

International School Innsbruck



International Baccalaureate Diploma Programme



AKADEMISCHES
GYMNASIUM
INNSBRUCK

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Our School



Situated in the heart of the Alps, International School Innsbruck is a culmination of a motivated community of initiators in the west of Austria. Today, as the school finalises its status as an IB World School, we look forward to continuing the traditions of international education in Tirol. Since 1996,

Akademisches Gymnasium Innsbruck has been teaching students bilingually and in particular in the learning areas of Mathematics, Geography and Economics, and Biology and Environmental Science. The learning concept with English as the instructional language has developed progressively and in consultation with parents and students.

Alongside the acquisition of a targeted higher-level English competency, students are educated using subject-specific English in the learning areas. Further selected subjects are also taught in English and supported by native-speaking staff. Our international focus also includes the fundamental importance of languages as a gateway to international open-mindedness, cultural awareness and a development of the individual striving for excellence in a globalised world.

Our programmes are designed so that even students without a prior knowledge of a foreign language such as English are well supported by our experience of the past 20 years. The international class is open to all primary school graduates with talented language skills. International students arriving in Innsbruck are also provided with an attractive learning programme in which to continue their education.

The final two years of upper secondary schooling (School Level 11 & 12) include the teaching of parallel curricula – the Austrian National Curriculum and that of the International Baccalaureate Diploma Programme. Alongside the compulsory Austrian School Leaving Examination (Österreichische Matura) students have the opportunity, in their final year, to participate in and graduate from the International Baccalaureate Diploma Programme.

The International Baccalaureate Learner Profile

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

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

The International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognised, university-entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community.

The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the centre of the curriculum model (below).

Today the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognised in almost every country in the world as a one of the pre-eminent pre-university qualifications.



The IB Diploma Programme of Study

The IB Diploma Programme at ISI builds on our nationally coordinated curriculum, a broad yet demanding course of study with a strong reputation for relevant learning. The IB Diploma Programme is a two-year (Grades 11-12, or ages 16-19) international curriculum that allows students to fulfill the requirements for university entrance of their national or state education systems. Internationally mobile students are able to transfer into the IB Diploma Programme from other IB World schools, as well as from other school systems.

Entry Requirements

To be eligible for the IB DP, ISI students should have completed the 10th level of schooling. External applicants are assessed individually. There are no universal, formal entry requirements; however, in order to have access to instruction and to the course materials, it is a pre-requisite that a student has competent English skills – speaking, listening, reading and writing. If a student does not have sufficient skills, then we may require that he/she take a summer English language course before enrolling in the IB Programme in Grade 11.

Course Selection

All Grade 11 and 12 courses at ISI are simultaneous IB and Austrian national curriculum courses. Students should start the process of choosing their personal program by consulting the list of subjects offered by ISI. As well as considering their personal strengths in individual subjects, when making course selections students should also take into account their future education and career plans. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as different universities in different countries have different entrance requirements. It is very important for students to be aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of their choice. Information about universities around the world is available from ISI's IB Coordinators.

It is strongly recommended that students spend as much time as possible discussing their options with as many people as possible, including parents and teachers. Decisions made at this stage in a student's education could affect the rest of their lives, so it is vital that choices are made only after full research and consultation.

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

- Group 1 Studies in Language and Literature
- Group 2 Language Acquisition
- Group 3 Individuals and Societies
- Group 4 Experimental Sciences
- Group 5 Mathematics
- Group 6 Arts OR one subject from groups 2-4

Further, all IB Diploma students must choose

- Three courses at higher level (HL)
- Three courses at standard level (SL)

In addition, all IB Diploma students must complete

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

Grading

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

7:	Excellent
6:	Very Good
5:	Good
4:	Satisfactory
3:	Mediocre
2:	Poor
1:	Very Poor

Graduating with the Austrian Matura/Leaving Certificate

If a student fulfills the graduation requirements set out by the school and the education department (see below), he/she will be awarded a high school leaving certificate. This is the equivalent of an American High School Diploma, but may also have equivalency in other countries. The conditions for the award of the Austrian Leaving Certificate are determined by the ministry of education.

IB Certificates

The majority of our students will take some examinations under the supervision of the International Baccalaureate. There are many subjects available at ISI; for a school of our size we offer an unusually generous and wide variety of courses. An IB Certificate will be awarded externally, by the IB, for any IB examination taken. IB Certificates are typically used in conjunction with a high school leaving certificate to earn advanced standing credit. The award of IB Certificates is independent of the Austrian Matura/Leaving Certificate.

IB Diploma

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Action, & Service (CAS) and the Extended Essay.

The IB Diploma is awarded externally by the IB. The IB Diploma is independent of the Austrian Matura. Students are however, not obliged to take the IB Diploma. Some students may feel that their needs are not best met by this course and may choose to organize their program in a different way. It may be that the IB Diploma is not required either by a student's university of choice or in the country where the student would like to study; in these cases, a student may, or may not, complete CAS, TOK or the Extended Essay.

The Award of the IB Diploma

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

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

In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay,
- with a grade of at least D in one of them;
- There is no grade 1 in any subject;
- There is no grade 2 at higher level;
- There is no more than one grade 2 at standard level;
- Overall, there are no more than three grade 3s or below;
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level
- subjects must gain at least 16 points at higher level);
- At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level);
- The final award committee has not judged the candidate to be guilty of malpractice.

The Award of the Austrian School Leaving Certificate

The award of the Austrian School Leaving Certificate is determined by the ministry of education and upon completion of Year 12.

Excellence – Ausgezeichnete Erfolg

- Participation in 10 subjects, during Years 11 and 12;
- An average score of 1,5 points or better across all subjects over the two years;

Austrian School Leaving Certificate - Reifeprüfungszeugnis

- Participation in 10 subjects during Years 11 and 12;
- Completion of the School Leaving Exam

Promotion from Grade 11 to Grade 12

To be promoted from Grade 11 to Grade 12 at the end of the first year of the IB Programme, a student must meet the requirements of the International School Innsbruck; this includes meeting the required attendance in each course.

University Entrance

The IB Diploma is a challenging program that provides students with a first-class preparation for their future after ISI. Students follow a course of study with a global reputation for academic excellence, and universities in Austria and throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses.

In some countries, such as the United States and Canada, the IB Diploma qualifies students for advanced placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective U.S. universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB Certificates or the High School Leaving certificate. European universities may require standardized tests (SAT, ACT), if a student only has the High School Diploma or the High School Diploma with IB Certificates.

The Core IB Curriculum

Theory of Knowledge (TOK)

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

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

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

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

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

It offers students and their teachers the opportunity to:

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

In addition, TOK prompts students to:

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

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

TOK Course Content

Minimum teaching hours - 100

Core theme: Knowledge and the knower

This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.

Optional themes

Students are required to study two optional themes from the following five options.

- Knowledge and technology
- Knowledge and language
- Knowledge and politics
- Knowledge and religion
- Knowledge and indigenous societies

Areas of knowledge

Students are required to study the following five areas of knowledge.

- History
- The human sciences
- The natural sciences
- The arts

- Mathematics

Assessment

Students are required to complete two assessment tasks.

- TOK exhibition (internally assessed)
- TOK essay on a prescribed title (externally assessed)

In the second year (Grade 12) of the course, students are officially assessed for their IB Diploma, based solely on two pieces of work:

- The TOK Essay on a prescribed title (1,200-1,600 words). This is supervised by a teacher in the school, and then graded externally by an IB examiner;
- The TOK Exhibition (approximately 10 minutes per student). This is supervised and assessed by a teacher in the school. The final grade is then sent to the IB.

The final TOK grade and the final Extended Essay grade are entered into the Diploma Points Matrix (see below) to award a possible maximum of 3 extra points to be added to a student's Diploma score. Candidates who fail to submit satisfactory work in either area will fail the Diploma.

The Extended Essay

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

Subject Choice

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

Organization of the Extended Essay

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

Assessment

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

The Core Diploma Points Matrix

		Theory of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Extended Essay	Excellent A	3	3	2	2	1 + Failing Condition*	N
	Good B	3	2	1	1	Failing Condition*	N
	Satisfactory C	2	1	1	0	Failing Condition*(2)	N
	Mediocre D	2	1	0	0	Failing Condition*	N
	Elementary E	1 + Failing Condition*	Failing Condition*	Failing Condition*	Failing Condition*	Failing Condition*	N
	Not submitted	N	N	N	N	N	N(3)

The CAS Programme

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

CAS is organized around the three strands of creativity, activity and service defined as follows.

Creativity — exploring and extending ideas leading to an original or interpretive product or performance

Activity — physical exertion contributing to a healthy lifestyle

Service — collaborative and reciprocal engagement with the community in response to an authentic need.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands. Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore

ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

IB Language Programs

ISI offers language programs for mother-tongue or native speakers or near-native speakers (language A), for those still acquiring the language (language B), and for beginners (ab initio). Language A and B courses are available at higher and standard levels.

Available IB Subjects in Years 11 and 12

	Choose	IB Diploma Programme
Group 1	1	Language & Literature A German HL English HL
Group 2	1	Language B English HL French HL/SL German HL/SL German ab Initio Italian SL
Group 3	1	Geography SL or HL History (taught in German) SL Economics SL
Group 4	1	Biology SL or HL Chemistry SL
Group 5	1	Mathematics – Applications and Interpretations SL/HL*
Group 6	1	Music SL Visual Arts SL
Core Elements	3	CAS Extended Essay TOK

International Baccalaureate Diploma Programme

Subject Briefs

The following website provides the most up to date information regarding the requirements of each subject on offer through the diploma programme.

<http://ibo.org/programmes/diploma-programme/curriculum/>

Austrian Ministry of Education

Curriculum

The following website provides the most up to date information regarding the requirements of each subject on offer through the ministry of education.

<https://www.ris.bka.gv.at/eli/bgbl/II/2018/30>

Further Assistance

Website <http://ibo.org/programmes/diploma-programme/>

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