the student’s prescribed coursework assignments and/or other externally marked work. All examinations in Group 1 (Language A) and Group 2 (Language Acquisition) include an oral component.

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

International Baccalaureate Diploma Courses

As noted above, all IB programmes are graded the 7-point scale set out above:

The maximum grade for each HL or SL subject is 7.

The IB (external) Diploma course pass mark in each subject is 4.

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

IB Courses External Examinations

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

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

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

**Conditions for the award of the IB Diploma**

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

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

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

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

**Retaking the IB Diploma Examinations**

A student who fails the IB will be issued with separate certificates in each subject passed. Should the student wish to pursue the full IB Diploma, retake examinations are available, either in November (if requested immediately) or in the following May. Students may choose which subjects to retake; they do not have to retake every subject. It is usually advisable to register for the May exams, as this permits the student to redo non-examination (internally and externally assessed) components. In November, only the exam papers themselves may be redone.

Marks for internally assessed work may be carried over from one session to the next (they must be, in the case of November retakes) as long as the course requirements have remained unchanged. Under the same conditions, marks may also be carried over from the following external components:

- Theory of Knowledge essay
- Language A HL/SL literature in translation assignments
- Language A HL/SL language & literature, Language B and Language ab initio written tasks
- Visual arts HL/SL option A studio work
- Visual arts SL option B research workbooks

A student may not retake a subject more than twice.

Students may retake examinations at another IB school; retakes need not be at ISBerne.

Students who have been awarded the Diploma may retake individual subjects to improve grades in these. In practice, however, retakes generally do not lead to improved grades.
The International School of Berne (ISBerne) High School Diploma

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

Conditions for the Award of the ISBerne Diploma

- Six courses during Grades 11 and 12 (see p. 13 for possible combinations)
- An overall average of 4 (passing) in courses over the two years
- Satisfactory participation in the Service component of CAS (equivalent standard to that required for IB Diploma candidates). Creativity and Action are optional.
- At least 80% attendance in school during the period of enrolment

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

Conditions for the award of the ISBerne Honours High School Diploma

- Six courses during Grades 11 and 12, one from each of the six IB subject groups, at least one of which must be at Higher Level
- An overall average of 4 (passing) in courses during each of the two years, with no semester grade under 3
- Satisfactory participation in the Service component of CAS (equivalent standard to that required for IB Diploma candidates). Creativity and Action are optional.
- Satisfactory (grade C) completion of an Extended Essay (same requirements as for IB Diploma candidates)
- At least 80% attendance in school during the period of enrolment
- Special request of candidate and agreement of Diploma Coordinator required for participation in TOK

All students permitted to enrol in the second year of IB Diploma studies who subsequently complete all IB Diploma requirements (all internal assessments, TOK and Extended Essay work completed and submitted, all examination papers taken, fulfilment of CAS requirement) will be deemed to have satisfied requirements for the ISBerne Honours Diploma, regardless of the outcome of their examinations.

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

Notes

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

The academically honest student:

**DOES**

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

**DOES NOT**

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

**Instruction is provided regarding:**

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

**Definition of an academic infringement**

The IB recognises that work submitted by candidates for assessment may contravene the standard academic practice of clearly acknowledging all ideas and words of other persons. In cases where this is not deemed by the Final Award Committee as a deliberate attempt by a candidate to gain an unfair advantage, this will be designated as an academic infringement and not malpractice.

If the final award committee decides that an academic infringement has occurred, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned. The head of school will be notified that this action has been taken. The case will not be recorded as malpractice.

**Definition of malpractice**

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

(a) Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.

(b) Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied
or submitted for assessment by another.

(c) Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.

(d) Misrepresentation: false reporting of results (as in scientific experimentation, surveys, etc.)

(e) Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorised material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

The coordinator must inform the IB if he/she suspects any malpractice in relation to a candidate’s work after the work or an internal assessment mark has been submitted to the IB. In such cases, or when an examiner suspects malpractice, the school will be required to conduct an investigation and provide the IB with relevant documentation concerning the case. Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defence.

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

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

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

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

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

**Students should be aware that**

a) Examination boards regularly check the internet for academic material. The IB has taken legal action against those who use or distribute this material.

b) ISBerne maintains an account with turnitin.com, a service recommended by the IB, which permits a rapid and thorough check on the sources of all written work submitted by students.

c) It is within the power of the school’s Director to disqualify/withdraw students who have been academically dishonest. This power will be exercised if there is good reason.

d) The school’s university counsellor will verify the authenticity of all college/university essays and other college/university application documents. The university counsellor may withdraw the school’s support for any college/university applicant who has been academically dishonest.

e) The school will allow any student accused of malpractice the opportunity to explain, to the examining board, his/her actions.

f) At the start of the programme, students and their parents are required to sign a statement indicating that they have read and understood the ISBerne Honesty Policy.
Avoiding Plagiarism

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

Three simple steps to avoid plagiarism:

1. All sources consulted should be noted. This includes books, articles, magazines, photographs, CD-ROMs, internet sites, e-mails, graphs, any audio-visual material, and interviews. The author, title, date of publication, and publisher should be noted. In-text citations and footnotes require page numbers where these exist in the original source.

2. Sources should be acknowledged as they are being used. Referencing should not be left until the conclusion of writing because items are then easily overlooked.

3. Teachers' advice should be sought in any doubtful cases.

Student Conduct

The IB is a very demanding programme and students who are unable to behave properly often disrupt the work of others. Students who disturb classes or work spaces, and therefore fail to respect the right of others to learn, have no place in the programme. Students should remember that the IB regulations state that only students in ‘good standing’ with the school are allowed to sit for IB examinations.

Academic Discipline

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

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

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

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

This chart, ‘Diploma Point Totals’, details those students who have successfully completed the IB Diploma Programme, 2010–2014. The average of the IB Diploma pass rates for the past five years was 92%, and the average score for each IB Diploma student was 33 points.

Approximately 5 - 10% of students do not attempt the IB Diploma or Diploma courses. Instead, these students opt to graduate with an ISBerne High School Diploma.

Over the last five years there have been, on average, 130 different subject entries each year; 35 different IB subjects per examination session; last year the average score per subject was 5.3 ints, the average points total was 33.

Average IB class sizes, 2010 – 2014, have been of 8 - 12 students or below. ISBerne operates an open admissions policy, i.e., the school is non-selective, and the school does not select students for examination.

University Placement

The majority of International School of Berne students enrol either in four-year universities in the United States or Canada, or in universities in Europe (including the United Kingdom). Institutions to which ISBerne graduates have been granted admission in recent years include:

**Europe:**

Bath University, Berne University, Bristol University, Brighton University, Chester University, Derby University, Delft University, Durham University, Edinburgh University, Ecole Hotelière Lausanne, Erasmus University, Essex University, Geneva School of Diplomacy, Glasgow University, Greenwich University, Kent University, Kings College (London), Lancaster University, Liverpool University, London School of Economics, Newcastle University, Nottingham University, Pisa University, Reading University, Royal Holloway (London), St. Andrews University, SOAS (London), Strathclyde University, Sussex University, University College (London), Webster University (Geneva campus).

**North America:**

Amherst College, Brigham Young University, Charleston University, Brown University, Bryn Mawr College, Marquette University, McGill University, Michigan State University, Northeastern University, Queens University, St. Louis University, Toronto University, University of British Columbia, University of California San Diego, University of California Los Angeles, University of Georgia, University of South Carolina, Vermont University, Wellesley College, William and Mary, York University.
For Further Information

Please contact the following individuals for more information:

About the IB and Grades 11/12 Programmes
Dr Eric Mace-Tessler (DP Coordinator)
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University Guidance
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ISBerne public website: www.isberne.ch
IB public website: www.ibo.org

Glossary

CAS  Creativity, Action & Service
DPC  Diploma Programme Coordinator
HL  Higher Level
IA  Internal Assessment
IBDP  International Baccalaureate Diploma Programme
IB  International Baccalaureate
SL  Standard Level
TOK  Theory of Knowledge