



# **International Baccalaureate Diploma Programme**

## **Parent and Student Guide Examination Session 2027**

**KV: MOST, HUDE**

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# **SALIS – Salzburg International School**

## **Mission Statement**

SALIS - Salzburg International School. Our answer to a globalised world. In our International Programme we embed our pupils in a particular learning atmosphere where German-speaking learners study together with children of an international, English-speaking background. With over 50 different nationalities, our school is an intercultural environment where we teach our pupils to become open-minded and curious citizens who care for the world they live in.

At SALIS, our goal is to nurture each student into a compassionate, inquisitive, knowledgeable, and open-minded individual, equipped with critical thinking skills and prepared to pursue their dreams in a diverse, global society. We strive to cultivate well-balanced students who are ready to thrive and lead meaningful, fulfilling lives.

## **The International Baccalaureate Organization**

The educational philosophy of the Organization is found in its mission statement and states that

“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 programmes of international education and rigorous assessment.

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

The International Baccalaureate Organization (IBO), a non-profit educational foundation based in Switzerland, offers the Diploma Programme for pupils in the final two years of secondary school.

As a membership organisation, the IB provides curriculum and assessment development, teacher training and information seminars, electronic networking and other educational services to many schools around the world.

## The IB Diploma Programme (IBDP)

The International Baccalaureate Diploma is an internationally recognised school-leaving certificate. An academically rigorous programme – the IB Diploma Programme – taught in the last two years of school, provides the necessary preparation for final assessments.

Pupils learn more than a collection of facts. The Diploma Programme prepares pupils ideally for university and encourages them to:

- ask challenging questions
- develop a strong sense of their own identity and culture
- become active, compassionate and lifelong learners
- develop the ability to communicate with and understand people from other countries and cultures.

The IBDP's educational aims are embodied in the structure and content of the Programme itself. The IBDP curriculum model, illustrated below, contains six academic areas or subject groups surrounding a core of diploma requirements.



The core requirements aim to teach students how to conduct research, how to ask questions about the world, and to contribute to their own physical, social and creative development.

## IB Diploma Courses Offered at SALIS

Group 1: Studies in Language and Literature  (Your first language)	Group 2: Language Acquisition  (Your choice of foreign languages)	Group 3: Individuals and Societies	Group 4: Sciences	Group 5: Maths	Group 6: The Arts
English A Literature SL/HL  German A Literature SL/HL  Self-taught Language A Literature SL	English B SL/HL  French B SL/HL  German B SL/HL  German ab initio SL  Mandarin ab initio SL  Italian ab initio SL	Economics SL/HL  History SL/HL  Geography SL/HL  Global Politics SL  Psychology SL/HL  Business Manage- ment SL/HL	Biology SL/HL  Chemistry SL/HL  Physics SL/HL  Sports, Exercise and Health Science SL/HL	Maths ApplInt SL/HL	Music SL/HL  Visual Arts SL/HL

Diploma candidates are required to select **one** subject from each of the **six** subject groups which correspond to the principal domains of knowledge. (N.B. – instead of a Group 6 subject, an additional subject from Groups 2 to 4 may be selected). By studying a subject from one of each of the subject groups, pupils are exposed to the two great traditions of learning: the humanities and the sciences. **Three** subjects are taken at **higher level (HL)**, the others at **standard level (SL)**.

HL courses represent 240 teaching hours, SL courses 150 hours. By arranging work in this fashion, pupils are able to achieve depth of study in the context of a broad and coherent curriculum over the two-year period.

The IB pattern is a deliberate compromise between the early specialisation preferred in some national systems and the greater breadth found in others. In each area of the curriculum, care is taken to foster active citizenship and global perspectives. Distribution requirements ensure that the science-oriented pupil is challenged to study modern languages and that the natural linguist becomes familiar with laboratory procedures.

## **GROUP 1 - Language A: Literature**

**English A: Literature (SL/HL)**

**German A: Literature (SL/HL)**

**Self-taught\* language A: Literature (SL)**

**English A: Literature (SL/HL)**

### **WHAT WILL I STUDY?**

The Language A Literature course is a pre-university study of how literature and language is shaped and reflected by the world. One of the main objectives of the course is to nurture critical thinking in order to understand “how language sustains or challenges ways of thinking and being”. It “builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances” (Language A: Literature Guide 2021, p. 6). Emphasis is placed on analysing, discussing, and producing literary and non-literary texts from a variety of cultures and languages, literary periods, and literary forms. Additionally, the course includes artistic and more socially nuanced methods of human expression that continue to shape our global neighbourhood. The course encourages you to think independently and critically, question your own and others’ viewpoints, and reflect upon differing voices as you explore how various communicative forms create meaning.

You will be introduced to a range of literary and non-literary texts from different periods, styles and genres, with the aim of the course being that you develop your ability to analyse individual texts in detail and make relevant connections between them. You will be asked to read 9 (SL) to 13 (HL) works/collections of works covering the following criteria: at least 3 (SL) or 4 (HL) works in translation from the IBO prescribed reading list, at least 4 (SL) or 5 (HL) works originally written in English by authors from the IBO prescribed reading list, 2 (SL) or 4 (HL) works that can be chosen freely. Our study of literature spans seven conceptual approaches, five fields of inquiry, and the following three areas of exploration:

1. Readers, Writers, and Texts—a study of structural, rhetorical, and stylistic elements of texts and the ways in which the authors and artists craft their selections for their audiences.
2. Time and Space—a study of how language and literature adapt and change across time and space as well as within a variety of cultural contexts. We study the complexities of the societal frameworks that influence authors and audiences alike.
3. Intertextuality—a study of the connections between and among media, texts, and audience as a way to understand how the reading of one text can influence and/or support the understanding of another.

Finally, it is paramount that you learn to develop your own power of expression, both in oral and written communication, furthering a lasting joy of and interest in literature, language, and composition.

*\*for more information about Self-taught\* language A: Literature (SL) please approach the IB Coordinator.*



## **HOW WILL I BE ASSESSED?**

While teachers use various forms of assessments within the two-year program to inform teaching and learning, the primary focus of the DP Programme is on summative assessments marked by IB examiners or externally moderated by the IB.

### **External Assessment (70% for SL and 80% for HL)**

- **Paper 1: Guided Textual Analysis (35% for both SL and HL)**  
You will analyse two passages from two different text types, each accompanied by a question. SL students choose one of the passages and HL students write on both.
- **Paper 2: Comparative Essay (35% for SL and 25% for HL)**  
The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.
- **HL Essay: (20%)**  
You will submit an essay (1200–1500 words) on one work (or a collection of shorter works, e.g. poems, short stories, or essays) studied during the course.

### **Internal assessment (30% for SL and 20% for HL)**

- **Individual Oral**  
You will present a formal prepared response (10mins) supported by extracts from two works of your choice studied in this course, followed by five minutes of questions by the teacher, to the following prompt:  
Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts you have studied.

### **The Learner Portfolio (Class Participation Assessment)**

You will keep an organized and in-depth portfolio of notes, record responses, guiding questions, practice papers, lists of text types and groups of works studied based on inquiry questions, self and teacher assessed skills, annotations of key passages, reflections on selections and challenges, research on authors and time periods, vocabulary, creative writing assignments, and selected quotations for analysis. The portfolio may be kept in a student binder and/or may be prepared digitally.

## **WHO IS THIS COURSE FOR?**

In the IB Diploma Programme, you must choose a Language A course in either your mother tongue or your language of education. Students with English as their mother tongue or strongest academic language must take English A Lit at SL or HL.

## **German A: Literature (SL/HL)**

### **WHAT WILL I STUDY?**

The Language A Literature course is not only a pre-university literature course, but also a study of how literature reflects and is reflected by the world. One of the main objectives of the course is to raise awareness of literature as art and of writers as craftsmen. Emphasis is placed on analysing, interpreting and discussing literature on various levels. In this light, the course encourages you to think independently and draw your own conclusions, always based on the tools of literary analysis. Aware of the fact that literature opens up the mind to different cultures and different opinions, we pursue a global, international and fraternal perspective, which gives you an insight into the cultures, traditions and literary achievements of world literature.

You will be introduced to a range of texts from different periods, styles and genres, with the aim of the course being that you develop your ability to analyse individual texts in detail and make relevant connections between them.

Also important is acknowledging that the study of texts permits an appreciation of the varying perspectives of people from different cultures and the way this impacts upon the construction of meaning.

Another goal is to develop your power of expression, both in oral and written communication. And of course, to encourage a lasting joy of and interest in literature and language.

### **COURSE REQUIREMENTS**

HL students must study at least 13 works. Of these 13 works

- a minimum of five must be written originally in the language studied, by authors on a prescribed reading list
- a minimum of four must be works in translation written by authors on a prescribed reading list
- four can be chosen completely freely.

The works read in the Language A course must cover four different literary forms (poetry, drama, prose, non-fiction), three different periods (e.g. 17<sup>th</sup> century, 19<sup>th</sup> century, 21<sup>st</sup> century) and four countries or regions (e.g. Austria, Germany, England, Japan) in at least two continents (e.g. Europe, Asia).

### **HOW WILL I BE ASSESSED?**

#### **External Assessment (80%)**

- Paper 1 – Guided literary analysis – 2 hours 15 minutes: (35%)

You will analyse two unseen passages from two different literary forms, each accompanied by a question which your analysis should focus on.

- Paper 2 – Comparative essay – 1 hour 45 minutes: (25%)

You will be given a choice of four general questions. In response to one of those questions, you will be asked to write a comparative essay based on two works studied in your Language A course.

- Higher level essay: (20%)

You will submit an essay (1200-1500 words) on one literary text or work studied in your Language A course.

#### **Internal assessment (20%)**

- Individual oral

You will be asked to examine the ways in which a global issue of your choice is presented in two of the works studies in your Language A course; one has to be a work written originally in the language studied, the other one has to be a work studied in translation. Supported by an extract from each of the two works, you will offer a prepared response of 10 minutes, followed by 5 minutes of questions by your Language A teacher.

Please note that the literary texts or works you choose to analyse in paper 2, the higher-level essay and in the individual oral must not coincide.

#### **WHO IS THIS COURSE FOR?**

In the IB Diploma Programme, you must choose a Language A course in either your mother tongue or your language of education. German mother tongue students must take the German A Lit course at HL.

## GROUP 2 - Language Acquisition

**Language B: English (SL/HL\*)**

**Language B: French (SL/HL), Italian & Spanish (SL)**

**Language B: German (SL/HL)**

**\*English B HL is a requirement for Matura students**

### WHAT WILL I STUDY?

Language B is a highly stimulating language course that offers the training ground necessary to refine your language skills, in order to correctly interpret various literary and non-literary texts as well as produce different text formats, e.g. articles, adverts, news reports, speeches, formal and informal correspondence etc. The course is not intended solely for the study of specific subject matter or content but aims at enhancing communication skills based on five curriculum themes and conceptual understanding of language acquisition.

### HOW WILL I BE ASSESSED?

**External assessment:** Written component (75%)

- Paper 1: written production (25%)  
SL: Testing productive skills in a variety of text formats, based on 5 themes, in an exam of 1 hr 15 mins.  
HL: Testing productive skills in a variety of text formats, based on 5 themes, in an exam of 1 hr 30 mins.
- Paper 2: reading and listening abilities (50%)  
SL: Listening comprehensions lasting 45 minutes, reading comprehensions of 1 hour.  
HL: Listening and reading comprehension exams each lasting 1hour.

**Internal assessment:** Oral component (25%)

The Individual Oral is an oral activity which will be internally assessed by the teacher and externally moderated by the IB.

SL: Based on a choice of two photographs, the student has to give a presentation, answer follow-up questions and get involved in a discussion in a 15-minute oral exam. The photo is related to one of the five themes and has a strong connection to an anglophone culture.

HL: Based on a choice of two literary extracts, the student has to give a presentation, answer follow-up questions and get involved in a discussion in a 15-minute oral exam. The novels used are related to one of the five themes and have a strong connection to an anglophone culture.

## **WHO IS THIS COURSE FOR?**

You must choose at least one foreign language at “B” level if by the time the Diploma Programme starts you have received two years or more of teaching in that language.

It is the school’s policy that students who join SALIS in year 5 or earlier have to take the German B course but do not necessarily have to sit the exam. They can choose any additional B language instead (for example English B or French B) as exam subject.

N.B. English B HL/French B HL will be acknowledged as one of your three written examinations for the Austrian “Reifeprüfung” if you are an Austrian Matura candidate.

**German ab initio (SL)**  
**Mandarin ab initio (SL)**  
**Italian ab initio (SL)**

### **WHAT WILL I STUDY?**

This course is intended for beginners. The topics will cover five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet and focus on your immediate environment, which includes topics f.e. family, social relationships, the most important traditions and customs in German-speaking/Mandarin-speaking countries, but also topics such as the media and global issues.

The main aim of the course is to enable you to reflect on your own native traditions in comparison with those of German-speaking/Mandarin-speaking countries.

The course is only offered at standard level.

### **HOW WILL I BE ASSESSED?**

At the end of year two you will sit two final papers as well as a written assignment.

#### **External assessment (2 hours 45 minutes) 75%**

- **Paper 1 (1 hour) 25%**  
Productive skills – writing (30 marks)  
Two written tasks of 70-150 words each from a choice of three tasks, choosing a text type for each task among those listed in the exam instruction and practised during the course
- **Paper 2 (1 hour and 45 minutes) 50%**  
Receptive skills – separate sections for listening and reading (65 marks)  
Listening comprehension (45 min) (25 marks)  
Reading comprehension (1 hour) (40 marks)  
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

#### **Internal assessment: Oral component 25%**

This component is internally assessed by the teacher and externally moderated by IB at the end of the course.

##### **Individual oral assessment**

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

## **WHO IS THIS COURSE FOR?**

German or Mandarin ab initio are strongly recommended to all our international students who on commencing the Diploma Programme in the last two years of school, do not have enough years of language learning to attempt their foreign language at “B” level.

The course Mandarin ab initio is taught exclusively in the afternoon and requires no “Schularbeiten”.

## **GROUP 3 - Individuals and Societies**

### **Economics (SL/HL)**

#### **WHAT WILL I STUDY?**

Why does Apple produce smartphones in China? Why does the price of petrol always change? Why are airline tickets generally more expensive in August than in February? Economic principles are useful in attempting to answer any of these questions. The course is designed to give you a basic understanding of the economic theories that drive our personal economic decisions, national economic decisions, and many of the decisions made by our international neighbours. Politics and economics are connected; we cannot fully discuss the science of economics without acknowledging the political systems that house the world's economies.

#### **You will learn about:**

##### **Microeconomics**

Competitive markets: demand and supply, elasticity, government intervention. HL pupils will additionally study theory of the firm and market structures.

##### **Macroeconomics**

The level of overall economic activity, aggregate demand and aggregate supply, macroeconomic objectives, fiscal policy, monetary policy, supply-side policies.

##### **The global economy**

International trade, trade protection, economic integration, exchange rates, the balance of payments, sustainable development, measuring development, barriers to development, economic growth and/or economic development strategies.

#### **HOW WILL I BE ASSESSED?**

##### **External assessment (70% SL/80% HL)**

The final exams consist of two papers at SL and three papers at HL.

- Paper 1 (30% SL /20% HL): Extended response paper.
- Paper 2 (40% SL /30% HL): Data response and extended response paper.
- HL only: Paper 3 (30%) Policy paper; tests topics from across the whole syllabus, including HL extension material.

##### **Internal assessment (30% SL/20% HL)**

You will keep a portfolio to include three commentaries of current news items involving the use of economic concepts and terminology (max. 800 words each).

#### **WHO IS THIS COURSE FOR?**

If you are interested in economics and problems concerning our world, you are welcome to solve them! Whilst our study will be of economics, the course will take into consideration the various political systems and current political situations existing today as well as the historical development of national and international economies.

Possible career paths requiring economics include: accounting and finance, business, project management, public policy, consulting, law, investment banking, market research.



## History (SL/HL)

### WHAT WILL I STUDY?

IB history is a world history course based on a comparative and multi-perspective approach to history. The course focuses around key historical concepts such as change and continuity, causation and consequence, significance and perspectives. Both standard and higher levels share a common core:

- **The move to global war**

Japanese expansion in East Asia (1931-1941)

German and Italian expansion (1933-1940)

The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion.

- **Authoritarian states (20<sup>th</sup> century)**

The conditions that facilitated the rise of authoritarian states in the 20<sup>th</sup> century, as well as the methods used by parties and leaders to take and maintain power are explored as are the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power.

- **The Cold War: Superpower tensions and rivalries**

This topic focuses on how superpower rivalries changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. An international perspective is promoted by requiring the study of leaders, countries and crises from more than one region of the world.

In addition, students at HL are required to undertake an in-depth study of the following sections:

- **Europe and the First World War (1871–1918)**
- **European States in the inter-war years (1918-1939)**
- **Diplomacy in Europe (1919-1945)**

### HOW WILL I BE ASSESSED?

#### External assessment

- Paper 1: Source analysis paper (30% SL / 20% HL)  
Written answers to structured source-based questions.
- Paper 2: Essay paper (45% SL / 25% HL) Two historical essays.
- HL only: Paper 3: Essay paper (35%) Three historical essays.

#### Internal assessment (25% SL / 20% HL)

Each student undertakes a historical investigation into a topic of their choice made up of:

A detailed analysis of two sources (500 words)

An investigation (1300 words)

A reflection on what undertaking the investigation highlighted to them about the methods used by, and the challenges facing, the historian. (400 words)

**WHO IS THIS COURSE FOR?**

History is for you if you're interested in learning about contemporary European and World history and enjoy analysing and evaluating historical evidence from the 20th century. The course will help you strengthen your critical thinking skills, your ability to conduct an academic argument based on evidence and to achieve an extremely proficient level of essay writing in English.

Possible career paths requiring history include: international relations, law, civil service, politics, and management. The ability to evaluate evidence, debate, think critically and argue a case persuasively is essential in many other careers.

## **Global Politics (SL)**

### **WHAT WILL I STUDY?**

The course allows students to develop an understanding of the local, national, international and global dimensions of global activity and offers them the opportunity to explore political issues affecting their own lives.

IB Global Politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand better abstract political concepts by grounding them in real world examples and case studies.

Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

All students complete a common core under the central unifying theme of “people, power and politics”. (from IBO, Global Politics guide - first assessment 2017)

This core consists of four units:

- Power, sovereignty and international relations
- Human rights
- Development
- Peace and conflict

Also, all students undertake an engagement activity through which they study a political issue of interest experientially. Whether participating in the work of a local/regional/national NGO or observing an international conference where they get the chance to interview key players in a field they specialise in – the students’ experiential learning should then be complemented with more theoretical perspectives from research. Finally, a written report summarising their investigation will be submitted.

### **HOW WILL I BE ASSESSED?**

#### **External assessment (75 %)**

- Paper 1 (1 hr 15 mins): 30%  
A stimulus-based paper based on one topic from one of the four core units with four compulsory short-answer questions
- Paper 2 (1hr 45 mins): 45%  
Extended response paper (essay format) based on the four core units.  
Students must write two essays from a choice of eight.

#### **Internal assessment (25 %)**

Each student undertakes an engagement activity: a written report (max. 2000 words) on a political issue explored through personal engagement and research.

## **WHO IS THIS COURSE FOR?**

Global Politics (“GloPo”) is for you if you’re interested in learning more about and getting a valid insight into current world affairs. Apart from studying the theoretical concepts of this discipline, you will get an insight into the functions and work of international organisations, NGOs and other key players/institutions of the global system.

The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

Possible career paths requiring Global Politics include: international relations, law, civil service, politics, management, history and journalism. The ability to evaluate evidence, debate, think critically and argue a case persuasively is essential in many other careers, too.

## Geography (SL/HL)

### WHAT WILL I STUDY?

*“Geography is the only subject that has given me the skills to interpret and understand reality in a way I could not imagine before and that will remain for life.”*

A student at the British School of Rio de Janeiro (2013)

Geography is a **dynamic** subject. It is firmly grounded in the **real world** and focuses on the **interactions** between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and **respond to change**. Geography combines the social/human sciences and natural sciences and you will acquire elements of **both socio-economic and scientific methodologies**. We will examine ideas from a wide variety of disciplines. This helps you **develop life skills** and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

adapted from IBO, Geography guide - first assessment 2019

### You will learn about:

#### Geographic Perspectives:

##### **Global Change**

Geography of population dynamics, climate change, global resource consumption.

##### **Global Interactions (HL only)**

Power, places, networks (e.g. global superpowers and their influence), human development and diversity (e.g. UN sustainable development goals), global risks and resilience (e.g. hacking, identity theft and implications for individuals and businesses).

#### Geographic Themes:

##### **Urban Environments**

The variety of urban environments (e.g. megacities), how cities change (e.g. inner-city gentrification), environmental and social stresses in cities (e.g. urban heat island effect, deprivation and crime), and building sustainable cities for the future (e.g. smart cities).

##### **Extreme Environments**

Characteristics of hot deserts and cold regions (e.g. retreat of glaciers, natural desertification), physical processes and landscapes (e.g. freeze-thaw, permafrost), managing hot deserts and cold regions (e.g. agricultural opportunities and challenges), the futures of hot deserts and cold regions (e.g. new technology/sustainable development: solar power, desalination)

##### **Leisure, Tourism and Sports (HL only)**

Changing leisure patterns (e.g. factors affecting personal participation in sports and tourism), tourism and sport at the local and national scale (e.g. the cost and benefits of a festival in a rural location), tourism and sport at the international scale (e.g. costs and benefits for a country hosting an international event) and managing tourism and sport for the future.

## HOW WILL I BE ASSESSED?

### External assessment (75% SL / 80% HL)

The final exams consist of **two papers at SL** and **three papers at HL**.

- Paper 1 (35%): Geographic themes (SL: two options, HL: three options)
- Paper 2 (40% SL / 25% HL): Geographic perspectives—global change
- HL only: Paper 3 (20%): Geographic perspectives—global interactions

### Internal assessment (25% SL / 20%HL)

You will conduct fieldwork (data collection) as a group and individually write a report based on the data collected in the field, which includes the creation of your own maps and graphs.

## WHO IS THIS COURSE FOR?

Do you enjoy making connections and learning about complex systems? If you are interested in learning about the world around you and the various interactions between humans and nature, geography is a subject you will enjoy. This is a hands-on course where we will go out in the field to collect data and learn to visualize it to make your findings accessible to your readers.

Possible career paths requiring geography include regional and town planning, geoinformatics, sustainability consulting, emergency management, management in tourism, transportation or environmental conservation.

## Psychology (SL/HL)

### WHAT WILL I STUDY?

Psychology is commonly defined as the systematic study of mental processes and behaviour. Studying psychology includes topics such as experimental design, the effect of brain damage on behaviour, the influence of dopamine on romantic love, the capacity of human memory, the influence of digital technology on human behaviour, symptoms of clinical depression, stereotypes and mob behaviour, the development of gender roles, the formation of personal relationships or the significance of play in childhood.

The DP psychology course introduces you to three different approaches to understanding behaviour and mental processes:

- The **biological approach** focuses on physiology, including genetics.
- The **cognitive approach** focuses on mental processes like memory, thinking, perception, and attention.
- The **sociocultural approach** focuses on how environment and culture affect behaviour.

These three levels of analysis make up the **core** topics and provide the most holistic view of human psychology. In addition, you will study either one SL or two HL **options** covering areas of applied psychology: abnormal psychology (e.g. treatment of disorders), developmental psychology (e.g. developing an identity), health psychology (e.g. promoting health) and psychology of relationships (e.g. group dynamics). Throughout the course you will also study different **research methods** and carry out research yourself by replicating an existing psychological **experiment**. You will also have to report the findings for your internal assessment.

Another purpose of the course is to draw connections to Theory of Knowledge (TOK), which is at the core of the IB Diploma Programme. You will be encouraged to develop skills of critical thinking and analysis.

### HOW WILL I BE ASSESSED?

At the end of year two you will have to sit two exam papers (three for HL), as listed below. These are externally assessed. Your internal assessment involves the replication of a simple experimental study based on an original psychological study that has already been carried out by a researcher.

**External assessment (75% SL / 80% HL) – SL: 3 hours/ HL: 5 hours**

The final exams consist of **two papers at SL** and **three papers at HL**.

- **Paper 1: CORE (50% SL / 40% HL) – 2 hours**  
Section A: Three short-answer questions on the core approaches to psychology  
Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour  
**HL only:** essays will reference additional HL topic
- **Paper 2: OPTIONS (25% SL/ 20% HL) – SL: 1 hour/ HL: 2 hours**

**SL:** one question from a choice of three on one option (e.g. one essay on abnormal psychology)

**HL:** two questions; one each from a choice of three on two options (e.g. one essay on abnormal psychology and one essay on developmental psychology)

- **Paper 3: RESEARCH METHODS (HL only): (20%) – 1 hour**  
Three short-answer questions on approaches to research

**Internal Assessment: (25% SL/ 20% HL) – 20 hours**

- **Experimental Study:** A report on an experimental study (1800 – 2200 words)

## **WHO IS THIS COURSE FOR?**

This course is designed for those who are particularly interested in human behaviour and its determinants. Understanding how psychological knowledge is generated, developed and applied enables you to achieve a greater understanding of yourself and appreciate the diversity of human behaviour.

There are many different options available to psychology degree holders, depending on your specialisations and interests. Potential careers paths requiring psychology include: clinical psychology, developmental psychology, educational psychology, forensic psychology, occupational psychology, health psychology, sports psychology, etc. Jobs where a psychology degree is quite useful include: psychotherapist, psychiatrist, counsellor, teacher, social worker and market researcher, etc.



## **Business Management (SL/HL)**

### **WHAT WILL I STUDY?**

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

### **HOW WILL I BE ASSESSED?**

External assessment for HL and SL students consists of two written examination papers. Paper one is based on a pre-seen case study issued in advance, and paper two consists of structured questions based on stimulus material and an extended response question that assesses students' understanding of the key concepts of the course.

Internal assessment for HL students is a research project and for SL students a written commentary. In both tasks, students study real world business organizations. These are internally marked by subject teachers and then externally moderated by IB examiners.

### **WHO IS THIS COURSE FOR?**

Business Management is suitable for students who are considering owning and operating their own business at some point in the future. It will expose students to a variety of factors to consider when planning and starting a business, managing staff, and implementing changes in a business.

## **GROUP 4 - Sciences**

### **Biology (SL/HL)**

#### **WHAT WILL I STUDY?**

The main aim of the course is to raise your awareness of biological connections and interrelations in providing you with a wide range of general biological knowledge. The focus should not be on the competence to rehearse facts but on the improvement of the ability to draw conclusions, understand biological processes and apply existing knowledge onto new problem definitions. Higher order thinking skills will be trained through task-based teaching strategies, which will also increase your communicative and cooperative skills.

Topics include: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, human physiology, metabolism, cell respiration, photosynthesis, plant biology, genetics and evolution, animal physiology.

The course include theoretical and practical work.

#### **HOW WILL I BE ASSESSED?**

##### **Internal assessment (20%)**

The internal assessment consists of one individual investigation which you will carry out and write up independently. You will design a hands-on experiment of your own, or collect results from data banks, models or simulations to answer a research question of your own choice.

##### **External assessment (80%)**

- Paper 1 (~36%): multiple choice questions, data-based questions
- Paper 2 (~44%): data-based questions, short-answer and extended-response questions

#### **WHO IS THIS COURSE FOR?**

This course is ideal for you if you want to get an insight into scientific research by performing numerous practical experiments in which you can try out different laboratory technologies, such as microscopes, data-loggers, dissecting instruments, etc. It will also enable you to build up a basic repertoire of scientific methods and teach you to design your own experiments that can evolve from a biological question or might express or prove a known fact. Additionally, you will learn to evaluate, analyse and read scientific data deriving from your own experiments and also from authentic scientific research.

Higher Level Biology is a rigorous course aimed at pupils who have a preference for sciences and intend to do further study in the field of biology, medicine or chemistry. Possible career paths requiring biology are: medicine, pharmacy, biochemistry, organic chemistry, forensic science, biomedical research, veterinary medicine, and of course all branches of biology (anthropology, botany, genetics, microbiology, neuroscience, ecology, evolutionary biology, zoology).

N.B. Biology HL is an essential requirement for entrance to most medical schools worldwide.

## **Sports, Exercise and Health Science (SL)**

### **WHAT WILL I STUDY?**

The Sports, Exercise and Health Science course aims to increase your background knowledge and understanding of health and human performance in relation to sport and exercise. It involves the study of the science that underpins physical performance.

The course is divided into two sections:

**Core:** basic general sport theory

- Topic 1: Anatomy
- Topic 2: Exercise physiology
- Topic 3: Energy systems
- Topic 4: Movement analysis
- Topic 5: Skill in sport
- Topic 6: Measurement and evaluation of human performance

Options: more detailed material on two specific areas, which will be chosen by the teacher: e.g., Psychology of Sport, Nutrition, Health, Training.

All sections include theoretical and practical work, e.g., training programmes, investigation of factors affecting physical performance (cardiovascular response, range of joints, trajectory characteristics of thrown objects, etc.)

### **HOW WILL I BE ASSESSED?**

**External assessment (80%)**

- Paper 1 (36%): multiple choice questions, data-based questions
- Paper 2 (40%): data-based questions, short-answer and extended-response questions

**Internal assessment: (24%)**

You will complete a portfolio of 40 hours of practical work. This is composed of a mixture of short- and long-term investigations covering the topics studied. Additionally, all pupils will take part in an interdisciplinary Group 4 project, in which they analyse a common topic or problem.

### **WHO IS THIS COURSE FOR?**

If you are interested in sport, physiology, anatomy and nutrition and want to learn more about the science behind the body and physical activity, this course will interest you.

Possible career paths requiring sports, exercise and health science include: sports management, sports psychology, teaching, physical therapy.

## Chemistry (SL/HL)

### WHAT WILL I STUDY?

In IB Chemistry you will be working with models and concepts to describe the characteristics of matter's smallest particles. You will learn why substances undergo chemical reactions – sometimes even spontaneously. Typical chemical reaction types like acid-base or redox reactions will be introduced, and a lot of time will be spent doing hands-on experimental work. You will also learn the basics of organic chemistry, which deals with the large diversity of carbon compounds and their unique chemical reactions. Further topics are environmental chemistry and human biochemistry.

The IB Chemistry curriculum requires you to work quantitatively as well, which means that you will calculate substance and energy amounts and collect experimental data for further processing and interpretation. For example, you might be asked to determine the mass percentage of a certain substance within a food sample. Therefore, you will practice your mathematical and practical lab skills in order to get good laboratory results.

### HOW WILL I BE ASSESSED?

You will be assessed both internally by your teacher and externally through final written exams.

#### Internal assessment (20%)

The internal assessment consists of one individual investigation which you will carry out and write up independently. You will design a hands-on experiment of your own, or collect results from data banks, models or simulations to answer a research question of your own choice.

#### External assessment (80%)

- Paper 1 (36%): multiple choice questions, data-based questions
- Paper 2 (44%): data-based questions, short-answer and extended-response questions

### WHO IS THIS COURSE FOR?

**Chemistry SL** aims to impart the skills and knowledge required to get an overview of basic chemistry, including the Austrian curriculum. The amount of factual knowledge might be smaller than in other science subjects, but logical and mathematical skills are necessary more often. The course could suit you if you have profound thinking skills and enjoy pursuing a topic until you have fully understood it.

**Chemistry HL** broadens all topics in content, as it pursues an in-depth involvement with chemistry. The course emphasises the practice of scientific method and inquiry. Therefore, it poses challenges that require creativity and independence in learning. It is a good basis for students wishing to study a natural science subject at university.

Possible career paths requiring chemistry include: medicine, chemical engineering, biomedical science, ecology, analytical chemistry, food science, environmental science, marine biology, mining engineering, forensic science, geology, pharmacy, veterinary medicine. N.B. Chemistry HL is an essential requirement for entrance to most medical schools worldwide.

## Physics (SL/HL)

### WHAT WILL I STUDY?

Physics is an attempt to understand the world around us, challenging our imagination with concepts such as relativity. Physics leads to discoveries, such as computers, satellites and GPS. Physicists study the largest galaxies and the smallest subatomic particles and everything in between. They are problem solvers; they make mathematics practical. And, even when the job market is slow, physicists can find well-paying jobs.

The syllabus for the IB Physics course is divided into two parts: the core and the options.

#### Core:

- Physics and physical measurement: no calculation without measurement
- Mechanics: movement, forces and celestial mechanics
- Thermal physics: from ice to plasma, what happens?
- Oscillations and waves: acoustic waves, radio waves, micro waves, light, x-rays ...
- Electric currents: transformer, resistor, motor—calculation and construction
- Fields and forces: gravity – electricity – magnetism, what is common to them all?
- Atomic and nuclear physics: half-life, mass defect, binding energy and radiation
- Energy, power and climate change: global warming – issues ahead of us

#### Options:

Additional material, to be chosen by the teacher from the following: Relativity, Engineering Physics, Imaging or Astrophysics.

### HOW WILL I BE ASSESSED?

#### External assessment (80%)

- Paper 1 (36%): multiple choice questions, data-based questions
- Paper 2 (44%): data-based questions, short-answer and extended-response questions

#### Internal assessment (20%)

The internal assessment consists of an interdisciplinary project and a mixture of short- and long-term investigations conducted by you. Modern computer software will be available. You will come up with your own ideas to approaching and solving scientific problems.

### WHO IS THIS COURSE FOR?

The IB Diploma in Physics meets the admission requirements for engineering and technological studies at international universities. Physics is also the basis for many other sciences such as oceanography, seismology, and astronomy and is applied in all natural sciences. Since many mathematical concepts were developed by physicists, learning physics will help you master them and facilitate your understanding of mathematics.

Possible career paths requiring physics include: engineering, architecture, maths.

## **GROUP 5 – Mathematics: application & interpretation (SL/HL)**

### **WHAT WILL I STUDY?**

The topics studied in IB Mathematics (SL) allow a deeper understanding of what maths is and how it can be useful in real-life situations.

- Number and algebra: Basic algebraic concepts and applications (e.g. Financial applications of geometric sequences and series) are introduced.
- Functions: Applying functional methods and different representations of functions to a variety of mathematical situations.
- Geometry and trigonometry: Appropriate skills and techniques for practical problem solving in two and three dimensions.
- Statistics and probability: descriptive statistics, basic probability concepts, modelling data, binomial and normal distribution, testing hypotheses and predicting the occurrence of events, regression and correlation.
- Calculus: Differential and integral calculus and their application.

A GDC (graphic display calculator) is obligatory.

### **HOW WILL I BE ASSESSED?**

#### **External assessment (80%)**

The external assessment is divided into two papers, both based on the whole syllabus. Both papers are divided into a short response part and an extended-response part.

- Paper 1 (90 minutes): Graphic display calculator required. Short-response questions based on the syllabus.
- Paper 2 (90 minutes): Graphic display calculator required. Extended-response questions based on the syllabus

#### **Internal assessment (20%)**

You must complete a mathematical exploration project. The topic of the portfolio will be chosen by you. The emphasis lies on mathematical communication.

### **WHO IS THIS COURSE FOR?**

The IB Mathematics Standard Level course is meant for pupils with a basic knowledge of mathematical concepts who might need a mathematical background in their future studies. It is for students who are interested in developing their mathematics for describing our world and solving practical problems. The course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, the course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models.

Possible career paths requiring maths include: statistics, research science, computer science, economy, robotics engineering, civil engineering.

## GROUP 6 - The Arts

### Music (SL/HL)

#### WHAT WILL I STUDY?

Everything started with the Big Bang, an overwhelming kaleidoscope of sound, the first timpani stroke of an eternal composition. The Greeks believed that music held together the universe and had the power to manipulate a person's psyche. Composer Joseph Haydn said: "My language is understood throughout the world." Indeed, music can be found and understood in all cultures. Its omnipresence accompanies us throughout our lives: in times of celebration, moments of grief, while riding in a bus, and even while Christmas shopping. Music inspires political movements and revolutions, provides introspection and intellectual meditation, dramatizes our cultural stories and myths, and drives technological development.

In this course, we will examine how music is used in all these facets, in so called areas of knowledge: from **music for sociocultural and political expression** (i.e. protest songs, liturgical music, national anthems), to **music for listening and performance** (i.e. chamber music of the Western art tradition, Cool jazz, Experimental music), from **music for dramatic impact** (i.e. music for film, music for ballet, musical theatre), to **music technology in the electronic and digital age** (i.e. electronic dance music, Elektronische Musik, technology in popular music production).

In IB Music, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship. Throughout the course, students are encouraged to **explore** music in varied and sometimes unfamiliar contexts. Additionally, by **experimenting** with music, students gain hands-on experience while honing musical skills. Through realizing and **presenting** samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. As students develop as young musicians, the course challenges them to engage practically with music as **researchers, performers, and creators**, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

#### WHO IS THIS COURSE FOR?

Whether the student has just begun training with their instrument/voice or is an advanced student at Mozarteum, the course seeks to expand their identity as musicians, regardless of level, and to prepare them for lifelong engagement with music.

IB Music is ideal for you if your goal is to become an informed, reflective, and critical practitioner and/or consumer of music. While prior experience with music or instruction in an instrument is not mandatory at SL or HL, it definitely helps and is recommended.

#### HOW WILL I BE ASSESSED?

**Exploring Music in Context (External. SL: 30%. HL: 20%)**

Students select samples of their work in the music journal for a portfolio submission (maximum 2,400 words). Students submit:

- a. written work demonstrating engagement with, and understanding of, diverse musical material
- b. practical exercises (maximum 2 minutes):
  - creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style)
  - performing: one performed adaptation of music from a local or global context for the student's own instrument

**Experimenting with music (Internal. SL: 30%. HL: 20%)**

Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit:

- a. a written experimentation report that supports the experimentation (maximum 1,500 words)
- b. practical musical evidence of the experimentation process
  - three related excerpts of creating (total maximum 5 minutes)
  - three related excerpts of performing (total maximum 5 minutes)

**Presenting music (External. SL: 40%. HL: 30%)**

Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:

- a. presenting as a researcher
  - programme notes (maximum 600 words)
- b. presenting as a creator
  - composition and/or improvisation (maximum 6 minutes)
- c. presenting as a performer
  - solo and/or ensemble (maximum 12 minutes)
  - excerpts, where applicable (maximum 2 minutes)

**The Contemporary Music Maker (HL ONLY. Internal. SL: NO. HL: 30%)**

Students submit a continuous multimedia presentation documenting their real-life project. Students submit multimedia presentation (maximum 15 minutes), evidencing:

- a. the project proposal
- b. the process and evaluation
- c. the realized project, or curated selections of it.



## **Visual Arts (SL/HL)**

### **WHAT WILL I STUDY?**

The Visual Arts core syllabus consists of three equal interrelated areas (Visual Arts in context/ Visual Arts methods/ communicating Visual Arts) which will be investigated through theoretical practice, art-making practice, and curatorial practice.

You will explore various media and techniques (drawing, painting, three-dimensional design, printmaking, photography, etc.). Activities are selected from the fine arts, popular arts (i.e. posters, commercial art, photos, motion pictures) and design (product design, graphic design, textile design or fashion design).

You will be encouraged to develop your own unique style of visual language, and there will be many possibilities for the creation, reproduction and dissemination of your specific visual messages.

Through studio-based classroom activities you will develop your creative and imaginative skills. You will also develop your capacity to analyse art works and make personal responses to art works.

Throughout the course students are required to maintain a visual arts journal.

### **HOW WILL I BE ASSESSED?**

There are no written papers in Visual Arts. Assessment consists of an evaluation of your body of work as a whole, both the finished artworks and the processes of artistic investigation and development.

You will be assessed both externally (Comparative study, weighting 20%, and Process Portfolio, weighting 40%) and internally (Exhibition, weighting 40%).

### **WHO IS THIS COURSE FOR?**

This course is for you if you enjoy expressing yourself by drawing, painting, sculpting, new media and others, and if you like analysing and interpreting works of art from different periods and cultures.

This course is also for you if you are interested in visual experiences and activities and in a flexible programme, where you can develop and produce works of art with imagination and creativity.

Possible career paths requiring Visual Arts include: architecture, web design, graphic design, stage/interior design, fashion design, textile design, conservation/restoration, digital media design, photography.

## The Diploma Core

The IB programme offers three special features in addition to the traditional strengths of a broad liberal arts curriculum. These elements are referred to as *diploma requirements* since every diploma candidate is *required* to participate. They are: Theory of Knowledge, CAS, and an Extended Essay.

### Theory of Knowledge (TOK)

#### WHAT WILL I STUDY?

In Theory of Knowledge (TOK), you will be encouraged to explore and reflect on the nature of knowledge and the process of knowing. Your exploration and reflection will be based upon the knowledge, beliefs, and opinions that you have developed both in the course of your academic study and through your lived experience.

In terms of content, the TOK course is focused on the exploration of knowledge questions. To aid in this exploration, the TOK curriculum consists of three parts: 1) the core theme of knowledge and the knower; 2) two optional themes chosen from the following: knowledge and technology, knowledge and language, knowledge and politics, knowledge and religion, and knowledge and indigenous societies; 3) the five compulsory areas of knowledge, or AOKs (history, the human sciences, the natural sciences, mathematics, and the arts). Knowledge questions and the areas of knowledge will be explored using a “knowledge framework” that consists of four elements: scope, perspectives, methods and tools, and ethics. As an instrument for exploration, the knowledge framework will help you to draw connections and make comparisons across the different themes and areas of knowledge.

Since the course aims to build upon your life experience and promote critical, independent thinking, discussion and debate will play a prominent role in the TOK classroom. In class, but also through reading and writing tasks, you will learn to challenge your own biases, clarify your values, respect interpretations different from your own, and develop a fascination with the richness of knowledge as a human endeavour.

The TOK class is a required course for the IB Diploma and reflects certain core elements of the IB learner profile, including independent, critical, and creative thought, “intellectual risk-taking,” and “international-mindedness”. Whichever direction your future studies and personal experiences take you in life, the TOK course will accompany you and help fulfil the ideal of a curious, critical, and compassionate human being.

#### HOW WILL I BE ASSESSED?

In class, you will be assessed on the basis of your contributions to discussions, presentations, and written assignments. The core of the TOK assessment, however, is based upon the two required assessment tasks:

##### 1. TOK exhibition (33%)

During the first year, you will create an exhibition based on one of the TOK themes (either the core theme or one of the optional themes). You will design an exhibition by selecting three objects, or images of objects, that connect to a knowledge question drawn from one of the 35 IA prompts. You must also submit a written commentary on each object. The

maximum overall word count for the exhibition is 950 words. The TOK exhibition is an internal assessment component, which means it is marked by the TOK teacher and externally moderated by the IB. The assessment of this task is based upon the following significant question: *Does the exhibition successfully show how TOK manifests in the world around us?*

## 2. TOK essay (max. 1600 words; 67%)

During the second year, you will choose one essay title in the autumn from the six essay titles prescribed by the IB and then write a formal essay in response to the chosen essay title. The essay titles are based upon knowledge questions that are focused on the areas of knowledge. You will receive support for the planning and writing process from your TOK teacher. The interactions with your teacher must be recorded using the TOK essay *Planning and Progress Form (TK/PPF)*. The essay, however, must be your own work. The TOK essay is an external assessment component, which means it is submitted to the IB to be marked by IB examiners. The assessment of this task is based upon the following significant question: *Does the student provide a clear, coherent and critical exploration of the essay title?*

## The Extended Essay (EE)

IBDP candidates are required to undertake original research and write an Extended Essay of about 4000 words. This aspect of the programme offers the opportunity to investigate a topic of special interest and to become acquainted with the kind of independent research and writing skills expected at university level. A total of about 40 hours of private study and writing time is recommended. You may choose to write on a topic in one of the subjects available in the IB Diploma curriculum. Throughout the entire process you will be closely guided by a supervisor.

Reflection is an important aspect of the Diploma Programme core and you will be required to reflect in written form on your progress as you complete your research work for the Extended Essay. A Viva Voce which is a short interview lasting about 15 to 20 minutes, will conclude your Extended Essay process.

## CAS (Creativity, Activity, Service)

In our school-system, emphasis is very often placed on gaining factual knowledge, whereas attention to developing your own personality is limited. An all-round education should offer you a balance between cognitive and personal development. CAS encourages you to develop your social abilities, your physical well-being and your creative talents. As such, CAS is an opportunity to educate you as a whole. In order to have the full benefit of this course, you should experience all three “strands” of CAS in a balanced way:

- Creativity: This includes experiences in the arts, depending on the personal abilities of each student. It also includes any other experiences that involve critical thinking, such as planning activities or problem solving.
- Activity: This includes any physical exertion that contributes to a healthy lifestyle.
- Service: This includes all unpaid and voluntary activities that are dedicated to the well-being of others and teach you to respect the rights, dignity and autonomy of all those involved.

Your CAS programme begins at the start of the Diploma Programme (in September of 7<sup>th</sup> form) and continues regularly, ideally on a weekly basis, for at least 18 months with a

reasonable balance between creativity, activity, and service. You also have to undertake a CAS project of at least one month's duration that challenges you to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.

There will be some preparatory CAS projects to show you how the three strands can be combined (example: Social Art Challenge in year 5).

Examples of possible CAS activities:

Within our school:

- Being part of the mediation team, taking part in drama classes, being a member of the school choir, taking part in "Young Caritas activities", the Global 6K Walk for Water, filming and photographing of school events, leading guided tours on our school's Open Day or participating in our school's sports activities.

Outside our school:

- Helping at various social institutions in and around Salzburg: EXIT 7, "Haus Elisabeth" VinziBus, Red Cross, Kindergartens or Homes for the Elderly.

Of course, there are almost no limits to your personal ideas for other activities!

## Which IB courses match my career plans?

Choosing the right IB combinations for the career you are interested in is important. Examples of UK university requirements are given below, although it is essential that students consult university websites for specific admissions criteria.

Here are some examples (recommendations!) of IB subject choices for you to consider. Please note: Not all universities have the same requirements; furthermore, there have always been cases where students who contrary to the university's website did not have a certain subject in HL, but only in SL, were accepted.

<b>Architecture/Urban planning</b>	Higher Level: Language B, Physics, Maths* Standard Level: History, Language A, Visual Arts
<b>Business management/ Economics/ Marketing/ Advertising</b>	Higher Level: History or Psychology, Maths*, Economics Standard Level: Language B, Language A, a science
<b>Engineering</b>	Higher Level: Language B or Chemistry, Physics, Maths* Standard Level: Chemistry/Lang B, Language A, Economics
<b>Diplomacy /NGO/International Relations/Anthropology/ History</b>	Higher Level: Language A, English B, History Standard Level: Maths, Global Politics and one science
<b>IT/Technician/ Computer Science</b>	Higher Level: Maths*, Biology, Physics Standard Level: Language B, Economics, Language A
<b>Medicine / Veterinary medicine / drug discovery / neuroscience / pharmacy / dentistry</b>	Higher Level: Language B, Chemistry, Biology Standard Level: Maths, Language A, one group 3
<b>Music /Theatre /Arts Management</b>	Higher Level: Language A, Language B, Music Standard Level: Maths, History and a science
<b>Nutrition / Sports management</b>	Higher Level: Language B, Chemistry, Biology Standard Level: Maths, Language A and Economics or Psychology
<b>PR management /Consultancy /Trainer</b>	Higher Level: Language A, Language B, Psychology Standard Level: Maths, GloPo or History and a science
<b>Publishing /Journalism / Media studies</b>	Higher Level: Language A, Language B, History or Economics or Psychology

Standard Level: Maths, History/Eco/Psy/GloPo, one science

**Web design / Graphic design** Higher Level: Language B, Economics, Language A  
Standard Level: Maths, one science, Visual Arts

**Accountancy/ Finance** Higher Level: Language B, Maths\*, Economics  
Standard Level: Language A, one science, one group 3

\*Mathematics AA may be required for certain undergraduate courses at university. Some universities may consider applicants with Higher Level Mathematics AI if they additionally sit the Austrian Matura examination in maths. Students may be able to complete Mathematics AA through Pamoja (a fee-based online IB learning platform).

## IB course selection form

### Exam session 2027

Name: \_\_\_\_\_

You must take 3 HL courses and 3 SL courses. A Group 6 choice is optional. You may prefer to choose an additional subject from either Group 2, Group 3 or Group 4, in order to fulfil certain university requirements or to fit a particular career path.

#### Group 1: Studies in Language and Literature – *Please choose one.*

- |   |                          |                 |
|---|--------------------------|-----------------|
| English A: Literature (SL or HL)        | <input type="checkbox"/> | Level: _____    |
| German A: Literature (SL or HL)         | <input type="checkbox"/> | Level: _____    |
| Self-taught language A: Literature (SL) | <input type="checkbox"/> | Language: _____ |

#### Group 2: Language Acquisition

- |                                |                          |              |
|--------------------------------|--------------------------|--------------|
| English B (SL or HL)           | <input type="checkbox"/> | Level: _____ |
| German B (SL or HL)            | <input type="checkbox"/> | Level: _____ |
| French B (HL)                  | <input type="checkbox"/> |              |
| Spanish (SL)                   | <input type="checkbox"/> |              |
| Italian <i>ab initio</i> (SL)  | <input type="checkbox"/> |              |
| Mandarin <i>ab initio</i> (SL) | <input type="checkbox"/> |              |
| German <i>ab initio</i> (SL)   | <input type="checkbox"/> |              |

#### Group 3: Individuals and Societies

- |                                |                          |              |
|--------------------------------|--------------------------|--------------|
| Economics (SL or HL)           | <input type="checkbox"/> | Level: _____ |
| Business Management (SL or HL) | <input type="checkbox"/> | Level: _____ |
| History (SL or HL)             | <input type="checkbox"/> | Level: _____ |
| Geography (SL or HL)           | <input type="checkbox"/> | Level: _____ |

Block\*\*:

- |                            |                          |              |
|----------------------------|--------------------------|--------------|
| Global Politics (SL or HL) | <input type="checkbox"/> | Level: _____ |
| Psychology (SL or HL)      | <input type="checkbox"/> | Level: _____ |

#### Group 4: Sciences

Block\*\*:

- |   |                          |              |
|---|--------------------------|--------------|
| Biology (SL or HL)                            | <input type="checkbox"/> | Level: _____ |
| Sport, Exercise and Health Science (SL or HL) | <input type="checkbox"/> | Level: _____ |

- |                      |                          |              |
|----------------------|--------------------------|--------------|
| Chemistry (SL or HL) | <input type="checkbox"/> | Level: _____ |
| Physics (SL or HL)   | <input type="checkbox"/> | Level: _____ |

#### Group 5: Mathematics

- |   |                          |              |
|---|--------------------------|--------------|
| Mathematics: applications and interpretation (SL or HL) | <input type="checkbox"/> | Level: _____ |
|---|--------------------------|--------------|

#### Group 6: The Arts

- |                        |                          |              |
|------------------------|--------------------------|--------------|
| Visual Arts (SL or HL) | <input type="checkbox"/> | Level: _____ |
| Music (SL or HL)       | <input type="checkbox"/> | Level: _____ |

## My IB Diploma

These three higher level subjects represent my academic focus and interests and fulfil the requirements of my university course:

Higher level \_\_\_\_\_

Higher level \_\_\_\_\_

Higher level \_\_\_\_\_

These are my three standard levels:

Standard level \_\_\_\_\_

Standard level \_\_\_\_\_

Standard level \_\_\_\_\_

I have chosen at least one subject from Groups 1 - 5

### Wahl für den österreichischen Regelunterricht (7. & 8. Klasse)

☐ Musikerziehung

☐ Bildnerische Erziehung

Pupil's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parents' signature: \_\_\_\_\_

Date: \_\_\_\_\_