

Senior Years Program 2025

IB Diploma:
Class of
May 2027



The Senior Years Program

The International School of Tallinn (IST) offers opportunities but educational options to help students achieve their academic and personal goals.

Currently, IST offers two options:

1. The IB Diploma Program - The gold standard. This is the option that most students choose as it is the most rigorous and most widely accepted. It is a lot of hard work but provides students with the maximum of opportunities in higher education and beyond.
2. Individual IB Certificate Courses - These courses provide students with the opportunity to study specific subjects, while still gaining recognition for their achievements. This is an option for students who aren't necessarily looking to maximize their opportunities but want to focus on a specific area of interest.



What is the IBDP?

The International Baccalaureate Diploma Program (IBDP) is a highly respected and recognized educational program that aims to provide students with a well-rounded education that develops their intellectual, personal, emotional and social skills, as well as their ability to think critically and independently. The program encourages students to ask challenging questions, learn how to learn, and develop a strong sense of cultural understanding and respect.

The IBDP consists of six academic subjects, including one subject from each of the following groups: studies in language and literature, language acquisition, individuals and societies, sciences, and mathematics. In addition to these academic subjects, students are also required to complete a Theory of Knowledge course, an Extended Essay, and participate in Creativity, Action, Service (CAS) activities. The program is designed to be challenging, but also highly rewarding for students who are willing to put in the effort. It provides students with the skills and knowledge they need to succeed in university and in their future careers.

The IBDP is recognized and respected by universities around the world and provides students with a competitive edge when applying to universities and for jobs. Successful completion of the program can lead to advanced standing and course credit at many institutions too. The program is not only about achieving good grades, but also about developing the whole student and preparing them for a successful future. This is why many students and parents choose the IB Diploma Program as the best option for their secondary education



What makes the IBDP different?

There are many options for senior school, but IB stands out.

IB Structure

The IBDP is structured differently than other senior programs such as Advanced Placement (AP) and A-levels, as it provides a holistic approach to education. The program is divided into six subject groups which are designed to provide students with a broad range of educational experiences and to encourage them to explore their interests and passions. This approach allows students to develop a well-rounded set of skills and knowledge, which prepares them for success in university and in their future careers.

Academic Rigor

The IBDP is not for the faint-hearted. It is known for its academic rigor and high standards. The program is designed to challenge students to think critically, creatively, and independently. The curriculum is demanding, and students are expected to engage with complex texts, ideas, and concepts. The assessments in the program are rigorous and include both internal and external evaluations, oral and written components and research projects. The program also encourages self-directed learning and independent study, which prepares students well for the rigor of university studies and equips them with the knowledge, skills and mindset to succeed in their future endeavors.

The Core

The key thing that distinguishes the IBDP from competitors is the core. The Core is made up of Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Action, Service (CAS).

Theory of Knowledge (TOK) encourages students to reflect on the nature of knowledge, question the assumptions that underpin their understanding of the world, and make connections between the different subjects they are studying. It is uniquely useful in helping students develop critical thinking, and analytical and reflective skills, which are highly valued by universities and employers.

Through the Extended Essay (EE), students learn to conduct independent research, formulating a research question, collecting and analyzing data, and presenting their findings in a structured and well-written manner. This experience helps students to develop essential skills such as critical thinking, analytical and communication skills, as well as develop their self-directed learning, time management and independent thinking. All of which is highly valued in higher education and beyond.

Creativity, Activity, Service (CAS) encourages students to participate in a range of physical, creative, and social activities, which help them to develop their physical, creative, and social skills. Through the CAS program, students learn to work in teams, to communicate effectively, to be reflective, and to develop leadership skills. These skills are essential for success in university and beyond. The CAS component also encourages students to develop a sense of global responsibility, empathy and to be active members of the community.



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 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.



Approaches to Learning

The International Baccalaureate Diploma Program (IBDP) places a strong emphasis on the development of Approaches to Learning (ATL) skills. These skills are designed to help students become more effective learners and to prepare them for success in university and beyond.

The IBDP identifies five ATL skills: thinking, communication, social, self-management and research.

Thinking skills - the ability to think critically, creatively, and independently. This includes the ability to analyze, evaluate and synthesize information, as well as to identify and solve problems. Students develop this skill by learning how to question assumptions, explore alternative perspectives, and evaluate evidence.

Communication skills - the ability to express oneself effectively and to understand and interpret the communication of others. This includes the ability to communicate in different languages and across different media. Through the IBDP, students learn to communicate their ideas effectively, to listen actively, and to work effectively in teams.

Social skills - the ability to work effectively with others, including the ability to collaborate, lead, and participate in groups. This is developed by students through their engagement in team projects, group discussions, and other collaborative activities. They learn to understand and appreciate different perspectives, to negotiate and to resolve conflicts.

Self-management skills - the ability to take responsibility for one's own learning, including the ability to set and achieve goals, to manage time and to be self-reflective. Students develop this skill by learning how to set and achieve goals, how to manage their time effectively and how to reflect on their own learning.

Research skills - the ability to find, select, and use information effectively, including the ability to evaluate sources. This is developed by students through their engagement in independent research projects, such as the Extended Essay, and other research-based activities. They learn to gather, evaluate and use relevant information and to communicate their findings effectively.

10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



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*Based on IB research - www.ibo.org/research

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Where Can the IBDP Take Me?

Graduating with an International Baccalaureate Diploma (IBDP) opens up a world of international opportunities for students. The IBDP is [widely recognized](#), which makes it easier for students to gain admission to top-ranked universities.

Many universities offer advanced standing or credit for IBDP courses, which can help students to complete their degree program in a shorter period of time.

Many universities have exchange programs that allow IBDP graduates to study at a foreign institutions for a semester or a year. This can provide students with a unique cultural experience and help them to develop language skills and intercultural competence.

Furthermore, the IBDP also offers students the opportunity to participate in international service-learning projects, and to participate in a range of other international programs such as Model United Nations, and the Global Young Leaders Conference. These opportunities allow students to connect with peers from around the world and to develop their leadership skills.

As a new DP program, we are only at the early stages of building a database of where our students go after receiving diplomas and/or certificates. Staff with previous experience of the DP however, will list many success stories, with past IBDP students gaining entry to universities as diverse as:

Europe & The United Kingdom

University of Oxford
 University of Cambridge
 Imperial College London
 ETH Zurich
 University of Bonn
 University College London
 LMU Munich
 PSL Research University Paris
 KU Leuven
 London School of Economics
 Technical University of Munich
 École Polytechnique Fédérale de Lausanne
 Humboldt University of Berlin
 Lomonosov Moscow State University
 University of Tübingen
 University of Southampton
 King's College London
 Heidelberg University
 University of Manchester
 University of Amsterdam
 Institut Polytechnique de Paris
 Sorbonne University
 Leiden University
 University of Groningen
 University of Zurich
 University of Bristol
 University of Bath
 Durham University
 Trinity College: Dublin
 Erasmus University

The Americas

Harvard University
 Princeton University
 Johns Hopkins University
 University of Pennsylvania
 Columbia University
 Cornell University
 University of Michigan: Ann Arbor
 Northwestern University
 University of British Columbia
 University of California: Los Angeles
 University of California: Santa Barbara
 University of California: San Diego
 University of Toronto
 McGill University
 University of Texas: Austin

Asia & Australasia

Tsinghua University
 University of Hong Kong
 Korea Advanced Institute of Science and Technology (KAIST)
 University of Melbourne
 Fudan University
 Monash University
 Seoul National University
 Hong Kong University of Science & Technology
 University of Sydney

Meeting IBDP Requirements

In order to gain an IB Diploma students must choose a broad range of subjects.

Students must choose six subjects, ONE from each group:

- Group 1: English Language
- Group 2: Second Language
- Group 3: Individuals & Societies
- Group 4: Science
- Group 5: Mathematics
- Group 6: Arts
(Group 6 is optional and can be replaced with an extra subject from either Group 3 or Group 4)

Almost all subjects offer a Higher Level (HL) Course and a Standard Level (SL) Course.
Students must ensure that three of their six choices are HL.

Finally, students must complete three mandatory “Core Courses”:

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



Grading the IBDP

In order to gain an IB Diploma students must meet strict requirements and will receive a score out of 45 points.

Each subject course will be graded on a 1-7 scale. 7 is outstanding, 4 is generally considered a pass, below that, students are at risk of not meeting IBDP requirements.

Six Subjects (each worth 7 points) gives each student a potential for 42 points.

In addition, there are three bonus points available based on student performance in the Core Courses (Theory of Knowledge & Extended Essay).

The Core points are determined by a matrix (below). An 'A' in their Extended Essay and a 'C' in their Theory of Knowledge Course would earn the student 2 bonus points. An E in either core course would lead to a failing condition.

| | | Theory of Knowledge | | | | |
|----------------|---|---------------------|---|---|---|------|
| | | A | B | C | D | E |
| Extended Essay | A | 3 | 3 | 2 | 2 | Fail |
| | B | 3 | 2 | 2 | 1 | |
| | C | 2 | 2 | 1 | 0 | |
| | D | 2 | 1 | 0 | 0 | |
| | E | Fail | | | | |

Failing Conditions:

A student will NOT receive an IB Diploma if one or more of the following occur:

- Their total exam & core points are lower than 24.
- They have gained fewer than 12 points on HL subjects
- They have gained fewer than 9 points on SL subjects
- They have earned an "E" for either Core Subject (TOK or EE).
- CAS requirements have not been met.
- They have earned a "1" in any subject.
- They have earned a "2" three or more times (HL or SL).
- They have earned a "3" four or more times (HL or SL).

Grading Expectations

It is important to note that the DP is no picnic. For many of you, who are used to being measured against your classmates, this will be the first time you will be measured against peers from around the whole world. Consequently, many students will need to adjust their expectations.

Below are the world average grades from around the world in May 2024. It also includes the grade distribution of earned grades (percentage of students who earned a 7/6/5 etc).

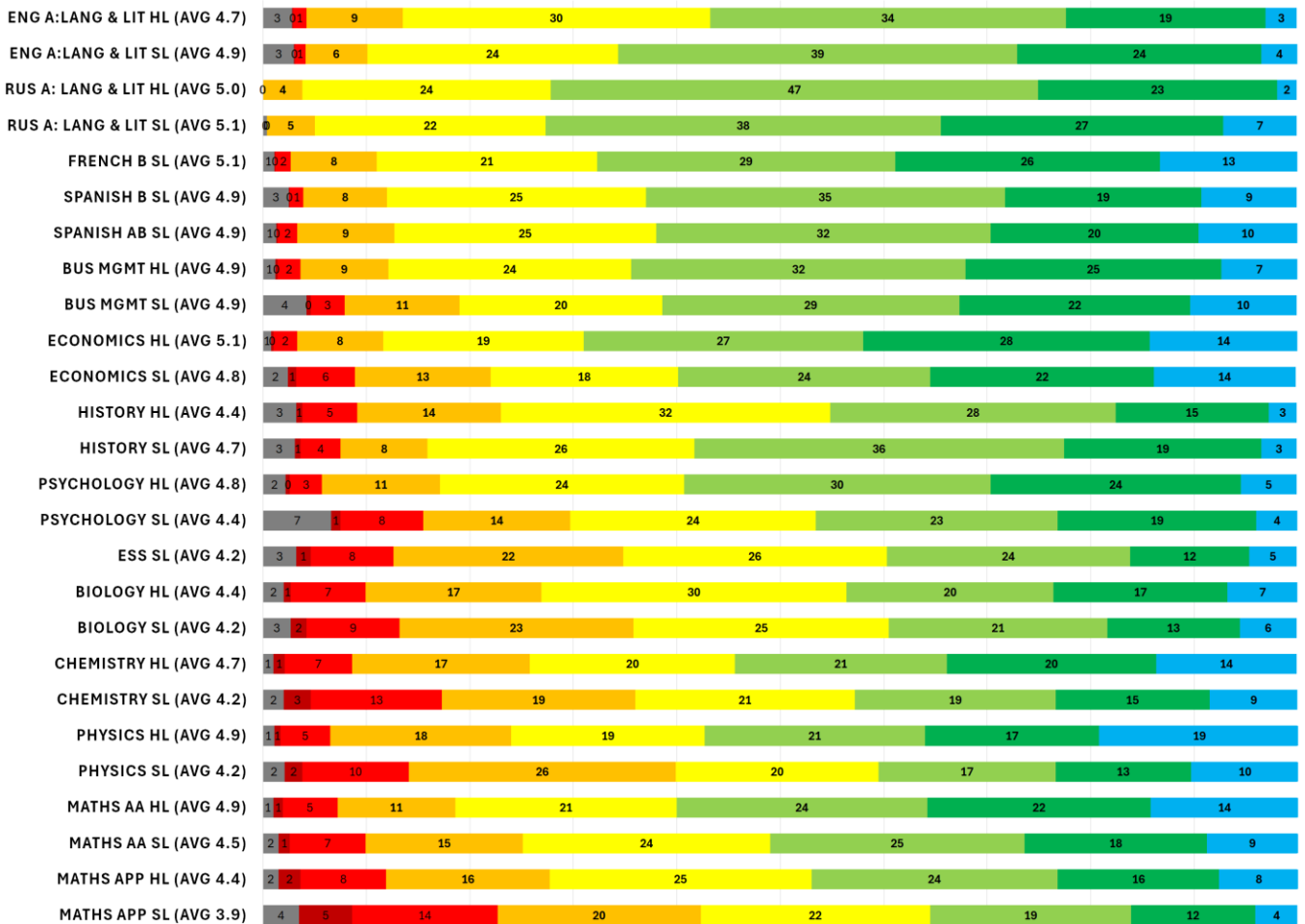
- You will see that world average grades usually sit around 4-5.
- Only a small percentage of students earn a grade of 7, or even 6.
- Some subjects have higher chances of achieving a 3 or below (4 is considered a pass).

While it is possible to get very good grades in all subjects (especially at SL level), every subject will take a lot of work, discipline, attentiveness and collaboration to do this.

...so prepare early.

MAY 2024 WORLDWIDE GRADE DISTRIBUTION
(% OF STUDENTS WHO ACHIEVED A...)

■ Did Not Complete ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7



Choices at IST

Below are the specific subject offerings at IST.* These subjects afford students a lot of flexibility and will suit most students regardless of their path after IST.

Full IB Diploma students must select at least three subjects at Higher Level, IB Certificate students have a little more flexibility. Attempting the most rigorous path however, is encouraged, as it gives students more options later.

The DP Coordinator, College Counselor and Grade 10 Advisory team will run a number of sessions helping students understand subjects & potential choices, but students are expected to conduct their own research too.

| Core | Group 1 English | Group 2 2 nd Language | Group 3 Individuals & Societies | Group 4 Sciences | Group 5 Mathematics | Group 6 Arts |
|----------------|--|--|--|-------------------|--|---------------------|
| 3 Required | 1 Required | 1 Required | 1 or 2 Required | 1 or 2 Required | 1 Required | Not Required |
| TOK | English A: Language & Literature (HL/SL) | Russian A: Language & Literature (HL/SL) | History (HL/SL) | Biology (HL/SL) | Math Analysis & Approaches (HL/SL) | Visual Arts (HL/SL) |
| Extended Essay | | Spanish B or Ab Initio (SL only) | Business Mgmt (HL/SL) | Physics (HL/SL) | Math Applications & Interpretation (HL/SL) | |
| CAS | | French B or Ab Initio (SL only) | Economics (HL/SL) | Chemistry (HL/SL) | | |
| | | | Environmental Systems & Societies (SL only - Group 3 OR 4) | | | |

The following section contains a basic overview of each subject offered and how it is assessed. It also contains the abilities, results and dispositions that teachers expect to be demonstrated before entering their class.

Students and Parents are encouraged to read these subject descriptions carefully and seek out further information.

*The availability of each subject is subject to a range of factors, including viable class size, timetable & teacher availability.

Theory of Knowledge (TOK)

TOK explores questions about knowledge and the process of knowing. It emphasises comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

This course will:

- Enable students to reflect on the central question, “How do we know that?” and to recognise the value of asking that question
- Expose students to ambiguity, uncertainty & questions with many plausible answers
- Equip students to effectively navigate novel and complex situations
- Encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- Engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- Encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- Prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition and communication of knowledge.

Due to its nature and content, TOK forms one of the most effective critical thinking courses available at Senior School level, not only teaching students how to critique ideas, but also how to take them seriously.

TOK Assessment:

- TOK Exhibition (33%)
Students select three objects for public display. Students write accompanying commentaries (350 words each) on each object & how they connect to or exemplify TOK concepts.
- TOK Essay (67%)
A 1600 word essay on a prescribed prompt. This requires very rigorous deep thinking as well as clarity of critique and presentation.

Extended Essay (EE)

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB Diploma. It provides students with an opportunity to engage in personal research in a topic of their choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the chosen subject.

Students begin the research process during DP1 and submit in the second year of IB study.

This compulsory independent research project will enable students to:

This course will:

- Pursue independent research on a focused question that relates to an area of interest.
- Engage in a systematic process of research appropriate to the subject.
- Develop research skills, including creating hypotheses, close reading, using online & traditional tools, and interacting with research supervisors
- Develop communication skills, including sustained writing, self-directed feedback skills and thesis-defence.
- Develop the university-level skills and processes.

EE Assessment:

- Extended Essay (100%)
A 4000 word independent research essay, including a reflection journal and a Viva Voce (Similar to a Thesis defence).

Creativity, Activity, Service (CAS)

CAS enables students to grow as unique individuals through experiential learning, and to understand they are members of local and global communities with responsibilities towards each other and the environment.

The Three Strands of CAS are:

- **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

To complete their CAS program, students are required to achieve the seven CAS learning outcome. Students must:

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, & new skills developed
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognise the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions



IB English Language and Literature is a course designed around the incredibly broad concept of 'texts' and the ways we engage with them. The course requires students to interact with and consider a variety of texts across literary and non-literary mediums. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language and the ways it shapes and is influenced by identity and culture.

Lang/Lit focuses heavily on the ways in which meaning is constructed, adapted, and interpreted. It tasks students with recognizing the various ways a text can be read. The class thus dips into literary theory and connects with TOK as it demands the students continually evaluate the origins and controller of meaning in a given work.

Students should expect to read a great deal for the course and be tasked with connecting pieces to each other, philosophical movements, cultural contexts and themselves. The texts read vary between traditional literary texts- short stories, plays, poems, graphic novels, and novels to less traditional non-literary texts- photographs, cartoons, editorials, advertisements, blogs, podcasts, letters, diary entries, and speeches. Uniting both textual sets are common themes, reading techniques, class discourse and a necessity for careful observation and a strong capacity for critical thinking.

It is important to note:

- by completing two IB Language & Literature A subjects (usually English A & Russian A), students gain a bilingual IB Diploma. Students who undertake one Language & Literature course and one Language B course gain an IB Diploma, without the additional 'Bilingual' honor.

Standard Level (150 Hours)

Paper 1: Guided Textual Analysis (35%)

An exploration of the techniques of a non-literary text with a guiding question.

Paper 2: Comparative Essay (35%)

An essay comparing two literary works studied during the course in relation to a provided question.

Individual Oral: (30%)

A 15-minute oral analysis and questioning session on a particular global issue. Includes an oral analysis on literary texts or written passages.

An acceptable (SL) candidate is:

- An 'interested' student who engages in class discussion & answers questions
- An organised writer
- A detailed and willing reader who does not avoid challenging texts. (notices details)

Entry Indicators:

- Proficient in English & I&S
- Solid Grades in the Gr10 Research Essay
- Can use self-evaluation tools
- Has a strong grasp of the English Language

Higher Level (240 Hours)

Paper 1: Guided Textual Analysis (35%)

Two essays exploring the techniques of two non-literary texts with guiding questions.

Paper 2: Comparative Essay (25%)

An essay comparing two literary works studied during the course in relation to a provided question.

Individual Oral: (20%)

A 15-minute oral analysis and questioning session on a particular global issue. Includes an oral analysis in literary texts or written passages.

HL Essay (20%)

A brief essay further examining a work from the course formed around a specific line of student inquiry.

An ideal (HL) candidate is:

- An active learner who is highly engaged
- A deliberate, detailed writer (argument & analysis are key to success)
- An independent reader, of a variety of works of various challenge levels. (lots of reading)
- An independent learner who asks questions & uses feedback to improve

Entry Indicators:

- Excellent grades in English & I&S
- Excellent grades in the Gr10 Research Essay
- Good Scores in Gr10 English Mock IB Tasks
- Consistent independent use of self & peer-evaluation tools

Similarly to IB English, IB Russian: Language and Literature is a course designed around the incredibly broad concept of 'texts' and the ways we engage with them. The course requires students to interact with and analyze a variety of texts across both literary and non-literary mediums. By examining communicative acts through literary forms, textual types, and secondary readings, students explore the nature of language and how it shapes and is shaped by identity and culture.

Lang & Lit focuses heavily on how meaning is constructed, adapted, and interpreted. It challenges students to recognize the multiple ways a text can be understood. The course incorporates elements of literary theory and connects with TOK, requiring students to critically evaluate the origins and control of meaning within any given work.

Students should expect to engage deeply with the material, connecting texts to each other, to philosophical movements, to cultural contexts, and to their own experiences. The texts studied range from traditional literary works—such as short stories, plays, poems, and novels—to less traditional non-literary texts like photographs, cartoons, advertisements, blogs, podcasts, diary entries, and speeches. These diverse textual forms are unified by common themes, analytical techniques, class discussions, and a strong emphasis on observation and critical thinking.

It is important to note:

- by completing two IB Language & Literature A subjects (usually English A & Russian A), students gain a bilingual IB Diploma. Students who undertake one Language & Literature course and one Language B course gain an IB Diploma, without the additional 'Bilingual' honor.

Standard Level (150 Hours)

Paper 1: Guided Textual Analysis (35%)

An exploration of the techniques of a non-literary text with a guiding question.

Paper 2: Comparative Essay (35%)

An essay comparing two literary works studied during the course in relation to a provided question.

Individual Oral: (30%)

A 15-minute oral analysis and questioning session on a particular global issue. Includes an oral analysis on literary texts or written passages.

An acceptable (SL) candidate is:

- An 'interested' student who engages in class discussion & answers questions
- An organised writer
- A detailed and willing reader who does not avoid challenging texts. (notices details)

Entry Indicators:

- Able to read texts in Russian
- Proficient in Language-Rich subjects
- Can use self-evaluation tools
- Can make connections between English & Russian areas of study

Higher Level (240 Hours)

Paper 1: Guided Textual Analysis (35%)

Two essays exploring the techniques of two non-literary texts with guiding questions.

Paper 2: Comparative Essay (25%)

An essay comparing two literary works studied during the course in relation to a provided question.

Individual Oral: (20%)

A 15-minute oral analysis and questioning session on a particular global issue. Includes an oral analysis in literary texts or written passages.

HL Essay (20%)

A brief essay further examining a work from the course formed around a specific line of student inquiry.

An ideal (HL) candidate is:

- An active learner who is highly engaged
- A deliberate, detailed writer (argument & analysis are key to success)
- An independent reader, of a variety of works of various challenge levels. (lots of reading)
- An independent learner who asks questions & uses feedback to improve

Entry Indicators:

- Has a strong grasp of the Russian Language
- Excellent grades in Language-Rich subjects
- Good Scores in Gr10 English Mock IB Tasks
- Consistent independent use of self & peer-evaluation tools

IB French B is a popular Group 2 subject that develops linguistic proficiency and intercultural understanding, essential for thriving in a multilingual and interconnected world.

IB French B is NOT just about learning grammar and vocabulary. It IS about using language to communicate effectively, analyze diverse perspectives, and explore global issues through the lens of French-speaking cultures. Students engage with authentic texts, discuss contemporary topics, and develop the ability to express ideas fluently in a range of contexts.

The course fosters inquiry by encouraging students to explore themes such as identities, experiences, human ingenuity, social organization, and sharing the planet.

This subject is helpful preparation for students pursuing international studies, diplomacy, linguistics, or any field that values intercultural competence. It builds vital skills in communication, analysis, and adaptability, making it ideal for global citizens and future leaders.

It is important to note:

- Language B subjects are language acquisition courses. If students demonstrate a level of proficiency at Grade 10 in their target language, this is not the subject for them. Grade 10 Language teachers will evaluate the students to determine if a language acquisition course is suitable. If in doubt, students can talk to their teacher to determine the appropriate level for them.
- French Ab initio is an option depending on results in Grade 10, student availability for extra classes and teacher approval.

Ab Initio: Standard Level (150 Hours)

Paper 1: Receptive Skills (30%)

Text-handling exercises demonstrating understanding of four written texts.

Paper 2: Productive Skills (25%)

Writing exercises demonstrating proficiency in the target language.

Written Assignment (20%)

A written task in the target language, demonstrating cultural understanding.

Individual Oral (25%)

A three-part oral including a presentation based on a visual stimulus, viva voce & follow-up conversation. conversation with the examiner.

An Acceptable Ab Initio candidate is:

- A student who has demonstrated very little understanding of the target language (as assessed by Gr11 language teachers)
- Willing to complete extra classes outside normal DP schedule.

Entry Indicators:

- An independent learner (uses feedback effectively & strives to improve)

Language B: Standard Level (150 Hours)

Paper 1: Receptive Skills (25%)

Text-handling exercises demonstrating understanding of four written texts.

Paper 2: Productive Skills (25%)

Written response based on one of five options.

Writing Task Receptive & Written Skills (20%)

Inter-textual reading plus a written task and rationale.

Individual Oral (20%)

A limited preparation-time oral task including a presentation & conversation with the teacher.

Individual Oral Activity (10%)

Three classroom activities assessed by the teacher.

An Acceptable Language B candidate is:

- A student who has had some previous learning of the language & shows potential to further develop
- A committed student, who engages in class discussions & completes quality work on time
- A reader and writer who is open to learning

Entry Indicators:

- Basic knowledge of the target language as demonstrated to Grade 10 Language teachers
- An independent learner (uses feedback effectively & strives to improve)

Spanish B is a second language course designed for students with some previous learning of Spanish, preferably at an intermediate level. The course focuses on developing language skills in the target language, such as speaking, writing, reading, and listening comprehension.

The course is organized from five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. A wide range of written, audio, visual, and audio-visual texts is specially designed for allowing the students to achieve the aim of communicating in the target language and understanding its culture.

This subject is helpful preparation for students pursuing international studies, diplomacy, linguistics, or any field that values intercultural competence. It builds vital skills in communication, analysis, and adaptability, making it ideal for global citizens and future leaders.

It is important to note:

- Language B subjects are language acquisition courses. If students demonstrate a level of proficiency at Grade 10 in their target language, this is not the subject for them. Grade 10 Language teachers will evaluate the students to determine if a language acquisition course is suitable. If in doubt, students can talk to their teacher to determine the appropriate level for them.
- Spanish Ab initio is an option depending on results in Grade 10, student availability for extra classes and teacher approval.

Ab Initio: Standard Level (150 Hours)

Paper 1: Receptive Skills (30%)

Text-handling exercises demonstrating understanding of four written texts.

Paper 2: Productive Skills (25%)

Writing exercises demonstrating proficiency in the target language.

Written Assignment (20%)

A written task in the target language, demonstrating cultural understanding.

Individual Oral (25%)

A three-part oral including a presentation based on a visual stimulus, viva voce & follow-up conversation. conversation with the examiner.

An Acceptable Ab Initio candidate is:

- A student who has demonstrated very little understanding of the target language (as assessed by Gr11 language teachers)
- Willing to complete extra classes outside normal DP schedule.

Entry Indicators:

- An independent learner (uses feedback effectively & strives to improve)

Language B: Standard Level (150 Hours)

Paper 1: Receptive Skills (25%)

Text-handling exercises demonstrating understanding of four written texts.

Paper 2: Productive Skills (25%)

Written response based on one of five options.

Writing Task Receptive & Written Skills (20%)

Inter-textual reading plus a written task and rationale.

Individual Oral (20%)

A limited preparation-time oral task including a presentation & conversation with the teacher.

Individual Oral Activity (10%)

Three classroom activities assessed by the teacher.

An Acceptable Language B candidate is:

- A student who has had some previous learning of the language & shows potential to further develop
- A committed student, who engages in class discussions & completes quality work on time
- A reader and writer who is open to learning

Entry Indicators:

- Basic knowledge of the target language as demonstrated to Grade 10 Language teachers
- An independent learner (uses feedback effectively & strives to improve)

IB History is the most popular group 3 subject in the world for good reason. It is uniquely focused on the skills & concepts that students need in an increasingly contested world.

IB History is NOT about dates, events and memorisation. It IS about understanding the value/limitations of many contested sources of information and opinions. It IS about understanding how/why narratives are constructed, both in the past, and in the present.

History is an exploratory subject that fosters a sense of inquiry; students have choice in what topics they want to study or how they want to formulate and answer questions. They will need to study a narrow topic via individual sources, 2 broader world history topics, and for HL, several regional topics.

Additionally, all students conduct an entirely free-choice historical investigation in which they combine skills to investigate an historical question in depth. This is an academic study that is excellent preparation for students wishing to study law, politics, international relations, business, economics or environmental studies (among many other subjects) at the university level.

Particularly useful is the close ties between IB History and TOK. Students are expected to think critically and reflect on many things that are often taken for granted. This is done through developing a deep understanding of key Historical concepts including:

- Change & Continuity
- Causation & Consequence
- Significance & Perspectives

Standard Level (150 Hours)

Paper 1: Source Analysis (25%)

Source-based paper with a series of short-answer questions & a mini essay.

Paper 2: World History (45%)

Two essays on world history topics, usually requiring cross-regional comparisons.

IA: Historical Investigation (30%)

A free-choice investigation, combining source analysis, research & analysis, and reflection.

An acceptable candidate is:

- An 'interested' student who engages in class discussion & answers questions
- An organised writer
- A detailed reader (notices details)

Entry Indicators:

- Proficient in Social Studies & English
- Solid Grades in the Gr10 Research Essay
- Can use self-evaluation tools

Higher Level (240 Hours)

Paper 1: Source Analysis (20%)

Source-based paper with a series of short-answer questions & a mini essay.

Paper 2: World History (25%)

Two essays on world history topics, usually requiring cross-regional comparisons.

IA: Historical Investigation (20%)

A free-choice investigation, combining source analysis, research & analysis, and reflection.

Paper 3: Regional History (35%)

Three essays on regional history topics. In-depth discussion is required

An ideal candidate is:

- An active learner who is highly engaged in class discussion & independently asks questions
- A deliberate, detailed writer (argument & analysis are key to success)
- An independent reader (lots of reading)
- An independent learner (uses feedback effectively & strives to improve)

Entry Indicators:

- Excellent grades in I&S & English
- Excellent Grades in the Gr10 Research Essay
- Consistent independent use of self & peer-evaluation tools

At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The DP economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labor and capital (the global economy).

The aims of the DP economics course are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools, and analyze economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

While there are some topics in this course that are useful to someone who plans to run a business someday, most of the course deals with more economic theory and the interactions between individuals and firms with the state and interactions between states through issues like trade. It is therefore not a recommended course for aspiring business owners.

Standard Level (150 Hours)

Paper 1: Extended Response (30%)

Extended response paper based on all units of the syllabus.

Paper 2: Data Analysis (40%)

Data response paper based on all units of the syllabus.

IA: Portfolio (30%)

Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts.

An acceptable candidate is:

- Proficient in mathematics
- An 'interested' student who engages in class discussion & answers questions
- An organised writer
- A detailed reader (notices details)

Entry Indicators:

- Proficient in I&S & English
- Solid Grades in the Gr10 Research Essay & Personal Project
- Can use self-evaluation tools

Higher Level (240 Hours)

Paper 1: Extended Response (20%)

Extended response paper based on all units of the syllabus.

Paper 2: Data Analysis (30%)

Data response paper based on all units of the syllabus.

IA: Portfolio (30%)

Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts.

Paper 3: Policy Paper (20%)

Propose economic solutions for a case study based on all units of the syllabus.

An ideal candidate is:

- An excellent mathematics student (particularly with mathematical models)
- An active learner who is highly engaged in class discussion & independently asks questions
- A deliberate, detailed writer (argument & analysis are key to success)
- An independent reader (lots of reading & research)
- An independent learner (uses feedback effectively & strives to improve)

Entry Indicators:

- Excellent grades in I&S & English
- Excellent Grades in the Gr10 Research Essay
- Consistent independent use of self & peer-evaluation tools

IB Business Management is a highly dynamic Group 3 subject that equips students with the critical thinking and decision-making skills needed in today's interconnected global economy.

IB Business Management is NOT just about running businesses or memorizing concepts. It IS about understanding the complexities of organizational strategies, ethical decision-making, and sustainable practices. Students investigate how internal and external factors affect business activities and how to balance stakeholder interests.

The course fosters inquiry as students explore key business areas like human resources, finance, marketing, and operations, with HL students delving deeper into strategic concepts. Through real-world case studies, students engage with core themes of change, creativity, ethics, and sustainability. They also complete an independent research project that applies theory to practical business challenges.

This subject is excellent preparation for fields such as business, entrepreneurship, or management at university. It also develops valuable skills in effective communication, and strategic problem-solving—ideal for aspiring business leaders and innovators..

Standard Level (150 Hours)

Paper 1: Case Study Analysis (30%)

Structured response paper based on pre-seen case study & additional stimulus material.

Paper 2: Extended Response (45%)

Structured & Extended responses based on stimulus material and key course concepts.

IA: Written Commentary (25%)

A 1500-word commentary based on three to five supporting documents about a real issue or problem facing a particular organization.

An acceptable candidate is:

- An 'interested' student who engages in class discussion & answers questions
- An organised writer
- A detailed reader (notices details)
- Has a solid understanding of mathematics

Entry Indicators:

- Proficient in I&S & English
- Passing Grades in the Gr10 Research Essay & Personal Project
- Can use self-evaluation tools

Higher Level (240 Hours)

Paper 1: Case Study Analysis (35%)

An expanded structured response paper based on pre-seen case study & additional stimulus material.

Paper 2: Extended Response (40%)

An expanded structured & Extended responses paper based on stimulus material and key course concepts.

IA: Written Commentary (25%)

A 2000-word research report based on an issue facing an organization or decision to be made by an organization.

An ideal candidate is:

- A student who can both (a) memorise large amounts of conceptual/factual information and (b) apply & incorporate this information into analysis
- An independent reader -lots of independent research
- An independent learner (uses feedback effectively & strives to improve without explicit teacher instruction)
- An active learner who is highly engaged in class discussion & independently asks questions

Entry Indicators:

- Good grades in I&S & English
- Good Grades in the Gr10 Research Essay & Personal Project
- Demonstrated consistent independent use of self & peer-evaluation tools

There are a multitude of factors that account for how societies function and depend upon natural systems. On the other hand, social and economic development depletes limited resources and significantly impacts the environment, resulting in an intricate interconnectedness that is extremely dynamic.

The relationships between environmental systems and both the sociopolitical and economic context are explored in depth throughout the ESS course, including associated controversies. Learners are given opportunities to take complex positions on resource usage by humans and pressing environmental issues.

As the human population increases, there is a growing concern with fulfilling our current and future needs for commodities to manufacture goods and building infrastructure. Sustained welfare requires continuous resource access, which is only achieved with strategic management and reduction of detrimental effects on the valuable ecosystem services. With that in mind, students perform activities that explore realistic and effective solutions for limiting the impacts of human activities on natural systems.

Throughout the course learners will:

- Explore the relationships between environmental systems and socio-economic scenarios
- Take complex perspectives on resources usage by humans and pressing environmental issues
- Explore realistic and effective solutions for limiting the human impacts on natural systems.

Standard Level (150 Hours)

Paper 1 (25%)

Students analyse and evaluate data in a case study.

Paper 2 (50%)

Section A: Short-answer and data-based questions.

Section B: two structured essay questions from a choice of four.

IA: Investigation (25%)

An ESS free-choice research question that is designed and implemented individually by the student.

An acceptable candidate is:

- Curious about the environment, geography and social studies
- Interested in interdisciplinary and controversial discussions
- Has an open-minded analytical spirit

Entry Indicators:

- independent
- self-critical
- persistent/motivated
- communicative
- efficient reader and thinker
- meticulous researcher

IB Biology is the most popular group 4 subject in the world. After all, it is the study of life, which is fascinating! Different from how biology is taught in traditional curricula, IB Biology focuses on the understanding of how processes and interactions among the different parts of living systems occur. It is true that students are expected to use the appropriate scientific terminology, but doing well in IB Biology is not about memorizing new words. Instead, students should be able to explain some complex mechanisms that keep us alive and how they are affected by different factors. It is similar to showing proficiency in a new language: in order to communicate thoughts and knowledge in this new language, the use of the appropriate words is a must.

As in the other experimental sciences, in IB Biology students develop critical thinking skills when they design an investigation to answer a research question of their choice, analyze multiple pieces of data throughout the course, and evaluate claims about diverse aspects of life on Earth that are frequently seen in the news and social media.

IB Biology is essential for those who intend to pursue a career in the health and biological fields like medicine, pharmacy, bioengineering, biotechnology, or for those who want to understand more about her/his own body in order to live a healthier life. The new syllabus that will start being taught in Aug. 2023 will emphasize the development of research skills, as well as self-management, social and communication skills.

Standard Level (150 Hours)

Paper 1A: Multiple Choice (36%)

Multiple-choice questions on the syllabus

Paper 1B: Data-based questions

Multiple choice questions and questions based on interpreting and analyzing data

Paper 2: (44%)

Section A: Questions from unfamiliar contexts and short-answer questions.

Section B: Extended-response questions that focus on holistic knowledge and understanding of a wide range of syllabus content, skills, concepts and understandings.

IA: Individual Scientific Investigation (20%)

Open-ended task where students gather and analyze data in order to answer their own formulated research question. Assessed through a 3000-word written report.

An acceptable candidate:

- An 'interested' student who engages in class discussion & answers questions
- A learner with reasonable time-management skills

Entry Indicators:

- Proficient in Gr9 and Gr10 science

Higher Level (240 Hours)

Paper 1A: Multiple Choice (36%)

Multiple-choice questions on the syllabus

Paper 1B: Data-based questions

Multiple choice questions and questions based on interpreting and analyzing data

Paper 2: (44%)

Section A: Questions from unfamiliar contexts and short-answer questions.

Section B: Extended-response questions that focus on holistic knowledge and understanding of a wide range of syllabus content, skills, concepts and understandings.

IA: Independent Scientific Investigation (20%)

Open-ended task where students gather and analyze data in order to answer their own formulated research question. Assessed through a 3000-word written report.

An ideal candidate:

- An active learner who is highly engaged in class discussion & independently asks questions
- A learner with good time-management skills
- An independent learner (uses feedback effectively & strives to improve)

Entry Indicators:

- Excellent grades in Gr9/10 science (Biology)
- Consistent independent use of self & peer-evaluation tools

IB Physics is a rigorous two-year course designed to provide students with a suitable foundation in the natural sciences and prepare them for university level studies. The course studies the nature and interaction of matter and energy. Physics is the most fundamental of the experimental sciences and seeks to explain the universe itself – from the study of the smallest known subatomic particles to the vast distances between galaxies.

Physicists attempt to explain phenomena observed in the natural world by applying the scientific method: asking questions, making observations, and collecting and analyzing data. With a strong focus on experimentation and problem-solving, students taking this class will develop excellent critical thinking skills and learn how to evaluate scientific claims.

The course is centered around a set of five core themes:

- Space, time, and motion
- The particulate nature of matter
- Wave behaviour
- Fields
- Nuclear and quantum physics

Additionally, as part of the experimental program, all students conduct an individual investigation in which they come up with their own research question and design and carry out an experiment to test it. This is an area of academic study that is excellent preparation for students wishing to study physics, engineering, any of the natural sciences, computer science, or architecture (among many other subjects) at the university level.

Standard Level (150 Hours)

Paper 1A: Multiple Choice (36%)

Paper 1B: Data-based questions

Multiple choice questions and questions based on interpreting and analyzing data

Paper 2: Short-Answer Questions (44%)

Solving problems and explaining concepts.

IA: Individual Scientific Investigation (20%)

An open-ended task in which the student gathers and analyzes data in order to answer their own formulated research question.

An acceptable candidate:

- Is an 'interested' student who engages in class discussion and likes hands-on learning
- Is curious about the world

Entry Indicators:

- Proficient in Science (Physics)
- Passing grades in Math

Higher Level (240 Hours)

Paper 1A: Multiple Choice Paper (36%)

Paper 1B: Data-based questions

Multiple choice questions and questions based on interpreting and analyzing data.

Paper 2: Short-Answer Questions (44%)

Solving problems and explaining concepts.

IA: Independent Scientific Investigation (20%)

An open-ended task in which the student gathers and analyzes data in order to answer their own formulated research question.

An ideal candidate:

- Is an active learner who is highly engaged in class discussion and enjoys hands-on learning
- Has strong quantitative skills (comfortable with algebra and interpreting graphs)
- Is curious about the world around him/her
- An independent learner (uses feedback effectively & strives to improve)

Entry Indicators:

- Excellent grades in Science (Physics)
- Solid grades in Math

IB Chemistry is a very popular course among Group 4, especially for students who want to go to medical school or pursue some kind of Engineering or STEM degree. The course focuses on the composition of matter, stoichiometric relationships, and calculations involving energy and chemical reactions, as well as organic structures and their relationships to the biosphere, TOK, and society.

Chemistry is a course suitable for curious and questioning students, who ask themselves the big questions about the composition of the universe, microscopic particles, and reactions that allowed the progress of humanity, medicine, and engineering. Chemistry students must always be curious and engaged and prepared to discuss and learn abstract concepts and mathematical relationships that encompass the properties of matter and chemical reactions.

The chemistry course has connections with the theory of knowledge, especially with regard to the progress of scientific theories, in debates on the main concepts of the elemental composition of matter. Some of chemistry's relationships with Theory of Knowledge include:

- The constructivist approach to scientific theories
- The notion that matter behaves differently depending on its scale
- Different perspectives of scientists related to their culture and historical time.

Standard Level (150 Hours)

Paper 1A: Multiple Choice (36%)

Paper 1B: Data-based questions

Multiple choice questions and questions based on interpreting and analyzing data

Paper 2: Short-Answer Questions (44%)

Solving problems and explaining concepts.

IA: Individual Scientific Investigation (20%)

An open-ended task in which the student gathers and analyzes data in order to answer their own formulated research question.

An acceptable candidate:

- Interested in the composition of matter and chemical reactions.
- Inquisitive, engaged, and knowledgeable

Entry Indicators:

- Able to do math operations with scientific notations and powers of 10
- Having a basic sense of the periodic table of elements

Higher Level (240 Hours)

Paper 1A: Multiple Choice Paper (36%)

Paper 1B: Data-based questions

Multiple choice questions and questions based on interpreting and analyzing data.

Paper 2: Short-Answer Questions (44%)

Solving problems and explaining concepts.

IA: Independent Scientific Investigation (20%)

An open-ended task in which the student gathers and analyzes data in order to answer their own formulated research question.

An ideal candidate:

- Interested in the composition of matter and its transformations
- A data-driven person who likes to do research
- Has basic knowledge on scientific notation and equations up to the second degree.

Entry Indicators:

- Able to do math operations with scientific notations and powers of 10
- Having a basic sense of the periodic table of elements
- Able to use the scientific method to collect data and apply and evaluate experiments.

IB Mathematics: analysis and approaches is a course that recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Most students who choose this course are interested in studying majors that demand a strong mathematical background, in areas such as sciences, mathematics, engineering and technology. The course is also a good fit for students interested in studying other majors, like economics and business, if they are captivated by the underlying patterns and structure that can be unveiled by the use of mathematical analysis. In this challenging course both the elegance of mathematics itself and its numerous applications are addressed.

Standard Level (150 Hours)

Paper 1 (40%)

Short-response and extended-response questions based on the syllabus. No technology allowed.

Paper 2 (40%)

Short-response and extended-response questions based on the syllabus. Technology required.

IA: Mathematical Exploration (20%)

An open-ended task in which the student gathers and analyzes data in order to answer their own formulated research question.

An acceptable candidate:

- An 'interested' student who engages in class discussion & is willing to learn outside of class.
- A student who understands that memorizing methods and formulas is not a significant part of the learning process.
- A student who understands that productive struggle is part of the learning process.

Entry Indicators:

- Proficient in basic algebra
- Can use a graphic display calculator
- Solid Grades in Gr10 Math

Higher Level (240 Hours)

Paper 1 (30%)

Short-response and extended-response questions based on the syllabus. No technology allowed.

Paper 2 (30%)

Short-response and extended-response questions based on the syllabus. Technology required.

IA: Mathematical Exploration (20%)

An open-ended task in which the student gathers and analyzes data in order to answer their own formulated research question.

Paper 3 (20%)

Two extended response problem-solving questions. Technology required.

An ideal candidate:

- An active learner who is highly engaged in class discussion & independently asks questions.
- A 'curious' student who wants to investigate and deeply understand how mathematical arguments are built.
- A student that is able to construct arguments and solve new problems using foundational mathematical concepts.
- A student who likes to be challenged.

Entry Indicators:

- Excellent understanding of algebra and geometry
- Can use a graphic display calculator with ease
- Excellent Grades in Gr10 Math

Mathematics Applications and Interpretations 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, this 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. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Standard Level (150 Hours)

Paper 1 (40%)

Short-response questions based on the syllabus.
Technology required.

Paper 2 (40%)

Extended-response questions based on the syllabus.
Technology required.

IA: Mathematical Exploration (20%)

An individual exploration that involves investigating an area of mathematics with real-world implications.

An acceptable candidate:

- An 'interested' student who engages in class discussion & answers questions.
- A dedicated student who is willing to learn in class and outside of class.
- A student who understands that memorizing methods and formulas is not a significant part of the learning process.
- A student who understands that productive struggle is part of the learning process.

Entry Indicators:

- Proficient in basic algebra
- Can use a graphic display calculator
- Solid Grades in Gr10 Math

Higher Level (240 Hours)

Paper 1 (30%)

Short-response questions based on the syllabus. No technology allowed.

Paper 2 (30%)

Extended-response questions based on the syllabus.
Technology required.

IA: Mathematical Exploration (20%)

An individual exploration that involves investigating an area of mathematics with real-world implications.

Paper 3 (20%)

Two extended response problem-solving questions.
Technology required.

An ideal candidate:

- An active learner who is highly engaged in class discussion & independently asks questions.
- A 'curious' student who wants to investigate and deeply understand how mathematical arguments are built.
- A student that is able to construct arguments and solve new problems using foundational mathematical concepts.
- A student who likes to be challenged.

Entry Indicators:

- Excellent understanding of algebra and geometry
- Can use a graphic display calculator with ease
- Excellent Grades in Gr10 Math

The Visual Arts course exposes students to Art History, contemporary and international Artists and Art forms. Students who choose this course possess the curiosity to explore visual arts in multiple contexts and through both theoretical and practical research. Apart from a foundation in taught art skills and techniques (2D, 3D and digital) the course is assessed through the following:

The Comparative Study is a personal research project which compares and contrasts artworks from two or three different cultures and times whilst exploring their influences on some of the students' own work. The Exhibition of students' artworks is work selected and curated by the students at the end of their course.

The Process Portfolio is an edited digital assessment taken from students' visual arts journal of research, practical experimentation, evolving plans and developing themes, compiled over the two year course and in consequence it includes successful and unsuccessful works and personal reflections.

Standard Level (150 Hours)

Comparative Study (20%)

Analysis of formal qualities used to structure artworks & connections to the students' own artwork.

Process portfolio (40%)

Exploration of media and techniques and investigation of art pieces.

IA- Exhibition (40%)

Art collection: 4-7 pieces of artwork, texts and curatorial rationale, which is a 400-word essay..

An acceptable candidate:

- Passionate for art, curious to investigate theories, media and techniques.
- Disposition for challenges and discoveries.

Entry Indicators:

- Proficient in reading and writing
- Drawing skills or commitment to develop strong artistic skills

Higher Level (240 Hours)

Comparative Study (20%)

Analysis of formal qualities used to structure artworks & connections to the students' own artwork.

Process portfolio (40%)

Exploration of media and techniques and investigation of art pieces.

IA- Exhibition (40%)

Art collection: 8-11 pieces of artwork, texts and curatorial rationale, which is a 700-word essay.

An ideal candidate:

- Passionate for art, curious to investigate theories, media and techniques.
- Disposition for challenges and discoveries.

Entry Indicators:

- Proficient in reading and writing
- Drawing skills or commitment to develop strong artistic skills
- Openness and engagement to find the flow!

How to Make Smart Subject Selections

The choices you make now are important, and there are all sorts of factors that come into play. It is important that you do some soul-searching, and really give thought to a number of key questions:

What are your Interests?

The IB DP requires sustained effort and attention to detail. Being genuinely interested in your chosen subjects will go a long way towards ensuring your success. You might want to ask yourself: Which subjects do you find most interesting? Which topics can you focus on for a long time? In which subjects do you find yourself asking questions?

What are your Abilities?

The IB DP is tough, and it is even more tough when you are in a subject that you find extra difficult. It is however, worth noting that sometimes it is necessary to build skills in areas that you need, but don't currently possess. It is a balance, and you might want to ask yourself: In which subjects do you do well? In which subjects do you find it easiest to make progress? In which subjects do you need to improve your skills & understanding?

What are your Aims?

Most enter the IB DP with an aim in mind. Often this aim is a specific course at a specific University, or even a specific country/city. Other times it is about keeping your options open, and setting yourself up for success regardless of the decisions you make now. It is important to ask yourself: What do you want to study/do after IST? What are the requirements to enter your chosen path? If you are unsure, how do you maximise your options?

Researching your subjects beyond this handbook is a good idea. The IBO provides all sorts of information that can help you make tough decisions. See the end of this booklet for links, and If you need more information like, ask senior students, teachers or the IB Coordinator.

Subject Preferences

As part of the subject selection process, students will be required to complete a number of forms expressing their preferences. These will be conducted based on a ranked choice model: in each group students will need to number their preferences with '1' being their first choice '2' being their second choice, and so on.

Senior School Program Grade 10 Initial Preferences – January

| | | | |
|-----------------|---------------|---|---------------|
| Full Name: | Bilbo Baggins | What do you want to study/do after IST? | Law (Finance) |
| First Language: | Russian | Second Language: | English |

| | |
|---------------------------|-----------------------------------|
| Program | Configuration |
| 1 Full IB Diploma Program | 2 1 Science, 1 Humanities, 1 Arts |
| 2 IB Certificate Program | 3 2 Science, 1 Humanities, 0 Arts |
| | 1 2 Humanities, 1 Science, 0 Arts |

| | |
|--------------------------------------|---|
| Group 1-2: English Language | Group 1-2: 2nd Language |
| 2 English Language & Literature (HL) | 1 Russian Language & Literature (HL/SL) |
| 1 English Language & Literature (SL) | 3 French B/Ab Initio (SL only) |
| | 2 Spanish B/Ab Initio (SL only) |

| | |
|---|---|
| Group 3: Individuals & Societies | Group 4: Sciences |
| 2 History (HL/SL) | 4 Physics (HL/SL) |
| 3 Business Management (HL/SL) | 2 Biology (HL/SL) |
| 1 Economics (HL/SL) | 3 Chemistry (HL/SL) |
| 4 Environmental Systems & Societies (SL only) | 1 Environmental Systems & Societies (SL only) |

| | |
|--|-----------------------|
| Group 5: Mathematics | Group 6: Arts |
| 2 Math Analysis & Approaches (HL) | 1 Visual Arts (HL/SL) |
| 3 Math Analysis & Approaches (SL) | |
| 1 Math Applications & Interpretations (HL) | |
| 4 Math Applications & Interpretations (SL) | |

It is important to note that students are not guaranteed their first choices- there are limited places per subject.

The best way for students to earn entry to their first-choice preferences is to demonstrate suitability in Grade 10. If a student wishes to enter IB Economics, they will need to achieve excellent results in Grade 10 Math and Individuals & Societies. They will also need to demonstrate candidate qualities like the ability to work and read independently, an affinity for mathematical models and attention to detail.

Each subject will have different requirements and these will be determined by the teachers. These requirements may seem restrictive at first, but they are the first step to ensure that all students succeed- entering a subject without these demonstrated qualities is likely to lead to poor results and less effective, enjoyable classes.

Preparing for Senior Years

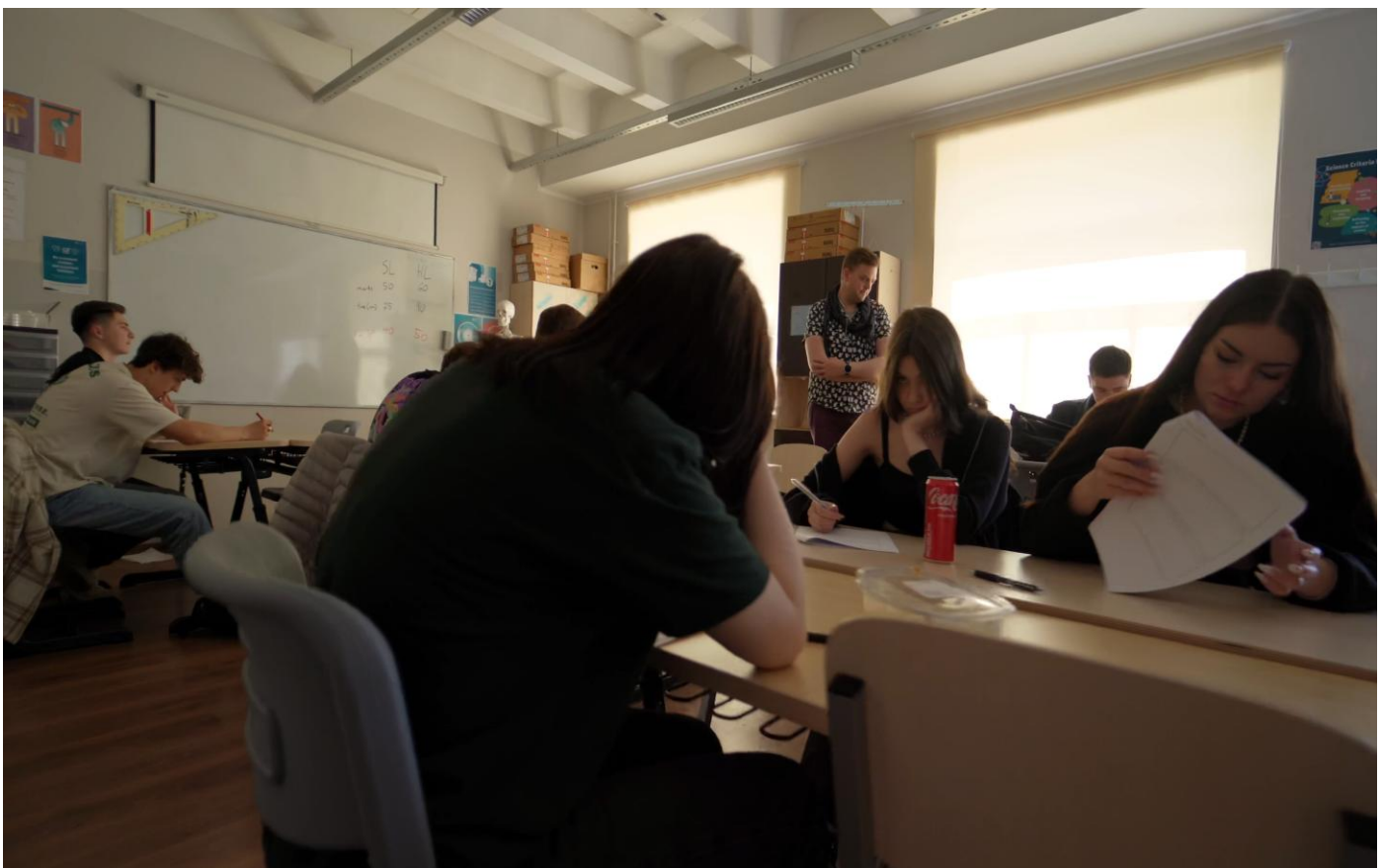
There are a number of things that we can all do to ensure success in the Senior Years. This starts before even beginning the IBDP.

Grades 9 & 10 Modern Learning

Students in MYP4 & 5 can take several steps to prepare for higher level study.

Firstly, it is essential for students to strive to develop strong academic skills, such as critical thinking, research, and problem-solving BEFORE entering the DP. This can be achieved through regular practice, seeking help when needed and being open to feedback from teachers. Students should aim to develop a strong work-ethic, which includes being organized, managing their time effectively, and being willing to put in extra effort when needed. Independent study skills are also crucial, such as being able to work independently, manage their own learning, and seek out resources when needed.

It's also important to note that perfect grades are less important than effort and positively engaging with teachers. Successful students endeavor to be interesting and more importantly, interested. This means actively participating in class, asking questions, and seeking feedback on their work.



Essential Tasks

In addition to MYP5 level subjects, IST requires all students in Grade 10 to complete a number of tasks that give students the opportunity to demonstrate their readiness for higher study.

MYP Personal Project

The IB MYP Personal Project is an independent, student-driven initiative that fosters creativity, critical thinking, and project management skills. Students identify a passion or interest, set goals, and create a product or outcome, documenting the process in a report. Academically, it enhances research, time management, and reflective abilities, preparing students for advanced studies. Personally, it cultivates self-confidence, resilience, and a sense of achievement, allowing learners to explore meaningful topics while contributing to personal growth and lifelong learning.

Grade 10 Research Essay

This mandatory assignment is an excellent opportunity for students to develop their independent research and communication skills, which are essential for success in the International Baccalaureate Diploma Program (IBDP) and beyond. The research essay requires students to conduct independent research, formulate a research question, collect and analyze data, and present their findings in a structured manner. The research essay also encourages students to develop self-directed learning, time management, and independent thinking which are important for success in the IBDP.

Grade 10 Mock Exams/ Summative Assessments

The Grade 10 mock exams & summative assessments provide students with an opportunity to practice their independent study skills and to understand the format and requirements of the DP exams. They are also an excellent opportunity for students to experience the pressure of an exam situation and/or Internal Assessments. Developing their ability to manage stress and anxiety is an important skill for students to develop as it is essential for success in the International Baccalaureate Diploma Program (IBDP) and beyond.

Clubs & Community

Participating in clubs and school events allows students to work with a diverse group of peers, to collaborate and to develop their leadership skills. This is important as the IBDP encourages students to be active and responsible members of the community. Additionally, the opportunity to take on leadership roles in clubs and events can help students to develop self-confidence, decision-making skills, and effective communication skills.

Furthermore, participating in clubs and school events allows students to discover their interests beyond the classroom. This is important as it provides students with a sense of purpose and helps them to find their passion and to set their future goals.

Frequently Asked Questions

1. Do I need to specialize early to get into University?

While it is true that some international curricula force students to specialise early, **the whole point of the IBDP is to develop a broad range of skills and conceptual understanding across many different areas of study**, there are some University courses that have stringent criteria for entry ...but these are often more flexible than you think. Showing that you are a capable person with transferable skills will go a long way with universities. Showing that you have a range of concepts that can be applied across disciplines will show that you are the sort of well rounded human that universities want.

2. Are some subjects more valuable than others?

We regularly hear students & parents saying that “Physics is valuable, Literature is not”, or “Theatre is a waste of time, you should be spending time on History”.

In reality, the answer is “**it depends**”.

If you are planning to be a civil engineer then subjects like Math & Physics are going to be especially valuable to you. If you are going to be a lawyer, then Literature and History will be of the utmost importance. Talking to the IB Coordinator and College Counsellor is the most important step to working out the value of each subject.

It is also worth noting the IB philosophy of developing a full character with a broad array of skills & conceptual understanding- the value is derived from breadth, not from individual subjects.

3. Are some subjects easier than others?

There are a lot of myths that suggest some subjects are easy while others are hard. This is generally not the case. The IB constantly revises its assessments to ensure that each course is rigorous.

The truth is that ALL HL subjects are quite tough, and ALL SL subjects are less difficult.

Some subjects may SEEM more difficult than others, but this is usually an indicator of the sorts of skills and approaches that you need to develop. Eg. students who come from a school with a strong math program and a weak Science program will find Math Applications & Interpretations HL easier than Biology HL. Taking on an experimental science may be exactly the challenge that you need to improve.

4. Which subjects are the least stressful?

This is rarely a good guide for choosing subjects. In most cases, early stress can lead to less stress later, while less stress early can mean assessment season is a nightmare. **Regardless, it is important to think of stress as something to be overcome, not avoided.** This is why the IBDP is so valuable- Universities and employers know that IB diploma holders have a range of strategies to succeed despite stress.

5. Can I change my subjects after I have started Grade 11?

It is possible to change subjects, but we generally advise students to avoid it.

Changing subjects has many unforeseen consequences with timetables, transcripts and learning so we have a number of requirements before a student can change. Students need to be completely sure, get approval from their teachers, the college coordinator, & ultimately the IB Coordinator/Principal.

...this is why we spend time in grade 10 getting subject choices right the first time!

Frequently Asked Questions

6. Can I pick more than three higher Level (HL) topics?

It is possible to choose more than three higher level subjects. Sometimes students who are unsure of their final choices may choose to start more HL topics than is required. Once they get a better idea of which subject they find most difficult, they move to the SL course. This strategy is not for everyone, but it is an option. Come speak to the IB Coordinator for more information.

7. What if the subject I want to study isn't offered at IST?

IST offers a broad range of subject offerings that should suit most students' needs. There are however some cases where students may wish to do a subject outside of IST offerings. In these cases there are two main options: (a) a self-study course -usually done when a student's primary language is not English or Russian, and (b) Pamoja; an online portal that offers external IBDP subjects.

These options are not recommended for any but the most studious, organised and self-directed students. It is also worth noting that these options involve extra fees.

If you wish to find out more, come talk to the IBDP coordinator.

8. Do I have to do the IBDP? Are there other options?

No! You don't have to do the IBDP, however, **we recommend all students studying at the highest level of rigor possible.** If students are unable to complete a full IBDP, then students should look at gaining as many IB certificates as possible.

If certificates are a problem, we can offer other options (each would require a consultation with the DP Coordinator, SEN Coordinator and Careers Counsellor), but students are expected to attend the same classes and do broadly similar work.

DP Staff

Here at The International School of Tallinn: Diploma Program, we have a team of professionals who can offer guidance.

This is not simply for subject-related information, but also for academic, study and University admissions advice.

Each staff member has a broad array of experiences from all around the globe. We strongly encourage students and parents to ask questions and seek advice.



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Resources & Links

This booklet contains a broad overview of The IST IB Diploma Program. We encourage parents and students alike to research further. Below is a list of useful links designed to help you get started.

1. IST Resources

- a. [IST Website](#)
- b. [Introduction to Senior Years \(Folder- updated with most recent resources\)](#)
- c. [Pamoja Information Pack](#)

2. IB Resources

- a. [The International Baccalaureate Organization](#)
- b. [Diploma Program](#)
 - i. [What is the IBDP?](#)
 - ii. [Curriculum](#)
 - iii. [Extended Subject Briefs](#)
 - iv. [Assessments and Exams](#)
 - v. [IB Academic Integrity Policy](#)
 - vi. [IB Fees and Deadlines](#)
 - vii. [AI in Learning, Teaching & Assessment](#)
- c. [Benefits of the IB](#)
 - i. [Who is the IBDP for?](#)
 - ii. [Why IB Students Succeed](#)
 - iii. [IBDP Recognition Database](#)

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