



International School of Bremen



International Baccalaureate

A Guidebook to the IB Diploma

Version 15 – February 2023



ISB Mission Statement

The International School of Bremen is a private school for students within the internationally-oriented community of Bremen.

In partnership with family and community, ISB maintains a high commitment to educational excellence in both teaching and learning. It provides an academic, social and physical education in English that promotes the development of responsible, ethical citizens in an ever-changing global society.

Beliefs

The International School of Bremen believes that:

All children have the ability to learn and learn at different rates.

Children have different learning styles and interests.

Children have the right to a safe and caring learning environment.

Children can make positive contributions to their environment.

Education is the shared responsibility of school, home and community.

Education should develop understanding of various cultures and appreciation of diversity.

Character education is important in the development of responsible global citizens.

Education should inspire students to become life-long learners.

IB Learner Profile

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



As IB learners we strive to be:

Enquirers	We nurture our curiosity, developing skills for enquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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1 General Outline and Course Description

The IB Diploma Programme is a two year, pre-university course designed to facilitate the mobility of students and promote international understanding. The comprehensive course of study for the IB Diploma is designed to provide students aged 16 to 19 with a balanced education. It offers a 2-year curriculum in 6 subject groups – including two Modern Languages, Individuals and Societies, Sciences, Mathematics and The Arts (or other options).

The programme is flexible enough to allow students to satisfy national curricular requirements. At the International School of Bremen (ISB), many students will want to ensure that their particular programme meets the requirements for entrance into German universities. Students planning special post-secondary programmes will need to be aware of their specific admission requirements.

1.1 The Curriculum

Programme Model

The curriculum is shown with six academic groups surrounding the three core requirements.

Students study six subjects selected from the subject groups. It is usual that three subjects are studied at Higher Level (HL - courses representing 240 teaching hours), and the remaining three subjects are studied at Standard Level (SL - courses representing 150 teaching hours).

All three parts of the core – Extended Essay, Theory of Knowledge and Creativity, Activity, Service (CAS) – are compulsory and are central to the philosophy of the IB Diploma Programme.

To gain the IB Diploma, all candidates must:

- Take one subject from each of the academic groups
- Take at least three, but not more than four, of the six subjects at HL and the remaining subjects at SL
- Submit an Extended Essay in one of their IB subjects
- Follow a course in Theory of Knowledge (TOK) and
- Complete all CAS requirements.



1.2 The Six Subject Groups

Group 1: Studies in Language and Literature

This subject promotes oral and written communication skills in the student's native language while providing international perspectives through a world literature component. Where no teacher is available, a student *may be able to study Language A as a self-taught candidate but at SL only*.

The range of texts studied is broad so that students grow to appreciate the wealth and subtleties of the language in a variety of contexts. This course provides excellent preparation for those students wishing to study a communications course at university.

Language A - First Language Offerings at ISB: English and German at HL and SL

The language profile of students taking this course will vary, but their receptive, productive and interactive skills should be strong and the expectation is that the course will consolidate them further. Students are expected to develop their proficiency, fluency and linguistic range, and in particular to acquire the vocabulary appropriate to the analysis of texts. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts in order to interpret, analyse, evaluate and then communicate this understanding in clear, organized and developed products. The course focuses on the relationships between texts, readers and writers; on the range and functions of texts across geographical space and historical time; and on aspects of intertextuality.

Language and Literature A HL students are expected to have a sound (a minimum of C for Language and Literature) IGCSE result in the language they are taking at A.

Language A – School-Supported Self-Taught (SSST) – Literature only

This course offers a unique opportunity to study the *literature* (only) of a language that may not be offered as a taught subject at our school. A certain level of autonomy is therefore expected, for example students are required to develop not only a list of literary works but also their own timeline. Students will be expected to autonomously administer the 150 hours required for the study of this course.

SSST is only available at SL.

Group 2: Language Acquisition

Language B – Offerings include English, French, Spanish and German at HL and SL

These are foreign language courses for students with some previous experience of learning the language. The aim is to develop the skills of listening, speaking, reading and writing through the study of a wide range of styles of literary and non-literary texts.

Language ab initio

These courses are designed for beginners, i.e. students who have little, but usually no, previous experience of learning the language they have chosen. These courses are only available at SL. Note: Not all languages will be offered every year.

Group 3: Individuals and Societies

The subjects in this group foster an appreciation of both change and continuity, and of similarity and difference through local studies and global perspectives.

Economics (offered at HL and SL) is a subject involving case studies, macro-economics and evaluation of current and historical economic trends. There is considerable coursework involved and extensive independent reading is necessary. Students who take Mathematics (Applications and Interpretations SL) will find the mathematics in the course particularly demanding.

Environmental Systems and Societies (offered at SL ONLY AND as a Group Four subject): is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment.

The interdisciplinary nature of the course requires a broad skill-set from students and includes the ability to perform research and investigations and to participate in philosophical discussion.

Geography (offered at HL and SL) integrates both Physical and Human Geography and ensures that students acquire elements of scientific and socio-economic methodologies.

Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and respect for, alternative approaches, viewpoints and ideas.

The Geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international.

History (offered at HL and SL) involves an historical analysis of the political, cultural, economic and social events defining 20th Century World History and 19th and 20th Century European History. Some of the topics include: causes, practices and effects of war, the origin and development of authoritarian and single-party states and the Cold War. In all activities, a global perspective is required. An historical investigation is also a component part of the course.

Group 4: Sciences

Each of the subjects offered promotes an understanding of the concepts, principles and applications of the experimental sciences in general. Practical laboratory skills are developed and collaborative learning is encouraged by means of an interdisciplinary group project. An awareness of moral and ethical issues is fostered and social responsibility is actively promoted through the discussion of local and global issues.

Biology (offered at HL and SL): The scale of life in biology ranges from the molecules and cells of organisms to ecosystems and the biosphere. This way of considering complex systems as simpler components—an approach known as reductionism—makes systems more manageable to study. At each level of biological organization, different properties exist. Living systems are based on interactions, interdependence and integration of components between all levels of biological

organization. Therefore, the syllabus is now organised in four overarching topics Unity and Diversity, Form and function, interaction and interdependence and continuity and change which are looked at from different perspectives, molecules, cells, organisms and ecosystems

Chemistry (offered at HL and SL): is primarily concerned with identifying patterns to explain matter at the microscopic level, allowing predictions and control of matter's behaviour at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. This is achieved by investigating structure and reactions of matter, which includes the nature of matter, the atomic structure and models, the mole, ideal gases, classification of matter, energetics, rates of reactions and mechanisms of chemical change

Environmental Systems and Societies (offered at SL ONLY AND as a Group Three subject): is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment.

The interdisciplinary nature of the course requires a broad skill-set from students and includes the ability to perform research and investigations and to participate in philosophical discussion.

Physics (offered at HL and SL): Discoveries in physics are the root of ideas that revolutionize the technology used in our daily lives. It is an everyday, grounded science encompassing advances in communication, medical technology and renewable energy. It is above all a creative discipline that requires solid knowledge of basic principles and a willingness to put them to the test in new ways. It requires curiosity and an appetite to explore what might be. In order to support this the syllabus is oriented towards Space, time and motion, the nature of matter, wave behaviour, fields and nuclear and quantum physics; this includes kinematics, mechanics of rigid bodies, relativity, Thermal Physics, Gas laws, thermodynamic, simple harmonic motion and wave phenomena, standing waves, gravitational, electric and magnetic fields and their effects, nuclear reactions, radioactive decay and wave-particle duality of matter.

The Collaborative Science Project (CSP) is a compulsory interdisciplinary component of each of the Science Courses, that allows students to explore real-world problems integrating the procedural and conceptual knowledge acquired throughout their studies, and helps students develop soft skills such as team building, negotiation and leadership. usually occurs during the last fortnight of the IB1 academic year, immediately after Year 11 Trial Examinations are concluded in early June, 2024, and usually occupies up to two full school days.

Group 5: Mathematics

There are two strands in the IB Diploma Programme Mathematics curriculum. Both are offered at higher level and standard level. These four courses have been developed to accommodate the range of needs, interests and abilities of students and to fulfil the requirements of various university and career aspirations.

For employers and universities alike, critical thinking in Mathematics is becoming an increasingly valued skill, especially as technological advances make some traditional skills redundant. Critical

thinking in the context of mathematical learning is the ability to recognise where the subject can be used, understand and synthesise technical documents, apply relevant mathematical approaches to familiar and unfamiliar situations, structure logical arguments, be risk aware, understand that technology and mathematics can go hand in hand, and interpret the meaning and relevance of solutions. These are all becoming increasingly important and sought after skills

The mathematics courses will focus on developing the skills of analysis, abstraction and generalisation, risk awareness and statistical literacy, algorithmic thinking, modelling and enquiry. The IB also aims to meet the diverse needs, interests and motivations of all students within the Diploma Programme.

The mathematics courses offered at ISB are:

1. **Mathematics: Applications and Interpretations (applied - offered at SL ONLY)** is a course through which students will develop their mathematics for describing our world, modelling and solving practical problems and using the power of technology. Students who take mathematics - applications and interpretation - will be those who enjoy mathematics best when seen in a practical context.
2. **Mathematics: Analysis and Approaches (pure - offered at HL ONLY)** is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and developing strong skills in mathematical thinking. Students will explore real and abstract applications, at times with technology, and will be those who enjoy the challenge of mathematical problem-solving and generalisation.

Group 6: The Arts

The arts subjects in this group place emphasis on practical production by students and the exploration of a range of creative works in a global context.

Visual Arts (offered at HL and SL): This course involves the creation of a body of work that demonstrates a solid understanding of artworks from different times and places, within a global context. Through their visual journal, students are expected to read, write, think, and question what they do as artists, showing evidence of thoughtful research and investigation. Art appreciation and history are integral components of the course. Students visit art galleries and attend museums and workshops, which support their growing art practice and their development as artists and designers.

In the second year, IB Visual Arts becomes self-directed, as students develop a personal, visual style appropriate to their chosen theme or area of inquiry and work towards a final exhibition in the spring. The course is intended for creative and self-motivated students who are seriously interested in the study of art.

There are three parts to the IB Visual Arts course final assessment.

- A Comparative Study (20% and externally assessed): students analyse and compare different artworks by different artists. HL students include their own artwork in the study.
- A Process Portfolio (40% and externally assessed): Evidence of experimentation, exploration, manipulation and refinement of a variety of visual arts workshops.

- The Exhibition (40% and internally assessed): Students plan and curate their own exhibition of selected artworks.

1.3 Three Special Diploma Requirements

The three core requirements are

- Creativity, Activity, Service
- Theory of Knowledge
- Extended Essay

All IB Diploma Programme students are required, as part of the IB Diploma Programme, to engage in each of these three activities and must complete each one to at least a satisfactory standard.

Creativity, Activity, Service (CAS)

Participation in the School's CAS programme encourages students to be involved in artistic pursuits, sports and community service work, thus fostering students' awareness and appreciation of life beyond the strictly academic arena. The aim of CAS is to challenge each individual student, develop self-confidence and inspire a sense of responsibility towards the local and international communities.

Creativity challenges students to be involved in a creative endeavour such as The Arts, Music, Photography, or to show creativity in designing and carrying out service projects.

Activity can include participation in individual and team sports, expeditions and in local, national or international projects. Involvement in both the School and local community is encouraged.

Service provides an opportunity for students to work with charitable organizations, for example helping children with special needs, visiting hospitals or working with refugees.

The expectation is that candidates pursue their CAS "regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service." (CAS Guide for students graduating in 2017 and thereafter) At our school, students are expected to complete a minimum of 50 hours in each of Creativity and Activity, but 100 hours in Service. A system of self-evaluation encourages students to reflect on the benefits of participation to themselves and to others.

Each student will receive a CAS Diary from the CAS Coordinator which outlines the expectations and documentation requirements. The CAS Coordinator ensures that the programme functions successfully and meets regularly with each student. The students organize a variety of fund-raising, school-based activities throughout the year.

A student who does not meet the requirements for CAS and/or does not complete the related reflective and evaluative writing cannot be awarded an IB Diploma and might not fulfil ISB School Graduation requirements.

The Duke of Edinburgh's Award Scheme: Students also have the opportunity to participate in The Duke of Edinburgh's Award Scheme, which involves all three elements of CAS.

Theory of Knowledge (TOK)

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

It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

How is TOK structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of TOK

The TOK course is assessed through an exhibition and a 1,600-word essay.

The exhibition requires the students to create an exhibition of three objects that explores how TOK manifests in the world around us.

The essay focuses on a conceptual issue in TOK. For example, it may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which students can apply their knowledge with greater awareness and credibility.

The Extended Essay

This is a compulsory component for all IB Diploma Programme students. The Extended Essay offers students the opportunity to investigate a topic of special interest while developing independent research and writing skills expected at university level.

Candidates are required to undertake their own research and write an essay of 4,000 words. A total of about 40 hours of private study and writing time is recommended.

The Extended Essay must be registered in one of the subjects from one of the six subject groups. Each student is supervised by a teacher at the School whose role is to provide both academic and general guidance on time management and the overall structure and presentation of the paper. The teacher also ensures that the essay is the candidate's own work.

The essay is externally assessed by an examiner appointed to the School and selected by the IBO. More information will be provided through the *ISB IB Guide to the Extended Essay*.

TOK and Extended Essay External Assessment

Each student's performance will fall into one of five bands according to the quality of work in each of these two important IB requirements, TOK and the Extended Essay.

Band A	Work of an excellent standard
Band B	Work of a good standard
Band C	Work of a satisfactory standard
Band D	Work of a mediocre standard
Band E	Work of an elementary (inadequate) standard

Thus, a student who achieves Level B for Theory of Knowledge and Level C for the Extended Essay will be awarded two bonus points. A student who achieves Level E in either Theory of Knowledge or the Extended Essay cannot be awarded an IB Diploma.

An IB Diploma will also not be awarded in the following cases

- If no Extended Essay is submitted by the stated deadline
- If the Essay has not been supervised by an appropriate teacher
- If the Essay is plagiarized
- If the Essay is a repetition of work done in class and/or work internally assessed
- If TOK is not completed to a satisfactory level.

The total number of bonus points is awarded by the IB according to the following matrix:

Theory of Knowledge

		Excellent	Good	Satisfactory	Mediocre	Elementary	Not submitted
Ex- tended Es- say	A	+3	+3	+2	+2	0 Failing condition	N
	B	+3	+2	+2	+1	0 Failing condition	N
	C	+2	+2	+1	0	0 Failing condition	N
	D	+2	+1	0	0	0 Failing condition	N
	E	0 Failing condition	0 Failing condition	0 Failing condition	0 Failing condition	0 Failing condition	N
		N	N	N	N	N	N

2 Assessment and Examinations

2.1 Assessment Goals and Methods

The International Baccalaureate Organization (IBO) assesses students' work as direct evidence of achievement against the stated goals of the IB Diploma Programme courses.

The Diploma Programme goals provide students with:

- A broad and balanced, yet academically demanding programme of study
- The development of critical-thinking and reflective skills
- The development of research skills
- The development of independent learning skills
- The development of intercultural understanding
- A globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- Analysing and presenting information
- Evaluating and constructing arguments
- Solving problems creatively.

Basic skills are also assessed, including:

- Retaining knowledge
- Understanding key concepts
- Applying standard methods.

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.

Assessment tasks are designed to support and encourage good classroom teaching and learning. Students' results are determined by their performance against set standards, **not by each student's position in the overall rank order**. The awarding of grades is criteria-based. All subject and assessment components have clearly defined criteria. These are made available to students.

Methods

- All students write examinations at the conclusion of the two-year course. These are externally set and graded by the IBO.
- Each subject has an internally assessed component (approximately 20%) and an externally assessed component (approximately 80%).
- The grading system used by the IBO is criteria-referenced. This means that each student's performance is measured against well-defined levels of achievement.
- The assessment criteria for all assessment components are shared with students and are an important part of their learning process
- External examiners are trained to assess work from an agreed perspective using common mark schemes.

Various modes of assessment are used including oral and written, long and short responses, data-based questions, essays, multiple choice questions, a portfolio for art comprising students' photographs of their work, and recordings of internal oral language exams.

2.2 Rules and Guidelines for IB Examinations

In order to maintain the IBO's regulations, the following rules are rigorously observed and enforced for all examinations.

- Students should ensure that they arrive at the Examination Room at least 30 minutes before the official beginning of the examination. Five minutes are permitted for reading through the paper before the written component of the examination begins with the exception of MCQs.
- On arrival at the Examination Room, students should wait for directions from the Examination Presiding Officer.
- Students may only have on their desk the equipment they need for the examination (i.e. pens, pencils, ruler, eraser, equipment for geometry). It is advisable to have spare pens and pencils.
- Bags, pencil cases etc. are not permitted in the Examination Room.
- No electronic dictionaries or mobile telephones are permitted in the Examination Room.
- Normal translation dictionaries are only permitted where appropriate. They are not permitted in any language examinations.
- Calculators are only permitted by permission of the Presiding Officer and the rules governing the examination. Students are advised to bring additional batteries for their calculator.
- If students have a question or problem, they should raise their hand to attract the invigilator's attention. The invigilator is the **ONLY** person with whom the student is permitted to communicate in any way during an examination. However, generally the invigilator is not permitted to answer questions related to the examination.
- Students may not leave the Examination Room during the course of an examination.
- No student is permitted to communicate with any other student until all students have left the Examination Room.

2.3 Academic Malpractice (Cheating)

All students are required to read and sign the ISB Academic Honesty Agreement Declaration.

Internal Exams:

The following penalties apply for anyone found to have cheated

- 1st offence: The paper will be cancelled and an examination mark of 0 will be recorded for that subject
- 2nd offence: All the papers for the examination session will be cancelled and examination marks of 0 will be recorded
- 3rd offence: The same as for the 2nd offence but, in addition, the student will be suspended from school or asked to withdraw from ISB.

External Exams:

If academic malpractice occurs, the matter is reported directly to the IBO and its default position is the loss of all marks and no Diploma being awarded.

Course Work and Internal School Work:

If academic malpractice occurs in any form, students are warned and the work must be redone to an acceptable standard of academic practice. If a repeat offence occurs, that student may be suspended and the IBO may be informed.

Plagiarism:

Students are encouraged – in fact, expected – to seek the knowledge, expertise, opinions and ideas of others through library research, internet searches, personal interviews and collaboration with other students; however, students are reminded that there is a fine, but essential, line between proper acknowledgement of the origins of that information - and plagiarism, which is defined as the act of taking ideas, passages, or particular turns-of-phrase from another person or another work and allowing them to appear as if they were the student's own. It is essential that students always appropriately attribute knowledge and language to their rightful authors.

2.4 Grading, Results and Grade Scales

Each student must meet defined standards and conditions including a minimum total of 24 points and the satisfactory completion of the three diploma requirements: TOK, the Extended Essay and CAS, for an IB Diploma to be awarded.

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The ISB assessment scale is reflective of this. The minimum score of 24 is based on the fact that a “grade 4” represents a satisfactory level in each subject. Excellent performances in each of the six subjects results in a “grade 7” for each - or a total of 42 points.

The quality of work in both TOK and the Extended Essay is assessed against assessment criteria and the results are described according to five categories: elementary, mediocre, satisfactory, good and excellent (E, D, C, B, A, respectively).

TOK and the Extended Essay contribute to the overall score through a system which awards up to three points based on the student's combined performance. Please refer to “TOK and Extended Essay External Assessment” in the assessment portion of this booklet on page 8.

The maximum possible IB Diploma points score, therefore, is 45.

Grade 11 Reports

In Grade 11, more usually known as IB1, the October/November report provides a good indication of progress in the early part of the programme. The second report is issued in February. The final report of the School Year will be distributed at the end of the School Year, in June, in conjunction with the Trial Examination Results – noting that progress to IB2 is contingent upon a minimum of 24 points being awarded in the six core subjects, excluding the Extended Essay and Theory of Knowledge.

Grade 12 Reports

In Grade 12, more usually known as IB2, a report will be issued in October/November. This is just prior to final registration of subjects with the IBO. A further report will be issued in February. The results of Mock Examinations, conducted in January, are reported to parents in early February.

At Graduation, students receive an ISB Diploma, as described later, a final summative report, and a transcript which shows all semester grades from Grade 9 onwards where appropriate.

All grades and transcripts from Grade 9 onwards are shared with universities and other higher educational institutions and will form part of the reference in support of each student as s/he leaves the School.

Internal Examination Results

These are recorded and issued separately, usually at the beginning of June in IB1 and late January or early February in IB2.

Final IB Results

Final IB results are available to the School and to students electronically on 6th July each year on completion of Grade 12. IB Diplomas and other documentation are distributed in early September.

3 The IB and University Recognition

International Baccalaureate Diploma holders gain admission to colleges and universities throughout the world. Formal agreements exist between the IBO and many Ministries of Education and private institutions. Some colleges and universities may offer “advanced standing” or “course credit” to students with strong IB examination results.

Further information on the IB Diploma Programme can be obtained on the International Baccalaureate’s official website <http://www.ibo.org/>. Further information regarding the IB Diploma Programme at ISB may be obtained from the IB Coordinator.

German citizens wishing to attend a public German university are required to follow the specific guide-lines outlined below.

3.1 The IB and German University Requirements

In March 2004 the International Baccalaureate Diploma was formally recognized as an acceptable alternative to the Abitur Certificate for the purposes of university entrance in Germany. Consequently, it is now regarded as a suitable qualification for German university entrance for German citizens (who are completing the IB in Germany). However, these students must:

- Complete a minimum of 12 successive years of full-time education
- Study a Science (Group 4) at HL or Mathematics (Group 5) at HL – **no** level of IB Mathematics is excluded from consideration for German University acceptance **with the proviso that certain university courses will assume significant prior knowledge which can only be gained from IB Mathematics HL, for example, Engineering, Computer Science or Pure**

Mathematics. These matters should be discussed with the IB Coordinator and the University Counsellor prior to final subject selection.

- Study German A, and English at least to B HL – noting that German Universities may **still** require/demand evidence of competence in German (usually via a Goethe Institut test) to satisfy the German Language requirement even after German A has been successfully completed for the IB Diploma Programme.
- Select Mathematics HL or SL (Group 5) – as noted above
- Ensure that the choice of Environmental Systems and Societies (ESS), which can be taken only at SL, is accompanied by one other Experimental Science and that the **other** Experimental Science **or** Mathematics **must** be completed at HL, higher level.
- A minimum of a grade 4 is required in each of the six subjects. If a grade 3 is awarded, it *may* be offset **once** by a grade 5 at the same level. **Any grade 2 or 1 invalidates equivalence.**
- Be awarded **at least** 12 points for HL subjects **and** at least 12 points for SL subjects.
- The Conference of Ministers of Education rulings on recognition of the IB Diploma are available from the School Office. Note that in December 2009 the Ministers agreed that German universities, being autonomous, had the right to be flexible in their interpretation of the rules for admission to their universities.

A word of caution:

It must be noted that if a Grade 3 or lower is awarded in any subject, a student *might* be excluded from entering an institution of higher learning in Germany and, perhaps, elsewhere too, even though s/he has graduated and has an IB Diploma.

4 International School of Bremen Graduation Requirements

ISB awards different levels of diploma, each of which is outlined below.

4.1 International Baccalaureate Diploma

If a student successfully completes all the requirements outlined in this handbook (Extended Essay, TOK, CAS), achieves a minimum of 24 IB points and fulfils certain other conditions, then through the IBO the student is awarded an IB Diploma.

4.2 An Alternative to the Diploma Programme

All students at ISB are encouraged to participate in the IB Diploma Programme. Those who do not satisfy the entire set of requirements or who elect to take fewer than six subjects, are awarded a document to certify participation in the IB Diploma Programme courses. Some students choose to take all six subjects at SL, together with TOK and CAS and may or may not choose an Extended Essay. They are Programme candidates rather than Diploma candidates. In addition, all students must reach the graduation requirements of ISB as outlined below.

4.3 International School of Bremen Diploma with Academic Honours

In order to attain the status of ISB Diploma with Academic Honours a student must

- Complete the IB courses
- Complete the required 200 hours of CAS
- Achieve a total score of 21 or higher in the following IB exams:
 - Mathematics
 - First Language, Second Language, Art, Science, History, Geography, Economics.

For any HL course examination, ISB will add one point to the IB school grade; therefore, if a student receives a grade 4 on the HL Chemistry examination, ISB will add one point for the purpose of graduation and regard this as a grade 5.

It must be understood that the ISB Diploma with Academic Honours indicates that a student has graduated at a level which may allow entry into Liberal Arts colleges, some universities or vocational courses.

4.4 International School of Bremen General Diploma

In order to attain a status of ISB General Diploma, a student must

- Complete the IB courses
- Complete the required 200 hours of CAS
- Attain a total score of 19 in the following IB exams
 - Mathematics
 - First Language, Second Language, Art, Science, History, Geography or Economics.

For any HL level course examination, ISB will add one point to the IB grade; therefore, if a student receives a grade 4 on the HL Chemistry examination, ISB will add one point for the purpose of graduation and see this as a grade 5.

It must be understood that the ISB General Diploma indicates that a student has graduated at a level which may allow entry into vocational courses and a variety of other post-secondary education programmes.

4.5 School Leaving Certificate

A student who is unable to achieve a minimum of 19 points in the prescribed groups will be awarded a School Leaving Certificate to indicate that s/he has completed 12 years of full-time education.

A word of caution - again:

Regardless of the type of Diploma awarded, it must be noted that if a grade 3 or lower is awarded in *any* subject, a student *might* be excluded from entering an institution of higher learning in Germany and, perhaps, elsewhere too, even though s/he has graduated.

5 ISB IB Diploma Admissions Policy

This Admissions Policy is an adjunct to the *General Admissions Policy* of the School. All criteria within the *General Admission Policy* apply.

Admission into the ISB IB Diploma Programme is non-selective regarding academic ability as long as the student can construct a suitable IB Diploma Programme combination of subjects, can meet ISB General Admission requirements and is committed to an international education that is academically demanding.

In addition, the following factors will determine entry into the IB Diploma Programme:

- Attendance in Grade 10 at ISB with grades that suggest that it is worthwhile that the student continues her or his studies at ISB. Normally students will have completed their IGCSEs, and teachers, in consultation with the Director, the Head of School and the IB Coordinator, will determine whether it is appropriate for the student to continue attending ISB into the IB Diploma Programme,
- Students entering the School in Grade 11 to begin the IB Diploma must:
 - Show evidence that they have completed appropriate courses to a Grade 10 level in a previous school. This is usually done by providing a School Report of the first semester of Grade 10 (or the second semester of Grade 10 if applying in the summer prior to Grade 11) or IGCSE or equivalent examination results,
 - Be interviewed with a parent or guardian by the Director of the School or his designate and meet all general entry requirements,
 - When declaring a learning disability at admission point, provide appropriate official documentation describing the difficulty and official recommendation as to how best to support the student. The general rules of accepting students with learning difficulties will apply. Support

for such students during the Programme will be within the *Special Education Needs ISB IB Policy*.

- When declaring a physical handicap, a judgment will be made as to whether the student can reasonably, safely and comfortably be accommodated in the building, in offsite facilities, and through the School's timetable after all reasonable adjustments have been made (it should be noted that the School has a lift and all sections of the School are accessible by wheelchair)
- Show evidence that s/he will be supported by parents or guardians during the whole of the Diploma Programme. Either a parent or guardian must usually be resident within the environs of Bremen. If not, a suitable carer living within the environs of Bremen needs to be designated. When a student has refugee or similar status, a representative of the caring organization must be interviewed by the Director or his designate.
- Accept that failure by the obligor to pay all stated fees in a timely manner will result in the curtailing of the right to continue with the IB Diploma Programme at ISB
- Accept that breaches of the *Academic Honesty Agreement Declaration* might result in the curtailing of the right to continue with the IB Diploma Programme at ISB.

6 Contact Details

If you wish to receive any further information on the International Baccalaureate Diploma Programme at the International School of Bremen, please go to the School's website www.isbremen.de and do not hesitate to make an appointment through our School Office.

International School of Bremen
Badgasteiner Straße 11
D-28359 Bremen

Phone +49 (0)421 515 779-0

Fax +49 (0)421 515 779-55

E-mail office@isbremen.de

Web site www.isbremen.de



INTERNATIONAL
SCHOOL
OF BREMEN

ISB

International School of Bremen
Badgasteiner Str. 11 · 28359 Bremen · Germany

+49 (0)421 515 779-0

office@isbremen.de · www.isbremen.de