



**IB DIPLOMA HANDBOOK
OF PROCEDURES
CLASS OF 2025**



Contents

The International Baccalaureate Learner Profile	1
The International Baccalaureate IB Diploma	2
Curriculum Model	2
The IB Programme of Study	3
Entry Requirements	3
IB Grade Conversion Chart	4
Courses and Grading	4
Courses	5
Grading	5
The Final IB Grade	6
Additional Requirements:	7
General Regulations: Diploma Programme, Class of 2023	8
Promotion from Grade 11 to Grade 12	8
University Entrance	8
The Core IB Curriculum	9
Theory of Knowledge (TOK)	9
Extended Essay (EE)	10
The Diploma Points Matrix	11
The CAS Programme	11
Diploma Pathways	14
Group 1: Studies in Language and Literature	14
Group 2: Language Acquisition	16
Group 2: Language Acquisition	Error! Bookmark not defined.
Group 3: Individual and Societies	18
Group 4: Natural Sciences	23
Group 5: Mathematics	28
Group 6: The Arts	30
Deadlines and Assignments	31
Information Directory	33

The International Baccalaureate Learner Profile

The IB Learner Profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

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

The International Baccalaureate IB Diploma

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognized, university entrance qualification for students studying outside of their home countries. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The IB Diploma Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the centre of the curriculum model below. Today the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized in almost every country in the world as a one of the pre-eminent secondary qualifications.

Curriculum Model



© International Baccalaureate Organization 2018

The IB Programme of Study

The IB Diploma Programme at the OBS builds on our Early-years Curriculum (EYC), Primary Year Curriculum (PYC) and International Middle Years Curriculum (IMYC). This combined course of studies leading to the IB DP is a broad and demanding one for students from 2 years old through the completion of Grade 10. The IB Diploma Programme is a two-year (Grades 11 - 12) international curriculum that allows students to fulfil the requirements for University entrance in Switzerland or another national, state or private education system/institution. Internationally mobile students can transfer into the IB Diploma Programme from other IB World schools, as well as from other school systems. Further information regarding the IB can be requested from our IB DP Coordinator as well as our University Consultant (see Information Directory).

Entry Requirements

To be eligible for the IB DP, OBS students should be at a SEK A or Gymnasium level at the end of Grade 9. They will then decide upon their HL and SL subjects and complete additional studies in Grade 10 as preparation. Please note that if a subject is not offered in Grades 9 and 10, for instance, Group 2 Italian, a student should have gained a suitable grade in another similar subject and/or a subject in the same group.

External applicants are assessed case-by-case. In order to have access to instruction and to the course materials, it is a pre-requisite that a student has competent English and/or German skills – speaking, listening, reading and writing. If a student does not have sufficient English skills, we may require that that he/she enrol directly into Grade 10 as preparation.

IB Grade Conversion Chart

Swiss marks go from 1-6, with 6 being the highest mark. IB marks go from 1-7, with 7 being the highest mark. The table below shows the current grading system at the OBS with Swiss standard grading percentages as well as the IB percentages with their IB conversion grade. For example, if a student in Grade 9 scored 84% on a given exam, in the Swiss grading system this would earn a mark of 5. However, in the IB conversion, this would be a 6.

OBS Percentage	Swiss Grade	OBS IB Percentage	IB Conversion Grade
95%-100%	6	85%-100%	7
86% - 94%	5.5	72% - 84%	6
78% - 85%	5	61% - 71%	5
69% - 77%	4.5	50% - 60%	4
60% - 68%	4	34% - 49%	3
45% - 59%	3.5	17% - 33%	2
-45%	3	1% - 16%	1

Courses and Grading

The OBS offers both the IB Diploma Programme and the Swiss Matura. Students should start the process of choosing their personal programme by consulting their coach about the right pathway and selecting subjects offered by the OBS.

In addition to considering their personal strengths in individual subjects when making course selections, students should also take their future education and career plans into account. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as **different universities in different countries have different entrance requirements**. It is especially important that all are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of their choice.

It is strongly recommended that students spend as much time as possible discussing their options with as many informed stakeholders as possible, including parents and teachers. It is vital that choices are made only after full research and consultation.

Courses

To be eligible for the IB Diploma, each student is required to complete six IB courses, with **one subject taken from each group** in the curriculum model:

- Group 1: Language A (literature and/or language and literature)
- Group 2: Second language (language acquisition)
- Group 3: Individuals and societies
- Group 4: Experimental sciences
- Group 5: Mathematics
- Group 6: Arts OR one subject from group 2, 3 or 4

Further, all IB Diploma students must choose:

Three courses at higher level (HL)

Three courses at standard level (SL)

In addition, all IB Diploma students must successfully complete:

- A course in the Theory of Knowledge (TOK)
- A 4,000-word Extended Essay in a subject of their choice
- A Creativity, Activity & Service (CAS) programme

Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

7: Excellent

6: Very Good

5: Good

4: Satisfactory

3: Mediocre

2: Poor

1: Very Poor

The Final IB Grade

To be a successful IB Diploma Programme student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. The importance of meeting internal deadlines cannot be stressed enough.

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level.

In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each HL subject and at least a 3 in each SL subject, or a minimum of 24 points in total. The full criteria for passing the IB DP are set out below. A score of 24 points does not alone guarantee a pass.

Subjects	Highest possible grade
Group 1 Subject	7
Group 2 Subject (of Group 1 for bilingual IB)	7
Group 3 Subject	7
Group 4 Subject	7
Group 5 Subject	7
Group 6 Subject (or Group 3 subject)	7
TOK & EE	3*
CAS	Pass**
Final Grade:	45

*Theory of Knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma Programme score.

** Creativity, Activity & Service (CAS) does not contribute to the points total but satisfactory participation is a requirement for the award of the diploma.

Additional Requirements:

The IB clearly states that in order for a student to graduate with the IB Diploma, they must achieve the following:

- CAS requirements met.
- 24 or more total points.
- No "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- No "E" awarded for theory of knowledge and/or the extended essay.
- No grade "1" awarded in a subject/level.
- No more than two total grades of "2" awarded (HL or SL).
- No more than three total grades of "3" or below awarded (HL or SL).
- The candidate has earned 12 points or more in HL subjects.
- The candidate has earned 9 points or more in SL subjects.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

General Regulations: Diploma Programme, Class of 2023

Promotion from Grade 11 to Grade 12

To be promoted from Grade 11 to Grade 12 at the end of the first year of the IB Programme, a student must meet the requirements stated on the “IB Diploma Programme Graduation Policy”, which is to be signed at the beginning of DP1. The minimum requirements set by the OBS for the first year of studies are as follows, although the DP Coordinator in consultation with the IB Team and School Leadership has the discretion to deny or confirm a promotion to Grade 12.

Minimum Requirements for Promotion to Grade 12:

- All SL subjects have achieved a Grade 3.
- All HL subjects have achieved a Grade 4.
- The EE assignment has been submitted to the EE Coordinator.
- An average of 95% attendance.

University Entrance

The IB Diploma is a rigorous and demanding program that provides students with a first-class preparation for their future after OBS. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses. In some countries, such as the United States and Canada, the IB Diploma qualifies students for advanced placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective U.S. universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB Certificates or the High School Diploma. The OBS is also a registered school on the Universities and Colleges Admissions Service (UCAS), a United Kingdom database for British university applications. Please organise a visit with the careers counsellor(s) and contact universities directly for further information.

(Additionally, see the Information Directory).

The Core IB Curriculum

Theory of Knowledge (TOK)

Theory of Knowledge is a course about critical thinking and helps students investigate the process of knowing. It enables students to reflect on the nature of knowledge, while exploring the different Areas of Knowledge (AOK) through the Ways of Knowing (WOK).

The aim is that students devise answers to the question, “How do you know?” in a variety of domains.

In class, discussions and explorations revolving around the question, “How do we know what we know?” are investigated through a variety of sources – Books, TED Talks, Documentaries, Guest Speakers & Newspaper articles – as well as students’ own experiences.

There are seven **AOK** that all students will explore while focusing on different **WOK**:

- History
 - With a focus on the WOK of memory and language, students examine historical events, perspectives, and patterns in history.
- The Arts
 - With a focus on the WOK of imagination and perception, students look at diversity and subjectivity within the context of arts from around the world.
- Ethics
 - With a focus on the WOK of reason and language, students will explore the different concepts within ethics such as methods, argumentation, and theoretical perspectives.
- Indigenous Knowledge
 - Students explore the holistic nature of IK, while acknowledging that cultural knowledge is best understood in its own terms and frames of reference.
- Human Sciences
 - With a focus on the WOK of perception and language, students explore what the human sciences study and the general features they share with history and natural sciences.
- Mathematics
 - With a focus on the WOK of reason and language, students inspect the study of pattern, and mathematics and the world.
- Natural Sciences
 - This unit focuses on the general patterns in the natural world such as the variability of scientists and communal knowledge, but also on scientific fraud.

Assessments:

1. Reflection journal
2. End-of-unit Knowledge Framework Summaries
3. Presentations practice
4. Practice essay

Assessment component		
External assessment (marked by IB examiners)	duration	weighting
Presentation: Individual or group identifies and explores a knowledge question raised by a real-life situation of interest and presents it to the class.	X	33 %
Internal Assessment (assessed by a teacher and moderated by the IB)	duration	weighting
Essay: Title chosen from one of six prescribed titles.		67%

Extended Essay (EE)

The Extended Essay is an in-depth study of a limited topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40+ hours to the essay over the course of twelve months.

In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in-depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Extended Essays submitted in Language B (Spanish or French) or Literature A1 (Japanese, Korean, French or English) must be written in that language. All other essays must be in English.

The Extended Essay is limited to 4,000 words and should include an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

Assessment component	
External assessment (marked by IB examiners)	weighting
4,000 word essay	100 %

The Diploma Points Matrix

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject-specific). The final Extended Essay grade and the final TOK grade are entered into the Diploma Points Matrix (see below) to award a possible maximum of 3 extra points to be added to a student's Diploma score. Candidates who fail to submit satisfactory work in either area will fail the Diploma.

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

The CAS Programme

The Obersee Bilingual School's ***Creativity, Activity and Service (CAS) Programme*** provides learning opportunities for students beyond the classroom to help them to become responsible, well-rounded and healthy citizens. Caring for the local community helps young learners further develop their self-confidence and self-esteem. The key maxim here is to "think global, act local." CAS helps OBS students develop as individuals, evaluate their strengths and weaknesses, and to reflect upon their experiences.

CAS is a compulsory component of the OBS IB core curriculum and completed by all diploma students. Failure to complete the CAS requirement will result in no diploma being awarded.

The students are required to complete experiences in each **CAS Strand:**

- i. *Creativity*; Exploring and extending ideas resulting in an original or interpretive product.
- ii. *Activity*; Physical exertion contributing to a healthy lifestyle.
- iii. *Service*; Collaborative and reciprocal engagement in response to an authentic need.

The CAS programme will encourage students to know and meet the **seven** CAS Learning Outcomes through a variety of individual and collaborative experiences over at least 18 months.

- Identify own strengths and develop areas for growth.
- Demonstrate that you have undertaken challenges, developing new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment and perseverance in your CAS experiences.
- Demonstrate the skills and the benefits from working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognised and considered the ethics of choice and actions.

All seven learning outcomes must be demonstrated to be met at one point during the diploma course for you to successfully complete the CAS component of the OBS IB core curriculum.

You, in engagement with OBS CAS, are expected to:

- Be familiar with the CAS handbook and timelines/deadlines.
- Engage in activities regularly and with full commitment.
- Complete a CAS Project.
- Challenge yourself.
- Reflect on your experiences in a variety of ways.
- Record your CAS evidence and reflections in Managebac.

Students must complete the following for each CAS experience:

1. Choose a potential experience and select a learning outcome.
2. Engage in the experience, mindful of the intended learning outcome.

Regularly reflecting upon your experiences is vital. These reflections should be a guide or reference for a final cumulative reflection in a medium of the students' respective choice during the 2nd term of year 12. Reflection is not mandatory for each individual experience but should be regular.

Students must complete a CAS project, to last at least one month, involve collaboration and incorporate at least two of the three CAS strands, although OBS CAS projects are strongly encouraged to include the **service** strand.

Students shall complete three overarching steps for their project:

1. Investigation: Students analyse a selected issue, with identification and confirmation of a community need, ideally in direct collaboration with the designated community partner.
2. Preparation: Students design a plan appropriate to meet the identified authentic need, with clarification of roles and responsibilities, resource requirements, and a reasonable timeline to successfully implement the plan.
3. Action: Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work with partners, or in groups, but must collaborate in a meaningful way.

The CAS project involves working collaboratively on a project of the student's choice and the project should demonstrate, among other things:

1. A deep level of meaningful engagement.
2. Responsibility for the initiation and completion of the project.
3. Documentation that clarifies the engagement with collaborators.

(Source: IB guide for students 2017 and later). Please refer to the CAS Handbook for further information.

Assessment component		
Internally assessed	duration	weighting
CAS	X	100% / Pass/Fail



Diploma Pathways

For the class of 2025, we offer the following combinations of courses:

IB DP Course Options on site:		
Group 1	Language A: English Language and Literature	
Group 2	German B	
Group 3	History	Business Management (hybrid)
Group 4	Physics	Biology
Group 5	Mathematics: Analysis and approaches	
Group 6	Visual Arts	

IB DP Course Options available with Pamoja (online learning):		
Group 2	French ab initio	Mandarin ab initio
	Spanish ab initio	Spanish B
Group 3	Business Management	Economics
	Philosophy	Psychology
Group 6	Film	

Group 1: Studies in Language and Literature

English A: Language and Literature

English A: Language and Literature is directed towards developing and understanding the constructed nature of meanings generated by language and the ways in which language shapes and is influenced by identity and culture. This course is designed for students who have experience using the language in an academic context and supports future academic study in the subject by developing high social, aesthetic, and cultural literacies, as well as effective communication skills.

The key aims of the English: Language and Literature course are to develop the ability to engage with a range of texts and media forms while developing listening, speaking, reading, writing, viewing and presenting skills.

DP Year 1 and Year 2 are organized into units of study which promote the following areas of exploration and Texts (HL=80 hours, SL=50 hours)

Time and Space (HL=80 hours, SL=50 hours)

Intertextuality (HL=80 hours, SL=50 hours)

The study of each of these areas are centred on IB key concepts:

Representation
Transformation
Perspective
Communication
Creativity
Culture
Identity

The texts used throughout each unit are a balance of literary and non-literary works from diverse sources. Some are works in translation, works in English or free choice according to the learning objectives. Formative assessments are completed throughout each unit of study.

Assessment

The assessment model for English A: Language and Literature is the same at higher level (HL) and standard level (SL), but there are significant quantitative and qualitative differences between the levels. There is an additional assessment called the HL Essay, which SL students do not complete. In addition, different assessment criteria are applied for each level.

Higher Level (HL)

External (80% of the grade):
Paper 1- guided textual analysis (35%)
(35%)
Paper 2- comparative essay (25%)
HL Essay (20%)
Internal (20% of the grade):
Individual oral assessment (20%)
(30%)

Standard Level (SL)

External (70% of the grade):
Paper 1- guided textual analysis
Paper 2- comparative essay (35%)
Internal (30% of the grade):
Individual oral assessment

Group 2: Language Acquisition

The German B course is designed for students with prior knowledge of the language. The aim of the German B Course is to develop their language skills for effective communication in a variety of contexts. The course is designed to help students become proficient language users, capable of understanding and producing a range of written and spoken texts, both in familiar and unfamiliar situations.

Specifically, the Language German B Course aims to:

1. **Develop Language Proficiency:** The course focuses on enhancing the four language skills - listening, speaking, reading, and writing - to ensure that students can comprehend and communicate effectively in German.
2. **Foster Intercultural Understanding:** Through exposure to a wide range of authentic texts, such as articles, literature, and multimedia resources, students gain insights into the cultural, social, and historical aspects of German-speaking communities. This helps develop their intercultural awareness and appreciation.
3. **Build Critical Thinking and Analytical Skills:** The course encourages students to critically analyze and evaluate various types of texts, fostering their ability to understand nuanced meanings, perspectives, and implicit messages.
4. **Enhance Communication Skills:** Students engage in interactive activities, discussions, debates, and presentations that promote confident and articulate communication in German, both in spoken and written forms.
5. **Develop Research Skills:** Students often undertake independent research projects related to cultural or linguistic topics, honing their research and academic skills.
6. **Prepare for International Communication:** The course prepares students to use German effectively in global contexts, enabling them to interact with German speakers from different backgrounds and regions.
7. **Support Lifelong Learning:** By providing a strong foundation in language learning and communication strategies, the course equips students with skills that extend beyond the classroom, enabling them to continue learning and using German in their personal and professional lives.

Ultimately, the Language German B Course aims to empower students with the linguistic and cultural competencies necessary to navigate a multilingual world and engage meaningfully with diverse cultural perspectives.

The main focus is on the following thematic areas:

1. Identities
2. Experiences
3. Human ingenuity
4. Social organization
5. One planet for all

Assessment Standard Level

Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>25%</p>

Assessment Higher Level

Assessment component	Weighting
<p>External assessment (3 hours 30 minutes)</p> <p>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)</p>	<p>25%</p>

Group 3: Individual and Societies

History Standard level

IB History (SL) is examined by means of two examination papers, Paper 1 and Paper 2, taken at the end of DP year 2 during the main exam period, as well as a historical investigation assessed internally, meaning that the History teacher will assess the work of students.

DP Year 1

Historical investigation (internal assessment)

It is an investigation into a historical topic freely chosen by the student. This piece of original historical research allows the student to pursue their personal interests without the constraints associated with written examinations. It also enables them to develop and apply the skills of a historian by selecting and analysing a range of source material and considering diverse perspectives.

The students must submit their work before the deadline decided internally, at the beginning of DP year 2.

Paper 1

Paper 1 is a source-based examination paper focused on one of two case studies. The topic studied is:

Topic 4. Rights and Protest

This topic focuses on the struggles for equality and representation in the United States and South Africa during the 1950s and 1960s through the study of the Civil Rights movement and the battle against the Apartheid.

Paper 2

Paper 2 is an essay-based examination in which thorough subject knowledge must be combined with an ability to write well-structured and focused answers. The students will have to write 2 essays, on each topic.

The two topics we study for Paper 2 are the following:

Authoritarian states, 20th century

This topic focuses on the conditions that facilitated the rise of authoritarian states in the 20th century, the methods used by parties and leaders to take and maintain power, as well as the impact of their policies. We will explore the emergence, consolidation and maintenance of power through a number of case studies from different regions of the world.

In DP year 1 the focus is on the interwar years in Europe (Mussolini, Hitler).

The Cold War

This topic focuses on how superpower rivalries did not remain static but changed according to the styles of leadership, strength of ideological beliefs, economic factors, and crisis. It aims to promote an international perspective on the Cold War, by studying examples of leaders, countries, and crisis from more than one region of the world.

In DP1 the students will learn about the definition, causes, key actors and events of the Cold War. This overview will give them a good understanding of the nature and phases of the Cold War, necessary before they can dive deeper into the history of the Cold War in DP2.

DP Year 2

Historical investigation (internal assessment)

Final corrections before submission (Summer and Fall of 2023).

Paper 1

We will conduct revision & methodology sessions and the students will practice their source analysis skills through exercises and mocks.

Paper 2

The Cold War

DP 1 having provided the main “architecture” of the Cold War, DP2 will focus on an in-depth study of the Cold War, with an emphasis on Cold War leaders, crises and impacts.

Authoritarian states, 20th century

We will study at least one more case study of authoritarian States: China under Mao Zedong. This example from Asia will allow for international comparisons. At the end of the 1st semester, all of the content for SL history will have been taught and the 2nd semester will be devoted to revisions and exam practice. Revision sessions will allow students to test, strengthen and deepen their knowledge and understanding of the studied topics. They will also be provided with many opportunities to write essays based on past papers, so that they can perfect their essay writing skills.

History SL Assessment components			
External assessment (marked by IB examiners)		duration	weighting
Paper 1	Topic 4 Rights and protest	1h	30 %
Paper 2	Topic 10 Authoritarian States Topic 12 Cold War	1h30	45%
Internal assessment (marked by IB teacher)			25%

History Higher level

IB History (HL) is examined by means of three examination papers, Paper 1, Paper 2, and Paper 3 taken at the end of DP year 2 during the main exam period, as well as a historical investigation assessed internally, meaning that the History teacher will assess the work of students.

Historical investigation (internal assessment)

Paper 1

Paper 2 (World History)

Are common to SL and HL. Please refer to the SL section above.

On top of the topics studied in SL History, the students who have chosen HL History will learn about 3 other topics for Paper 3.

Paper 3 (History of Europe)

Paper 3 is an essay-based examination in which thorough and detailed subject knowledge must be combined with an ability to write well-structured and focused answers. The students will have to write 3 essays about the following topics:

Inter-war domestic developments in European states (1918–1939)

This section deals with domestic developments in certain key European states in the period between the two world wars. It requires the study of four European countries: Germany, Italy, Spain and France. The section considers the impact of the end of the First World War, then examines the economic, social and cultural changes in each country during the 1920s and 1930s.

Diplomacy in Europe (1919–1945)

This section addresses international relations in Europe from 1919 to 1945 with initial emphasis on the Paris peace treaties: their aims, impact and the problems relating to their enforcement. The section covers attempts to promote collective security and international cooperation through the League of Nations and multilateral agreements (outside the League mechanism), arms reduction and the pursuit of foreign policy goals without resort to violence. This section also addresses the individual foreign policies of Italy, Germany, France, Britain and Russia/Soviet Union, looking at the aims, issues and success of each one. It concludes with a study of the Second World War, looking particularly at the impact of the war and the reasons for Axis defeat and Allied victory.

The Soviet Union and post-Soviet Russia (1924–2000)

This topic examines the consolidation of the Soviet state from 1924 and the methods applied to ensure its survival, growth and expansion inside and outside the borders of the Soviet Union. It explores the rise and nature of the rule of Stalin, Khrushchev, Brezhnev and their policies. East–West relations post-1945 in relation to Soviet aims and leadership should also be considered. Finally, the decline and collapse of the Soviet Union should be considered, as well as political and economic developments in post-Soviet Russia.

DP Year 1

Inter-war domestic developments in European states (1918–1939)

Diplomacy in Europe (1919–1945)

DP Year 2

The Soviet Union and post-Soviet Russia (1924–2000)

History HL Assessment components			
External assessment (marked by IB examiners)		duration	weighting
Paper 1	Topic 4 Rights and protest	1h	20 %
Paper 2	Topic 10 Authoritarian States Topic 12 Cold War	1h30	25%
Paper 3	Topic 14 Interwar domestic developments Topic 15 Diplomacy in Europe 1919-1945 Topic 16 USSR & Post Soviet Russia 1924-2000	2h30	35%
Internal assessment (marked by IB teacher)			20%

Group 4: Natural Sciences

In all natural sciences lessons, it should become clear how scientists work and communicate with each other. Although the natural science method can take many different forms, all subjects have an experimental approach in common, so that the focus in these subjects is there. Students should achieve the following in Group 4:

- to appreciate scientific work and creativity in a global context through stimulating and challenging tasks,
- to acquire knowledge, methods and procedures characteristic of science and technology,
- to apply and use knowledge, methods and procedures characteristic of science and technology,
- to develop skills for the analysis, assessment and synthesis of scientific information,
- to develop a critical awareness of the need and value of effective cooperation and communication in scientific activities,
- to develop experimental and research skills, including the use of the latest technologies,
- to develop and apply 21st century communication skills within the framework of science studies,
- as world citizens, to develop a critical awareness of the ethical implications of the use of science and technology,
- to develop an appreciation of the possibilities and limitations of science and technology,
- to develop knowledge of the relationships between scientific disciplines and their influence on other fields of knowledge.

Physics

Physics is among the most fundamental of the experimental sciences, as it seeks to explore and explain the universe itself. Physics explores everything from the very tiniest particles to the vast distances between galaxies. Not only does physics help us to better understand the natural world, it also gives us the potential to alter our environments.

By studying physics, students will be introduced to the daily life of a scientist and get to see how scientists work and communicate. While the scientific methods can take on a wide variety of forms, it is the emphasis of the observations and practical approaches through experimental work that characterizes this exciting and extraordinary subject. Within the studies of the physics course, students will be provided with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Objectives:

1. Demonstrate knowledge and understanding of:

- facts, concepts and terminology
- methodologies and techniques
- communicating scientific information

2. Apply:

1. facts, concepts and terminology
2. methodologies and techniques
3. methods of communicating scientific information

3. Formulate, analyse and evaluate:

1. hypotheses, research questions and predictions
2. methodologies and techniques
3. primary and secondary data
4. scientific explanations

4. Demonstrate the appropriate research, experimental and personal skills necessary to carry out insightful and ethical investigations.

Topics to be covered:

Core: Standard Level(SL)

- Kinematics
- Forces and Momentum
- Work, Energy and Power
- Thermal Energy Effects
- Greenhouse Effect
- Gas Laws
- Currents and Circuits
- Simple Harmonic Motion
- Wave Model
- Wave Phenomena
- Standing Wave and Resonance
- Doppler Effect
- Gravitational Fields
- Electric and Magnetic Fields
- Structure of the Atom
- Radioactive Decay
- Fission
- Fusion and Stars

Additional: Higher Level (HL)

- Rigid Body Mechanics
- Galilean and Special Relativity

- Thermodynamics
- Induction
- Quantum Physics

Assessment

		Standard Level	Higher Level
Internal Assessment During the course	Theory, practice and report on a self-chosen experiment	20%	20%
Paper 1 1 hour 30 min SL 2 hour HL	Multiple Choice	36%	36%
Paper 2 1 hour 30 min SL 2 hour 30 min HL	Short-answer and extended-response questions on core material	44%	44%

Biology

Biology is the science of life itself and seeks to cover every aspect of what is, as far as we know, a unique phenomenon. From the tiniest prokaryotic cells to the trophic cascades and networks that span over whole continents, biology attempts to rationalize and understand all the facets that there are to the 8 million or so different species alive today, including our very own.

An interest in life is natural for humans, as we are biological creatures ourselves and are in an ever-changing relationship with the living world around us. Our existence influences the species around us, as their existence influences ours. By studying biology, students will be enabled to understand their own body as well as the world around them.

As biologists attempt to analyse all levels of the living world, they have to use and be competent in a variety of scientific approaches and techniques. As part of the biology course, students will be provided with opportunities to develop manipulative skills, design investigations, collect data, analyse results and finally evaluate and communicate their findings.

Objectives:

1. Demonstrate knowledge and understanding of:

- facts, concepts and terminology
- methodologies and techniques
- communicating scientific information

2. Apply:

- facts, concepts and terminology
- methodologies and techniques
- methods of communicating scientific information

3. Formulate, analyse and evaluate:

- hypotheses, research questions and predictions
- methodologies and techniques
- primary and secondary data
- scientific explanations

4. Demonstrate the appropriate research, experimental and personal skills necessary to carry out insightful and ethical investigations.

Syllabus Components

The modern biology syllabus focuses on networking knowledge across different themes and levels of organization.

Core: Standard Level (SL)

- Cell biology
- Molecular biology
- Genetics
- Plant biology
- Ecology
- Evolution and classification
- Animal physiology

Additional: Higher Level (HL)

- Viruses
- Gene expression
- Muscle and motility
- Classification and cladistics
- And a broader and more detailed coverage of Standard Level topics

Practical scheme of work

- Practical work
- Scientific investigation (internal assessment - IA)
- Collaborative sciences project

Assessment		SL	HL
Internal Assessment 10 hours	Scientific Investigation (Data gathering, analysis and report) on a self-chosen biological phenomenon	20%	20%
Paper 1 SL: 1 ½ hours HL: 2 hours	Paper 1A: Multiple Choice Paper 1B: Data-based questions	36%	36%
Paper 2 SL: 1 ½ hours HL: 2 ½ hours	Data based questions and extended-response questions	44%	44%

Group 5: Mathematics

Mathematics: Analysis and Approaches

The Mathematics: Analysis and Approaches SL and HL courses at the OBS Upper School are designed for students who enjoy the analytical aspects of mathematics. We explore the need for analytical expertise in our ever-changing world, with foci on innovation, technology, and fluency in mathematics. The HL course is best suited for students considering further studies in Mathematics or in related subjects such as Engineering, Physics, or Economics. Both HL and SL will be taught together for 4 lessons per week, with HL students having 2 additional lessons per week.

Each student will need to purchase a GDC (Casio CG50 calculator). We are using Oxford Mathematics – Analysis & Approaches HL and SL textbooks, as well other resources.

Content

There are six **Units of Study** that a Mathematics student must complete, with the differences between HL and SL being in the individual standards.

Mathematics AA: SL is a complete subset of Mathematics AA: HL course, so the Units of Study are the same.

- Number & Algebra
- Functions
- Geometry & Trigonometry
- Statistics & Probability
- Calculus
- Toolkit and Mathematical Exploration

These units of studies contain specific topics, conceptual and essential understandings, key concepts, essential understandings, as well as connections to real life, other subjects and Theory of Knowledge.

At the start of Grade 11, the OBS offers an additional 3-days course specifically for SL & HL DP students on vectors. This is to meet an additional requirement to teach and internally assess a 16-hour module on vectors to all DP mathematics SL course students, in addition to the mathematics SL curriculum. This Agreement applies to both the Mathematics: applications and interpretation (first assessment 2021) and Mathematics: analysis and approaches (first assessment 2021), when either is studied as an SL course.

The 16-hour module on vectors will be taught using the content provided by the IB (available on the Programme resource centre) and will be internally assessed by the school. The content, drawn from the 2014 Mathematics SL course, has been already recognised by the KMK, as per the 2015 KMK Agreement on the

Recognition of the IB Diploma.

Assessments

OBS Assessments may include discussions, presentations, problem sets, tests, essays, quizzes and mock exams. The goal of the internal and external assessments for mathematics is for students to demonstrate acquisition and competency in the following:

- Knowledge and understanding
- Problem-solving
- Communication and interpretation
- Technology
- Reasoning
- Inquiry approaches

IB Assessments: SL

IB Internal Assessment: Exploration (20%) – internally assessed by teacher and moderated by the IB: Due Jan DP2

- Mathematical exploration: 6-12 pages of written work where the student investigates an area of mathematics that is interesting to them.

IB External Assessment (80%) – Externally assessed exam with two/three parts: Usually May DP2

- Paper 1: Short-response & extended-response questions *without calculator*.
- Paper 2: Short-response & extended-response questions *with calculator*.

HL Assessments

IB Internal Assessment: Exploration (20%) – internally assessed by teacher and moderated by the IB: Due Jan DP2

- Mathematical exploration: 12-20 pages of written work where the student investigates an area of mathematics that is interesting to them.

IB External Assessment (80%) – Externally assessed exam with two/three parts: Usually May DP2

- Paper 1: Short-response & extended-response questions *without calculator*.
- Paper 2: Short-response & extended-response questions *with calculator*.
- Paper 3: Two extended-response, problem-solving questions *with calculator*.

Group 6: The Arts

Visual Arts

The Visual Arts course is comprised of an Art Exhibition, a Process Portfolio and a Comparative Study as well a visual arts journal.

Creative Workshops & Visual Arts Journal

This is a skills-based project to teach students to experiment and manipulate with different media and techniques, develop new ideas, problem solve, understand art concepts and critically and contextually investigate other artists work. The main areas of exploration are:

- Observational drawing
- Colour, painting and mixed media composition
- 3D design and sculpture
- Animation
- Printing

Comparative Study

Students explore art history, looking at art from artists all over the world and relating this investigation to historical and artistic movements. They delve into the formal qualities, the function and purpose as well as cultural significances. Students are encouraged to attend art museums and galleries of established and contemporary artists to gain a better understanding of artwork in real life.

The Exhibition

Students produce a series of independent studio works in the materials of their choice. This is an on-going project where artists will give personal workshops to the students and the students will develop a broad range of creative works surrounding a particular theme of personal interest. The work is curated together in a final exhibition which includes artwork descriptions.

The Process Portfolio

Students continue to develop upon their artmaking practices in their visual Arts journal, and some of these pages will be contribute to the Process Portfolio. This is a documented portfolio showing their strengths, weaknesses, exploration, goals and ideas.

This should be completed at the end of DP1:

- 10 digital pages annotated for the Process Portfolio.
- SL requirements completed for the Comparative study (12-15 pages).
- 3SL/6HL Art pieces to be completed for the Exhibition.

Assessment

The course content and assessment objectives are the same for HL and SL (except for the Comparative study where the HL students must produce a personal reflective analysis), but HL students are expected to produce a larger body of work and work of greater depth. The assessment criteria are therefore differentiated according to option and level.

Assessment components			
Type of Assessment	Standard Level (SL)	Standard Level (HL)	Weighting
External			
The Process Portfolio	9-18 digital pages	13-25 digital pages	40%
Comparative Study	Type 10-15 digital pages	10-15, +3-5 digital pages	20%
Internal			
The Exhibition	Curatorial rationale (400/700), 4-7 art pieces & exhibition text	Curatorial rationale (400/700), 8-11 art pieces & exhibition text	40%

Deadlines and Assignments

IB Coursework deadlines for the Class of 2023 are to be determined by the IB Team during their initial Team Meetings.

All assignments are due by the OBS' submission dates. It is the student's responsibility to ensure that he/she makes a careful note of the due date for each assignment – for written work and oral presentations – and submits/presents this work on time.

Diploma deadlines and interim submission dates are placed on Microsoft Teams. The school will not accept any claim that a student was not informed of IB coursework deadlines.

Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss strategies which will allow them to meet their commitments. Students absent the day that an assignment is due must hand in the assignment by email or via MS Teams where possible, or at latest upon their return to instruction. Students are also responsible for finding out what new assignments may have been communicated during their absence and when any such assignments are due.

Failure to meet a coursework deadline will result in a suspension from class until the assignment is complete.

Always and regularly refer to the IB DP Calendar on Teams for your respective cohort, which will be updated on a regular basis.



Information Directory

About the IB Diploma
Programme

Mrs. Louise Graf (IB DP Coordinator)
Louise.Hoyne-Butler@edi4-obs.ch

About the CAS
Programme

Mr. Gareth Cox (CAS Coordinator)
gareth.cox@edi4-obs.ch

About the ToK Course

Mr. Joe Amato (TOK Instructor)
Joe.amato@obs.school

About the EE Course

Ms. Christine Helyer (EE Coordinator)
Christine.Helyer@edi4-obs.ch

About the IB

www.ibo.org

For external (non-OBS)
applications

Frau Susanne Rutsch (Admissions)
susanne.rutsch@edi4-obs.ch

About the OBS

<https://www.obs.schule/en/>

Inquiries to the OBS
main office

info@edi4-obs.ch

External University
Consultant/UniSphere

Rachel Kaas
Rachel@unisphere.ch
UCAS Centre ID: 41726