



Franconian
International
School

IB Diploma Booklet
for Students and Parents
2020-2021

Revised December 2019 (Adapted from "The Parents Guide to the IB Diploma")

IB Diploma Booklet for Students and Parents



Dear parents, guardians and students,

Over the last 50 years, the IB Diploma Programme (the DP) has emerged as the single truly international pre-university high school program. Parents choose the DP because it offers:

- o a challenging academic curriculum that serves as outstanding preparation for university and higher education
- o a student-centered approach to teaching, focused on developing students intellectually, emotionally, physically and socially, as opposed to preparation for test-taking only
- o a focus on international-mindedness, compassion, and understanding intercultural differences
- o respected, reliable and world-renowned academic preparation
- o Universities regularly cite DP students as the best prepared for higher education.
- o DP graduates excel at university and often begin their studies with advanced standing (“DP for Parents”)

Mindful of parents’ busy schedules, this booklet is designed to be succinct and accessible. This concise guide will enable you to better understand the requirements of the IB DP. Chapter 1 gives an overview of the main philosophy and central tenants of the DP. Chapter 2 explains the aims of the IB DP and Chapter 3 provides details about the DP at the FIS. Chapter 4 gives details from the IB about the subjects offered in our school.

Apart from the DP, the IB also offers programs for primary and middle school (the PYP and MYP). This booklet, however, discusses only the DP. If you are interested in learning about the MYP, please take a look at the MYP booklet found on the link [here](#).

All the best,

Dr. Chandra McGowan
IB Continuum Coordinator

IB Diploma Booklet for Students and Parents



FIS Mission Statement	4
IB Mission Statement	4
IB Learner Profile.....	5
1. IB Diploma Programme Philosophy.....	6
1.1. Overview of the IB Diploma Programme.....	6
1.2. Content of the IB Diploma Curriculum: The IBDP Model	6
1.3. Key Requirements of the IB DP.....	7
1.4. Time Demands for DP Students.....	7
2. Aims of the IB Diploma Programme.....	8
2.1. To Provide an Internationally Acceptable Qualification for Entry into Higher Education.....	8
2.2. To Promote International Education and Intercultural Understanding.....	8
2.3. To Educate the Whole Person, Emphasizing Intellectual, Personal, Emotional and Social Growth in a Student-Centered Philosophy.....	8
2.4. Quality Assessment	9
2.5. What Makes the IB Unique?.....	11
3. The IB at the FIS.....	12
3.1. Key Messages to Students and Parents about the IBDP.....	12
3.2. FIS High School Diploma, Graduation and DP	12
3.3. University Recognition.....	14
3.4. Is the IBDP in the Best Interest of My Child?	14
3.5. Course Selection.....	15
4. Understanding the DP Subjects.....	18
4.1. The Core of the IB Diploma Programme.....	18
4.2. Group 1: Studies on Language and Literature.....	18
4.3. Group 2: Language Acquisition.....	18
4.4. Group 3: Individuals and Societies	18
4.5. Group 4: The Sciences.....	19
4.6. Group 5: Maths.....	19
4.7. Group 6: The Arts.....	19
5. Bibliography	19

FIS Mission Statement

The Mission of the Franconian International School is to foster international-mindedness through a challenging curriculum in a caring and cooperative environment, inspiring students to become well-rounded citizens committed to the service of humanity.

IB Mission Statement

"The International Baccalaureate® (IB) is more than its educational programmes and certificates. At our heart we are motivated by a mission to create a better world through education.

We value our hard-earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century." (IBO. 17)

As stated above, you can see how the FIS mission statement aligns with the IB principles and values.

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

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." (IBO. 17)

IB Learner Profile

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programs foster a distinctive set of attributes. The International Baccalaureate® (IB) Learner Profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programs is committed to the development of students according to the IB Learner Profile.

The Profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

1. IB Diploma Programme Philosophy

1.1. Overview of the IB Diploma Programme

The philosophy of the IB emphasizes high academic standards in the six mandatory areas of study: first and second languages, mathematics, humanities, science and the arts. This academic quality is complimented by an emphasis on personal development in areas such as philosophy and social awareness. The IB is not fixed to any individual national program, and this enables it to maintain rigorous independent assessment standards. This explains why a growing number of universities in more than a hundred countries hold IB graduates in high regard, why a rapidly growing number of high schools are considering adopting the IBDP.

This chapter features a brief overview of the International Baccalaureate (IB) Diploma Programme (DP) and the way it is assessed. It establishes the terminology used freely in the rest of this booklet.

1.2. Content of the IB Diploma Curriculum: The IBDP Model



Figure 1: The IB Diploma Model: The content of the IB Diploma Programme (offered in English, French and Spanish) is displayed graphically in the IBO's trademark diagram. The details are explained below.

1.3. Key Requirements of the IB DP

All Diploma students must complete the core program (in the center of the model), and they must study six academic subjects – one subject from each group of the model. Of the six academic subjects, the IB stipulates that at least three and no more than four subjects must be taken at Higher Level (HL), comprising a recommended 240 teacher–student contact hours; and the rest at Standard Level (SL), a recommended 150 contact hours. It is up to the student and the school advisers to determine which particular subjects are taken at HL, but typically, these will be subjects that students may want to pursue at tertiary level, more information about course selection can be found in Chapter 3 and 4.

Bilingual Diploma:

The IB offers a bilingual diploma, which is awarded to a successful candidate who fulfills one or more of the following criteria:

- Completion of two languages selected from studies in language and literature subjects with the award of a grade 3 or higher in both languages
- Completion of one of the subjects from individuals and societies, or sciences in a language that is not the same as the candidate's nominated studies in language and literature language
- Attainment of a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups (“Diploma Assessment Procedures”)

1.4. Time Demands for DP Students

Success in the DP hinges on student’s ability to balance and manage time. Here are the average weekly time demands for a student in the DP. The FIS timetable is based on a 10-day (two-week) cycle. Lessons are of one hour’s duration, and include up to 5 minutes allowance for changeovers.

- Three HL courses: 9 lessons each per cycle
- Three SL courses: 6 lessons each per cycle (Maths SL = 7 lessons)
- TOK: 4 lessons per cycle
- CAS: four hours per week (self-scheduled)
- Advisory: two lessons per cycle for the personal, social and emotional learning curriculum, careers exploration, and university applications.
- Extended Essay: 40 hours over several months
- Independent study, including work on Internal Assessments, reviewing for exams, etc.

2. Aims of the IB Diploma Programme

The overall DP aims truly drive the program development: to understand the starting point and direction of the DP, one must understand its overall aims and philosophy. Below we summarize and discuss the main DP aims, which have been adapted from “The Parents Guide to the IB Diploma”:

2.1. To Provide an Internationally Acceptable Qualification for Entry into Higher Education

Whereas many national education systems understandably focus on national university entry requirements, the IBDP aims to provide an education that is acceptable to universities the world over. As mentioned earlier, the IB has made great strides in fulfilling this aim (in particular with top universities in the English-speaking world) and it is continually working to resolve any outstanding recognition issues. The message to parents therefore is: Please check with the school that the program your child is following is acceptable to the universities you have in mind and supports his/her career choices. As mentioned earlier, special care needs to be taken if it is likely your child will not complete the full Diploma and takes subject certificates instead, in which case the national education system may well be the better option – for more details, see chapter 3.

2.2. To Promote International Education and Intercultural Understanding

This means that students, in addition to learning about themselves and their own culture, also learn to appreciate the viewpoints and backgrounds of others, something increasingly important – even vital – in a rapidly globalizing world. The DP core, the social sciences (group 3) and the languages (group 1 and 2) are natural vehicles to prepare the students for global citizenship, but science, mathematics, and the arts are expected to contribute equally to this goal. Whereas a traditional science project might focus on, for example, the technical aspects of cooling, a typical IBDP science project could (and should) look at air-conditioners from a multitude of scientific angles, including global environmental issues. Another example: IBDP students of aesthetics subjects are required to demonstrate explicit understanding of work from cultures different to their own – it is not possible to concentrate on technical expertise in Western music alone, for instance. In general, for any subject, the highest marks are reserved for work that demonstrates an overall global understanding of the topic under scrutiny. This overall DP aim furthermore manifests itself on the subject level: the subject syllabuses reflect what is considered important around the globe, rather than reflecting national trends.

2.3. To Educate the Whole Person, Emphasizing Intellectual, Personal, Emotional and Social Growth in a Student-Centered Philosophy.

This aim is most naturally tied to the DP core, but all subjects are expected to contribute. To give an example from a subject such as mathematics, one could investigate the problem of how fast each individual student can throw a baseball, and then further personalize the project by applying the insights gained to a sport of personal interest such as hockey, karate, or golf. Such projects can be partly of a collaborative nature, and thus develop the whole person as stated in the aim.

The term student-centered and student-led education is very important in current educational thinking and merits some additional detailed explanation. In the past (and currently also in parts of Asia or in France for instance), educational systems were what one could call teacher-centered. In simplistic terms, this means that the teacher imparts knowledge to the student, who is expected to listen and reproduce this knowledge during exams. Many education systems (not just the IB), however, are shifting the balance to a more student-centered and student-led, inquiry-based approach to education, which means, again in simplistic terms, that the education is tied, as much as possible, to the interests of the individual student.

In terms of assessment, student-centered education also means that not all components of the course go through a final exam (external assessment), but that serious efforts are made to assess students through internal work (internal assessment), which allows the students to be rewarded for efforts at school. While educational experts generally agree that student-led education, properly implemented, is a magnificent tool to motivate students since it provides instruction that students can relate directly to their own lives. Care must be taken that objective (criterion related) assessment standards are maintained when education is personalized. The IBDP does this, first, by limiting the percentage allocated to internal assessment (see subject percentages below, which are between 20-50%). Secondly, it does this by imposing external, centrally administered, quality controls on internal assessment. This is called external moderation, and it typically means (for most subjects) that one or more independent outside experts will verify the quality of a school's internal assessment by requesting a sample of assessed work, after which the whole school's internal grades (for that subject) might be 'marked up or down'. Most IBDP educators agree that the process of external moderation works very well, and thus allows for a student-centered, yet at the same time rigorously tested educational system. For more information about assessment in the IB programmes, please follow [this link](#).

2.4. Quality Assessment

The IB diploma subjects are examined by a combination of continuous coursework and examinations at the end of the two-year program. The exams are in the first three weeks of May.

Key features are:

- In each subject, the student can gain a score of 1 (lowest) to 7 (highest).
- The maximum for the six subjects is thus $6 \times 7 = 42$ points.

- There are up to 3 points – called bonus points – for both TOK and the extended essay (EE) together, but a student who fails both TOK and the EE, or who fails to satisfy the requirements of the CAS program, will not be awarded a diploma (s/he may instead be awarded individual subject certificates for each subject successfully completed, but as we mentioned earlier, such subject certificates carry much less recognition than a full diploma).
- The maximum score for a diploma is therefore 45 points (attained by, on average about 0.2 to 0.4% of the worldwide cohort each year).
- The minimum score needed to gain a diploma is 24 points (provided that all other requirements are satisfied). Most universities will expect something around 26–36 points (about 4–6 points for each of the six subjects).
- Top universities might ask for 37–40 points. Students seeking scholarships typically need to aim for at least 36 points.

IB examiners and teachers comprising members from many continents and cultures write the syllabuses and examination papers. There is a 7-year review cycle for all subjects, which aims for continual improvement and inclusion of new developments in each subject area. Minor changes are introduced on a regular basis and major changes every 7 years. Some of the courses in this booklet (linked in chapter 4) are undergoing changes and the IB will update the subject briefs by the end of the calendar year. Please see the Heads of Department at the IB DP information evening for more information or questions if a course is undergoing changes or updates.

The IB diploma examination system is graded against global standards (with some grade adjustments if necessary) and is thus in particular not norm-referenced (i.e. there is no fixed percentage of students achieving a certain grade).

All subjects in the 'IBDP Model', with the exception of the core, have a written examination, consisting typically of two or three papers. Students still finish their diploma within three weeks of intensive written examinations but these examinations are limited to a maximum of 5 hours per HL subject and 3 hours per SL subject. In addition, every subject has a coursework or an internal assessment components, which may be internally assessed (and externally moderated by the IB), or internally supervised but externally assessed. The assessment percentage contributed by the coursework varies.

Group Coursework/Internal Assessment: Assessment weight of coursework

- Group 1: Language A 30%
- Group 2: Language B 25%
- Group 3: Individuals and societies 20–30%
- Group 4: Sciences 20–36%
- Group 5: Mathematics 20%
- Group 6: The arts 30–100%

- TOK 100%
- Extended Essay 100%

The IB encourages students and schools to take the initiative, and thus favors coursework as a means of assessment; it is held back from giving coursework greater weight by the entry requirements of some universities. The system of assessment is recognizable to anyone familiar with US or UK examination board methods: there are standardization, moderation and grade award meetings. The whole assessment process is completed six weeks after the last examination, and students can access their results by means of a secure PIN code on the IB website in the first week of July (or January for November candidates). For more information about assessment in the IB programs, please follow this link.

CAS is assessed on a pass/fail system. Students must provide quality evidence for the seven learning objectives over the course of 18 months, in the three stands. Additionally, students must have three interviews; one at the start, middle and end of the CAS programme. It is the responsibility of the student to ensure that their portfolio meets the requirements.

2.5. What Makes the IB Unique?

These bullet points summarize unique feature of an IB education:

- A reputation for high quality education sustained for 50 years.
- The encouragement of international-mindedness in IB students. To do this, we believe that students must first develop an understanding of their own cultural and national identity.
- Creating a positive attitude to learning by encouraging students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn and to participate in community service.
- Programs are accessible to students in a wide variety of schools—national, international, public and private.
- 50% of IB schools are state funded.
- Program assessment is recognized by the world's leading universities. High standards are maintained by actively training and supporting teachers, and by authorizing and evaluating IB World Schools.

If you would like to read more about the unique features of the DP, please follow [this link](#). To learn more about the Statistics of IB DP candidates, please click [here](#).

3. The IB at the FIS

3.1. Key Messages to Students and Parents about the IBDP

The DP provides enhanced learning opportunities for students. Along with these enhanced learning opportunities come often expanded opportunities at tertiary institutions – including receiving significant transfer credits for students achieving sufficiently high results. A universally recognized diploma and ranking system, focusing on international perspectives (including expertise in at least two languages and emphasizing areas of global concern) ensures an increased adaptability and mobility on the part of the IBDP diploma holder – a major advantage in a globalized world. At the same time, the IB's insistence that school supports a student's mother tongue ensures firm roots in the home culture. In line with university and job market demands, the mandatory IB core components emphasize personal growth through activities, through service, and through their insistence on reflection, on both an academic and a personal level.

Success in the IB is not only determined by a final external examination; a substantial part of the assessment is internally administered by the school (although typically with external quality controls/moderation), and this affords students the opportunity to take ownership of their education and to be rewarded for their efforts in school. The IB programme's rigorous standards and the substantial workload require a great deal of commitment, organization and initiative. For students not participating in the full diploma, the IB offers the opportunity to obtain individual subject certificates. In view of this, parents will need to query the school's admission policies very carefully, and how this impacts on a student's admission opportunities at the target universities.

3.2. FIS High School Diploma, Graduation and DP

It is important to distinguish between the High School Diploma/High School graduation, and the IB Diploma.

The High School Diploma is awarded based on the accumulation of sufficient academic credits over a student's whole time in High School. All students who successfully complete their studies receive a FIS High School Diploma. Academic credits are awarded based on end of year FIS grades (as recorded on each end of year school report). Credits are transferred to a student's academic transcript, a copy of which may be requested at any time. Credits are earned per semester for grades of 3 or higher in each course taken in Grades 9 to 12.

The minimum requirement for a FIS High School Diploma is 24 units of credit as follows:

- 4 – English
- 3 – Mathematics
- 3 – Humanities
- 3 – Science

IB Diploma Booklet for Students and Parents



- 2 – Creative or Performing Arts
- 1 – Physical Education (0.5 credit for each year in Grade 9 and 10)
- 3 – Second or additional First Language
- 5 – Further credits (First or Second Language, ICT, Creative or Performing Arts, Humanities, Mathematics, Science)

For award of the High School Diploma, students must demonstrate continuous participation in the Creativity Activity Service programs (Grades 9, 10, 11, and 12), meeting all stated learning objectives, strands and a minimum of one 'project' as per DP criteria.

Continuous participation in Physical Education is also required for graduation.

Furthermore, an overall minimum 85% attendance level (including excused and unexcused absences) is required for successful graduation and the award of a High School Diploma.

The FIS High School Diploma is recognized for entry into a number of American colleges through our accreditation with New England Association of Schools & Colleges (NEASC).

Note that a student's assignments in Grade 11 and 12 may well be contribute to both the High School Diploma and the IB Diploma, but the results of external IB assessments do not factor into the High School Diploma, which is entirely school-based.

The IBDP is one of two pathways offered by the FIS for students to complete the High School studies and receive graduation credentials.

The second pathway (High School Diploma with IB courses), is for students to take a selection of individual IB courses to match their needs and aptitudes, but not to follow a full IB Diploma Programme. In this pathway, courses may be taken at Standard or Higher Level (with no minimum requirement of three courses at Higher Level, as required for the IB Diploma). Each course is freestanding. The student focuses on the accumulation of academic credit, assessed and awarded internally by the FIS at the end of each academic year. In each IB course, the student may additionally opt to proceed to the external assessments (examination) by the IB, and the award of 'IB Certificates', one for each individual course. These IB certificates are not required for the FIS HS Diploma, but have some value for admission to some university systems and courses (e.g. in the UK). Theory of Knowledge and the Extended Essay, which are IB Diploma requirements, are not required for the award of the FIS High School Diploma, but participation in these components, and achieving a passing grade in them, can offer a further opportunity to the student to accumulate additional academic credit.

HS Diploma with IB Courses	IB Diploma Programme
<ol style="list-style-type: none"> 5 IB courses + 1 elective IB course (flexibility with level SL/HL) CAS Optional HS Reflective Project 	<ol style="list-style-type: none"> IB Studies in Language and Literature, IB Language Acquisition, IB Individuals and Societies, IB Sciences, IB Mathematics, IB Arts and electives (3 at HL, 3 at SL) CAS Extended Essay TOK
<ul style="list-style-type: none"> ✔ HS Diploma ✔ IB Course Certificates 	<ul style="list-style-type: none"> ✔ HS Diploma ✔ IB Diploma
7 or 8 components	9 components

3.3. University Recognition

Each country has different requirements when it comes to the recognition of IB DP. Most countries accept the IB DP as equivalent to own national high school leaving diploma, others approve of IB DP when certain requirements have been met. [IBO](#) provides detailed information on each country's specifications.

The IB DP is a post-16 qualification which is recognized by higher education institutions around the world. Universities admit students based on either their predicted Diploma scores or on the actual score that they secure. Universities have their own admissions requirements which can involve students requiring certain subjects to secure a place as well as requiring them to secure a certain points score in Higher Level and Standard Level subjects. In more selective universities the requirements can be very stringent so it is important that students and their parents investigate individual university requirements. University requirements for admission can also include the completion of entry examinations and for the USA there are often SAT subject and score requirements.

3.4. Is the IBDP in the Best Interest of My Child?

The answer to this question involves honest parental and self-assessment of the student. In view of the above, the IBDP is a great program for mature and academically able students interested in attending tertiary education. Such a student will also have a good command of English, and will be motivated and possess the self-discipline to cope with an individualized program involving lots of coursework. Typically, the school or year-grade counselor of the previously attended school program will be able to give the parents a realistic assessment of their child's suitability to do the

IBDP. Close attention should be given to the narrative in school reports and at Parent Teacher Conferences.

3.5. Course Selection

3.5.1. How Should Students Select Their Subjects: Advice for Students

It is important to think carefully about students' subject choices. Three important factors to consider are shown below.

Interest

Encourage students to pick the subjects they are most interested in and enjoy. They are likely to do better in these as a result. Additionally, students will have a more enjoyable two years! This is particularly important for your HL subjects because students spend 9 periods over two weeks in these subjects and have to do a lot of additional independent work in order to be successful.

Ability

Ask students to review carefully their grades over the past two years and consider which subjects were most successful. Discuss with students about how hard they had to work in each class to be successful and make sure their course choices are attainable with the amount of time they can devote to their studies.

Students are encourage to speak with their current (Grade 10) teachers about courses selection in the DP. Additionally students are required to seek information about the courses from the Heads of Department (HoD). As subject matter experts, the HoD provides students with more information about the course requirements.

Advise on general FIS grade prerequisites for courses are:

HL - grades of 5 or better

SL - grades of 4 or better

General IGCSE grade prerequisites

HL – grades of B or better

SL – grades of C or better

Mathematics

HL - IGCSE grade of A or better/FIS grade of 6 or better

SL - IGCSE grade of B or better/FIS grade of 4 or better

Future Plans – University/Career

If you already have an idea of what you would like to study, then you need to do some research to see what the course requirements are – both in terms of required subjects, and required points. Course requirements vary from country to country. (E.g., the UK universities often expect certain grades in your HLs, or particular course combinations. Switzerland does not recognize maths studies, visual arts or theatre arts.) Our Career and Higher Education Advisor is happy to provide additional guidance.

You should also consider the balance between different subjects and how that may affect workload and interest.

3.5.2. Important Questions to Answer with Course Selection

Is there enough program flexibility?

Every school faces constraints in the number of subjects it can offer, as is true for any educational program. Nevertheless, parents and their children need to make sure that the student's main interests are satisfied, in particular that the subjects that hold the student's greatest interest are offered at HL if possible.

Are there any courses we should avoid?

Generally, universities will tend to look at the overall achievement in the IBDP diploma, and the grades for the relevant subjects as well as their level (HL or SL), but they might be less worried about the precise content covered in any particular subject. However, this depends on the country, the university, major and sometimes a specific department. Thus, please check the requirements of the schools your child is interested in attending. Fortunately, all IBDP subjects, certainly at HL, are highly regarded by universities.

3.5.3. Course selection Process

November Students are introduced to the philosophy and objectives of the IB Diploma Programme, and to the course selection process, and considerations to make; this usually takes place in Advisory lessons. In parallel, the High School Principal and IBCC meet with Heads of Departments to review courses, levels, and offerings. During this stage, changes to courses are suggested and considered.

IB Diploma Booklet for Students and Parents



December We invite all Grade 10 parents and students to join us for a DP information event. During this event, participants learn about the DP courses from the Heads of Department, teachers, and current students.

After the information events, Grade 10 students are provided with a survey about the course interests for the DP. We ask students to make a non-binding provisional choice, known as a 'Straw Poll', to allow us to evaluate the likely demand for certain subjects and combinations.

- January**
1. IGCSE Mock Examinations take place. Results and feedback to Grade 10 students are provided.
 2. Grade 10 'Futures' interviews take place: each student has a 30 minute interview with a teacher (typically Advisor, Counselor, Principal, Assistant Principal) to review progress, IB option choices, work experience plans, future university, higher education and career ambitions.
 3. A Selection form, with confirmed courses and blocking arrangements, is given to the Grade 10 students to obtain the signature of the HoD from the subject group of the appropriate classes.

- February**
1. The Selection form is due to IB Continuum Coordinator (with parent signature)
 2. Meetings are held with parents and students if there are any concerns about course suitability or timetable clashes.

May Option choice confirmations are sent out.

June IB preparation week takes place for Grade 10 students to preview the course selection and experience with the teachers.

Some important features about course selection:

- o Because of the rigorous academic nature of the IB Diploma Programme, the school retains the right to deny a student's request for a particular course/level.
- o For the full IB diploma, students select three courses at Higher Level (HL) and three at Standard level (SL). Candidates must complete and pass the TOK course, the EE and the CAS programme to be eligible for the IB Diploma.
- o A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP Language A courses of study.
- o All students must have prior knowledge of the chosen Language B (SL or HL) and ab initio (SL only) are for beginners with no prior knowledge of the language.

- If you plan to study at a German public university via the Hochschulzugangsqualifikation recognition process, you must follow the course selection rules set by the Kultusministerkonferenz – please see the [FIS](#) and [KMK](#) websites for details.

4. Understanding the DP Subjects

This section features a brief overview of the core subjects as well as the main subjects in each of the groups offered at the FIS. To learn more about the course, please click on the link. These links are updated as the courses are updated. You can also speak to the Heads of Departments at the IB information evening in December for more individual questions.

4.1. The Core of the IB Diploma Programme

[Creativity, activity, service](#)

[Extended Essay](#)

[Theory of Knowledge](#)

4.2. Group 1: Studies on Language and Literature

Language A: literature (first assessment 2021) [SL & HL](#)

Language A: language and literature (first assessment 2021) [SL & HL](#)

4.3. Group 2: Language Acquisition

Language B [SL/HL](#)

Language ab initio [SL/HL](#)

4.4. Group 3: Individuals and Societies

Business Management [SL/HL](#)

Economics [SL/HL](#)

Geography [SL/HL](#)

History [SL/HL](#)

Psychology [SL/HL](#)

4.5. Group 4: The Sciences

Biology [SL/HL](#)

Chemistry [SL/HL](#)

Computer Science [SL/HL](#)

Environment systems and societies [SL](#)

Physics [SL/HL](#)

Sports, exercise and health science [SL/HL](#)

4.6. Group 5: Maths

Mathematics: analysis and approaches [SL & HL](#)

Mathematics: applications and interpretation [SL & HL](#)

4.7. Group 6: The Arts

Music [SL/HL](#)

Theatre [SL/HL](#)

Visual Arts [SL/HL](#)

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